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TRAINING CENTRE (CRFD) IN
“SOCIAL AND EDUCATIONAL
SCIENCES”

DOCTORAL RESEARCH AND
TRAINING SCHOOL IN EDUCATION
AND EDUCATIONAL ENGINEERING

DEPARTMENT OF CURRICULA AND
EVALUATION

MOTHER TONGUE EDUCATION AND ACCESSIBILITY OF LEARNERS IN RURAL AREAS TO SCHOOL, CASE OF THE NSO PEOPLE IN THE NORTH WEST REGION OF CAMEROON

*A Dissertation of a Master's Degree of Education defended on 11th
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Specialty
Curriculum Development



By
MALVIS VERNYUY
Bachelors degree in English Modern Letters
Registration number- 21V3476

Ranks	Names and grade	Universities
President	CHAFFI Cyrille Ivan MC	UYI
Supervisor	NDJONMBOG Joseph Roger, CC	UYI
Examiner	SHAÏBOU Abdoulaï HAJI, CC	UYI

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CERTIFICATION

We hereby certify that this dissertation entitled “**Mother-Tongue Education and Accessibility of Learners in Rural Areas to School,**” case study, Nso people in the North west Region of **Cameroon** was carried out by Malvis Vernyuy, it has been corrected in accordance with the comments of the jury to our satisfaction. We therefore recommend that this dissertation be bound and copies deposited in the Department of Curriculum and Evaluation of the Faculty of the University of Yaoundé 1.

Signatories

President of jury

Examiner

Supervisor

Dr. Ndjonmbog Joseph Roger

Head of Department

Prof. Daouda Maingari

To my grandmother, Mama SYLVIA SHEÉ

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ABSTRACT

This study was designed to exhibit the importance of mother tongue in education so as to assess its impact on the accessibility of learners to schools in Nso communities in the Northwest Region of Cameroon.

The general objectives of this work were to explore the potential benefits of implementing mother tongue education in rural areas

To assess the attitudes and perceptions of parents, teachers, and community members towards mother tongue education

To propose measures to leverage Mother Tongue Education in the Nso community.

The following question has guided our investigation: what can be done to facilitate children's access to school in rural areas using the mother tongue perspective?

The answer to this question is our general hypothesis which adheres that, Children learn better and faster in a language they can understand and as such preventing delays in learning.

The operationalization of this general hypothesis has generated three research hypotheses.

The collection of data was done through a questionnaire and an interview guide administered to a selected sample of 115 participants and is analyzed using a narrative data analysis in IBM SPSS statistics version 21 and a cluster analysis which made us realize that mother tongue education is a national concern which should be treated with fairness and much consideration as most respondents strongly agree on the effective implementation of the mother tongue as a means to access education.

The participants were sampled following a purposeful method of a non-probabilistic sampling technique (this sampling set out to identify members of the population who are likely to possess certain characteristics or experiences and are willing to share with you).

This is because the research sort to facilitate children in rural areas access to education by making mother tongue instruction more effective as a step towards emergence. we have decided to interview only the pedagogic advisors for primary education administer questionnaires to teachers currently teaching in the chosen schools and parents who has children of school age because they are the ones in touch with the curriculum and school syllabus and equally with the learner.

he findings revealed in the study is the emphasis that the country is not yet ready to provide education to minorities or local communities in their mother tongue despite education being a basic human right and as such this led us to the following suggestions; Comprehensive studies should be carried out with regard to the right to education and mother tongue education for learners in the rural areas to school

Children's educational rights and best interests should be prioritized and protected while making educational policies and Out of the more than 250 languages in Cameroon, only five cannot be studied at the national level and as such, this study suggest that the concept should be revised be reviewed.

RÉSUMÉ

Cette étude a été conçue pour démontrer l'importance de la langue maternelle dans l'éducation afin d'évaluer l'impact de la langue maternelle sur l'accessibilité des apprenants aux écoles dans les communautés de Nso, dans la région du Nord-Ouest du Cameroun.

Les objectifs généraux de ce travail étaient d'explorer les avantages potentiels de la mise en œuvre de l'éducation en langue maternelle dans les zones rurales,

D'évaluer les attitudes et les perceptions des parents, des enseignants et des membres de la communauté à l'égard de l'éducation en langue maternelle

Proposer des mesures pour tirer parti de l'éducation en langue maternelle dans la communauté de Nso.

La question suivante a guidé notre enquête : que peut-on faire pour faciliter l'accès des enfants à l'école dans les zones rurales en utilisant la perspective de la langue maternelle ?

La réponse à cette question est notre hypothèse générale, selon laquelle les enfants apprennent mieux et plus vite dans une langue qu'ils peuvent comprendre, ce qui permet d'éviter les retards d'apprentissage.

L'opérationnalisation de cette hypothèse générale a généré trois hypothèses de recherche.

La collecte des données a été effectuée au moyen d'un questionnaire et d'un guide d'entretien administrés à un échantillon sélectionné de 115 participants et analysés à l'aide d'une analyse narrative des données dans IBM SPSS statistics version 21 et d'une analyse en grappes qui nous a permis de réaliser que l'éducation dans la langue maternelle est une préoccupation nationale qui devrait être traitée avec équité et beaucoup de considération puisque la plupart des personnes interrogées sont tout à fait d'accord sur la mise en œuvre efficace de la langue maternelle comme moyen d'accès à l'éducation.

Les participants ont été sélectionnés selon une méthode d'échantillonnage non probabiliste (cet échantillonnage vise à identifier les membres de la population qui sont susceptibles de posséder certaines caractéristiques ou expériences et qui sont prêts à les partager avec vous.

Nous avons décidé d'interroger uniquement les conseillers pédagogiques pour l'enseignement primaire, d'administrer des questionnaires aux enseignants qui enseignent actuellement dans les écoles choisies et aux parents qui ont des enfants en âge d'être scolarisés, car ce sont eux qui sont en contact avec le programme d'études et le programme scolaire et également avec l'apprenant. Les conclusions de l'étude soulignent que le pays n'est pas encore prêt à fournir une éducation aux minorités ou aux communautés locales dans leur langue maternelle, bien que l'éducation soit un droit humain fondamental, ce qui nous a amenés à formuler les suggestions suivantes : des études approfondies devraient être menées sur le droit à l'éducation et l'éducation dans la langue maternelle pour les apprenants des zones rurales à l'école, les droits éducatifs et les intérêts supérieurs des enfants devraient être prioritaires et protégés lors de l'élaboration des politiques éducatives et sur les 250 langues que compte le Cameroun, seules cinq ne peuvent pas être étudiées au niveau national et ce concept devrait donc être revu.

CHAPTER ONE

GENERAL INTRODUCTION

It will not be an understatement if one says that denying an individual access to education is like denying that individual access to existence and, education that is packaged in a language which a learner does not understand is torture to the learner. Nelson Mandela (first South African President and Philanthropist) in a speech in South Africa July 16th 2003, defined education as '... most powerful weapon which you can use to change the world'. According to him, education is the great engine of personal development. Reasons why we have human rights put into place and equally the policy of education for ALL. Since education is meant for all, then there is a need to make it accessible to all despite all linguistic challenges and differences.

Individuals have some indispensable, inalienable, equal and universal rights from birth. One of these rights is the right to education. Education has officially been a human right since the acceptance of Universal Declaration of Human Rights by the United Nations (UN, 2015) in 1948. It was also emphasized in many human rights conventions across the world such as Convention against Discrimination in Education (1960), International Covenant on Economic, Social and Cultural Rights (UN, 1966) and Convention on the Elimination of All Forms of Discrimination against Women (1981). The Convention on the Rights of the Child (CRC) (UNESCO, 1989) strengthened the concept of the right to education even more. In these documents, it is decreed that all children should be provided with primary education and supported in gaining equal access to school especially for children in rural areas who face difficulties using the official language that they can access education using their mother tongue with no discrimination where and what so ever be the case.

Celebrating Language

The International mother-tongue day was first announced by UNESCO (United Nations Educational, Scientific and Cultural Organization) in 1999, it was the initiative of the Bangladesh students of the university of darker who were later killed after this initiative and has been a fixed date in the calendar ever since 2000. This day is a reminder of how languages connect us to our culture and identity (21february international mother language day every year). International Mother Tongue Day recognizes that languages and multilingualism can advance inclusion, and the Sustainable Development Goals focus on leaving no one behind, and at the same time, it serves as a reminder that some languages are increasingly under threat

because of globalization and discrimination against native speakers. As we mark international mother language day, we should also be aware it is not just about one day in a year. It is a life time of recognizing the importance of mother tongue languages in educational, personal development and intercultural dialogue. By celebrating language, we also encourage open mindedness, tolerance, acceptance and respect of one's origin and cultural heritage.

Historical Background

Education is a fundamental human right that serves as a catalyst for individual and societal development. In many regions, including the Northwest Region of Cameroon, ensuring access to quality education remains a challenge, particularly in rural areas. The Nso people, an indigenous group have a rich linguistic and cultural heritage. Implementing mother tongue education could be a viable strategy to improve educational accessibility and outcomes for learners in Nso communities. The Nso people believe that their language is an important tool for preserving their culture and traditions, and they adhere that it can be used to promote education in a number of ways: First they believe that teaching in the Nso language in schools can help to promote cultural understanding and respect. They also believe that teaching the Nso language can help improve literacy rates, as the language is considered to be easier to learn than French or English. Finally, they believe that teaching in their culture and traditions, as it allows them to pass on their knowledge and traditions to future generations. Another important aspect of the Nso peoples approach to language is their belief in the importance of language preservation. They understand that languages are living things that can change over time, and they take steps to ensure that their language is preserved and continues to evolve. For example, they have a cultural center where the Nso language is taught, and they also publish books and other materials in the language. Lamso Literacy center, CAPTAL (African center for Translation and interpretation) and SIL (Summer institutes of linguistics).

Multilingualism and Language Teaching in Cameroon

Even though Cameroon is a multilingual and multiethnic country with about 250 languages and more than 245 ethnic communities, children in most ethnolinguistic communities still face difficulty in educational attainment due to little or no impetus on their respective mother tongues. Uncertainty about the number of Cameroon languages and their reduced enumeration in last five censuses may be attributed to their lack of required information and awareness about mother tongues and also the 'one nation, Linguistic minorities are regarded as vulnerable Many studies have already revealed that teaching in mother tongue in the early

grades enhances children's ability to learn better than in second or foreign languages (UNESCO, 2003; Skutnabb-Kangas, 2003). It has also been reported that if children are taught in languages which are different from their home language, they drop-out from school, have low achievement and repeat classes due to a high failure rate (UNESCO 2004). This state of affairs is still persistent in some of our Cameroonian rural areas. English and French are the only official languages and a lingua franca at the national level. French and English have been occupying dominating roles in education for a long time.

The importance of mother tongue education was studied by Professor Jim Cummins from the University of Toronto in Canada, 2001, (MOOMIN LANGUAGE SCHOOL BLOG Saga Aorala, 8th march 2017) during the bilingual mother tongue day. He explored why it is so important that parents speak their own mother tongue to their children. His research uncovers the link between a child's development and their mother tongue. He found that children who develop skills in two or even three languages grow up to have a deeper understanding of how to form sentences and expressions, making the use of language as a whole a lot easier. (Cummins: Language Power and Pedagogy. Bilingual Matters in The Crossfire Clevedon, England: Multilingual Matters, 2000).

Children speaking just one mother tongue has a fixed mindset on how to communicate what they want or need. He also found that children with only one mother tongue did not know how to use the language in the same depth as children using two or more mother tongue languages. He discusses how children that speak multiple languages have more advanced critical thinking as they have to explore how to phrase and use the language of choice at that moment in time. Furthermore, Cummins found that children with a strong mother tongue find it easier to pick up a second language and develop their literacy skills. He concluded that children's knowledge and skills transfers across languages. However, skills learnt in mother tongue could also be transferred into the language learning approach, so if a child has to think more about how to deliver the sentence and when to use it, their cultural identity is also easily adapted. Therefore, it is a healthy approach to learning for parents to teach second languages at home and also develop the child's use of language and expression. With the free use of the language policy or mother tongue education, children in rural areas will have a free access to education.

Contextual Background

Cameron's orientation of the educational Language Policy

The orientation Law Number 98/004 of APRIL 1998, To Lay Down Guidelines For Education in Cameroon part one section 5 number 1 and 4 for general provisions respectively states that *“Train citizens who are firmly rooted in their cultures, but open to the world and respectful of the general interest and common will”, promote national languages” and it also attorns that learners be trained in the two official languages and at most one national language (a mother tongue)*. Equally in part one of the curriculum under the learners profile, the first core skill which should be acquired at the end of both nursery and primary cycle of education is *“communication in the two official languages (English and French) and the use of at least one national language”*. Communication in English, in French and in at least one national language implies the ability to use the four language skills of these languages. The learner should be able to listen, communicate orally, and be able to read and to write. The language competence is a prerequisite for success to other core skills.

Since Independence, Cameroonian scholars have called for a Language Policy that recognizes and integrates national Language in official affairs Ngijol (1964). His proposal was that, in addition to the official Languages, one Mother Tongue could be used at the national level since it will act as a unifying factor and reduce the threat of tribalism. Considering the difficulties involved in the use of a single national Language, Ngijol (1987) suggests the use of a number of national, provincial or regional languages. Bot Ba Njock (1966) proposes a more inclusive Policy where all Mother Tongues are used in the early years of education. Due to the technical difficulties of implementing this policy, for example, lack of trained linguists, low level of language development, he recommends the use of zonal languages resulting in the selection of one or more languages per region. Towa (1987), following Ngijol (1964,1987) suggests the use of one national Mother tongue and 12 venicular languages. The 12venicular languages will be used in schools and endowed with the status of national languages. The remaining languages will be used in adult literacy in order to prevent their extinction.

The main objective of primary education in Cameroon is to make learners to become good communicators, good writers and good listeners and good in oral expressions in the two official languages and at least one national language (Primary Curriculum). Our bilingualism is historic from French origin; it is institutional because the constitution of the republic recognizes that. A child coming out from primary school should be able to use effectively all the resources to solve practical problems. A child should be effectively trilingual.

Theoretical Background

The theoretical background introduces and describes the theories which explain why the research problem under study exists. The theories in this study are; The Ecological Systems theory by Urie Bronfenbrenner (1970s) Dede Paquette – John Ryan 2001. This theory looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. This theory has recently been renamed "bioecological systems theory" to emphasize that a child's own biology is a primary environment fueling her development. The System Theory by Ludwig Van Bertalanffy (1940s-1950s). The Systems theory is an interdisciplinary study of systems External link: open in new as they relate to one another within a larger, more complex system (Alex Gitterman & carel B July 2020). The key concept of systems theory, regardless of which discipline it's being applied to, is that the whole is greater than the sum of its parts. What this means is that when holistically examining how smaller systems come together to affect the greater complex system, certain characteristics of the whole the complex system cannot be easily explained or rationalized when looking singularly at any one of its systems its parts. The Diffusion of Innovation Theory (Everett Rogers 1962). In 1962, Everett Rogers introduced the concept of innovation diffusion. The theory purports that change spreads in a population through a normal distribution of willingness to accept new ideas. At the level of the individual, behavioral adoption occurs through the stages of knowledge, persuasion, decision, implementation and confirmation. Several studies have considered and applied diffusion theory. The Socio-Cultural Learning Theory by Lev Vygotsky, a Russian psychologist (1896-1934) states that everything is learned twice: first socially (that is, with the help of other human beings), then privately (internalized). All knowledge is socially constructed; that is, all learning is group learning.

Based on the general introduction which paved the way for this chapter which is about statement of the problem, research question, research objective, research hypotheses, significance of the study, justification and the thematic scope of the study conclusion of the chapter. These issues were treated accordingly as could be seen below.

Statement of Problem

Majority of children in rural areas do not go to school due to instructional language barrier. Despite national efforts to promote education, Nso learners in rural areas face instructional language difficulties that hinder their access to schools as most of them are more

comfortable in their mother tongue than in the official languages. Language plays a crucial role in educational attainment, and the use of a language familiar to learners can significantly impact their academic success. Investigating the implementation of mother tongue education and its impact on the accessibility of education for Nso learners is essential for addressing this issue.

Justification of the Study

The researcher chooses the variables, mother tongue and accessibility of learners to school because she wants to participate among others to bring out the role mother tongue plays in improving learner's accessibility to school in rural areas as well as provide quality education to the learners; especially in NSO community, Northwest Cameroon at large. Research has increasingly shown that learning to read, write and understands one's mother tongue early in school helps reduce dropout rates and makes education more engaging, meaningful and enjoyable for children who benefit from mother tongue instruction and learning also perform better in their second language Blogpost 2017. According to Nji (oct18,2019),” there is no general rule that education should be in a particular language and not another”. Research equally indicates that, having a strong mother tongue foundation led to a better understanding of the curriculum as well as a more positive attitude towards school. skills learnt in the mother tongue do not have to be re-taught when the child transfers to a second language, so it's vital that children maintain their first language when they begin schooling in a different language Nord Anglia 2018. Looking at most advanced countries, their development is rooted in their local languages. Example of Japan, China and a host of others. They can develop independent ideas because they do most inventions in their mother tongue. The younger people attempt and others who share the same mother tongue correct and explain, this has the basis of understanding because they both understand the problem and hence possible solutions. But with a foreign language at times, both the teacher and the learner get confused. Can we then go back to our indigenous languages and construct a curriculum using them, so that it could help our learners understand better when transferring to their instructional languages and give them a safe and engaging mind when starting school.

Research Objective

Based on the research problem above, the research objectives will be addressed below;

General research objective

- To assess the impact of mother tongue education on the accessibility of learners in rural areas to school

Specific research objectives

- To explore the potential benefits of implementing mother tongue education in rural areas
- To assess the attitudes and perceptions of community members towards mother tongue education
- To propose measures to leverage Mother Tongue Education in the Nso community

Research Question

Based on the statement of the problem and the objectives stated above, the following research questions will be addressed in this study;

General research question

- What can be done to facilitate children's access to school in rural areas using the mother tongue perspective?

Specific research questions

- What is the need for the proper implementation of mother tongue education in rural areas?
- What is the attitude of parents, teachers and community towards mother tongue education?
- What can be done to leverage Mother Tongue Education in the Nso community?
- child.

The Content Scope

Mother tongue instruction generally refers to the use of learner's mother language as the medium of instruction. Additionally, it can refer to the mother tongue as a subject. It is considered to be an important component of quality education, particularly in the early years (UNESCO 2003:13). Mother tongue education refers to any form of schooling which uses the language or languages that children are most familiar with, in order to help them learn, this usually the language that children speak at home with family. The 'mother tongue' does not have to be the language spoken by often by the mother. (RUTU FOUNDATION 2022).

Mother tongue can often be referred to as your first language or native language. It is the language that you most commonly speak. However, mother tongue is always referencing the language that the child has used from birth and in important and impacting times in the child's life.

For example, there are instances where a child is brought up until school age using a particular language at home spoken by their mother, father or other family members, but due to living in another country begins to adopt the language spoken in their interactions in groups or school. But if the child comes back home continually to another language, this impact can be lessened.

Mother tongue for a child involves more than just language and includes the child's personal, social and cultural identity. The choice of words and expression carry different meaning across cultures and where in one language asking direct questions is considered intrusive, in another it is inquisitive. This means that the language chosen when speaking is thought about before it is delivered (Wikipedia) A first language, native language, native tongue, or mother tongue is the first language or dialect that a person has been exposed to from birth or within the critical period. (Merriam-webster) There are several definitions as to what mother tongue is, our focal area here is looking at mother tongue as one's first language, that which defines and identifies him linguistically and culturally.

The term 'mother tongue', though widely used, may refer to several different situations. Defining mother tongue is always controversial and difficult. A mother tongue of a preschool child will be a language the child actually speaks (Gupta, 1997). It has been defined as the first language learned at home during childhood, i.e. language acquired by birth (Phyak, 2007). Definitions often include the following elements: the language(s) that one has learnt first; the language(s) one identifies with or is identified as a native speaker of by others; the language(s) one knows best and the language(s) one uses most. 'Mother tongue' may also be referred to as 'primary' or 'first language'. The term 'mother tongue' is commonly used in policy statements and in the general discourse on educational issues. The language of instruction in school is the medium of communication for the transmission of knowledge. This is different from language teaching itself where the grammar, vocabulary, and the written and the oral forms of a language constitute a specific curriculum for the acquisition of a second language other than L1. Learning another language opens up access to other value systems and ways of interpreting the world, encouraging inter-cultural understanding and helping reduce xenophobia (UNESCO, 2011). Mother tongue instruction generally refers to the use of the learners' mother tongue as the

medium of instruction. Additionally, it can refer to L1 as a subject of instruction. It is considered to be an important component of quality education, particularly in the early years. The expert view is that mother tongue instruction should cover both the teaching of and the teaching through this language (ibid). Many children speak a home language that differs from the language of instruction in education programmes. Research confirms that children learn best in their mother tongue as a prelude to and complement of bilingual and multilingual education (UNESCO, 2008).

Children in remote rural areas, who speak a different language at home, often have the biggest problems in trying to learn the school language – with which they have no contact outside of school. This is a significant contributing factor to poor education quality, low literacy outcomes and high drop-out rates in many countries. It has been estimated that 50% of the world's out-of-school children live in communities which use a different language to the one used in the local schools. The use of mother tongues in education impacts positively on children's attendance and performance in school (UNESCO, 2008). Despite increasingly overwhelming evidence of the value and benefits of early education in mother-tongue, few countries invest in it. Designing policies to incorporate these findings should be central to addressing the low quality of education in the developing world. It also goes to the heart of making education more inclusive and ensuring the right to education for all. Many education systems favour using national or 'global' languages instead of mother-tongue teaching. Education is often carried out in the old colonial language, or an international language such as English and French for Cameroon. 4 Local Perspectives on Mother Tongue Influence on Performance of English Local perceptions on the use of mother tongue and its influence on performance of English has been highlighted in the literature herein. Since the study sought to find perceptions of teachers and students, this literature was of importance in terms of drawing comparison. Furthermore, local literature helped the researcher to identify research gap.

Overdependence on foreign colonial languages like English and French coupled with negative attitudes of Africans towards their mother tongues may lead to a situation one may call 'linguistic imperialism' (Webb & Kembo-Sure, 2000). As a matter of fact, in some schools in Kenya, pupils were (are) punished for speaking their mother tongue. Ngugi wa Thiong'o (1986) succinctly writes:

Accessibility

Accessibility ensures that all people regardless of ability can interact with the information or services you provide. According to the U.S. Department of Education's Office for Civil Rights: Accessible means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Rural areas or countryside is a geographical area located outside towns and cities, with low population density and small settlements. Agricultural areas and areas with forestry typically are described as rural. Different countries have varying definitions of rural for statistical and administrative purposes. Activities carried out in rural areas are mostly primary activities such as; Agriculture.

Academic Progress describes things related to work done in schools, colleges and universities especially work which involves studying and reasoning rather than practical or technical skills. It is the process of gradually or getting nearer to achieving or completing something. Academic progress entails the advancement or improvement in a student's learning, understanding and achievement in their academic pursuits overtime.

Emergence is a fact of starting to exist or becoming known for the first time (Oxford dictionary). To move away from or out of something, to rise to significance, to recover from an unfortunate circumstance. To emerge is to allow our beauty to be seen (biblical meaning) **Cameroon has embarked on an ambitious program for emergence by 2035.** The president of the Republic, H.E. Paul Biya, has transformed Cameroon into a work site for economic emergence, that is, "a country that creates and distributes wealth fairly; a country that offers equal development opportunities to all; a country with strong sustainable growth; a country with enhanced food security, in a word, a country that ensures happiness for all." Nation building is the process whereby a society of people with diverse origins, histories, languages, cultures and religion comes together within the boundaries of a sovereign state with a unified constitutional and legal dispensation, a national public education system, an integrated national

economy, shared symbols and values as equal, to work towards eradicating the divisions and injustices of the Past; to foster unity, promote a countrywide conscious sense of being proudly south African, committed to the country and open to the continent and the world.

Significance of the Study

This research aims to contribute valuable insights into the implementation of mother tongue education in Nso communities. The findings will inform educational policies and practices to enhance accessibility, inclusivity, and the overall quality of education for Nso learners in rural areas.

Children learn better and faster in a language they can understand (preventing delays in learning). They enjoy school more; they feel more at home. Pupils tend to show increased self-esteem and increased learning interest when thought in the language they understand best especially the mother tongue which upholds their identity. Research shows that education in the mother tongue is a key factor for inclusion and quality learning, and it also improves learning outcomes and academic performance. This is crucial, especially in primary school to avoid knowledge gaps and increase the speed of learning and comprehension (UNESCO). The implementation of mother tongue in Cameroon will help learners to socialize more with the environment, by being able to comprehend their culture and as such retain the true nature, values, and ethics of our forefathers.

As said earlier, the implementation of mother tongue will give learners the accessibility to quality learning which will greatly aid in the country economically as it will greatly reduce the rate of unemployment as children in rural areas will find it more appealing to study where their culture and language is being respected and acknowledged. Speakers of the language will find it easy to communicate with fellow natives in and out of the country which serves as an esteem to the country's name and heritage.

Mother tongue implementation, not the least will ease trade in and out of the country as traders can communicate, agree and disagree among themselves before presenting their proposals to their business counterparts. Cameroon, striving towards emergence should virtually take the example of countries like China, Japan and a host of others whose political, social and economic potentials cannot be measured as they mostly use their mother tongue in all their business and life spheres.

Interest of the Study

The main interest of the study is to see into it that learners in rural areas with instructional language barrier finds a comfortable environment in their acquisition of knowledge within the same environment with other learners and teachers with no language barrier. The study is equally like an appeal to the Cameroonian government to see into the follow up of the effective implementation of the mother tongue education in the primary curriculum and to also provide adequate guidelines on how this policy should be implemented in the learning environment. It will be a great joy to find learners in rural areas study with no fear of instructional languages or language barrier.

However, taken into consideration that, background of the study, statement of problem highlighting the reason why the researcher decided to work on the topic, mother tongue and accessibility of learners in rural areas to school, the research question which showcased possible questions the researcher asked herself before embarking on this research journey, the objectives which sets to answer the researchers questions and every other person coming in contact with this study, the hypothesis on the other hand giving possible recommendations on the positivity or negativity on mother tongue education, significance of the study both towards the learner, learning institute and the nation at large and scope of the study. All this critically examined as shown above, then we can say that chapter one has been treated with due respect.

CHAPTER TWO

CONCEPTUAL FRAMEWORK

The purpose of a literature review is to gain an understanding of the existing research and debates relevant to a particular topic or area of study, and to present that knowledge in the form of a written report. Conducting a literature review helps you build your knowledge in your field. It prepares you for making your own argument on that topic, or for conducting your original research. Just like most academic papers, literature reviews also most contain at least three (3) basic elements: an introduction or background information section; the body of the review containing the discussion of sources; and, finally a conclusion and /or recommendations section to end the paper.

A literature review is a comprehensive summary of previous research on a topic. The literature review surveys scholarly articles, books and other sources relevant to a particular area of research. The review should enumerate, describe, summarize objectively evaluate and clarify this previous research. It should give a theoretical base for research and help you (the author) determine the nature of your research. The literature review acknowledges the works of previous researchers, and in so doing, assures the readers that your work has been well conceived. It is assumed that by mentioning a previous work in the field of study, that the author has read, evaluated, and assimilated that work in to the work at hand. (Coffta feb24, 2023).

A literature review creates a “landscape” for the reader giving her or him a full understanding of the developments in the field. This landscape informs the reader that the author has indeed assimilated all (or the vast majority of) previous, significant, works in the field into his/her research

This chapter will examine related works of different authors on mother tongue education as well as few works which looks at the various means to access education different from language. Some of these reviews will be discussed in the following paragraphs;

The need for accessibility to primary education

Dakar Framework for Action (2000,) recognises the need to tailor primary education to reach those belonging to ethnic minorities to make education contextually located and locally accessible. Learners who understand the language they are instructed in are more likely to engage meaningfully with content, question what they do not understand and even enjoy the challenge of new things. The Summer Institute of Linguistics (SIL) notes that people learn best when they are taught in a language they understand well (2006). Most supporters of mother

tongue-based learning are agreed that a child's home language can effectively be used as a language of instruction in the early years of their schooling as a bridge to learning a foreign language. Mother tongue based education especially benefits disadvantaged groups, including children from rural communities (Hovens, 2002), and girls, who tend to have less exposure to an official language and tend to stay in school longer, achieve better, and repeat grades less often when they are taught in their mother tongue (UNESCO Bangkok, 2005). Most developing countries are characterized by multilingual societies yet foreign languages of instruction pervade a majority of education systems. A system where instruction is carried out in a language children do not speak is referred to as submersion, as it is comparable to forcibly holding a child under water (Skutnabb-Kangas 2000). However, research has shown that mother tongue-based schooling significantly improves learning (Benson 2004b; Trudell 2005; SIL 2006; UNESCO 2006; Kosonen 2009; Young 2009). The use of a familiar language to teach children literacy is more effective than a submersion system as learners "can employ psycholinguistic guessing strategies" to learn how to read and write (Benson, 2004)

Language used in devised contexts

Stubbs (1996) claims that reading problems in second language emanate from inadequate knowledge in second language since the reader may lack adequate proficiency to pick cues that will enable him to make correct predictions or guesses. It is equally argued that individuals proficient in first language will also be proficient in second language (Stubbs, 1996). This argument tends to simplify the proficiency in mother tongue and assume that this proficiency will automatically lead to proficiency in the second language. The argument does not consider the effort made by individuals in acquiring the second language through reading, writing, listening and speaking. It does not consider orthographic and phonological processing which require sets of knowledge and strategies. In as much as the researcher has tried to show a correlation between proficiency between first and second language, there is a gap that is left in terms of how direct translation from mother tongue to second language influences communication.

According to Nji, (October 18,2019) on 'The Role of Mother Tongue Education on a Multilingual Cameroon', countries where the student's first language is the language of instruction are likely to achieve the goals of Education for All. Empirical research also suggests that engaging marginalized children in school through mother-tongue based, multilingual education (MTB-MLE) is a successful model (Benson & Kosonen, 2013; Yiakoumetti, 2012)

When a child begins school around five years of age, s/he has already begun to reason every new concept presented to them in the language they hear at home. In the case of Cameroon, especially for the 70% of the population living in rural areas, the home language is almost always native to Cameroon, and children hear French or English for the first time when they begin school (Bilola 2004). Therefore, solely French- or English-medium education has huge consequences on the children in school because it presents a fundamental disadvantage in every subject from mathematics to history as children overwork themselves to grasp very basic things (Abbott 2000).

Since 2007, the Global Partnership for Education has been providing financial support to the education sector in Cameroon. The current program, PAEQUE (Equity and Quality for Improved Learning), focuses primarily on improving the quality of education and promoting equity through specific actions such as: Improving literacy and numeracy levels. To enable students to acquire a sound basis in reading and mathematics, GPE contributes to the distribution of reading and mathematics textbooks in public schools. More than one million textbooks and teaching guides have been distributed, helping to improve the student/textbook ratio from 12/1 in 2012 to 6/1 in 2017. Improving teachers' skills and working conditions. The suspension of the recruitment of primary school teachers in the civil service and the lack of financial resources for education have had a severe impact on the quality of education. Poorly paid or unpaid teachers have deserted the classrooms, forcing some communities to seek out other alternatives, such as the recruitment of community teachers ("maîtres parents"). This practice is very common, particularly in rural areas. However, most of these community teachers have received no pre-service teacher training. To deal with this issue, the government has established a mechanism to facilitate the placement of community teachers under contracts.

The financial support provided by GPE has made it possible to transition 6,000 community teachers into contracts since 2015. The most recent progress report for the program showed that 85% of community teachers in disadvantaged regions have been converted to contractuels. The conversion of another wave of 3,000 teachers is planned for the 2017/18 school year. This initiative is combined with training. For example, more than 60,000 teachers have received training in the use of textbooks and teaching guides. Improving the education monitoring and supervision systems. The entire process of supervision has been reviewed and strengthened to ensure better monitoring of the provision of services in the education sector and to ensure that qualified, trained teachers paid by the government are available in all regions. To this end, training has been organized for the managers of general inspection offices

inspector/coordinators, and the individuals responsible for training community intermediaries such as regional, departmental and arrondissement inspectors, school principals and teachers. Promoting access to education for girls in some areas, dominant cultural practices are not very favorable to the education of girls. To increase girls' enrollment in the various regions of the country, GPE is supporting awareness campaigns that are broadcast on community radio stations in French, English and local languages (Ffulde, Baya, Bamoun and Pidgin). This effort is reinforced by the distribution of school kits for girls containing textbooks and other supplies. Owing to the PAEQUE advocacy efforts, the Cameroonian government has recently adopted a new textbook reform. In addition to the results of the PAEQUE program, the support provided by GPE is also promoting a political dialogue on key issues in the education sector, in collaboration with other partners. This is one of the most important contributions that GPE can make: the establishment of a platform for coordination and dialogue between the partners in support of the government's priorities.

Direct Translation as a Product of First Language

Corder (1981) shows that when a second language learner is under pressure, "the learner will borrow or substitute words from the mother tongue". He further says that borrowing occurs because communication is the learner's primary goal, rather than obedience to grammar rules. — Borrowers retrieve words and structures from mother tongue to help their developing sense of the second language (Corder, 1981). In both cases, however, being understood is the primary goal. According to Cummins (2000) there are two independent systems of second language performance: "the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful Language in interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act". The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules. This is important to this study since the researcher wants to know whether the unconscious system learnt by learners in their mother tongue influences their construction in the conscious system through learning English in school.

A literature review paper on the role of mother tongue in learning and teaching English for specific purposes (2013; PHd. Xhemaili,) states that- language transfer affects learners

either positively or negatively depending on the relevant unit structure of both their native and the acquired language. Most learners apply knowledge from their native language to the second language and this transfer can either be positive or negative transfer. Positive transfer occurs when the meaning of items transferred is in line with the native speaker's notion of acceptability. Negative transfer occurs when the opposite happens resulting in errors. Negative transfer happens in a greater scale when the difference between two languages is big. The similarities in word meaning forms affect how quickly a learner can acquire a foreign language (Odlin, 1987). The interest here is to use mother as an accessible means to get children in rural areas to school in decentralized setting with the interest of bridging the gap between instructional and national languages and make education accessible for all despite the language background. (Academia)

Ideological perspectives on mother tongue

Paudel (2018) explores the teachers' ideology on teaching language policy (as policy appropriator). Many schools have revealed that teaching in mother tongue in the early grades enhances children's ability to learn better than second or foreign language. Some countries opt for one language of instruction, official or majority language, others have chosen to use educational strategies that give national or local language an important place in schooling, (UNESCO, 2003).

According to Nji (2019), Language ideologies are rooted in the social practices of people. It does not only refer to people's ideas, notions, or representations of language, but also to the practices through which they are enacted (Kroskrity, 2010). That is, when people are engaged in language practices such as classroom instruction, they are simultaneously displaying their beliefs about the nature, function, and purpose of language use. Language ideology postulates that there is an inextricable link between language use and the broader historical and institutional practices, values, and interests (ibid, 2010). Linda Etoh Nji postulates that, there is no general rule that education should be in a particular language and not another. However, research conducted by UNESCO has shown that learners learn better in language they understand best or when the language of instructions is their mother tongue.

According to Chiatoh(2014) in the Cameroon experience in mother tongue education planning: the community response framework, he explains that, despite the foregoing, one observes that in Africa, where the need for quality is acknowledged; the redemptive measures taken, quite often ignore the language factor and so cannot produce the desired results. In most situations, there seems to be a lack of understanding that "low achievement in African schools

is partly due to the languages of instruction. Consequently, although demands for standards and quality are real and legitimate, we usually turn to the wrong direction for solutions. (Academia)

According to Mose (2017) mother tongues should be used as languages of instruction up to grade three – assumedly taking its cue from UNESCO’s (1953) position that mother tongues are ideal for early education. English takes over as the language of instruction from grade four. The percentage of pupils and students who transit to secondary school and to universities yearly has, however, been consistently decried by various stakeholders (Mose, 2015).

As noted by Mba (2013: 21), Tadadjeu’s (1977) extensive trilingualism envisages that Cameroonians of the future will have the capacity to communicate in at least three languages among which one would certainly be a native Cameroonian language (preferably a mother tongue), the second will be an official language (French for Francophones and English for Anglophones), and the third would be, for some, a Cameroonian vernacular language and, for others, the second official language. Tabi Manga (2000) recommends quadrilingualism based on a functional taxonomy of national or foreign languages used by Cameroonians. His proposal is to give national languages greater consideration and highlight their functional use and geographic area of communicational vitality and relevance. Esther Titilayo Ojo in June 15th 2018, wrote on mother tongue as a motivation for foreign language learning: an example of Yuruba & French argues that teachers who uses mother tongue in the class room activates the learners’ interest in learning the French language. The use of mother influences learners’ achievements and efficiency in the French language in class because of the experience they gain from home. He equally made mention of some researchers who supported this notion. Researchers such as (Ellis 1994, Tambull 2001 & Cook 2002) stated that mother tongue catalyzes, the intake process of the French language as well as serves time and enhances understanding. (Timor2012) sets a number of psycho linguistic arguments contributing to the teachers use of learners’ mother tongue.

According to Kamran (2020), One of the most beautiful and precious blessings for any human or community is language and the most loved language by any human on earth is his or her mother tongue. since a child has got incessant exposure of mother tongue, it is said to be the best and easiest means of teaching and learning although English is used as a medium of instruction in colleges and universities more than should be the medium of instruction in schools more than base instruction facilities students incontinence comprehension improves interaction between teacher and students and help teachers deliver properly. In a nutshell he said that

mother tongue is a Divine benediction which enables a human to express his feeling thoughts and emotions without any restriction therefore despite having English as medium of instruction and colleges and universities (wikitongues 2014).

According to Trudell in *Language Choice, Education and Community Identity, Toward a realistic appraisal of mother tongue education*. Mother-tongue education in a minority-language community such as the Bafut, Kom and Nso' communities can be very influential on both community language attitudes and student achievement levels. However, it is important to understand what this type of mother-tongue education is, and is not, capable of. If as Tollefson (1991, p. 183) states, 'inequality is rooted in systems and structures which are reflected in the educational system, and therefore are not amenable to change by it', then it is not realistic to expect a mother-tongue primary school program to change the world for minority-language groups. One thing PROPELCA (Purpose, Relevance, Organization, progression Engagement, Linkages, Context and Assessment) is not is an attempt to establish the use of minority languages throughout the Cameroonian education system on an equal basis with English (or French in the case of the francophone provinces). Such attempts can be seen in more aggressive bilingual education programs elsewhere in the world, but this is not the aim of the architects of PROPELCA. In a highly multilingual country such as Cameroon, with two international languages already in place as official languages of education and with no single African language of wider communication, they have chosen to develop and strengthen the domains of each language in education: the local language for local primary education, and the official languages for higher and international education (Tadadjeu, 1990). However, consistent with their aim of promoting mother-tongue literacy throughout the language community, the language committees do seek opportunities to teach mother-tongue literacy as a subject in both upper primary and secondary schools.³⁷ Another thing PROPELCA is not is an attempt at radical curriculum reform. As has been mentioned above, the PROPELCA program concentrates on adapting the national curriculum to local language realities, not reforming it. Such a cooperative stance is possible for PROPELCA because the flexibility in local interpretation of the national curriculum allows room for the implementation of the mother-tongue program.

According to Krisagbedo & Chijioke in an abstract, examines the status of mother tongues in pre-primary and primary schools in Nigeria, the attendant pedagogic disability of the school child, and the need to formulate and implement intervention strategies for the revalorization of the local languages as a medium of instruction in classroom environments . It

has been established that by using the mother tongue, learners learn to think, communicate, and acquire an intuitive understanding of grammar. The mother tongue opens the door, not only to its own grammar, but to all grammars, given that it awakens the potential for universal grammar that lies within all normal human beings. Nonetheless, a national survey research on the status of the Bette, Ebie, Efik, Hausa, Idoma, Igala, Igbo, Igede, Izon, Tiv, and Yoruba languages in selected pre-primary and primary schools in Cross River, Katsina, Benue, Kogi, Enugu, Bayelsa and Ondo States reveals that they ‘enjoy’ zero pedagogic significance. The respective school authorities build the English language island, which is feared to be in constant danger of being flooded by the surging sea of the mother tongues. The explicit pedagogic policy has been to fight back this sea, build dams against it, and stem its overreaching tide. This ‘English-only’ policy diminishes the established gains of mother tongue education; contravenes the statutory provisions of Child’s Rights Act of 2003; and constitutes a grave pedagogic challenge to early childhood development of a typical Nigerian school child. This development necessitates a rethink of the language teaching methodology, which fails to appreciate the mother tongue as a cognitive and pedagogic resource but finds absolutism in the dogma of monolingualism. Using literature review, survey research, and structured interviews, this paper argues for an L1-based system that provides a bridge to acquiring literacy in languages of wider communication. This requires renewed resource allocation, political will and clearer policy objectives in the direction of revalorization of local languages to achieve the ultimate end of an effective mother tongue-based education.

Bruthiaux (2002) states that since governments hold limited resources, and since literacy is the greatest means of combatting poverty, policymakers should opt for media of instruction that yield the greatest amount of literate people: mother tongues. The benefit of literacy then becomes more tangible as people are able to attain written assets such as titles, contracts, and records which can lead to economic prosperity. Also, abundant information on subjects ranging from health to agriculture to business become available to rural communities if literary materials are available in the native language and community members have the skills to access them. To this claim, Obeng (2002, 15) states that “to date there is no country who’s medium of instruction is ‘foreign’ which has attained an industrialized status.” Such can be said on a global scale, but in the context of Africa as well. Countries in the world today like Nigeria, Ghana, and Tanzania, which have elevated one or more native languages to national status have tended to fare better than their European-language only counterparts as they have given their populations access to opportunity free of linguistic obstacles. In Cameroon, not only

would the elevation of one or more native languages show faith in the culture and identity of the Cameroonian people, it would pave the way for opportunity and innovation within the country. Most research now concludes that learning achievement is enhanced when children are taught in their mother tongue for at least the first six years of primary school before language of instruction, is introduced (Ball 2011; Benson 2004; Pinnock, 2009b; UNESCO 2016)

According to an article by Carol Benson from the center of research on bilingualism, Stockholm university on the commission on Bilingual education in an article (Academia 2018) *The Importance of Mother Tongue Based Schooling*. While there are many factors involved in delivering quality basic education, language is clearly the key to communication and understanding in the classroom. Many developing countries are characterized by individual as well as societal multilingualism, yet continue to allow a single foreign language to dominate the education sector. Instruction through a language that learners do not speak has been called “submersion” (Skutnabb-Kangas 2000) because it is analogous to holding learners under water without teaching them how to swim. Compounded by chronic difficulties such as low levels of teacher education, poorly designed, inappropriate curricula and lack of adequate school facilities, submersion makes both learning and teaching extremely difficult, particularly when the language of instruction is also foreign to the teacher.s

The frustrations of children introduced to education in a foreign language

The first reality that needs to be publicised is that an education that is packaged in a language which the child does not understand is simply torture to the child his tutor. Nelson Mandela (First South African President and Philanthropist) in a speech in South Africa July 16th 2003, defined education as ‘... most powerful weapon which you can use to change the world’. According to him, education is the great engine for personal development. Reasons why we have human rights put into place and equally the policy of education for ALL. Since education is meant for all, then there is a need to make it accessible to all despite all linguistic challenges and differences. In most rural areas in Africa, children still enter school and face a foreign medium of instruction that differs from the one spoken at home despite the fact that research has consistently shown that children acquire linguistic and cognitive skills more readily in their home language. Empirical studies from both developed and developing countries show that pupils who have a home language other than the language of instruction have lower levels of attainment and achievement, and experience higher dropout rates. This is well illustrated by the findings of a survey designed to assess the achievement of learning outcomes at lower primary released by the Kenya National

Examination Council (KNEC) which revealed that 52% of the Standard Three children cannot read properly and as many as 60% of them have repeated a class by the time they reach Standard Three. The problem was graver in the rural areas, where the children have little or no exposure to English outside the school setting: “Nyanza Province had the highest number of repeaters, at 69 per cent, followed by Eastern 67%, Western 60% and Coast 58%” (Aduda 2010). The report rightly comments that “Reading and writing skills cut across all subjects and failure in them leads to poor mastery of others ...[and] when learners fail to master such concepts early, it becomes pretty hard for them to understand more complex ones later” (Aduda 2010). It is interesting to note that in all the newspaper coverage of this report, there was no mention of the possibility that the medium of instruction could have contributed to this; the blame was mainly attributed to the failure of parental support with a lot of blame heaped on the fathers. Educational effectiveness requires that the content and the approach of the syllabus be focused on the needs and abilities of the learner, and that the objectives be stated in terms of the learner behaviour. But, when schooling starts in a language foreign to the learner, he or she encounters a barrier and a lot of frustration. Expecting the child to learn a new language and, at the same time base the development of literacy and other skills on this new language, is simply absurd, and goes contrary to the accepted principles of learning. When children are asked to read and write what they do not speak/understand, Kioko et al. Multilingual Education 2014, writing becomes a mysterious magical and artistic way of drawing meaningless symbols on paper: the symbols transfer from the blackboard/textbook to the learners’ exercise book without a stop in their minds, and at this stage only those with pictorial minds to remember exactly how the symbols were drawn on the board will demonstrate learning. Expecting them to write and read effectively what they do not speak or understand is like asking them to run when they have not learned how to stand alone! It is like plunging the young learners without swimming skills into a fast-flowing river and expecting them to make it to the other side where the teacher and the whole school system will compliment them for their success. Experience has shown that the few lucky ones get across, but the majority of them sink. The barrier of starting school in a language that is not the learners’ home language changes the focus of learning from being learner-centred to teacher-centred, and thus reinforces passiveness and silence in classrooms, which in turn suppress the young learners’ potential and liberty to express themselves freely. The language handicap created by this situation dulls the excitement of the young minds, inhibits their creativity and makes the learning experience unpleasant. They neither ask questions nor seek clarifications even when they do not understand. They do not find a connection between the home and the school experiences. The frustrations encountered by

learners who have to go through this system are captured in Susan Nyaga's real life narration cited below:

My little niece came home and was very excited to tell auntie how easy the test she had just done was. When I asked her to tell me some of the questions asked, she had this to say, 'one of the questions they asked us was: Jesus was crucified on a ____?' I asked her what she wrote as the answer and she brought out the question paper and showed me that she had chosen the answer option 'B' which had 'table' as answer, but in the mother tongue said that the answer was kintam which means 'cross'. I felt so sorry for her because I knew she was going to fail that question, not because she did not know the answer, but because the language of the test was an enormous barrier. I later learned that the teacher had actually read out the questions to them but she did not read the choices.

Negative Conception of Mother Tongue Use

Adebayo (2008) uses a survey design to examine the influence of mother tongue on performance of English language in Junior School Certificate Examination in Western Nigeria. He found that mother tongue influences the students' performance in English language in Junior School Certificate Examination in Western Nigeria. He recommends that English language should be used as a medium of communication within and outside the classroom and both teachers and students should endeavor to improve their proficiency level of the language which will eventually lead to improved performance. Adebayo's study does not explicitly indicate to what extent mother tongue influence the performance; this sought to establish what Adebayo (2008) failed to capture in his study by analyzing the extent to which mother tongue influences performance of English.

Kolawole (2002) also confirmed that students' performance in English language in secondary schools of Nigeria was very poor. He stressed further that the standard was poor due to a number of reasons such as the use of mother tongue; some students do not understand the grammar because their teachers themselves do not know it and in most cases English language teachers in the senior primary and junior secondary schools resort to the use of mother tongue to teach (code switching); they use mother tongue to explain concepts. This might be true to Kenyan case especially in day schools where learners are drawn from a local context of a familiar native language. The researcher sought to find out whether teachers indeed code switch or use mother tongue in Gatundu and how this had an influence in performance of English. Ayodele (1988), Falayajo (1997) and Kolawole (2002) recommend that pupils should have exposure to the English language quite early in primary school irrespective of the perceived advantages of mother tongue. These scholars emphasize on firm foundation in English language

for better performance in the subject in future and argue that a solid foundation in English essentially provides students with fundamental skills of English language.

In Kenya, most parents prefer their children to be taught in English and not mother tongue even at lower primary because of the value attached to English (Mwangi, 2009). Parents' attitudes towards mother tongue education in Africa is best captured by Kamano (2011) who highlights the idea that a child will benefit if his or her initial education is given in the first language is disputed by many so-called educated parent; parents who prefer an English medium education sometimes do so because they see the products of an English-medium getting rewards in terms of lucrative jobs and upward social mobility. The major argument advanced by Webb and Kembo-Sure (2000) is that English is the language of a wider communication and the world. The international status that English enjoys makes parents feel that it is the language of the future for their children. Consequently, parents discourage their children from using mother tongue in favour of English hoping that this will improve their performance in English.

The Importance of Mother Tongue Education

According to a paper in (Wikitongues 2020), the importance of mother tongue education is a matter of cognitive development. To achieve literacy, students must understand the words that they are being asked to read and write. In a classroom where students are asked to learn to read at the same time as they are asked to learn a new language, they face the immense challenge of associating written representations of letters with words that they do not yet associate with any real meaning. This approach burdens students with learning two incredibly complex concepts at the same time, and thus results in a much lower success rate than would otherwise be achieved in a multilingual classroom.

To better account for the cognitive development of students, UNESCO has recommended that schools located in areas with populations who do not speak a country's dominant language adopt a bilingual teaching model (international mother language day, 21st February, 2024). In this approach, classes are taught in a community's mother tongue during the early years of primary school so that students can fully learn to read and write, and be introduced to early mathematical concepts and other academic subjects, in the language they speak at home. Once students have demonstrated proficiency in these areas, then a second language can be introduced successfully and become the means of later instruction. Essentially, students can learn two languages at once, and thus be bilingual in their homes, or learn a

language later on; but it is detrimental to their development to ask them to simultaneously learn a new language and learn fundamental concepts such as literacy and early mathematics.

Research shows that education in the mother tongue is a key factor for inclusion and quality learning, and it also improves learning outcomes and academic performance. This is crucial, especially in primary school to avoid knowledge gaps and increase the speed of learning and comprehension. Mother tongue is the language which a child starts hearing after being born and thus, it also helps in providing a definite shape to our emotions and thoughts. Learning in your mother tongue also is crucial in enhancing other skills such as critical thinking, skills to learn a second language and literacy skills. (Source paylink). The following paragraphs will ex-ray the importance of mother tongue in education.

Studies have shown that cognitive development as well as intellectual development is comparatively faster in those who are fluent in their mother tongue. It has also been noted that if a student is educated in his/her mother tongue, the rate of his or her educational success is higher than someone who is taught in a different medium other than their mother tongue. Languages are the most important way of keeping our culture alive. Often the direct translation of one language to another might not carry the same essence as it is in the source language. Thus, the best way to thoroughly know about a culture is to know the language. Mother tongue helps us stay connected to our culture and our roots.

If one has a firm grasp of their mother tongue, it is easier for him or her to master a new language. When a child reads out in their mother tongue since childhood, he or she would have stronger literacy skills in other languages. As the businesses go the local way, the importance of mother tongues has exponentially increased. Thus, in such a scenario, having a firm understanding of your mother tongue where you know how to read and write is immensely helpful if you are interested in becoming an entrepreneur. The opportunities related to monetizing with the help of one's mother tongues are vast in today's market scenario.

Knowing your mother tongue well is a matter of pride. It boosts one's confidence and creates awareness in the individual's mind while also helping them connect with their cultural identity in a better manner. When a person knows their mother language well, it is easier for them to learn a new language. If a child reads in their mother tongue from an early age, they will have more substantial reading and writing skills in other languages.

Knowing your mother language well is a matter of self-esteem. It enriches one's confidence and creates awareness in one's mind while also connecting with his cultural Mother

tongue has a huge positive influence in defining the personality of an individual, however, the medium of education which is usually English also encourages parents to speak to their children in their second language. Thus, this leads to confusion in the minds of the children and hence, they face difficulties in mastering both first and second language. (source, *Reva University* language facts on international mother tongue day, may5th 2022)

Limitations of Mother Tongue in Education:

The main issue in teaching mother tongue-based education in terms of reading is the lack of instructional materials (UNESCO Report 2016, World Bank Report 2018 Cameroon ministry of Basic Education 2019, UNICEF Report 2020). These references highlight the challenges faced by Cameroon in providing instructional materials in mother tongues, which is essential for effective implementation of mother tongue-based education. There are limited reading materials for students to develop their reading skills. The challenge is that students have difficulty in understanding some words they are not familiar with.

To address the low academic achievement, proponents of mother-tongue education suggest teaching in the language that children speak at home (Krause 2018). The notion of the mother tongue refers to the codified standard version of standard African languages such as isiZulu, Setswana or Sesotho. These standard languages were transcribed in most cases by 19th century European missionaries, based on how they understood and conceptualized the way people spoke in the immediate vicinity of the rural mission stations (Krause 2018). Implementing mother-tongue education is problematic because it overlooks the variegated linguistic situation in Cameroon. There is documented evidence of not less than 250 different languages spoken in Cameroon (Lemmer 2002) where the 2 official languages are just a proportion of the full range of tongues.

Despite the several notions and facts from different authors on the importance of mother tongue education to learners with other possible means to access education other than language and the educational system at large, mother tongue education and its importance has not been looked upon from the community perspective or from the perspective of learners in rural areas as a means to access education especially in the rural areas and for this reason, this topic is set to finetune such areas, paving the way for a child in rural areas to have access to school with no fear of any language barrier.

Since 1953, it has become clear within research and educational circles that quality education in Africa cannot be achieved through the maintenance of the status quo. In fact, it has

become axiomatic that, mother tongue education is a necessary tool in the achievement of quality education in our schools. UNESCO (1953) clearly outlines three levels at which the mother tongue is beneficial as a medium of instruction to the learner in the following words: “Psychologically, it is the system of meaningful signs that in his mind works automatically for expression and understanding. Sociologically, it is the means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium”. (Blasius Agha-Ah Chiatoh 2014)

If we look around for examples of countries that have their native languages as medium of instruction, we will come to know that countries like China and Japan are the two important Asian countries that have their native languages as the medium of instruction in schools. Japan hospital languages as electives with English being the not most priority this is why these countries are not only technologically developed but also morally exemplary because "weaknesses in the mother tongue is a paralysis of all thoughts and power of expression"(New Vision). Therefore, mother tongue education must be given priority.

To address the needs of the country’s increasing diverse and minority populations, multilingual approaches, as well as translanguaging, are being developed, though research is still ongoing about best practices for these initiatives. The hope is that, when applied, all students, whether migrants or minority populations (local communities or rural areas) will find their languages represented in some aspect of the classroom on a daily basis and as such those who feels reluctant to study in the two official languages will be encouraged to study as their mother tongue has equal status with English and French.

Countries in the world today like Ghana, and Tanzania, which have elevated one or more native languages to national status have tended to fare better than their European-language counterparts. This is because they have given their citizens opportunities void of language barrier. In Cameroon, not only would the elevation of one or more native languages and the effective implementation of mother tongue education in our community or rural schools show faith in the culture and identity of the Cameroonian population, it would pave the way for opportunity and innovation within the country.

Research has proven that, children succeed at higher rates when they are taught in the language they know; but worldwide, education initiatives have often prioritized the languages of commerce and colonialism over nurturing the understanding of their students. Thanks to UN-funded research dating back over fifty years, there is substantial proof that students experience higher testing scores, higher levels of understanding, repeat fewer grades, and stay in school

longer when the first six to eight years of their schooling are taught in the language that they speak at home. Still, the majority of schools around the globe offer education only in the given country's dominant language or the language of a former colonial power even though many students may not have heard these languages before their first day of school. In most cases, students do not have access to resources on language learning outside of the classroom and are simultaneously required to become familiar with an entirely new language while learning the basic tools of reading and writing. This model of education has been called “submersion” because it resembles a “sink or swim” approach to teaching — asking students to either swim by learning the new language, or sink and drop out. (Baker and Wright 2021).

Summary of Reviewed Literature

The literature reviewed shows that the use of mother tongue as a medium of instruction at a lower level or preparatory level of education may be advantageous to the students since students at that age easily associate with a familiar language and mother tongue is their instrument of thought. However, the linguistic differences between first language (L1) and second language (L2) - may either transfer or interfere with L2 acquisition. It can be deduced that indeed there is interference or transfer (negative or positive influence) of mother tongue to English. The gap that emanate from these findings is that they do not explicitly bring out an analysis of mother tongue and its influence on performance of English and French language in the context under study.

In addition, the literature review addresses the issue of contrastive analysis which dwells on comparing various aspects of first language and second language. The literature on contrastive analysis is important since it puts the researcher into questioning whether the differences and similarities of mother tongue in the context of study influences performance in education positively or negatively. Furthermore, the literature reviewed addresses the issue of reward and punishment. Some of the scholars like Kamano (2011) and Bamgbose (2000) have highlighted the importance of motivation self-confidence, a good self-image as an approach to teaching and learning.

Theoretical Frame Work

The theoretical frame work is a structure that can hold or support a theory of a research study. The theoretical frame work introduces and describes a theory which explains why the research problem under study exist. This chapter presents the theoretical frame work of this

study. That is, bringing out theories from books that are related to the work and analyzing them to suite the context of this work. Mbua (2003:582) defined a theory as a “set of interrelated concepts, assumptions, and generalization that systematically describes and explains regularities in behavior in educational organizations. Amin (2005:79) defined a theory as “generalization or series of generalization by which the researcher attempts to explain, understand and predict some phenomenon in a systematic manner”. Norman and Richard (1987:4) defined a theory as “provide a set of abstract, logical, coherent, explanation”.

The functions of theory can vary depending on the discipline or field of study. Generally, theory serves to: Explain phenomena, Predict Outcomes, provide a basis for research, facilitate communication, Generate new Knowledge and Guide Practices. Overall, theory serves as a foundation for knowledge in a given field, shaping how individuals approach and understand phenomena within that field: The following theories will be used in this work.

- The following theories will be used in this work;
- The Ecological-System Theory of Urie Bronfenbrenner (1970s)
- The System Theory of Ludwig Van Bertalanffy (1940-1950s)
- Diffusion of Innovation Theory of Everett Rogers (1962)
- The Socio-Cultural Learning Theories of Lev Vygotsky

The Ecological Systems Theory

Urie Bronfenbrenner,1970s (*Dede Paquette – John Ryan 2001*) looks at a child’s development within the context of the system of relationships that form his or her environment. Bronfenbrenner’s theory defines complex “layers” of environment, each having an effect on a child’s development. This theory has recently been renamed “bioecological systems theory” to emphasize that a child’s own biology is a primary environment fueling her development. The interaction between factors in the child’s maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development. Changes or conflict in any one layer will ripple throughout other layers. To study a child’s development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well.

Bronfenbrenner's ecological systems theory is one of the most accepted explanations regarding the influence of social environments on human development. This theory argues that the environment you grow up in affects every facet of your life. Social factors determine your

way of thinking, the emotions you feel, and your likes and dislikes. If you change your environment, you'll change. If you move to another country with a different culture, your identity will certainly change. The same can happen if your social role within one of the five systems changes (E.M. Bruna 2004). Bronfenbrenner's ecological systems theory focuses on the quality and context of the child's environment. He states that as a child develops, the interaction within these environments becomes more complex. This complexity can arise as the child's physical and cognitive structures grow and mature. The five ecological systems of Bronfenbrenner are as follows,

The microsystem is the closest layer to the child and contains the structures with which the child has direct contact. The microsystem encompasses the relationships and interactions a child has with her immediate surroundings (Berk, 2000). Structures in the microsystem include family, school, neighborhood, or childcare environments. At this level, relationships have impact in two directions - both away from the child and toward the child. For example, a child's parents may affect his beliefs and behavior; however, the child also affects the behavior and beliefs of the parent. Bronfenbrenner calls these bi-directional influences, and he shows how they occur among all levels of environment. The interaction of structures within a layer and interactions of structures between layers is key to this theory. At the microsystem level, bi-directional influences are strongest and have the greatest impact on the child. However, interactions at outer levels can still impact the inner structures.

The mesosystem layer provides the connection between the structures of the child's microsystem (Berk, 2000). Examples: the connection between the child's teacher and his parents, between his church and his neighborhood, etc. Bronfenbrenner's ecological systems theory focuses on the quality and context of the child's environment. He states that as a child develops, the interaction within these environments becomes more complex. This complexity can arise as the child's physical and cognitive structures grow and mature.

The ecosystem layer defines the larger social system in which the child does not function directly. The structures in this layer impact the child's development by interacting with some structure in her microsystem (Berk, 2000). Parent workplace schedules or community-based family resources are examples. The child may not be directly involved at this level, but he does feel the positive or negative force involved with the interaction with his own system.

The macrosystem layer may be considered the outermost layer in the child's environment. While not being a specific framework, this layer is comprised of cultural values,

customs, and laws (Berk, 2000). The effects of larger principles defined by the microsystem have a cascading influence throughout the interactions of all other layers. For example, if it is the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This, in turn, affects the structures in which the parents function. The parents' ability or inability to carry out that responsibility toward their child within the context of the child's microsystem is likewise affected.

The chronosystem encompasses the dimension of time as it relates to a child's environments. Elements within this system can be either external, such as the timing of a parent's death, or internal, such as the physiological changes that occur with the aging of a child. As children get older, they may react differently to environmental changes and may be able to determine more on how that change will influence them.

More modern child development theories accept that both a child's biology and his environment play a role in change and growth. Theories now focus on the role played by each and the extent to which they interact in ongoing development. Bronfenbrenner's ecological systems theory focuses on the quality and context of the child's environment. He states that as a child develops, the interaction within these environments becomes more complex. This complexity can arise as the child's physical and cognitive structures grow and mature. So, given that nature continues on a given path, how does the world that surrounds the child help or hinder continued development? This is the question answered by Bronfenbrenner's theory.

Urie Bronfenbrenner, co-founder of Head Start, uses his bio ecological model to provide a startlingly clear view of the problems we have been seeing in our students and in our families. He says that technology has changed our society, and while we are taking great pains to safeguard the physical environment from the damage done by a technology, we have spent no resources to provide similar safeguards to the damage done to our societal environment. (Henderson, 1995). Our economy has shifted from an industrial model to a technological model, yet the patterns of the workplace have continued to rely on the factory work ethic. Parents are expected to work a schedule that revolves around the factory whistle – even though they may work in a high-tech office. The technology that enables workers to be free of manual labor, should also free them from the time and place boundary. Yet, our work ethic demands more face time – not less. As women entered the work force, they too were subject to the same demands. Family life in this country has taken a back seat to the needs of the workplace (Bronfenbrenner 1990).

Also, of concern to Bronfenbrenner is the “deficit” model used to determine the level of support granted by the public to struggling families. Parents must declare themselves deficient in some way in order to qualify for help in solving problems that may come about because of our cultural value of independence. A larger degree of failure means a larger amount of support. By working from this deficit model, we expect families to hold their hands up from deep inside a black hole of helplessness. Then, we expect them to have the psychological strength to climb up the thin rope they throw down.

Bronfenbrenner sees the instability and unpredictability of family life we’ve let our economy create as the most destructive force to a child’s development (Addison, 1992). Children do not have the constant mutual interaction with important adults that is necessary for development. According to the ecological theory, if the relationships in the immediate microsystem break down, the child will not have the tools to explore other parts of his environment. Children looking for the affirmations that should be present in the child/parent (or child/other important adult) relationship look for attention in inappropriate places. These deficiencies show themselves especially in adolescence as anti-social behavior, lack of self-discipline, and inability to provide self-direction (Addison, 1992).

This theory has dire implications for the practice of teaching. Knowing about the breakdown occurring within children’s homes, is it possible for our educational system to make up for these deficiencies? It seems now that it is necessary for schools and teachers to provide stable, long-term relationships. Yet, Bronfenbrenner believes that the primary relationship needs to be with someone who can provide a sense of caring that is meant to last a lifetime. This relationship must be fostered by a person or people within the immediate sphere of the child’s influence. Schools and teachers fulfill an important secondary role, but cannot provide the complexity of interaction that can be provided by primary adults. For the educational community to attempt a primary role is to help our society continue its denial of the real issue. The problems students and families face are caused by the conflict between the workplace and family life – not between families and schools. Schools and teachers should work to support the primary relationship and to create an environment that welcomes and nurtures families. We can do this while we work to realize Bronfenbrenner’s ideal of the creation of public policy that eases the work/family conflict (Henderson, 1995). It is in the best interest of our entire society to lobby for political and economic policies that support the importance of parent’s roles in their children’s development. Bronfenbrenner would also agree that we should foster societal

attitudes that value work done on behalf of children at all levels: parents, teachers, extended family, mentors, work supervisors, legislators. (Henderson, Z. P. 1995)

The system theory (1940s-1950s)

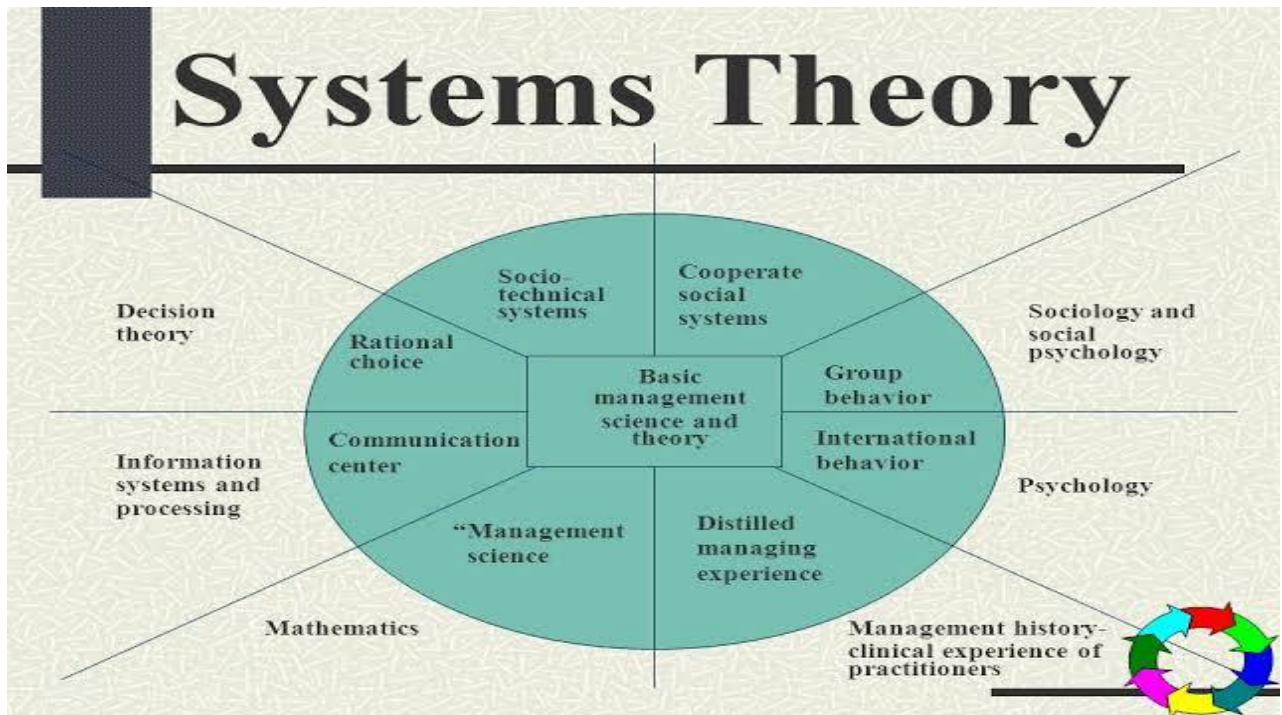
The Systems theory of Ludwig Van Bertanffy is an interdisciplinary study of systems External link: open in new as they relate to one another within a larger, more complex system (Alex Gitterman & carel B July 2020). The key concept of systems theory, regardless of which discipline it's being applied to, is that the whole is greater than the sum of its parts. What this means is that when holistically examining how smaller systems come together to affect the greater complex system, certain characteristics of the whole the complex system cannot be easily explained or rationalized when looking singularly at any one of its systems its parts. Systems theory seeks to explain and develop hypotheses around characteristics that arise within complex systems that seemingly could not arise in any single system within the whole. This is referred to as emergent behavior. If a complex system expresses emergent behavior, that means it has characteristics its properties do not display on their own (Alex Gitterman & Carel, July 2020)

A simple systems theory example is baking. Consider all the ingredients that make up a cake. If you were to lay them out on your counter and weren't familiar with baked goods, it would be difficult to envision how the eggs, flour, sugar, etc., could be combined and heated to create a cake. That's because no single ingredient or environmental factor—in this case, heat—would produce a baked good such as cake on its own. From the perspective of systems theory, the whole our dessert in this example is greater than the sum of its parts. Now imagine you have just the baked good, and you're unsure of its ingredients. You taste it and it's sweet, so you can reasonably hypothesize it includes sugar. But what gives it its other qualities? To find out, you'd need to learn the rest of the ingredients and how they were combined to make the final product. Now, consider the other factors about these baked goods. Perhaps they are being produced for a celebration, and two people strike up a conversation and further a bond or relationship while enjoying the dessert together. We've started with a scheduled celebration, flour, sugar, eggs, etc., and ended with two individuals strengthening their relationship—the result of the unique interaction between all these moving parts.

Within any discipline, the application of systems theory involves looking at how all the ingredients (systems) came together to make the cake (complex system/whole) and how this ultimately gave us the end result that none of these properties could produce on their own

without a change to their environment (emergent characteristic). Some fields are extremely diverse in their applications, like social work. Experts in broad fields must apply systems theory to take a holistic approach to their work and gain a better understanding of all the factors that come into play within their disciplines.

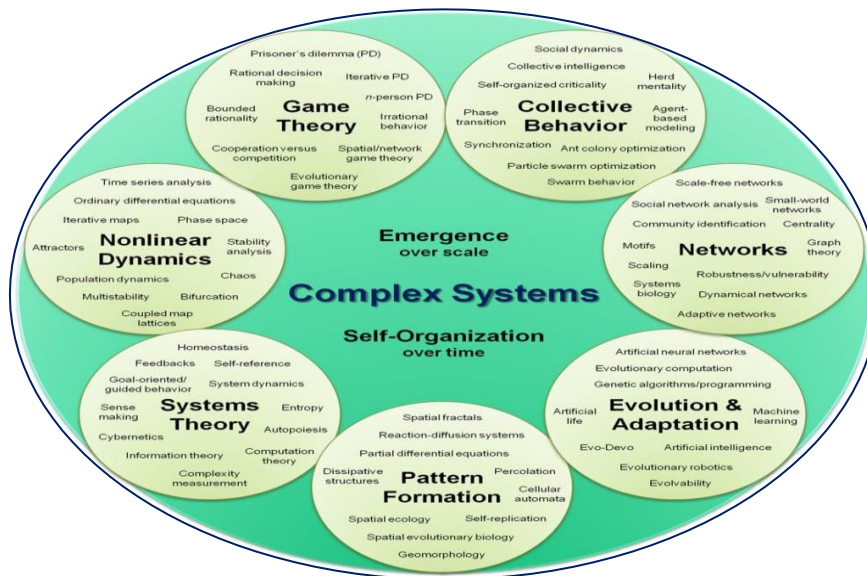
Figure 1. Basic Management Science and Theory in the System Theories



Source: Perspectives On General System Theory (1975)

The systems theory management asserts that ‘any organization is a single, unified system of interrelated parts or subsystems. Each part of the overall system is dependent on the others and cannot function optimally without them’. The idea of the whole being greater than the sum of its parts is not new, but the progress of systems theory comes in where and how it’s applied social work being a perfect example of this expansion of the theory’s application. Today, systems theory is often applied in various psychological/sociological settings and in the physical sciences, such as chemistry and physics. Modern use of systems theory came about following WWII and the technological advancements of that time External link: open in new. As humans interacted more and more with new technology, researchers needed a more in-depth understanding of human behavior as it relates to the mechanisms around them machine or otherwise. This is where signal detection theory came from: out of a need to create more effective radar and sonar systems that would ensure military personnel could distinguish between various signals. (Barry Gibson Nov11,2016)

Figure 2. Complex systems of the system theory



Source: Perspectives On General System Theory (1975)

The complex systems theory can reveal hidden patterns that help predict the weather, social issues, the spread of diseases, financial recessions and more. Whether we are looking at something as small as an atom or as big as the stock market, it's not easy to predict future behavior because there are so many variables.

Figure 3. Systems Theory



Source: Perspectives on General System Theory (1975)

Some of the concepts of systems theory as they apply to psychology, sociology and social work:

System: An entity that's made up of interrelated/interdependent parts.

Complex system: The greater, whole system made up of individual, smaller systems. Generally used in social sciences.

Ecological systems: The various systems in an individual's life that influence their behavior.

Homeostasis: The state of steady conditions within a system. A system is always moving toward homeostasis.

Adaptation: A system's tendency to make changes that will protect itself when presented with new environmental factors.

Feedback loop: When the outputs of a system ultimately affect its inputs, causing the system to feed back into itself circularly.

Today, systems theory is often applied in various psychological/sociological settings and in the physical sciences, such as chemistry and physics.

The main assumption of systems theory is that a complex system is made up of multiple smaller systems, and it is the interactions between these smaller systems that create a complex system as it's known. Systems theory assumes certain underlying concepts and principles can be applied universally in different fields, even if these fields evolved separately. This assumption is a crucial factor in systems theory because it is this reasoning that enables people like social workers and psychologists to employ systems theory in a way that benefits those they're assisting. (Gitterman & Carel B, July 2020). Following that assumption, a general systems theory that provides universal guidelines for scientific research and education will enable further integration and unification of the natural and social sciences. This will yield a better understanding of how these sciences are interrelated and affect our daily lives. Systems theory is employed in multiple sciences and offers practical insights to researchers and workers of various disciplines. Below are some common examples of where systems theory might be applied.

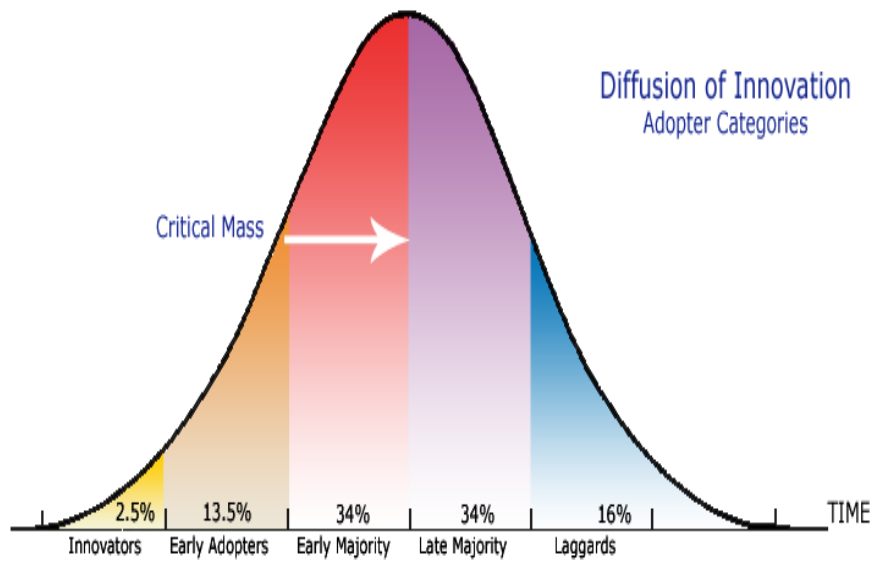
Language is the foundation for most learning, whether it is factual knowledge, skills, moral development, or physical achievements great and small, a child's path to language competence begins first with a responsive mom and dad (eastenflorida.edu 2018). Aligning with the topic of this work mother tongue education and accessibility of learners in rural areas to school and the theory of systems agrees that, learning is done through several systems as long as they are available actors to pull through the learning and impacting process.

Diffusion of innovation theory

In 1962, Everett Rogers introduced the concept of innovation diffusion. The theory purports that change spreads in a population through a normal distribution of willingness to accept new ideas. At the level of the individual, behavioral adoption occurs through the stages of knowledge, persuasion, decision, implementation and confirmation. Several studies have considered and applied diffusion theory. The theory was popularized with the general public in Malcolm Gladwell's 2000 bestselling book *The Tipping Point: How Little Things Can Make a Big Difference*. According to diffusion theory, behaviors are affected across a community through change agents. There are four elements that would affect a change agent's own behavior while diffusing innovation and these are: involvement; social support; response information and; intrinsic control. (Malcolm Gladwell 2000)

Diffusion is a social process that occurs among people in response to learning about an innovation such as a new evidence-based approach for extending or improving health care. In its classical formulation, diffusion involves an innovation that is communicated through certain channels over time among the members of a social society. (James Dearing and Jeffrey, Cox 2018). This theory is important because of its ability to identify and assess the environmental literacy inducing information possessed by individuals, with respect to the content, sources, quality and effect; within a social context, social process and social support as upheld by this model. Rogers mapped out this process, stressing that in most cases, an initial few are open to the new idea and adopt its use. As these early innovators 'spread the word' more and more people become open to it which leads to the development of a critical mass. Over time, the innovative idea or product becomes diffused amongst the population until a saturation point is achieved. Rogers distinguished five categories of adopters of an innovation: innovators, early adopters, early majority, late majority, and laggards. Sometimes, a sixth group is added: non-adopters. The original five categories are illustrated in the bell-shaped curve image below. As you can see. Rogers estimated the percentage of each category, which in fact, are very similar to the proportions found in a normal bell-curve.

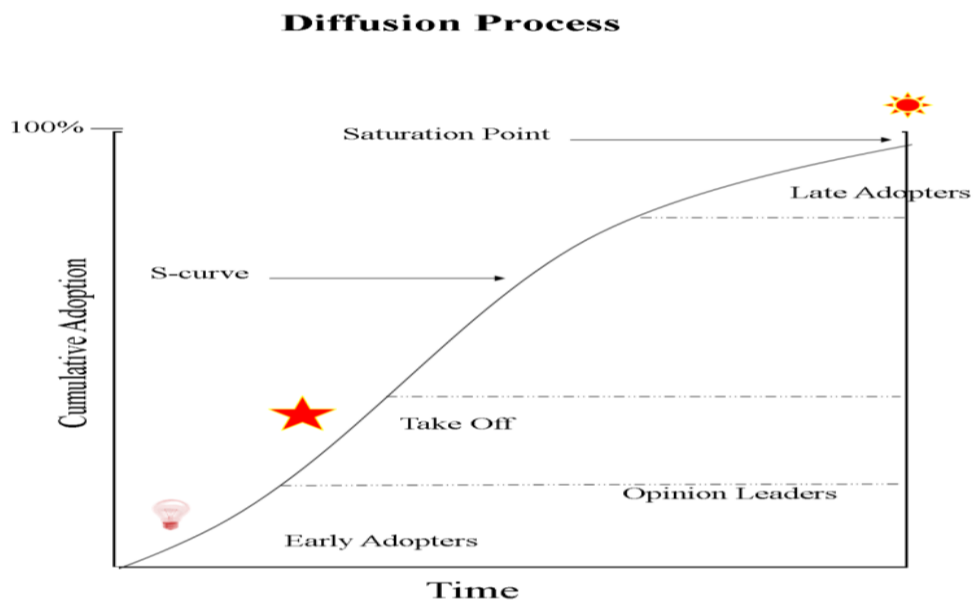
Figure 4. Diffusion of Innovation Adopter Category



Source: Division Of Innovation 5th Edition (2003)

The five categories of adopters can be described in the context of technological innovation adoption and their influence on the innovative and adoption processes. Within this theory, the goal is not to move people within the five adopter categories into another category, but to streamline the innovation to meet the needs of all five categories. (katz,E(1957)

Figure 5. Diffusion process



Source: Diffusion Of Innovation 5th Edition (2003)

Five Stage Adoption Process

- Knowledge or Awareness Stage

Individual is exposed to innovation but lacks complete information

- Persuasion or Interest Stage

Individual becomes interested in the new idea and seeks additional information

- Decision or Evaluation Stage

Individual mentally applies innovation to his present and anticipated future situation, and then decides whether or not to try it

- Implementation or Trial Stage

Individual makes full use of innovation

- Confirmation or Adoption Stage

Individual decides to continue the full use of innovation

Rogers (2003) explained that diffusion of innovation was the process by which an innovation is communicated through certain channels over time among members of a social system. It is important to examine why some innovations are successful, while others never become widely accepted. Five distinct innovation characteristics have been identified by Rogers to explain this mystery. These characteristics include observability, relative advantage, compatibility, trialability, and complexity and according to Rogers, account for 49 to 87 per cent of the adoption variation seen across all categories of adopters. These characteristics also provide a valuable evaluation list for technology project leaders to apply when first considering innovative changes.

The Diffusion of Innovation theory is a very important theory that can serve administrators, information technologists, nursing informatics experts, and change agents well. The theory also benefits the targets of change, since respect and consideration for all involved stakeholders is intertwined with robust strategies for implementing innovative change. The theory fits nursing informatics well, and provides a scaffold for planning informatics related innovations. (Rogers 2003)

The socio-cultural learning theory

The Socio-Cultural Learning Theory by Lev Vygotsky, a Russian psychologist (1896-1934) states that everything is learned twice: first socially (that is, with the help of other human

beings), then privately (internalized). All knowledge is socially constructed; that is, all learning is group learning. Vygotsky's sociocultural theory asserts that learning is an essentially social process in which the support of parents, caregivers, peers and the wider society and culture plays a crucial role in the development of higher psychological functions. (anonymous, 10 May 2020)

Vygotsky claimed that initial development was prompted by the child's immediate social interactions, but that, as learning became internalized, there was a shift to the individual level. For Vygotsky, children were apprentices who learned from and alongside those with greater experience who understood their abilities and needs.

Two particular insights drawn from Vygotsky's work have had an important influence on childcare:

Vygotsky's zone of proximal development

Vygotsky described the zone of proximal development as: '... the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers. 'Part of Vygotsky's sociocultural theory, which accounts for children who appear to lack certain skills when tested yet often perform more competently in the presence of someone who has the necessary knowledge. Skills displayed in this social context, but not in an isolated setting, fall within the zone of proximal development. This concept underpins the notion of 'scaffolding' in which a more knowledgeable other provides support to promote a child's cognitive development.

Vygotsky's Thinking and speech

Vygotsky's work examined the inter-relationship between language development and the thinking process. He believed younger children primarily used speech to think 'out loud', but then gradually evolved a silent 'inner speech' as they acquired mental concepts and cognitive awareness. According to Vygotsky, inner speech – though derived from oral language – develops as concepts are internalized and is a more condensed version of normal speech.

Vygotsky viewed language as an essential tool for communication and that culture and behavior was understood through language. Vygotsky also highlighted the critical role that language plays in cognitive development. Vygotsky's theory says that social interactions help children develop their ability to use language. The cognitive theory of language acquisition is

based on the aspect that a child develops language as he develops intellect. The inherent theory focuses on the innate aspects of the brain that allows children to formulate verbal processes.

Curriculum development is a planned, thoughtful and deliberate course of actions that ultimately enhances the quality and impact of the learning experiences for students. It includes the development and organization of learning activities designed to meet intended learning outcomes (camosun.ca 2013) Theories plays a vital role in research. Theory provides explanation, understanding and meaningfulness to research. Theory helps to predict facts and to identify unexpected areas\research areas. Research without theory is less emphatic to establish the relationship among attributes, variables or data (journal.iujharkhand.edu. 2019).

The above theories serve as a rubric for this study. An understanding of this theories helps the pedagogic chain to connect to different instructional strategies to connect to all different kinds of learners in their different localities. They can focus on implementing different learning styles to reach different learners, creating teaching that focus directly on students' needs and aptitudes despite the language of instruction. Bronfenbrenner contributed to the understanding that parent-child relationships do not occur in a vacuum but are embedded in larger structures. Ultimately, this theory has contributed to a more holistic understanding of human development, and has influenced fields such as psychology, sociology, and education (Olivia Guy Evans 2023). This theory views child development as a complex system of relations affected by multiple levels of the surrounding environment, from immediate family and school settings to broad cultural values, laws, and customs, Language being a vital role for accessibility for education inclusive.

The System Theory by Ludwig Van Bertalanffy

The curriculum is a system. For this system to be well implemented it needs to take into consideration the system theory which adheres that systems thinking is a mindset that helps educators understand the complex education a holistic way. Teachers and administrators using systems thinking might ask questions such as: How might cuts to education impact learners performance in learning. Having a greater knowledge of the system theory helps educators to lay emphasis on the learner, course content, learning experiences and effective instructional strategies, language mother tongue education being our focal point in this study will give rise to the effective implementation of mother tongue education. Such a system incorporates within itself the capability of providing continuous self-correction and improvements where there are learning gaps due to language difficulties.

Diffusion of Innovation Theory (Everett Rogers 1962), this theory adheres that language shift can be described as a process in accordance with physical diffusion process in accordance with physical diffusion. As spread of the dominant language and resulting retreat of the minority language (katharina Prochazka 2019). Languages are seen as an important part of our culture by many people. Yet many of the languages used in the world today are undergoing changes due to increasing globalization of the world. UNESCO estimates that at the end of the 21st century, 90 percent of today's languages will have been replaced by dominant languages. This change where people give up (partially) use of language in favor of another is called language shift. The study is set to avoid language shift, it is set to encourage and plight for an effective implementation and utilization of our mother tongue languages in education.

Vygotskyian sociocultural theory suggest that learners initially use language for communicative interactive purposes with their interlocutors and, eventually, this interpersonal speech takes on an intrapersonal function in which the speech is directed to the self. A sociocultural approach to literacy suggests that reading and writing, whether in the first or second language, involves far more than the simple decoding and coding of texts. This theory adheres for one's language to be given greater influence and as such, the problem under study is the fact that majority of learners in rural areas do not go to school due to language barriers. This study is set to ensure proper implementation of the mother tongue in education for children in rural areas to access education as a step towards emergence, to ensure the proper organization of Mother Tongue Education in the educational system, to identify the factors that influence Mother Tongue Education and to propose lucrative measures to leverage Mother Tongue Education.

After reviewing the works of other authors or related works and keenly examined some of the variables of this work, bringing out criticism and appreciation where necessary and some selected theories and their influence and contribution to this work as shown above, in this light, we can say that chapter two has been accomplished.

CHAPTER THREE

RESEARCH METHODOLOGY

Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability. The methodology section answers two main questions: How was the data collected or generated? How was it analyzed? (David Wilkinson April 6, 2023) Your methodology section should generally be written in the past tense. (Shona McCombes and Tegan George August 25, 2022) Research methodology discusses and explains the data collection and analysis methods you used in your research. A key part of your thesis, dissertation, or research paper, the methodology chapter explains what you did and how you did it, allowing readers to evaluate the reliability and validity of your research and your dissertation topic. It should include: The type of research you conducted, how you collected and analyzed your data, any tools or materials you used in the research, how you mitigated or avoided research biases and why you chose these methods.

This means that a research approach is not adopted for particular research in assumption. The position taken by individual research vary considerably, Bryman (1988) argued that for a best of both worlds' approach and suggested that qualitative and quantitative approach should be combined. Hughes (1997), nevertheless, warns that such technicist solutions underestimate the politics of legitimacy that are associated with choice of methods in particular, quantitative approaches have been seen as more scientific and objective. Thus, exploring issues of qualitative and quantitative research, this material builds directly on the epistemological foundations presented in the package to know what research is.

This chapter consist of research design, population of the study, sampling and sampling technics, the research instrument, validity of instruments, reliability of instrument, method of data collection, and method of data analysis.

Research Design

A research design also called a research strategy, is a plan to answer a set of questions (McCombes,2019). It is a framework that includes the methods and procedures to collect, analyze, and interpret data. Research design also defines all other constituent parts of a study, such as variables, hypotheses, experiments, methodology, and statistical analysis (Creswell et al., 2018). The research design for this study is the Action Research Design which involves active participation in a situation to solve a problem or improve a process, while

simultaneously conducting research to understand the situation and the effectiveness of the actions taken. Action Research uses Non-Probability Sampling. This is the most commonly means a purposive sampling method that includes specific inclusion and exclusion criteria. However, convenience sampling can also be used (eg, a teacher's classroom can be used for experimentation). The essentials of action research design follow a characteristic cycle whereby initially an exploratory stance is adopted and plans are made for some form of interventionary strategy. Then the intervention is carried out (the action in Action Research) during which time, pertinent observations are collected in various forms. (CA,Sage, 2003)

The Population of the Study.

According to Osikhotsali Momoh (2023) a population is the complete set group of individuals, whether that group comprises a nation or group of people with a common characteristic. In statistics, a population is the pool of individuals from which a statistical sample is drawn for a study. Thus, any selection of individuals grouped by a common feature can be said to be a population. With regards to this study, the target population consist of all stake holders in the pedagogic chain especially parents/inhabitants and teachers of GS Dzen, GNPS Kiyen, PS Mbveh, and the office of the pedagogic inspector for Bui, all in the Bui Division, northwest region of Cameroon, they shall all serve for the pilot study. The parents chosen for this research lives around the chosen schools with a total population of 95 people and 15 teachers of the above schools and 5 people from the office of the pedagogic advisors for Bui, making it a total population of 115 people. It is important to note that the population needs to be heterogeneous, for it has constituted of all educational stakeholders in the pedagogic chain located in the chosen areas.

Sample and Sampling Techniques

Sampling Technique

The sampling technique for this study is a purposeful method of a non-probabilistic sampling technique (this sampling set out to identify members of the population who are likely to possess certain characteristics or experiences and are willing to share with you. In this way, you can select the individuals or cases that fit your study, focusing on a relatively small sample, Scribbr 2022). This is because the research sort to facilitate children in rural areas access to education by making mother tongue instruction more effective as a step towards emergence. I have decided to interview and administer questionnaires only to the pedagogic advisors for

primary education, teachers currently teaching in the chosen schools and parents who has children of school age because they are the ones in touch with the curriculum and school syllabus and equally with the learners. According to Dan Fleetwood (2012) Sampling is an essential part of any research project. The right sampling method can make or break the validity of your research, and it's essential to choose the right method for your specific question. Data collection was done from the curriculum, online following a Purposive sampling especially from participants from the selected schools and areas in Nso, in the northwest region of Cameroon. Hence, we had must participant contributed as far as this study is concerned, we used the level two primary curriculum (domain 4) as a guide for interview and questionnaire so as not to drift away from the learners expected learning outcomes. (See domain 4 of the level ii curriculum, cultural identity). This is done by identifying the different domains that is, listening, speaking, learning and writing. The knowledge acquired is identified in respect to each domain, following the number of times these skills appear in the curriculum and especially in the chosen text books.

Sample size

The number of individuals you should include in your sample depends on various factors, including the size and variability of the population and your research design. There are different sample size calculators and formulas depending on what you want to achieve with statistical analysis. Cohen, Manion and Morison (2007) note that investigators should consider the sample size in relation to a teacher's time, access to teachers, teaching schedules and feasibility of conducting research within a live setting. The interview was administered to five respondents at the office of the pedagogic adviser of Bui, the questionnaire was administered to all parents and teachers of the selected areas with a total population of 110 people located in Bui, in the North west region of Cameroon, NSO giving a total population of 115 participants. The participants were sampled following a purposeful method of a non-probabilistic sampling technique (this sampling set out to identify members of the population who are likely to possess certain characteristics or experiences and are willing to share with you. In this way, you can select the individuals or cases that fit your study, focusing on a relatively small sample, Scribbr 2022). This is because the research sort to facilitate children in rural areas access to education by making mother tongue instruction more effective as a step towards emergence. we have decided to interview only the pedagogic advisors for primary education, teachers currently teaching in the chosen schools and parents who has children of school age because they are the ones in touch with the curriculum and school syllabus and equally with the learners. According

to Ary, Jacobs and Sorensen (2010), researchers opting for that method want to gather information from participants that they believe can give relevant information related to the topic. They continue to affirm that “their experience and knowledge to select a sample of participants that they believe can provide the relevant information about the topic or setting. Creswell (2013) also believes that this sampling method can help in providing the study with relevant information that informs the topic matter. Although the purposive sampling method can be seen as not representative, Guba and Lincoln (1981 as cited by Ary, Jacobs and Sorensen2010) believes that “Sampling is almost never representative or random but purposive, intended to exploit competing views and fresh perspective as fully as possible”. I will adopt a table from the “research Advisor (2006)”. Table is shown below; according to the Research Advisor (2006), for a population of 100 elements, at 95% confidence level, margin error of 3.5%, the sample size should be 89 elements.

Formula used for the calculation:

$$n = \frac{X^2 * N * P * (1 - P)}{(ME^2 * (N - 1)) + (X^2 * P * (1 - P))}$$

where:

n=sample size

X^2 = chi square for the specified confidence level at 1 degree of freedom

N = population size

P = population proportion

ME = desired margin of error (expressed by a proportion)

Data collection techniques

- Observation
- Interview
- Web-based research methods

Instrument for data collection

Instrument for data collection are tools used to get information from the sample which helps to draw conclusions from variables of the study. The present study relies in the use of both interview guide, questionnaires and documents to develop more facts on how to facilitate

children in rural areas access to education by making mother tongue instruction more effective as a step towards emergence in Cameroon and to have a deep insight into how activities present in the curriculum are elaborated in the classroom syllabus as far as mother tongue education is concerned. The choice of these instruments is based on the necessity to have clear understanding of the topic under study by collecting relevant information from key actors in contact with learners and their diverse medium of learning.

Interview Guide

An interview guide is intended to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting the information from the interviewee (Kroel 2020). This instrument is important in that, it aims at capturing how individuals perceive their action when interacting in class. Cohen et Al(2007:349) states that, “interviews enable participants be their interviewers or interviewees to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view” and the objectives to be attained.

Questionnaire

A questionnaire is a research tool featuring a series of questions used to collect useful information from respondents. These instruments include either written or oral questions and comprise an interview style format (Rowley, June 2022;1084). According to the simply psychology, a questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview, they can be carried out face to face, by telephone, computer or post (simplypsychology,15 may 2023)

Web-based research methods

This is a research method in which you collect data and information on the internet. With the advent of the internet, the traditional pen-and-paper research techniques have taken a backseat and made room for online research designs. This research method helps people find the information they need quickly. Online tools provide information instantly. This information would take much longer to locate using offline research methods (such as searching for books in the library).

Validation of instruments

The pre-investigation of this study was used for external validation of our data collection tool. The first phase was done through a face validity as the questionnaire was constructed with the help of fellow classmates. It was then submitted to the supervisor who scrutinized the items, checking appropriateness of language and clarity. After making the necessary corrections from this expert, the questionnaire was considered to have attained face validity, and the second was done as content validity by going on the field to test the instrument for data collection of the present study, that is through questionnaire and interview guides and the exploration of the curriculum. Considering the fact that the actual course content on the program for the teaching in the mother tongue is a national concern as far as education in Cameroon is concerned. Many teachers and a host of others see the present study as an interesting one, this validating the ideas and the questions that were proposed. In the methodology section, it has been necessary to recall the main research questions in the present work: *what can be done to facilitate children's access to school in rural areas using the mother tongue perspective?* The question is necessitated to remind a pertinent issue as previously cited. Thus, general hypothesis intervention as: *Children learn better and faster in a language they can understand and as such preventing delays in learning.* DV is, mother tongue education, ID is, accessibility of learners in rural areas to school and has three modalities or items research questions. *What is the need for the proper implementation of mother tongue education in rural areas? What factors influence Mother Tongue Education in Cameroon? And What can be done to leverage Mother Tongue Education in the Nso community?*

Reliability of Research Instruments

Reliability refers to the constancy of measure. The reliability of this study is measured using internal consistency, which is the consistency of people's responses across the items on a multiple-item measures are supposed to reflect the same underlying construct, so people's scores on items should correlate with each other. On the Rosenberg Self-Esteem Scale, people who agree that they are a person of worth should tend to agree that they have good qualities. If the Responses to different items are not correlated to each other, then it would no longer make sense to claim that they are all measuring the same underlying construct. In this work the respondent's responses on the effective implementation needs to be correlated so as to ascertain my view of mother tongue education in our rural areas as a means for learners to access school.

Methods of Data Collections

Instruments have been administered to the different participants for a period of one month. The collection of content data was done through physical and media administration and online research. This means the interviews were done by the investigator through physical and social media interaction, charged to give useful explanation for a better understanding of questions to the respondents the possibility to give his/her opinion personally concerning the questions that were submitted. The instruments are distributed, collected, marked and recorded by the researcher to avoid misplacing or not getting back all the administered questionnaires and interviews done. Data collection method in this study is mixed though it's more of qualitative than quantitative.

Data Analysis Method

According to Emily Stevens (may2023), data analysis is the process of analyzing raw data to draw out meaningful insights. These insights are used to determine the best course of action. Data analysis is the process of discovering useful information by evaluating data. This is done through a process of Inspecting, Cleaning, Transforming and Modeling data using analytical and statistical tools, which we will explore in detail further in this study.

Data collected for this study is analyzed using Narrative data analysis in IBM SPSS statistics version 21 and through a cluster analysis technique which explores the naturally occurring groups within a data set known as clusters. Cluster analysis doesn't need to group data into predefined groups, which means that it is an unsupervised learning method. According to Aldenderfer & Blashfield (1984) "cluster analysis is the classification of objects into groups, where the number of groups, as well as their forms are unknown". The hierarchical cluster analysis follows three basic steps: 1) calculate the distances, 2) link the clusters and 3) choose solution by selecting the right number of clusters.

As far as data analysis is concerned, significant themes from the field notes were added with the transcriptions of the interviews to gain an overall understanding of the fieldwork before breaking them into small parts for codification. Thomas (2003) suggest that this approach leads to: condense extensive and wide-ranging raw data into a brief summary format; this established a clear-cut link between objectives and summary findings derived from raw data; and develops a model or theory about the underlying structure of experiences or processes that are evident in the raw data.

Haven had the above briefly explained, we can say that chapter three or the methodological part of this work has been effectively treated and as such this paves the way for chapter four which handles data analysis proper.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATIONS

This study is designed to ensure proper implementation of the mother tongue in education for children in rural areas to access education as a step towards emergence. Chapter four presents the results of data which was collected through several instruments, that is, Observation, Questionnaires, Interview and Web-based research constructed in relation to the variables of the study. The findings are presented using both descriptive, inferential statistics and narration, taking into account the objectives of this study as above; the technique used in data presentation is the one where data is organized, presented and the analysis is made to show their impact on the entire study. Tables and charts are used to give a descriptive representation of the results and the first part begins with the analysis of background characteristics of the respondents. This is followed by the analysis of the different variables.

Presentation and Description of Data

In this section, we are going to present and analyze the data collected from the sampled population with respect to the personal characteristics of the respondents. The data obtained from the opinions of the respondents following the order of items in constructed questionnaire are presented through percentages, tables, charts and graphs to draw the trends.

Table 1. Statistics

		Sex	Age	Presently Employed	If Employed, Which Sector	Do you have any professional certificate?
N	Valid	115	115	115	115	115
	Missing	0	0	0	0	0
Mean		1.49	2.30	1.47	1.54	1.22
Std. Deviation		.502	.701	.501	.717	.414
Variance		.252	.491	.251	.514	.172

Source (The author)

Distribution of respondents according to sex

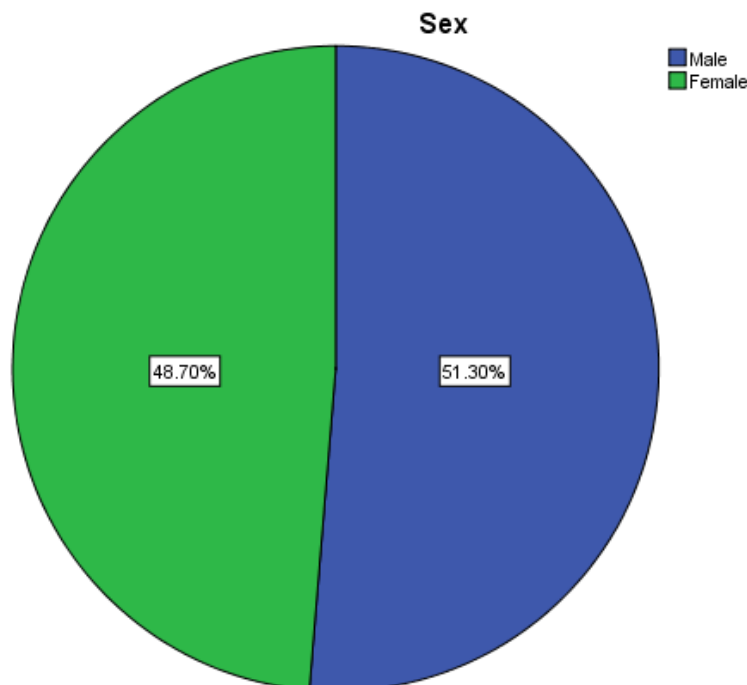
Table 2 and figure 6 below, shows that the total number of females in the sampled population is less than that of the male. 56 females responded to the questionnaire making a percentage of 48.7% while 59 males responded to the questionnaire making up 51.3% of the sampled population. These statistics show that the male was more open and collaborate to the study.

Table 2. Distribution of the respondent according to gender

		Frequency	Percent	Valid Percent	Cumulative Percentage
Valid	Male	59	51.3	51.3	51.3
	Female	56	48.7	48.7	100.0
	Total	115	100.0	100.0	

Source (The author)

Figure 6. Diagram of the distribution of the respondent according to genders



Distribution of the respondent according to Age

Table 3 and figure 7 present the distribution of respondents according to their age. We observed from the below table that the highest number of respondents were of age 20-29 with a percentage of 53 and a frequency of 61. The second highest of respondent were of age range of 30-39 with a frequency of 38 and a percentage of 33.0. These statistics shows that the age range of 20-29 were more open to the questionnaire than others.

Table 3. Distribution of the respondent according to Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<20	12	10.4	10.4	10.4
	20-29	61	53.0	53.0	63.5
	30-39	38	33.0	33.0	96.5
	40-49	4	3.5	3.5	100.0
	Total	115	100.0	100.0	

Source (The author)

Figure 7. Distribution of the respondent according to age

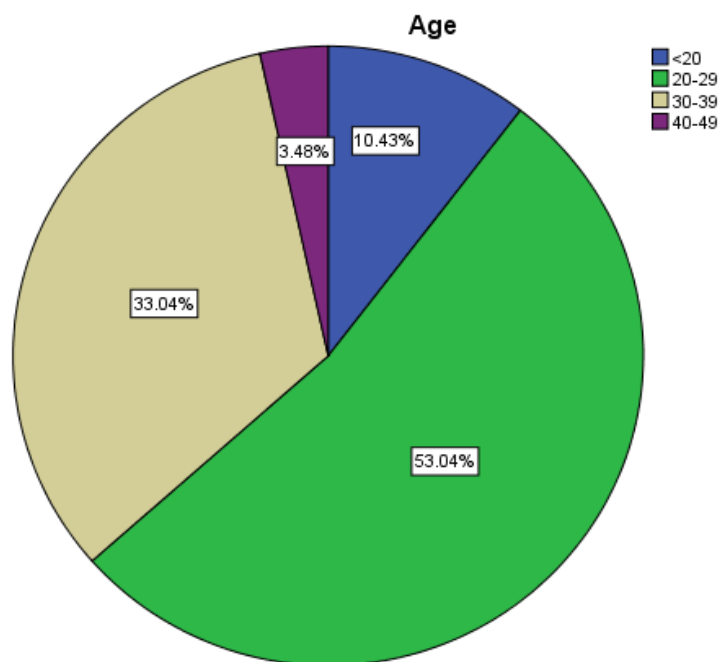


Table 4. Distribution of respondents according to Presently Employed

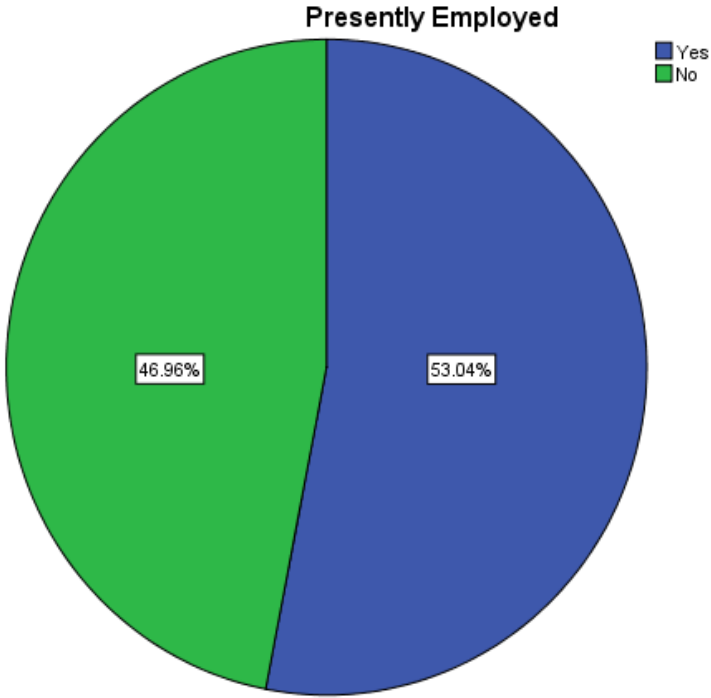
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	61	53.0	53.0	53.0
No	54	47.0	47.0	100.0
Total	115	100.0	100.0	

Source: (The author)

Distribution of respondents according to Presently Employed

Table 4 and figure 8 below, shows that the total number of those who are employed are 61 with a percentage of 53 and those who are not employed are 54 with a percentage portion of 47. These statistics show that the employed were more than the unemployed.

Figure 8. Distribution of respondent according to presently employed



Distribution of respondents according to employment sector

Table 5 and figure 9, shows that the highest number of respondents in the sampled population works in a private sector with a total number of 68 making up 59.1% and less of the respondents in the employment sector works in the public sector with a frequency of 32 making up 27.8 and the least of the respondents are of others with a number of 15 making up

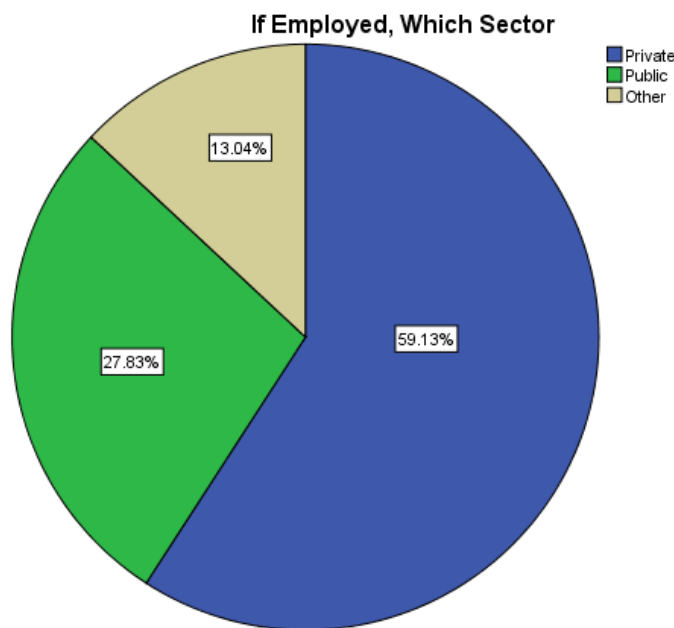
13.0%. These statistics show that the private sector carries the highest portion, while the public sector holds the second highest portion and the least which is others.

Table 5. Distribution of respondents according to employment sector

	Frequency	Percent	Valid Percent	Cumulative Percent
Private	68	59.1	59.1	59.1
Public	32	27.8	27.8	87.0
Other	15	13.0	13.0	100.0
Total	115	100.0	100.0	

Source (The author)

Figure 9. Distribution of respondents according to employment sector



Distribution of respondents according to those with professional certificates.

Table 6 and figure 10, shows that the total number of those with professional certificate in the sampled population is more than that without professional certificate. 90 respondents to the questionnaire had professional certificates making up a percentage of 78.3 while 25 respondents to the questionnaire did not have professional certificates making up a percentage of 21.7. These statistics show that those with professional certificates were more open and collaborate to the study.

Table 6. Distribution of respondents according to those with professional certificate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	90	78.3	78.3	78.3
No	25	21.7	21.7	100.0
Total	115	100.0	100.0	

Source: (The author)

Figure 10. Distribution of respondents according to those with professional certificates

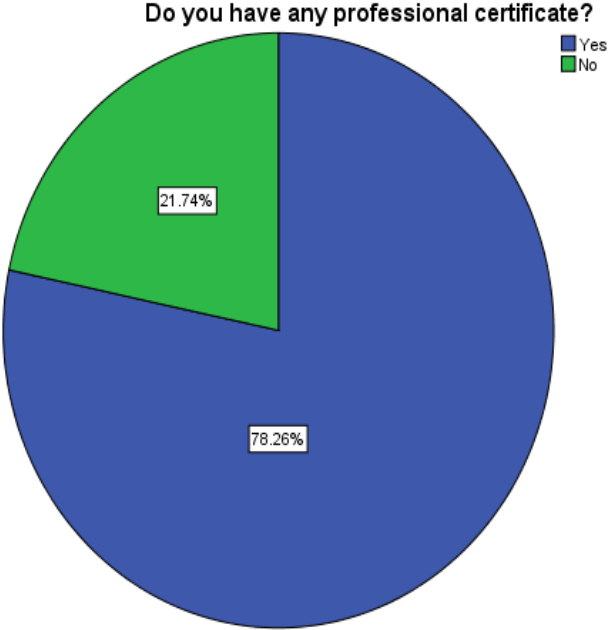


Table 7. Statistics

	Mother tongue helps student getting a better sense of their cultural background	Mother tongue education builds a strong home partnership in learning.	Mother tongue help learners stay connected to their culture	what can be done to cause a child to concentrate more on their mother tongue than learning a new language	what can be done to facilitate children's access to school in rural areas using the mother tongue perspective
N	Valid Missing	115 0	115 0	115 0	115 0
Mean		2.78	3.23	3.36	2.50
Std. Deviation		.962	.741	.651	.882
Variance		.926	.550	.424	.778

Source (The author)

Table 8. Statistics

	Is mother tongue education necessary for the child's growth?	Mother tongue has a huge positive influence in defining the personality of an individual	Intellectual development is comparatively faster in those who are fluent in their mother tongue	Mother tongue is professionally and commercially beneficial	Language stigmatization can affect the learner's willingness to acquire knowledge.
N	Valid Missing	115 0	115 0	115 0	115 0
Mean		1.49	2.84	3.28	3.37
Std. Deviation		.765	.790	.570	.668
Variance		.585	.624	.325	.447

Source (The author)

Table 9. Statistics

	What can be done to encourage mother tongue education?	The effective implementation of mother tongue education will be a ____	Exposing the child to mother tongue and cultural activities will build up his self-esteem.	children should be given access to exploit their potentials in the mother tongue	mother tongue education should be effectively implemented as a means to development and quality education
N	Valid Missing	115 0	115 0	115 0	115 0
Mean		2.23	1.23	2.85	2.83
Std. Deviation		1.026	.420	.948	.930
Variance		1.054	.177	.899	.864

Source (The author)

Table 10. Statistics

		will the effective implementation of mother tongue in education really pave the way for school access to learners in rural areas
N	Valid Missing	115 0
Mean		1.45
Std. Deviation		.691
Variance		.478

Source (The author)

Distribution of respondents according to mother tongue help students in getting sense of their cultural background.

Table 11 and figure 11, shows that those with the conclusion that mother tongue can help students in getting sense of their cultural background supersede those with the fact that mother tongue has a negative influence when it comes to learners have a sense to the cultural background. These was bargain in the category of strongly agree with a percentage of 23.5, strongly disagree with a percentage of 13.9, agree with a percentage of 45.2 and disagree with a percentage of 17.4. These statistics show that agree is having the highest positive respond to the fact that mother tongue help students in getting sense of their cultural background. Incorporating mother tongue in teaching, learning and understanding. It helps students connect with their cultural roots, develop a sense of identity, and improves their overall language skills and as such mother tongue education should be given much impetus in educational planning. It is very important that parents speak their mother tongue at home as it also develops expressive language allowing your child to communicate their feelings in a healthy way.

Table 11. Distribution of respondents according to mother tongue help students in getting sense of their cultural background.

	Frequency	Percent	Valid Percent	Cumulative Percentage
Strongly Disagree	16	13.9	13.9	13.9
Disagree	20	17.4	17.4	31.3
Valid Agree	52	45.2	45.2	76.5
Strongly Agree	27	23.5	23.5	100.0
Total	115	100.0	100.0	

Source: (the author)

Distribution of respondents according to mother tongue education builds a strong home partnership in learning.

Table 12 and figure 12, shows that 48 respondents strongly agreed with a percentage of 41.7 that mother tongue education builds a strong home partnership in learning, while 46 respondents who agreed that mother tongue education builds a strong home partnership in learning gave us a percentage of 40 and those who disagreed were 21 making up a percentage

of 18.3. These statistics show that Strongly Agreed is having the highest positive respond to the fact that mother tongue education builds a strong home partnership in learning

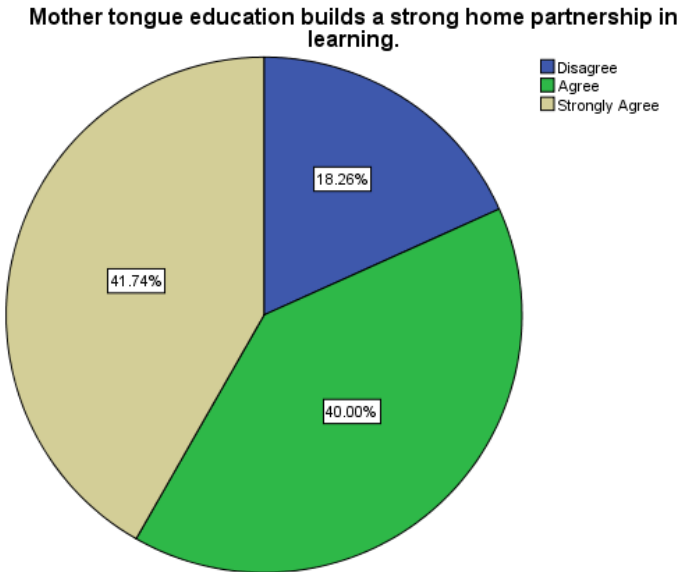
Educating children in the mother tongue will also build a strong home school partnership in their learning. Parents will be able to participate in their child’s education and make the experience of learning for the students more wholesome. Using the mother tongue in education builds up parent’s participation in their children’s education. learners with official language deficiency turn to enjoy school more, feel at home and tend to show increased self-esteem.

Table 12. Distribution of respondents according to mother tongue education builds a strong home partnership in learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	21	18.3	18.3	18.3
Agree	46	40.0	40.0	58.3
Strongly Agree	48	41.7	41.7	100.0
Total	115	100.0	100.0	

Source (The author)

Figure 11. Distribution of respondents according to mother tongue education builds a strong home partnership in learning.



Distribution of respondents according to mother tongue help learners connected to their culture.

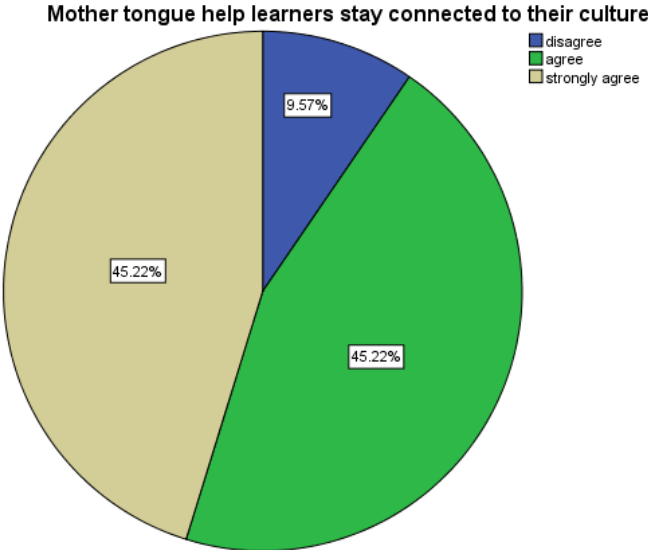
Table 13 and figure 13, shows that 52 respondents strongly agreed with a percentage of 45.2 that mother tongue help learners stay connected to their culture, whereas 52 of the respondents agreed to the same questionnaire giving a percentage of 45.2 and lastly the other set of 11 who disagreed making up a percentage of 9.6. These statistics show that Strongly Agreed and Agreed is having the highest positive respond to the fact that mother tongue help learners stay connected to their culture. Mother tongue education reflects their background, history, and heritage. Losing the mother tongue means losing part of one’s identity and being disconnected from their roots. It’s important to preserve mother tongues to ensure that cultural diversity and linguistic heritage are maintained. Respondents continued that, cultural identity and heritage: a person’s mother tongue is often deeply intertwined with their cultural identity and heritage. It reflects the traditions, values, customs and history of a particular community or region. Mother tongue: a lifeline to identity, culture and connection to our origin.

Table 13. Distribution of respondents according to mother tongue help learners connected to their culture.

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	11	9.6	9.6	9.6
agree	52	45.2	45.2	54.8
strongly agree	52	45.2	45.2	100.0
Total	115	100.0	100.0	

Source (the author)

Figure 12. Distribution of respondents according to mother tongue help learners connected to their culture.



Distribution of respondents according to what can cause a child to concentrate more on their mother tongue than learning a new language.

Table 14 and figure 14, present the distribution of respondents according to what can cause a child to concentrate more on their mother tongue than learning a new language. We observed from the below table that the highest number of the factor that can influence a child to this realm is friends with a total number of 54, making a percentage of 47.0, secondly, we have parenting 31 making up 27.0%, thirdly we have culture with a percentage of 16.5 and lastly, we have beliefs 11 making up 9.6%.

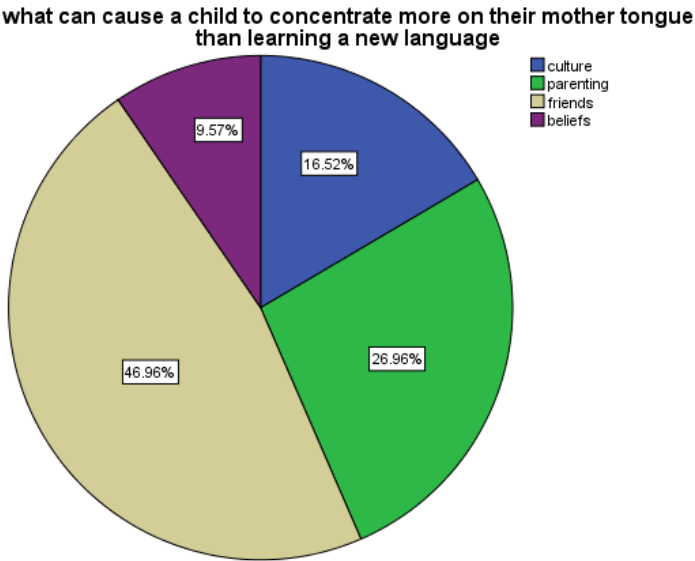
The positive transfer of the mother tongue helps pupils to complete the second language acquisition faster and more effectively. For many people, their native language is an important part of their identity. It can be a source of pride and connection to their heritage. Learning your mother tongue well can help you better understand your identity. It can also give you a greater appreciation for the diversity of cultures in the world and for this reason they are adhering for the effective implementation of mother tongue education in our primary educational system and why not at the higher levels.

Table 14. Distribution of respondents according to what can cause a child to concentrate more on their mother tongue than learning a new language.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid culture	19	16.5	16.5	16.5
parenting	31	27.0	27.0	43.5
friends	54	47.0	47.0	90.4
beliefs	11	9.6	9.6	100.0
Total	115	100.0	100.0	

Source (The author)

Figure 13. Distribution of respondents according to what can cause a child to concentrate more on their mother tongue than learning a new language.



Distribution of respondents according to what can be done to facilitate children's access to school in rural areas using the mother tongue perspective.

Table 15 and figure 15, present the distribution of respondents according to what can be done to facilitate children's access to school in rural areas using the mother tongue perspective. We observed from the below table that the highest number of the factor that can influence a learner to this dimension is the introduction of mother tongue education in schools which sum up to 71 making up 61.7%, providing free education mounted up to 34 making a

percentage of 29.6 and followed by ensuring security of learners with a number of 10 making up a percentage of 8.7. With the analysis it shows that providing free education will facilitate children's access to school in rural areas using the mother tongue perspective. According to several respondents, mother tongue develops a child's personal, social and cultural identity. Using mother tongue helps a child develop their critical thinking and literacy skills. Research shows that children learning in the mother tongue adopt a better understanding of the curriculum. Mother tongue associates the child with his culture, enhance cognitive development and supports in the learning of other languages. A child first comprehends what is around them through the language they hear their mother communicating in before they are born and thought their lives.

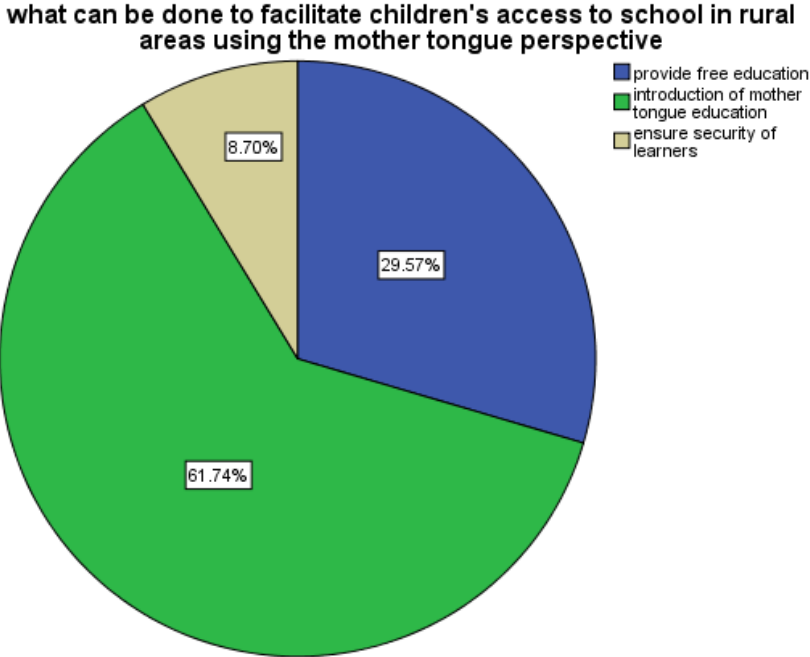
They went further explaining that, one's own language enables a child to express him/self easily, as they understand what is being discussed and what is being asked of them.

Table 15. Distribution of respondents according to what can be done to facilitate children's access to school in rural areas using the mother tongue perspective.

	Frequency	Percent	Valid Percent	Cumulative Percent
Provide free education	34	29.6	29.6	29.6
Introduction of mother tongue education	71	61.7	61.7	91.3
Ensure security of learners	10	8.7	8.7	100.0
Total	115	100.0	100.0	

Source (The author)

Figure 14. Distribution of respondents according to what can be done to facilitate children's access to school in rural areas using the mother tongue perspective



Distribution of respondents according to the fact that is mother tongue education necessary for the child’s growth

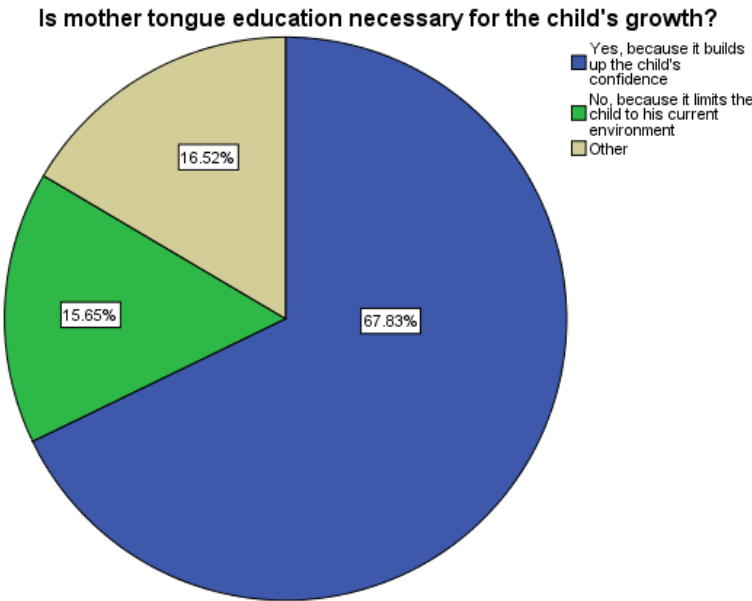
Table 16 and figure 16, present the distribution of respondents according to the fact that is mother tongue education necessary for the child’s growth? We observed from the table below that Yes is having the highest number of respondents with the fact that mother tongue education will builds up the child’s learning confidences while No is having the least number with the fact that it will limits the child to his current environment and lastly, we had others who said nothing and were for nothing proposed. With this analysis it shows that YES carries the highest portion with a size of 78 making up a percentage of 67.8 which concludes that mother tongue education is necessary for the child’s confidence. Respondent agreed with me that mother tongue education associates learners to their culture, ensures enhanced cognitive development, and supports in the learning of other languages. A child’s first comprehends what is around them through language they hear their mother communicating in from before they are born and thought their lives.

Table 16. Distribution of respondents according to the fact that is mother tongue education necessary for the child’s growth

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes, because it builds up the child's confidence	78	67.8	67.8	67.8
No, because it limits the child to his current environment	18	15.7	15.7	83.5
Other	19	16.5	16.5	100.0
Total	115	100.0	100.0	

Source: (The author)

Figure 15. Distribution of respondents according to the fact that is mother tongue education necessary for the child’s growth



Distribution of respondents according to the fact that Mother tongue has a huge positive influence in defining the personality of an individual

Table 17 and figure 17, present the distribution of respondents according to the fact that Mother tongue has a huge positive influence in defining the personality of an individual. The greatest proportion comes from the agreed with a frequency of 74 making up 64.3% which gives

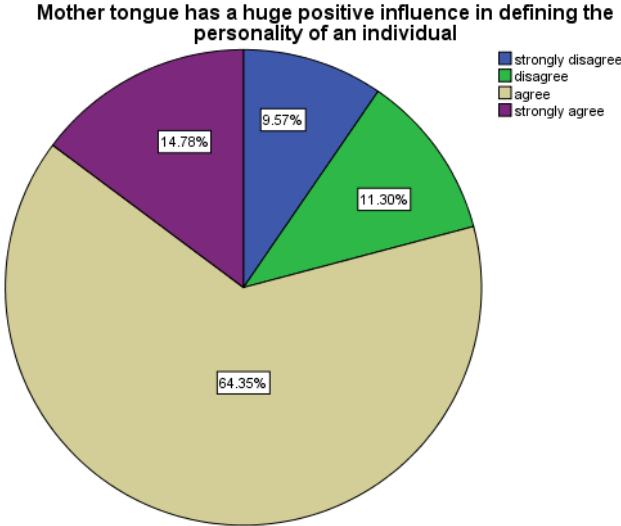
us a conclusion on the fact mother tongue has a huge positive influence in defining the personality of an individual. Parents complained that children come home excited to have performed well in their exams and at the end of the day they failed, not because they didn't know but because they knew in the dialect and as such wrote in the language they understand. Example (we are all children of ---- a child writes "NYUY" with excitement, the answer is correct but he will fail not that he is wrong but because he does not know the answer in English and as such a slowdown in learning. Parents equally preferred that before transferring to the second language learners should at least begin they lessons in a language they speak at home to enhance the learning teaching process.

Table 17. Distribution of respondents according to the fact that Mother tongue has a huge positive influence in defining the personality of an individual

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	11	9.6	9.6	9.6
Disagree	13	11.3	11.3	20.9
Valid Agree	74	64.3	64.3	85.2
Strongly agree	17	14.8	14.8	100.0
Total	115	100.0	100.0	

Source (The author)

Figure 16. Distribution of respondents according to the fact that Mother tongue has a huge positive influence in defining the personality of an individual



Distribution of respondents according to the fact that Intellectual development is comparatively faster in those who are fluent in their mother tongue

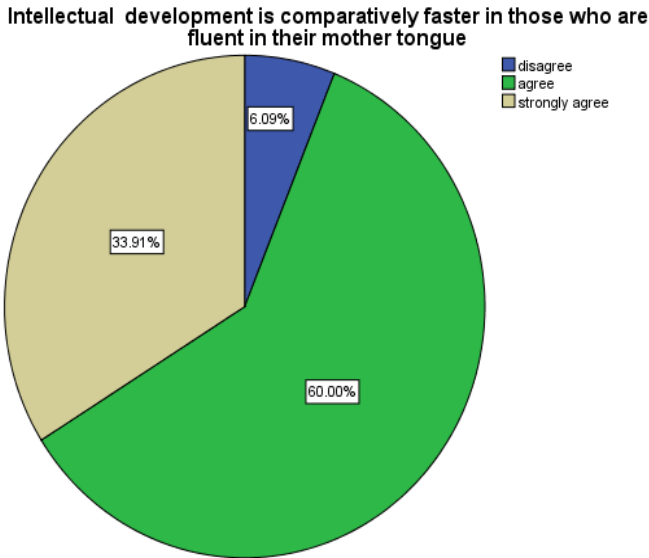
Table 18 and figure 18, present the distribution of respondents according to the fact that intellectual development is comparatively faster in those who are fluent in their mother tongue. The greatest proportion comes from the agreed with a frequency of 69 making up 60%, strongly agree 39 making up 33.9% and disagree 7 making up 6.1%. Analysis shows that agree has the highest respondents concluding the fact that intellectual development is comparatively faster in those who are fluent in their mother tongue. Parents acquired that despite the misconception that the use of the home language in school hampers learning because mother tongues are not capable of communicating the complex meanings that are part of formal education which is the fear that these languages are not used in the are not equipped for use in the modern economic, technological and educational process, mother tongue education still stands the led because learners who grow speaking a certain language switching to another language without cautious preparation in the original language may not be successful as a results, they advocates for the proper implementation of the mother tongue education in our rural schools since aspect transfer from the first to the second language need not be changed.

Table 18. Distribution of respondents according to the fact that Intellectual development is comparatively faster in those who are fluent in their mother tongue.

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	7	6.1	6.1	6.1
Agree	69	60.0	60.0	66.1
Strongly Agree	39	33.9	33.9	100.0
Total	115	100.0	100.0	

Source: (The author)

Figure 17. Distribution of respondents according to the fact that Intellectual development is comparatively faster in those who are fluent in their mother tongue.



Distribution of respondents according to the fact that mother tongue is professionally and commercially beneficial

Table 19 and figure 19, present the distribution of respondents according to the fact that mother tongue is professionally and commercially beneficial. Strongly agree 55 making up 47.8%, agree 48 making up 41.7% and disagree 12, making up 10.4%. We draw the conclusion mother tongue is professionally and commercially beneficial. according to several respondent, there are many benefits associated with mother tongue instruction. In addition to children learning better and faster, mother tongue education can also increase school access while reducing repetition and dropout rates. These respondents support mother tongue education as

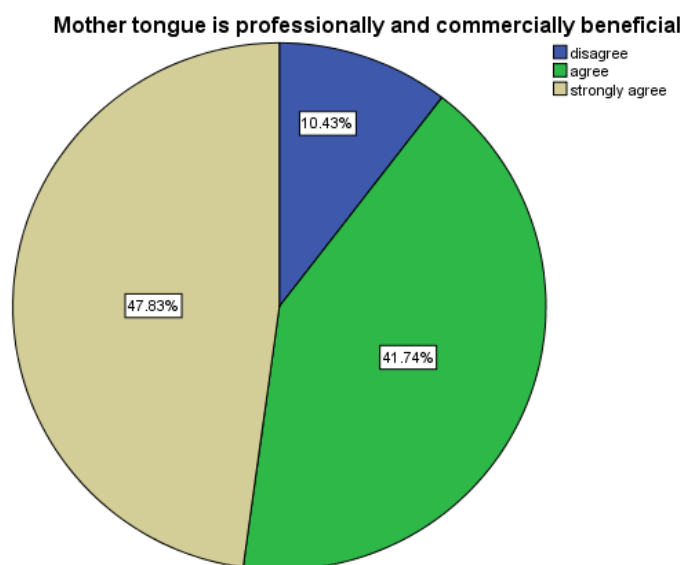
a key component of learning. They stated so many benefits of mother tongue education to the learner as well as the entire economy; mother tongue education makes it easier for children to pick up and learn other languages. Mother tongue develops a child’s personal, social and cultural identity. Using mother tongue helps a child develop their critical thinking. Most teachers and parents who were interviewed stated that, students who begin learning in their home language have more confidence in themselves as learners, participate more actively in classroom discussions, ask more questions, demonstrate a deeper understanding of the subject, learn, read and write both in the mother tongue and in English or French language. They equally said that, when a child or even adults begin to learn a new language different from his native language or the language he knows better, he turns to realize that his language is very important and feels a sense of loss when he realizes he might no longer be able to speak his own language.

Table 19. Distribution of respondents according to the fact that mother tongue is professionally and commercially beneficial

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	12	10.4	10.4	10.4
Agree	48	41.7	41.7	52.2
Strongly Agree	55	47.8	47.8	100.0
Total	115	100.0	100.0	

Source (the author)

Figure 18. Distribution of respondents according to the fact that mother tongue is professionally and commercially beneficial



Distribution of respondents according to the fact that language stigmatization can affects the learner’s willingness to acquire knowledge.

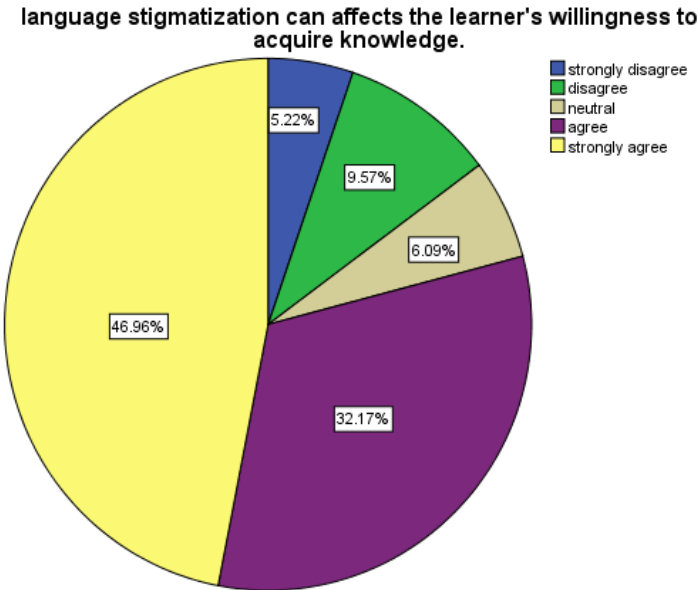
Table 20 and figure 20, present the distribution of respondents according to the fact that language stigmatization can affects the learner’s willingness to acquire knowledge. Strongly agree 54 making up 47.0%, Agree 37 making up 32.2% and disagree 11, making up 9.6%, strongly disagree 6, making up 5.2% and neutral 7 making up 6.1%. We draw the conclusion that language stigmatization can affects learner’s willingness to acquire knowledge. Mother tongues are the foundation of culture that is exploited inn the creative economies (kristeva 2010) the mother provide not only the language but the socio-cultural practices that go into performance art and dance. It is therefore essential to groom the children with a language they understand better before gradually transferring to another so as to avoid knowledge gaps.

Table 20. Distribution of respondents according to the fact that language stigmatization can affects the learner’s willingness to acquire knowledge.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	5.2	5.2	5.2
Disagree	11	9.6	9.6	14.8
Neutral	7	6.1	6.1	20.9
Agree	37	32.2	32.2	53.0
Strongly Agree	54	47.0	47.0	100.0
Total	115	100.0	100.0	

Source: (The author)

Figure 19. Distribution of respondents according to the fact that language stigmatization can affects the learner’s willingness to acquire knowledge.



Distribution of respondents according to what can be done to encourage mother tongue education

Table 21 and figure 21, present the distribution of respondents according to what can be done to encourage mother tongue education. Introduction of mother tongue in the educational system had 41 making up 35.7%, Provision of security to educational institution 16, making up 13.9%, training of teachers in the mother tongue 49, making up 42.6% and

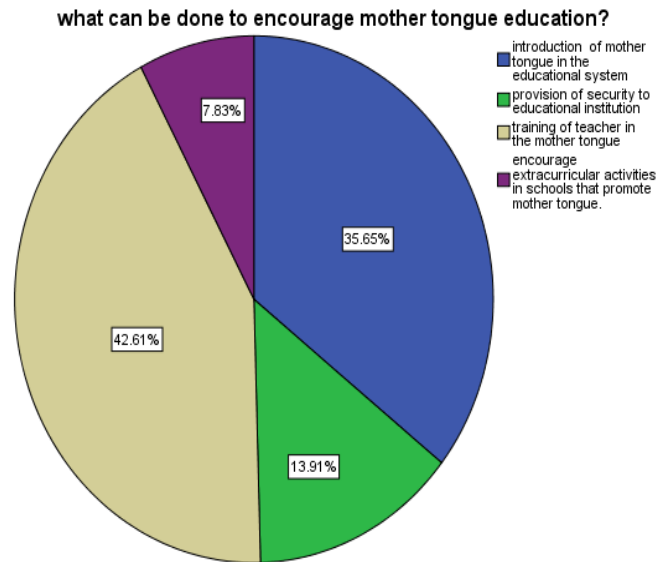
encourage extracurricular activities in schools that promote mother tongue 9, making up 7.8%. In accordance to the questionnaire's respondents explained a few measures that can be taken to encourage mother tongue in education; encourages a tolerance for allowing children to speak their own language during informal class time or in the yard. Allow children an opportunity to teach other classmates simple greetings and frequently used expression. Use your native language at home, tell stories and sing songs, tell stories and share books together, talk about your traditions and culture. In the teaching learning process, both the teacher and the learners use the mother tongue in explaining the lesson.

Table 21. Distribution of respondents according to what can be done to encourage mother tongue education

	Frequency	Percent	Valid Percent	Cumulative Percent
Introduction of mother tongue in the educational system	41	35.7	35.7	35.7
Provision of security to educational institution	16	13.9	13.9	49.6
Training of teacher in the mother tongue	49	42.6	42.6	92.2
Encourage extracurricular activities in schools that promote mother tongue.	9	7.8	7.8	100.0
Total	115	100.0	100.0	

Source: (The author)

Figure 20. Distribution of respondents according to what can be done to encourage mother tongue education



Distribution of respondents according to the effective implementation of mother tongue education will be a blessing

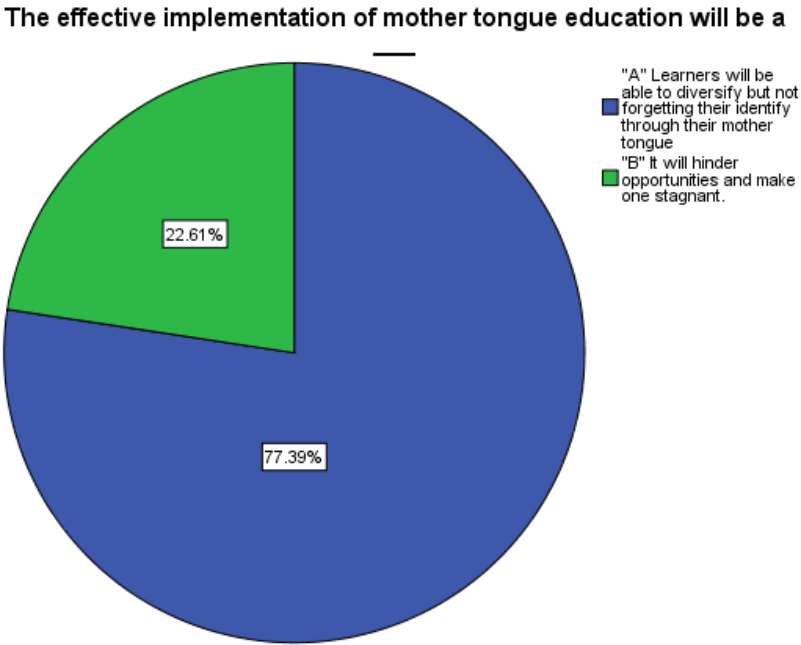
Table 22 and figure 22, present the distribution of respondents according to the effective implementation of mother tongue education will be a blessing, learners will be able to diversify but not forgetting their identity through their mother tongue 89 making up 77.4% of the responses and it will hinder opportunities and make one stagnant 26 making up 22.6% respondents. This concludes that A represents the greater proportion which indicates that learners will be able to diversify but not forget their identity through their mother tongue.

Table 22. Distribution of respondents according to the effective implementation of mother tongue education will be a blessing

	Frequency	Percent	Valid Percent	Cumulative Percent
"A" Learners will be able to diversify but not forgetting their identify through their mother tongue	89	77.4	77.4	77.4
Valid "B" It will hinder opportunities and make one stagnant.	26	22.6	22.6	100.0
Total	115	100.0	100.0	

Source (The author)

Figure 21. Distribution of respondents according to the effective implementation of mother tongue education



Distribution of respondents according to exposing the child to mother tongue and cultural activities will build up his self-esteem

Table 23 and figure 23, present the distribution of respondents according to exposing the child to mother tongue and cultural activities will build up his self-esteem. Strongly

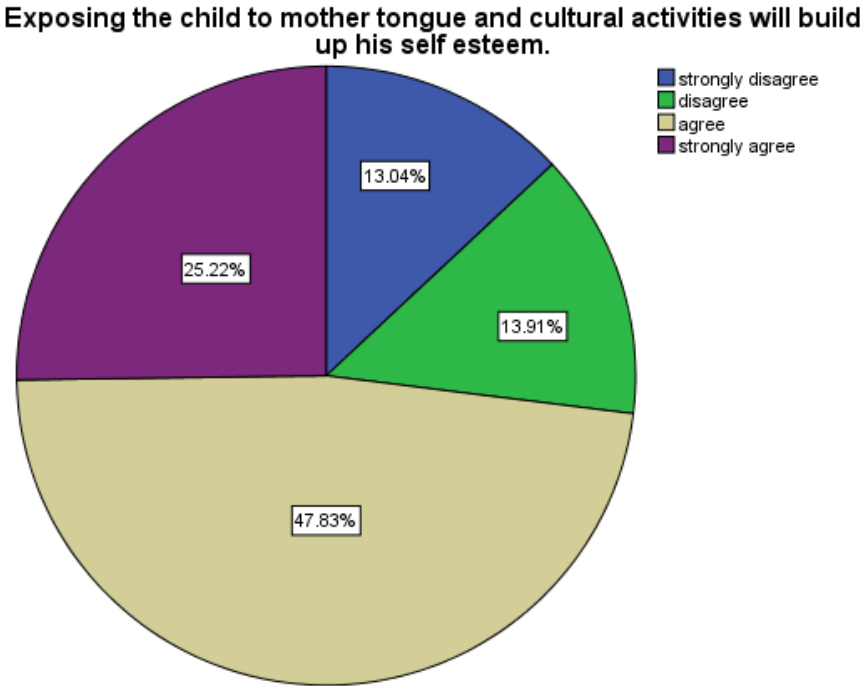
disagree 15, making up 13.0%, disagree 16 making up 13.9%, agree 55 which is the highest proportion making up 47.8% and strongly agree 29 making up 25.2%. This brings us to a conclusion that the respondents largely agreed that exposing the child to mother tongue and cultural activities will build up his self-esteem. Respondents' respondent with confidence saying that, children with a strong foundation in the first language often display a deeper understanding of themselves and their place within society, along with an increased sense of wellbeing and confidence. Naturally, this flows down into every aspect of their lives including their academic achievements. Self-esteem positively influences listening comprehension. Students with higher self-esteem have less anxiety in the classroom where they learn languages.

Table 23. Distribution of respondents according to exposing the child to mother tongue and cultural activities will build up his self-esteem

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	13.0	13.0	13.0
Disagree	16	13.9	13.9	27.0
Valid Agree	55	47.8	47.8	74.8
Strongly Agree	29	25.2	25.2	100.0
Total	115	100.0	100.0	

Source: (The author)

Figure 22. Distribution of respondents according to exposing the child to mother tongue and cultural activities will build up his self-esteem



Distribution of respondents according to children should be given access to exploit their potentials in the mother tongue

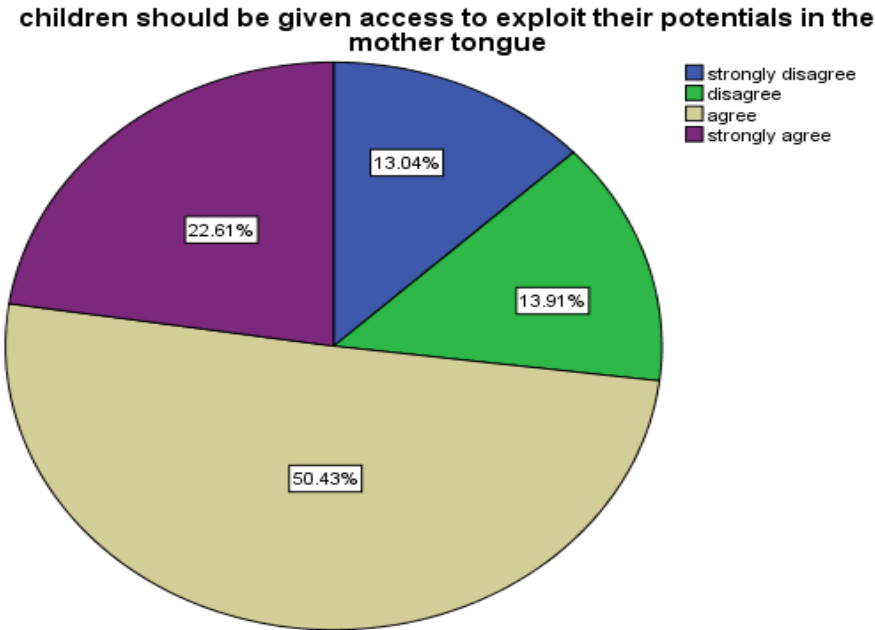
Table 24 and figure 24, present the distribution of respondents according to, children should be given access to exploit their potentials in the mother tongue. Strongly disagree 15, making up 13.0%, disagree 16 making up 13.9%, agree 58 making up 50.4 and strongly agree 26 making up 22.6%. This brings us to a conclusion that the respondents largely agreed with 50.4% that children should be given access to exploit their potentials in the mother tongue. Most research now concludes that learning achievement is enhanced when children are taught in their mother tongue for at least the first six years of primary school before language of instruction, is introduced (Ball 2011; Benson 2004; Pinnock, 2009b; UNESCO 2016)

Table 24. Distribution of respondents according to children should be given access to exploit their potentials in the mother tongue

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	13.0	13.0	13.0
Disagree	16	13.9	13.9	27.0
Valid Agree	58	50.4	50.4	77.4
Strongly Agree	26	22.6	22.6	100.0
Total	115	100.0	100.0	

Source: (The author)

Figure 23. Distribution of respondents according to children should be given access to exploit their potentials in the mother tongue



Distribution of respondents according to mother tongue education should be effectively implemented as a means to development and quality education

Table 25 and figure 25, present the distribution of respondents according to mother tongue education should be effectively implemented as a means to development and quality education. Strongly disagree 15, making up 13.0%, disagree 16 making up 13.9%, agree 54

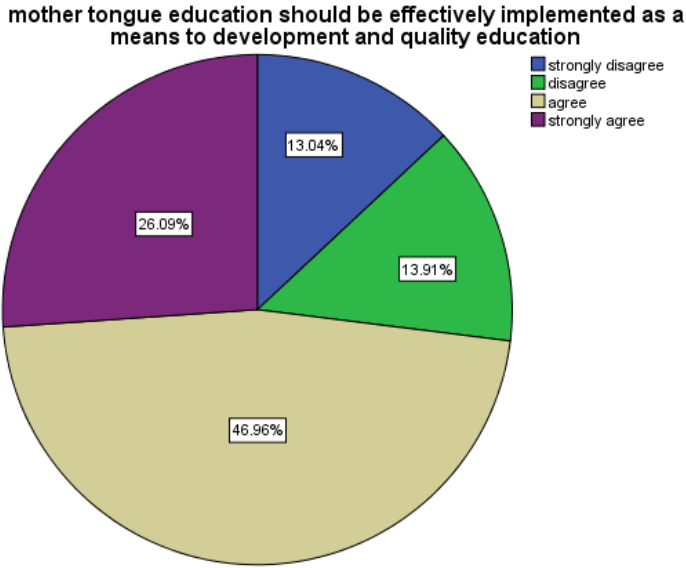
making up 47.0 and strongly agree 30 making up 26.1%. Mother tongue makes it easier for children to pick up and learn other languages. It develops a child's personal, social and cultural identity. Using mother tongue helps a child develop their critical thinking and literacy skills. Mother languages play a crucial role in shaping an individual's cultural identity and personal development. They are the first language that children learn, and they are closely tied to family, community and cultural traditions. The native tongue plays a very vital role in family as it falls under one of the basic family values. The mother tongue is often passed onto a child from parents or family members. The learning of a language opens up several new possibilities for an infant to explore the world and to express themselves.

Table 25. Distribution of respondents according to mother tongue education should be effectively implemented as a means to development and quality education

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	13.0	13.0	13.0
Disagree	16	13.9	13.9	27.0
Valid Agree	54	47.0	47.0	73.9
Strongly Agree	30	26.1	26.1	100.0
Total	115	100.0	100.0	

Source (The author)

Figure 24. Distribution of respondents according to mother tongue education should be effectively implemented as a means to development and quality education



Distribution of respondents according to mother tongue education should be effectively implemented as a means to development and quality education

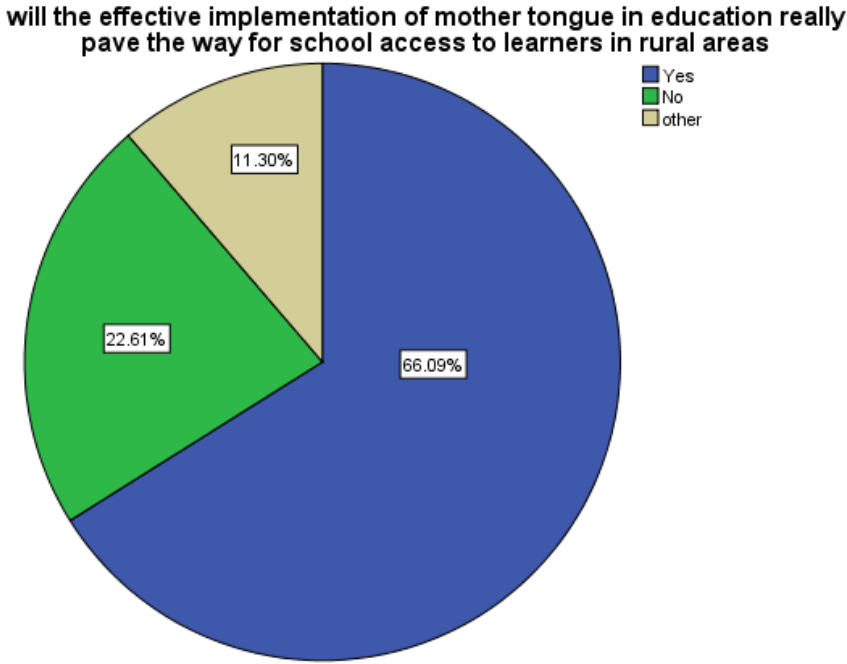
Table 26 and figure 26 present the distribution of respondents according to the effective implementation of mother tongue as a means to develop quality education. *Yes* has a highest proportion with 76 making up 66.1% and *No* having responses of 26 making up 22.6%. This analysis shows that the effective implementation of mother tongue in education really pave the way for school access to learners in rural areas. Teachers argue that, the main idea behind mother tongue education is the constraints that the effective English can impose, as well as the richness that such English can contribute to literature development. It provides the child with a sense of belonging and helps him in understanding his roots. It also enhanced cognitive development and supports in the learning process of different languages.

Table 26. Distribution of respondents according to mother tongue education should be effectively implemented as a means to development and quality education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	76	66.1	66.1	66.1
Valid No	26	22.6	22.6	88.7
Valid other	13	11.3	11.3	100.0
Total	115	100.0	100.0	

Source (The author)

Figure 25. Distribution of respondents according to mother tongue education should be effectively implemented as a means to development and quality education



Conclusion

This research methodology was designed in two phases, the first phase was done through a quantitative method where the researcher used questionnaires which a number of 100 was sent out and all responded as analyzed above, the second phase was the qualitative approach where interview was carried out by the researcher at the office of the pedagogic advisor for bui based on the specific objectives of the research which is to ensure the effective implementation of mother tongue education in our educational system especially in the rural areas, the second objective being to identify the factors that influence mother tongue education and the third to propose lucrative measures to leverage mother tongue education in Cameroon. Based on the interviews carried out, the respondents spoke of the positive influence of mother tongue education in our Cameroon educational system. Most of them identified the objective of primary education in Cameroon which is to make learners to become good communicators, good writers, good lecturers and oral expression. A Cameroon child from primary school should be able to communicate in at least one national language and also in English/French. The mother tongue in education is an auxiliary language which helps to get a child understands what he/she did not understand in another language (that is the instructional languages, English/French) and hence if a child prefers the auxiliary language to the main language, such a child should not be denied access to education Most research now concludes that learning achievement is enhanced when children are taught in their mother tongue for at least the first six years of primary school before language of instruction, is introduced(Ball 2011; Benson 2004; Pinnock, 2009b;UNESCO 2016). Majority of them agreed that too much exposure to official languages drift learners away from their roots as most of them turn to be addicted to the official languages and scaring away from their own dialects. They equally concurred that, taking a learner in the language he/she understands best will facilitate understanding rather than imposing language of studies to learners.

CHAPTER FIVE

DISCUSION OF FINDINGS, LIMITATIONS, SUGESTIONS FOR FURTHER SUDIES AND CONCLUSIONS

The objective of this study is to ensure proper implementation of the mother tongue in education for children in rural areas to access education as a step towards emergence. Research instruments used for this study are questionnaire, interview, web-based research and observation. Three research hypotheses were formulated alongside research questions to guide the investigations. The data collected for this study is analyzed using multiple Regression, in IBM SPSS statistics version 21 and through a cluster analysis technique which explores the naturally occurring groups within a data set known as clusters. After the verification of the hypotheses, all our research hypotheses were confirmed. In this chapter, we shall interpret and discuss the findings in relation to the hypotheses, objectives and the views or findings of some authors. From these interpretations and discussions of findings, the researcher shall make her conclusion and provide some recommendations as well as suggestions for future research on the studied phenomenon. The chapter shall equally elaborate the limitations of the study.

Discussion of Findings

The discussions of the findings are based on the hypotheses above. These discussions are as follows;

This study reports some pedagogic advisors, parents and teachers from Bui personal evaluations and judgements regarding mother tongue education and its applicability in the Nso community. Personal evaluations and judgements are the views that form individuals' subjective knowledge about themselves, their environment and what is going on in this environment. These views include affective elements as well as cognitive elements (Şahin, 2014). The results of this study that are limited to the views of a certain group of participants are comprehensive enough to get an overview of the issue from various dimensions. The present study provides merely a window from which to look at the whole picture.

One of the primary findings revealed in the study is that the opportunity of receiving mother tongue education, which is a basic human right, should be provided to all without considering ethnic background. As also reported by various researchers (Cummins, 2000; Diaz-Rico, 2000; Ramos, 2001), one of the factors that affect minority students' education the most is the use of mother tongue in class. Moreover, the use, literacy and development of language

are not limited to classroom activities. In the social context, literacy includes not only the basics of reading, writing, and speaking, but also individuals' creating meaning through personal experiences such as asking questions to one's self and others by using the ties between the language and culture (Helmberger, 2006). Students' experiences in the mother tongue prior to reading and writing affect learning. In this regard, reading instruction in the mother tongue is a key to success in learning to read in a second language (Watkins-Goffman and Cummings, 1997). Children who are members of a minority or a local community whose native language is not the same as the community's mother tongue or are often thought in English and French are more likely to fail compared to those who speak the English and French due to not being provided with sufficient materials and the zeal to teach/learn in the mother tongue and for imposing a language which learners are not used to from home first in their early educational process. With the questionnaires and interviews administered to the various respondent, a majority of them with a percentage of more than 90 suggested that elementary education should start with mother tongue since it is the language most children use at home so that it will reduce school dropouts for learners who feel intimidated with the master language so that they may be encouraged with the language used and as such transfer to the next language will not be an issue.

They also went further by saying that, starting with Mother-Tongue right from elementary school will build up learners with great cultural values and potentials. With the existence of different cultural activities like songs, tales, games, food, practices and others in an environment when a child grows will be good to start lessons from what they already know. Just as the inductive approach of learning which is based on induction that is, reasoning from specific facts to general principles. Therefore, it proceeds from particular to general, known to unknown and from concrete to abstract. Meaning the children should be beginning learning with the language they understand more.

The second primary finding revealed in the study is the emphasis that the country is not yet ready to provide education to minorities or local communities in their mother tongue although mother tongue education is seen as a basic human right. Providing mother tongue education in Cameroon schools may create problems in the country with the diverse languages the country has. It can hinder the integration of individuals belonging to minorities or local communities into the society. For this reason, education in schools should be delivered in the official language (in this case, English and French). At the same time, the languages of local or minority communities other than English and French can be taught as elective courses and as

well used when there are lapses in English and French especially on learners from rural areas and especially during their early days of primary education. These findings show that the language of education poses an important problem. The traditional view on this issue is based on the assumption that being exposed to the education in the mother tongue early would speed up minority students' adaptation to the majority culture as transfer to the second language will be very simple and aspects thought in the mother tongue will not need to be retaught again, and would increase their chances of competition in mainstream society. In heritage schools in Canada and the United States of America, children were reprimanded, publicly humiliated, and even physically punished for using their heritage language (the four Bangladeshi students in the university of darker). In fact, suppressing children's heritage language and identity was clearly intentional in many residential and missionary schools (Wright and Taylor, 1995). Considering that a strong advocate of the educational right is the middle class, they have an important responsibility in ensuring mother tongue education. According to Palmer (2009b), who points out that social class has an important effect on education, parents' ability to navigate school systems is related to their education levels. Therefore, educated citizens may be invaluable for the implementation of bilingual education, and play a significant role in advocating bilingual educational curricula with at least one national language for the gradual upbringing of learners in rural areas who may find it difficult adapting to the official languages which is different from the languages home in their early school days.

To facilitate children in rural areas access to education using the mother tongue perspective, children should be given the free opportunity to express their views towards situations in their mother tongue since it is their first language, create a friendly environment with your learners especially in a language they are comfortable with if they face challenges in instructional languages. Teachers should also be given special training on how to handle learners with language usage so that such that their classes be interesting and favorable for all learners. parents should also play a vital role in this domain. Mother tongue education is very vital at the elementary level of education but it still wouldn't change the fact that English and French still remains the leading official languages as a result. Mother tongue education should not be mistaken for an overall means or language in use for education but as a yard stick to integrating in to the lesson as well as into the second language.

The third primary finding revealed in the study is that minority groups and local communities should be provided with mother tongue education in their schools. The language of education should not only be limited to the two official languages (English and French).

Mother tongue languages is freely used in daily life, so integrating it in the learning environment should not be a problem since concept learned in the mother tongue do not need to be retaught and its equally the languages learners are versed with, with the used of mother tongue instruction learners in rural areas can gradually integrate to the national official languages but if mother tongue is left out of the educational system, most of them may not be motivated to school and that is why this study is in play so as to facilitate learners in rural areas access to school. Mother tongue education is very necessary for learners in rural areas because it gives the freedom to learn and asks questions where there are lapses since it is the language their used to from home, notwithstanding mother tongue facilitates transfer of a learner to another language. Mother tongue education boost learner's cultural values and conserve our identity.

People think that learning a new language can be stressful and time consuming and as such prefer to digest concepts first in their mother tongue before transferring to another language to avoid delays in learning and acquisition of knowledge and more skills as they gradually integrate in to another language. This idea is based on the notion that, whatever is taught in the mother tongue will not be retaught when transferred to another. Language stigmatization affects learner's willingness to school because they do not want to be seen as inferior since they do not communicate well in English and French. Stigma, instead of pulling children to school to learn push them away and they end up having no room because they do not want to be laughed and mocked at. Mother tongue training programs and seminars should be organized for classroom/practicing teachers so as to leverage access to education using the mother tongue perspective in rural areas and Cameroon at large.

Identifying a common mother tongue to teach in Cameroon schools will not solve any language problems in Cameroon with its diverse cultural heritage and languages but every locality has its mother tongue and as such learners can use their mother tongue. Several opinions popped out about mother tongue education, it has a great impact on social growth, it facilitates without school education to assist these learners at home. The effective implementation of mother tongue education helps conserve cultural values and heritage. Mother tongue education is a blessing because every learner has access to school with no language barrier. They will feel to express themselves without fear of stigmatization. The effective implementation of mother education in Cameroon especially in the rural areas will pave the way for learner's access to school. It will provide learners fast reception of knowledge as it equally helps boost the leaners moral especially when transferred to the second language.

Mother Tongue Disability and Pedagogic Implications

Vernyuy is a 9-year-old girl brought up in an English-Nso bilingual home in Yaoundé urban area. However, she developed greater proficiency in English/French than Lam-Nso because her parents communicated with her most often in English. Later, the parents realized their mistakes and made efforts to redress the issue by providing her opportunities to use not only the official languages but also their own Nso language. For Vernyuy, the transition from English to Lam-Nso was quite turbulent as all her spirited attempts to grasp the basics of the mother tongue came off too diffidently to make any meaning. When sent on an errand in Lam-Nso as medium of instruction, she would start off only to detour shortly after and demand for interpretation of the message in English/French. One day, Vernyuy's infantile tantrums stirred the ire of her father to no end. In anger, the man scolded her sternly in Lam-Nso thus: 'a li lir nyam kwà' ven a dzè fo la ram?' In simple language, the man wanted to know from which lineage Vernyuy inherited stupidity that predisposed her to behave in such a foolish manner like animals in the bush. Vernyuy could not decode the message on the spot. Hours later in her quiet and sober moment, she sat down ruminating over what her father's question meant 'a li lir nyam kwà' ven a dzè fo la ram?' 'This meat in you is from where, farm?' still she could not get it. This is to say that our mother tongue and cultural heritage is gradually dying down with the upcoming generation and as such encouraging mother tongue education should not only be a call for concern in the rural areas for learners who cannot fit in, in education during their early days in school but also, it should be looked at from the perspective of young learners in the city who do not also know the mother tongue. With this there will be easy transition with both parties (learners in rural areas and learners in urban centers), and as such a positive step towards Cameron's emergence in 2035. This can be done through Revalorization of Indigenous Languages, Revalorization refers to the new ideology, which brings fresh dimensions to the mother tongue schooling system whereby indigenous languages of ex-colonial states of Africa and Asia are given added impetus in terms of value. It is a kind of deliberate linguistic policy aimed at re-inventing the indigenous languages that hitherto had been relegated to the background by the dominant (linguicist)

Summary of Findings

From the analysis and interpretations of data in the preceding chapter, the researcher arrived the following findings:

- The objective of primary education in Cameroon which is to make learners to become good communicators, good writers, good lecturers and oral expression.
- A Cameroon child from primary school should be able to communicate in at least one national language and also in English/French.
- The mother tongue in education is an auxiliary language which helps to get a child understands what he/she did not understand in another language (that is the instructional languages, English/French) and hence if a child prefers the auxiliary language to the main language, such a child should not be denied access to education.
- Majority of respondent agreed that too much exposure to official languages drift learners away from their roots as most of them turn to be addicted to the official languages and scaring away from their own dialects.
- Respondents agreed that the effective implementation of mother tongue education helps conserve cultural values and heritage.
- They equally asked that mother tongue training programs and seminars should be frequently organize to support this movement.
- They equally concurred that, taking a learner in the language he/she understands best will facilitate understanding rather than imposing language of studies to learners.

Mother tongue does not affect ones transfer to the second language since concepts taught in the mother tongue does not need to be retaught when transferred to the instructional language and as such learners starting their early days of school should be allowed to use the mother tongue instruction with no mock attitude.

Comparing cameroon education language policy to that in other countries.

In India, the use of local languages in education has been shown to improve literacy rates and reduce dropout rates. This is because children are able to learn in a language they are more familiar with, and they can easily connect the material to their own culture and experiences. This have a positive impact on the country's progress, as a better-educated population can lead to more economic growth and development. In the case of Cameroon, the use of French and English in education has been linked to high dropout rates and low literacy rates especially in the rural areas Nso to be precise, Cameroon at large. This is because many students are not fluent in these languages, and they struggle to understand the material being taught. Additionally, the use of French and English has led to a loss of connection to the country's indigenous cultures and traditions.

Mother tongue education in Germany, Germany has a strong economy and a high level of literacy, and many experts attribute this to the country's focus on mother tongue education. In Germany, students are taught in their native language, and they are able to build a strong foundation in reading and writing before they begin learning a second language. This has been shown to improve academic performance and reduce the risk of dropping out of school. In Cameroon, the lack of focus on mother tongue education has had the opposite effect. Students struggle to understand the material being taught, and many drop out of school before completing their education. Additionally, the lack of connection to indigenous cultures has led to a sense of disconnection and alienation among many young people. This has had a negative impact on the country's economy, as there is a lack of skilled workers and a high level of unemployment. These two countries differ in terms of their approach to mother tongue education and that is why one is economically and political viable the the other and vice versa.

Next up, let's take a look at Brazil. Brazil has a diverse population, and many different indigenous languages are spoken across the country. However, the educational system focuses primarily on Portuguese, the country's official language. This has led to some of the same challenges seen in Cameroon, including high dropout rates and low literacy levels. However, Brazil has made some progress in recent years by incorporating indigenous languages into the curriculum, and this has shown promising results.

South Africa is another country with a very diverse population, and many different indigenous languages are spoken. Unlike Brazil, South Africa has taken a strong stance on mother tongue education. The government has adopted a policy of "mother tongue first," which means that students are taught in their home language until grade 4, and then they begin learning English. This approach has shown promising results, with improved literacy rates and a greater connection to indigenous cultures.

China is a fascinating country, and its educational system is quite different from the countries discussed so far. The official language of instruction in China is Mandarin, and all students are taught in this language. However, there is a strong emphasis on preserving and promoting the many other languages spoken in the country, such as Cantonese, Mongolian, and Tibetan. Of course! China's approach to language education is unique because it recognizes the importance of preserving the country's diverse linguistic heritage. For example, in the Guangdong province, where Cantonese is spoken, students are taught in both Mandarin and Cantonese. This allows them to learn both languages, while also preserving the unique

characteristics of the Cantonese language and culture. The same approach is used in other parts of the country, such as Inner Mongolia and Tibet. The goal is to ensure that students can communicate effectively with others across the country, while also maintaining a connection to their local culture and traditions. Well, one of the key differences is that Cameroon has not adopted a similar policy of dual-language instruction. Instead, French and English are the dominant languages in the country's educational system. This has led to some concerns that Cameroon's many indigenous languages are being neglected or lost. In contrast, China has taken steps to preserve and promote the many languages spoken in the country. As a result, China's approach to language education is more holistic and comprehensive, while Cameroon's approach is more focused on just a few dominant languages.

The Russian educational system is quite different from the others we've discussed so far. Like China, the official language of instruction is the country's main language, Russian. However, unlike China, Russia does not have as many different languages spoken throughout the country. Instead, there are many different dialects and variations of Russian. The government has taken steps to ensure that all students can communicate effectively in the standard form of Russian, while also promoting the preservation of local dialects. In comparison to Cameroon, the main difference is that the Russian educational system is not trying to preserve as many different languages. Instead, it is focused on ensuring that all students can speak the standard form of Russian. Additionally, the Russian government has not put in place policies to promote the use of other languages, such as English or French. On the other hand, the Cameroonian government has taken some steps to promote bilingualism in French and English.

Japan is another country with a unique approach to language education. Like China and South Korea, the main language of instruction is the country's main language, Japanese. However, unlike China and South Korea, Japan has not implemented policies to promote English language education. Instead, Japan has focused on developing its own language standards and promoting literacy in Japanese. Sure! One major difference between Japan and Cameroon is the amount of resources available for language education. Japan has a well-developed education system, with plenty of resources available for students. In contrast, Cameroon has a less developed education system, and fewer resources available for students. This can make it difficult for students in Cameroon to learn languages other than their native language. Additionally, the cultures of Japan and Cameroon are very different, which can also impact the way language is taught and learned. The way a country approaches language education can have a big impact on its culture and economy.

Limitations of the Study

Although every effort was made to minimize the threats to the validity, this research includes a number of limitations. First the study lacks previous research findings on the issues investigated for detailed analysis in the Cameroonian contexts and lastly the research feared threats of the so many mother tongues in the country and just five under experimentations as national languages. These national languages are as follows;

- 1) “FANG BETI”, in charge of the center, south, west regions of Cameroon. Language, EWONDO.
- 2) “AREA BARCA”, in charge of part of the center, part of littoral, south. Language, BARCA
- 3) “AREA SAWA”. littoral and southwest. Language, DOUALA LANGAUGE
- 4) “AREA GRASSFIELD”, West and northwest. Language, GHOMALA.
- 5) “AREA SUDANO SAHILI”, Ngoundere, east, adamawa right to the extreme north. Language, FULFULDE.

The study relied solely on self-reported measures especially the interview and the questionnaires despite using the qualitative and quantitative research designs. The dependability of this research findings is limited to an extent. In order to fix these limitations, future research should include other higher institution types, for its findings to be generalized. The population of the study was very limited to a particular group of participants and community, if in future the number of participants are added still in this light, we will improve on the quality and pertinence of this research findings.

It may also be valuable in future research designs to obtain more demographic information, regarding socioeconomic status, parental occupation, peer influence, the role of teachers and guidance counselors, language spoken at home, social support network, parental status and religion. This information could provide greater clarity of myriad or bulk of variables that contributes to or influence mother tongue education.

Proposals for Further Studies

Based on the results of the current study, the following suggestions can be offered.

Comprehensive studies should be carried out with regard to the right to education and mother tongue education for learners in the rural areas to school. Research has proven that education in the mother tongue is a key factor for inclusion and quality learning and it also

improves learning outcomes and academic performance. This is crucial, especially in primary school to avoid knowledge gaps and increase the speed of learning and comprehension. Children learning in the mother tongue adopt a better understanding of the curriculum. Mother tongue education enables better understanding and transfer of the structure of language to several new languages; these flows down into every aspect of life, including academic achievement. It helps in other essential skills, such as critical thinking and literacy skills.

Children's educational rights and best interests should be prioritized and protected while making educational policies. Children with a solid foundation in their mother tongue develop stronger literacy abilities in school. Their knowledge and skills will be developed through languages. The implementation of mother tongue education enables the learners to use different languages for success in school and for lifelong learning.

Out of the more than 250 languages in Cameroon, only five cannot be studied at the national level and as such, this concept should be reviewed. Cameroon language insights (July 2021) Despite fighting fiercely for independence and gaining it from the French in 1960 and the British in 1961, Cameroon still maintains French and English as its official languages. Language in Cameroon is an interesting topic of study. The country is classed as having a distinctive cultural density on the UNESCO linguistic world map, due to its more than 250 languages spoken by its 25million inhabitants. Many of those indigenous languages are being lost. According to the country's national institute of statistics, 4% of the languages of Cameroon have been extinct since 1950. Languages such as Ekung and Mbiame simply have no native speakers left, having been usurped over years by other tongues. Many more under threat (7% of Cameroon's total languages) while others are neglected, 10%.

Educational stake holders should come out with a text clearly defining the strategies that should be used within learners early days in school which is void of language bias, such that being in school to them, feels exactly as being home and as such freely express themselves and capture their lessons faster. Teachers during their training should also undergo language management skills as well as how to integrate the learners in the lesson regardless of the language used (Reversed pedagogy).

GENERAL CONCLUSION

Learners who understand the language they are instructed in are more likely to engage meaningfully with content, question what they do not understand and even enjoy the challenge of new things. The Summer Institute of Linguistics (SIL) (2006:3) notes that people learn best when they are taught in a language they understand well. UNESCO (2005:1) adds that, "...one of the biggest obstacles to Education "For All" remains in place: the use of foreign languages for teaching and learning". Most supporters of mother tongue-based learning have agreed that a child's home language can effectively be used as a language of instruction in the early years of their schooling as a bridge to learning a foreign language. Mother tongue-based bilingual education not only increases access to skills but also raises the quality of basic education by facilitating classroom interaction and integration of prior knowledge and experiences with new learning. Teaching in a child's home language however means that the learning of new concepts does not have to be postponed until learners grasp what is needed. This calls for a radical paradigm shift in language teaching methodology that supports the revalorization of the indigenous languages as the standard medium of instruction in early childhood education in Cameron schools. In other words, this necessitates a rethink of the submersion schooling system with a view to replacing it with an immersion system, an educational model that encourages mutual learning and validates a child's home knowledge, culture and language. Such model, as UNESCO (2006:2) observes, "provides long-term benefits like higher self-esteem, greater self-confidence and higher aspirations for learning.

Different mother tongues in Cameroon

Bulu, Ugare, Cun, Mungon, Denya, Kenyang, Koshin, Misong, Nsari, Tuki, Dumbule, Bati, Lamso, Bikya, Bishuo, Kendem, Mundai, Tebeya, Hijuk, Nubaca, Nugumu, Yambeta, Ninyo'o, Aghem, Nomaande, Tunen, Ndemli, Tikar, Kwakum, Polri, Kako, Koonmi, Mpo, Shupamom, Kuo, Gbaya, Gybete, Pam, Ndai, Bangando, Kwasio, Bikele, Sso, Banko, Bebil, Bembele, Nda'nda, Ngombale, Awing, Medakwe, Bambili, Bambui, Mankon, Bafut, Mundum, Medumba, Yamba, Bangola, Bambili, Bambalang, Maugaka, Mfunte, Daun, Tupuri, Mafa, Mundang, Yemba, Ngyemboon, Nweh, Mengaka, Babanki, Konda, Befang, Niemeng, Majera, Akoose, Baka, Fang, Bakole, Bagyeli, Mangisa, Medumba, Kom, Ngoumba, Ghomala, Basa, Pelasa, Zizilivekan, Eton, Duala, Fe'efe'e, Podoko, Yambéré, Wandala, Fulfuldé, Busuu, Ewondo, Bakoko, Hupamen, Mbo, Rikpa, Maka, Tsuvan, Yedina, Tupuri, Kanuri, Batanga, Zelgwa, Minew, Dugwor, Merey, Mabas, Melokwo, Kwanja, Gidar, Munjuk, Kera, Galvaxdaxa, Gevoko, Mbuko, Wuzlam, Mofu, Giziga, Etc.

National languages in Cameroon

Cameroon has five national languages which are, Ewondo, Bassa, Sawa or Douala Language, Ghomala, Fulfulde.

Official Languages in Cameroon

Cameroon is blessed with two official languages, English and French

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APPENDIX

Interview Guide

Dear respondent,

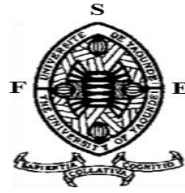
I am Malvis Vernyuy a masters two student in the University of Yaoundé 1, Faculty of Education, department of curriculum and evaluation specializing on curriculum development and evaluation. I am carrying out research on the topic; **MOTHER TONGUE EDUCATION AND ACCESSIBILITY OF LEARNERS IN RURAL AREAS TO SCHOOL**, Case of the Nso people in the north west region. The objective of this interview is to get your own view on the stated topic. The responses expressing your opinion will enable the researcher to use the data collected to evaluate how mother tongue education will foster access to education in rural areas.

This interview is purely for academic purpose and has no hidden agenda. I therefore plead on your indulgence to sincerely and honestly provide responses to the questions being asked. Your answers are strictly confidential and your identity in no occasion shall be disclosed.

Items:

- Problems faced in education due to language barrier
- Feelings and concern about the effective implementation of mother tongue in education
- Children's general attitude towards education in the mother tongue
- Environmental influence
- Confidence
- Interaction out of learning environments
- proposed solution

Thanks for your time and responses it will go a long way.



Questionnaire

Dear respondent;

I am MALVIS_VERNYUY a Masters II student in the University of Yaoundé 1, Faculty of Education, department of curriculum and evaluation specializing on curriculum development and evaluation. I am carrying out research on the topic; **MOTHER TONGUE EDUCATION AND ACCESSIBILITY OF LEARNERS IN RURAL AREAS TO SCHOOL**, Case of the Nso people in the north west region. The objective is to identify factors that influence mother tongue education. The responses expressing your opinion will enable the researcher to identify different factors that influence mother tongue education so as to ensure proper implementation of mother tongue education in our educational system.

The questionnaire is purely for academic purpose and has no hidden agenda. We therefore plead on your indulgence to sincerely and honestly provide responses to the questions below. Your answers are strictly confidential and your identity in no occasion shall be disclosed.

Kindly fill in the blank spaces by placing a bold tick on your right answer chosen.

1. Sex. Male Female
2. Age. 22-30 years 31-45year above 45years
3. Presently employed? YES NO
4. If yes are you Private Public
5. Do you have any professional certificate? YES NO

I.COMMUNITY EDUCATION

(A=Agree, SA=Strongly agree, D=Disagree, SD=Strongly disagree)

No	STATEMENT	SD	D	A	SA
1	Mother tongue helps student in getting a better sense of their cultural background				
2	Mother tongue education builds a strong home partnership in learning				
3	Mother tongue helps stay connected to our culture and to our roots				

- What are some community impacts that build up the child’s mind to concentrate more on their mother tongue than learning a new language? _____

- What can be done to facilitate children’s access to school in rural areas using the mother tongue perspective? _____

I. Is mother tongue education necessary for the child’s growth? And why?

FACTORS THAT INFLUENCE MOTHER TONGUE EDUCATION IN CAMEROON?

NO	STATEMENT	SD	D	A	SA
1	Mother tongue education has a huge positive influence in defining the personality of an individual				
2	Intellectual development is comparatively faster in those who are fluent in their mother tongue.				
3	Mother tongue education is professionally and commercially beneficial				

- Why is it that language stigmatization can affects learners willingness to school

- What can be done to leverage Mother Tongue Education? _____

- What are your different opinions on the effective implementation of mother tongue in education?

II.RESOLUTIONS

N ^o	STATEMANT	SD	D	A	SA
1	Exposing the child to mother tongue and cultural activities will build up his self esteem				
2	Children should be given access to exploit their potentials in the mother tongue				
3	Mother tongue education should be effectively implemented as a means to development and quality education.				

- Will the effective implementation mother tongue education be a blessing or a curse to education, especially for children in rural areas? Why? _____

- Will the effective implementation of mother tongue in education really pave the way for school access to learners in rural areas? How? _____

THANK YOU FOR YOUR CONTRIBUTION