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**Linguistic Practices of Postgraduate Students at
the Higher Teacher Training College, Yaounde**

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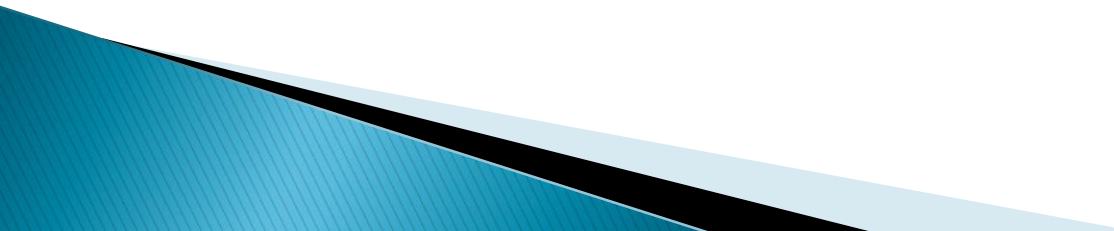
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1. Introduction

ELT in Cameroon

- ❑ The multicultural/multilingual context of Cameroon makes ELT education complex and demanding.
 - ❑ Anglo-saxon/French-based education systems
 - ❑ 248 local languages (MT education now in school programme)
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1 a. Introduction

The Problem

- ❑ How prepared are the language teacher trainees of HTTC Yaounde, by the end of their training, to become effective language teachers?

1 b. Introduction


Table 8: Mean scores of BILs and LMAs in two language courses (2010-2014)

Courses	Academic year	BILs' mean scores/20	LMAs' mean scores/20
Structure of English	2010/2011	12.78	10.89
	2011/2012	10.29	10.87
	2012/2013	10.31	10.11
	2013/2014	11.44	11.02
Discourse/Classroom Interaction Analysis	2010/2011	13.23	12.53
	2011/2012	10.75	10.32
	2012/2013	12.76	11.08
	2013/2014	11.66	10.20
(Writing Task)	2013/2014	09.79	10.87

English Modern Letters (LMA)		Bilingual Letters (BIL)	
Course Code	Semester 1 (Year 4)	Course Code	Semester 1 (Year 4)
	Course Title		Course Title
ENG 411	Structure of English	ENG 411	Structure of English
ENG 413	English Speech and Usage	ENG 413	English Speech and Usage
ENG 415	Research Methodology	ENG 415	Research Methodology
ENG 417	Critical Theory	ENG 419	Major Themes in African Literature
ENG 419	Major Themes in African Literature		
ENG 421	Academic English Proficiency***		
ENG 423	World Master Pieces		
	Semester 2 (Year 4)		Semester 2 (Year 4)
	Course Title		Course Title
ENG 412	Discourse/Classroom Interaction Analysis	ENG 410	Discourse/Classroom Interact Analysis
ENG 414	Second Language Acquisition	ENG 412	Second Language Acquisition
ENG 416	Language Literature Teaching	ENG 414	Language Literature Teaching
ENG 418	Shakespeare	ENG 416	Shakespeare
ENG 420	Literature and Society	ENG 418	World Masterpieces
ENG 422	Modern Trends in Literature		
ENG 424	Varieties of English		
	Semester 1 (Year 5)		Semester 1 (Year 5)
	Course Title		Course Title
ENG 511	Literature and Philosophy	ENG 513	Victorian Poetry
ENG 513	Major Themes in Post Colonial Lit	ENG 515	Discourse/Classroom Interact Analysis
ENG 515	Discourse /Classroom Interaction Analysis	ENG 517	Teaching and Testing Skills
ENG 517	Language /Literature Teaching	ENG 519	Advanced English Speech and Usage
ENG 519	Advance English Speech and Usage	ENG 521	Major Currents in Lit Thoughts
ENG 521	Academic Writing ***	ENG 523	Evaluation of ELT Materials
ENG 525	Error Analysis ***	***	
	Semester 2 (Year 5)		Semester 2 (Year 5)
	Course Title		Course Title
	Teaching Practice		Teaching Practice


1 c. Introduction

Objectives

- ❑ Compare the English language writing skills of BIL and LMA teacher trainees on the one hand, and their skills in analyzing discourse on the other hand in order to find out about their level of preparedness the teaching career.
 - ❑ Remediation strategies that could enhance these teacher trainees' language skills and their future teaching abilities.
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2. Literature Review

Discourse and Language Teaching/Reflective Practice and Eclecticism

- ❑ The structural patterns employed by language users to construct messages, or to give an account of how forms of language are used in communication. (Brown and Yule 1983)
 - ❑ It is usually learned or culturally transmitted as a set of practices in schools or other environments (Myles, 2002).
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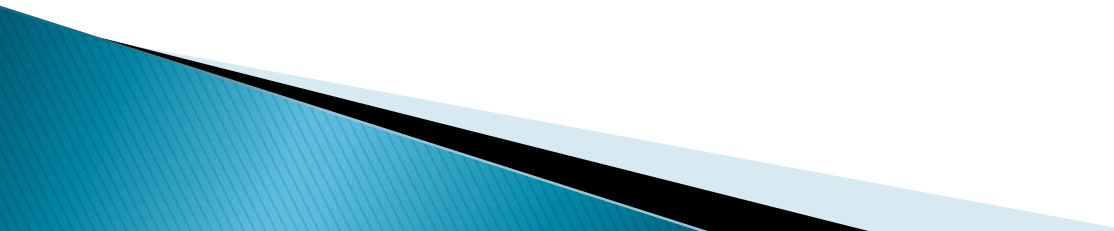
2a. Literature Review

Linguistic Approach to Discourse Studies

- ❑ structures, well-formedness and predictability (Stubbs, 1983).
- ❑ Longacre (1976; 2003) text dissected and analyzed within a discourse frame.
- ❑ Table of five key elements including (1) the number of clauses, (2) introducers—these are elements that come before the subject in a sentence or clause, (3) the subject noun phrase, (4) the verb—verb phrase, and (5) after verb –these are elements that complement the verb or verb phrase.

2b. Literature Review

Writing

- ❑ A valuable part of any language course closely linked with thinking, (Raimes (1983)
 - ❑ components for producing clear, fluent and effective writing: content, the writer's process, audience, purpose, word choice, organization, mechanics, grammar and syntax; in addition to the ability to describe, narrate or to transform information into new texts.
 - ❑ It is a difficult language skill to acquire because it involves regular practice, time and considerable efforts to produce a coherent and error-free text (Liu and Braine 2005).
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2c. Literature Review

Writing

- ❑ It is an objective yardstick to measure linguistic competence (grammar, word choice, spelling, and mechanics), critical thinking skills (logical development) and organizational skills (paragraph structure).
- ❑ Features that generally lack in academic texts by ESL writers: “use of sufficient linguistic and rhetorical resources of formal writing such as complex sentences, passivization and nominalization”
(Bickner & Peyasantiwong (1988) Hinkel (2004) Nkemleke (2011))
- ❑ Studies on the writing skills of monolinguals and bilinguals Rini (2010), Leung (2006), Cook (2002), Djoumessi (2009). Njika (2003), Nkemleke (2011)

2d. Literature Review

Error Analysis

Corder (1981), Brown (1994, 2004), Olasehinde (2002)
Ancker (2000), Corder (1967), Vahdatinejad (2008)
Sercombe (2000), Ellis (1995) (Myles (2002)

- ❑ Three sources of errors in texts produced by ESL academics: L1 transfer, overgeneralization, 'lack of familiarity with new rhetorical structures and the organization of ideas'

Studies on the writing skills of monolinguals and bilinguals

Rini (2010), Leung (2006), Cook (2002), Djoumessi (2009). Njika (2003), Nkemleke (2011) Studies on the writing skills of monolinguals and bilinguals Rini (2010), Leung (2006), Cook (2002), Djoumessi (2009). Njika (2003), Nkemleke (2011)

3. Methodology and Data


Context

The Higher Teacher Training College (HTTC/ENS)
and selected high schools in Yaounde



3a. Methodology and Data


Research Questions

- ❑ 1. What are the problems faced by language teacher trainees of ENS Yaounde in performing language analysis and writing tasks?
 - ❑ 2. What is the role of former learning experiences on metalinguistic awareness and performance of these trainees?
 - ❑ 3. How do the HTTC programmes of LMA/BIL enhance trainees' language proficiency and their eventual teaching careers?
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3b. Methodology and Data

Population of Study:

Four groups of informants (233)

- ❑ 125 LMA trainees
 - ❑ 88 BIL trainees
 - ❑ 11 Certified practicing high school teachers
 - ❑ 09 Language teacher trainers of ENS Yaounde
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3c. Methodology and Data

Instruments for Data Collection:

Two sets of 213 trainees' scripts (discourse analytical tasks and a composition on the different genres of discourse constituted the major source of data.


Three sets of questionnaires for student teachers, practicing teachers and teacher trainers

Focus –group interviews with trainees



3d. Methodology and Data

Administration of Instruments:

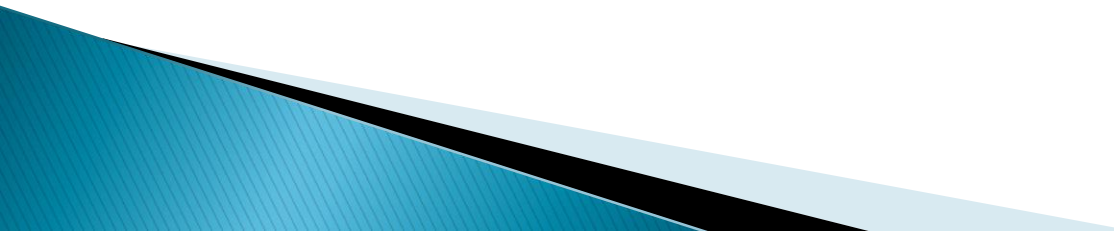
- ❑ Tasks : The first semester of the 2013/2014
ENG 515 / second semester ENG 412 & 410
“Discourse and Classroom Interaction Analyses”
 - ❑ The language analysis task: Laying of a text on
Longacre’s discourse frame by trainees
 - ❑ Essays on the different discourse genres
(minimum 600 words) by trainees
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3e. Methodology and Data

Method of data analysis

- ❑ The most recurrent errors from the language analysis and the written tasks were sought out .
- ❑ The mean scores of both tasks calculated and the correlation between performance in linguistic analysis and language production determined.
- ❑ Three sets of questionnaires focus-group interviews were analyzed concurrently and facts tabulated and discussed.

4. Analyses and Discussion of Findings

- ❑ Analyzed data consistently point to the linguistic deficiencies of the English language teachers in training in HTTC, Cameroon.
 - ❑ The trends in the linguistic proficiencies of BIL and LMA teacher trainees show the BILs as being better than the LMAs in language analysis and the LMAs as being better in writing tasks.
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4a. Analyses and Discussion of Findings

Linguistic Competences of ENS Trainees (text analysis)

- Mean sores for text analysis (Levels 4/5 combined)

BILLs (11.66/20)

LMAs (10.20/20)

Overall performance of both groups on Discourse analysis is average. (**Pass/ 'Pasable'**)



4b. Analyses and Discussion of Findings

Linguistic Competences of ENS Trainees (text analysis)

Student Error type	BIL (88)/ student per error type	%	LMA (125)/student per error type	%
Phrase identification	22	25.	34	27.20
Clause identification	25	28.41	50	40.00
Pre-clausal elements	05	05.68	24	19.20
Optional sentence elements	22	25.00	39	31.20

4c. Analyses and Discussion of Findings

Analysis of Written Production

Mean scores

- ▶ BILs: 09.79/20
- ▶ LMAs: 10.87/20

scores indicate that the LMAs performed better than BILs in composition (both groups remain in the Pass/ '*Pasable*' range

4d. Analyses and Discussion of Findings

Writing Except 1 (BIL)

Abortion is the act of causing or putting an end to a pregnancy which has not reach (*tense error : reached*) the normal weeks provided to be the week of delivering (*sentence structure and diction errors; diction: delivery and not delivering*). Women, especially young girls of nowadays (*punctuation error: insert comma*) instead of keeping a pregnancy till they deliver (*punctuation error: insert comma*) prefer abortion. This, they do because (*sentence structure error*) of Many (*capitalization /mechanics error*) reasons they advance and which we will discuss further. Other women prefer to keep their pregnancy (*concord error : pregnancies*) until they deliver. This is a dual situation between two different camp (*concord error : camps*) and which we will try to discuss with the help of the different reasons advanced.

4e. Analyses and Discussion of Findings

Writing Except 2(LMA)

It is interesting being a pre-service English language teacher trainee. One becomes very eager to be train (*concord error : trained*) and go to the field. In as much as (*spelling error: inasmuch as*) one is eager, there are some challenges that creates (*concord error: create*) a kind of fear to the students. For example: lack of finance to meet up with the required demands, the work load (*spelling error : workload*) itself is frightening, there is an impending fear when one thinks about dissertation writing and teaching practise (*spelling error : practice*). Thus, this easy (*spelling error: essay*) will focus on the difficulties face (*tense error: faced*) by pre-service English language teacher trainees.

4f. Analyses and Discussion of Findings

Trainees' written error types and their frequencies of occurrence

Level and number of Error type trainees	Level 4 (104)				Level 5 (109)			
	BIL 4 (41)		LMA 4 (63)		Bil 5 (47)		LMA5(62)	
	Errors	%	Errors	%	Errors	%	Errors	%
Spellings	97	27.32	132	29.86	101	22.44	94	29.37
Concord	40	11.26	28	06.33	40	08.88	21	06.56
Tense	27	07.60	50	11.31	32	07.11	73	22.81
Mechanics/Punctuation	34	09.57	39	08.82	59	13.11	35	10.93
Omission	29	08.16	23	05.20	36	08.00	11	03.43
Irrelevant addition of words	06	01.69	16	03.61	18	04	07	02.18
Diction	65	18.30	90	20.36	100	22.22	50	15.62
Sentence structure	54	15.21	62	14.02	48	10.66	26	08.12
Transfer	03	00.89	02	0.49	16	03.58	03	0.98
Total	355	100	442	100	450	100	320	100
Totals BIL only (805)	<u>355</u>				<u>450</u>			
Totals LMA only (742)			<u>442</u>				<u>320</u>	

4g. Analyses and Discussion of Findings

Trainees' value judgment of impact of previous learning practices on present performance

Exposure to English language instruction per week (sec sch)

Level and N0 of Trainee No of hours	LEVEL 4 (104)				LEVEL 5 (109)			
	BIL (41)		LMA (63)		BIL (47)		LMA (62)	
	N0 of trainees	%	N0 of trainees	%	N0 of trainees	%	N0 of trainees	%
1-3hours	12	29.26	25	49.01	06	20	21	52.50
4-6 hours	20	48.78	20	39	18	60	10	25
7-above	08	19.51	02	03.92	04	13.33	04	10
No answer	01	02.53	04	07.74	02	06.66	05	12.50

4h. Analyses and Discussion of Findings

Respondents' value judgment of the teaching of language skills in secondary school

Degree of emphasis Skill and method		No Emphasis		Little Emphasis		Average emphasis		A lot of emphasis	
		BIL (88)	LMA (125)	BIL(88)	LMA (125)	BIL(88)	LMA (125)	BIL(88)	LMA (125)
Writing		2.18%	6.59%	25.31%	(12.8%)	30.98%	28.57%	41.60%	53.84%
speaking		12.67%	2.19%	32.39%	17.59%	22.53%	31.86%	28.16%	37.37%
Reading		5.63%	2.19%	12.67%	14.28%	32.39%	24.17%	42.25%	50.54%
Listening		15.49%	5.49%	25.31%	26.37%	29.57%	28.57%	23.94%	28.57%
Teaching method	Structural	Structural		Structural		Structural		Structural	
	CLT		CLT		CLT		CLT		CLT
Focus on Grammar	Deductive	deductive	deduct	deductive	deduct	deductive	deduct	deductive	deduct
	Inductive	inductive		inductive		inductive		inductive	
	Contextualization		context		contextualization		contextualization		contextualization

4i. Analyses and Discussion of Findings

Trainers' judgment of trainees' language proficiencies

Aspects		
Content	Trainers' view about BIL	Trainers' view about LMA
-Relevant ideas -Logical development -Synthesis of information -Critical thinking	33.33%	66.67%
Organization		
-Use of topic sentences -Plan/structure of work in the introduction	44.45%	55.55%
Language use		
-Grammar (tense, Phrases, sentence formation, phrasal verbs, clauses, punctuation, capitalization) - Spelling	55.56%	44.44%
Sentence analysis and identification	77.77%	22.23%

4j. Analyses and Discussion of Findings

Teachers' awareness of the structure of English/ teaching challenges

Awareness of structure	N0 of teachers (11)	%
Ability to identify clause	04	36.36%
Ability to identify parts of speech	06	54.54%
Ability to state the rule governing Yes/No questions	05	45.45%
Teaching challenges		
Organization of ideas	04	36.36
Paragraph structure	01	0.96
Diction	02	18.18
Logical development	09	81.81
Using connectors	02	18.18

4k.Findings: Role of teaching programme

Students'/trainers'/practicing teachers' opinions about the impact of the training at ENS on language competence

Opinion	Level 4		Level 5		Teacher trainers (9)	Practicing teachers (11)
	BIL	LMA	BIL	LMA		
The training improved knowledge of language structure	70.73%	92.15%	83.33%	100%	72.72%	67.96
No improvement of Language structure	29.26%	07.85%	16.66%	00%		
Improvement of writing skills	82.92%	98.03%	62.%	97.68%	72.72%	67.96
No improvement of writing skills	17.06%	01.96%	35%	02.31%		

5. Conclusion

Language analysis and writing strengths of English teacher trainees of HTTC Yaounde


- ❑ The language analysis abilities and writing skills of the English language teacher trainees of the HTTC Yaounde generally portray a lacuna in their language proficiencies.
- ❑ This has overwhelming implications on the practice of English language teaching as these findings about the teachers in training are corroborated by feedback from the practicing teachers and from of the teacher trainers.

5a. Conclusion

The role of former learning experience on metalinguistic awareness and performance

- ❑ Though both groups generally have language problems, those of the LMAs are more acute.
- ❑ The BIL students had more English teaching periods in secondary school and were taught English grammar using essentially deductive and inductive structural approaches which enabled their language analytical skills considerably.

5b.Conclusion

- ❑ The stronger focus on the teaching of the four language skills to the Anglophone enhances their writing skills and hence gives them an edge over the BILs in writing (essays) tasks.
 - ❑ The difference in previous learning experience is therefore shown to affect learning output.
 - ❑ The BILs are better in language analysis and thus better grammar teachers (confirmed by 81.81% of practicing teachers) due to their different learning experiences.
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5c.Conclusion

Impact of training programme on trainee's language proficiencies and future teaching

- ❑ Respondents were of the opinion that the training received by the Yaounde HTTC trainees significantly improved their English language skills and equips them for proper language teaching.
- ❑ Lecturers however proposed that more emphasis be put on the structural and functional aspects of the language for the LMAs and on the writing skills of the BILs (inclusion of Academic Writing and Error Analysis on their programme).

5d.Conclusion

Remediation

- ❑ The Ministry of Secondary Education in seeking to improve students' productive capacities in the language has introduced the Competency Based Approach (CBA)
- ❑ This notwithstanding, English language teachers are called upon to go back to the basics and to put more emphasis on the structural component of the language so as to improve students' mastery of English grammar in secondary schools.
- ❑ English Language should be a compulsory subject for all Anglophone students GCE A Level

5e. Conclusion

Remediation

- ❑ ENS training programmes should be revisited and some of the content-based language courses like Structure of English, Academic Writing, Discourse Analysis be made to run from First to Second Cycle for the BILS and for Year Four and Five for the LMAs.
- ❑ Furthermore, emphasis should be put on the writing skill, given that it is the skill which is mostly used to evaluate learning.
- ❑ Trainees should be encouraged to do more personal writing and extra reading.

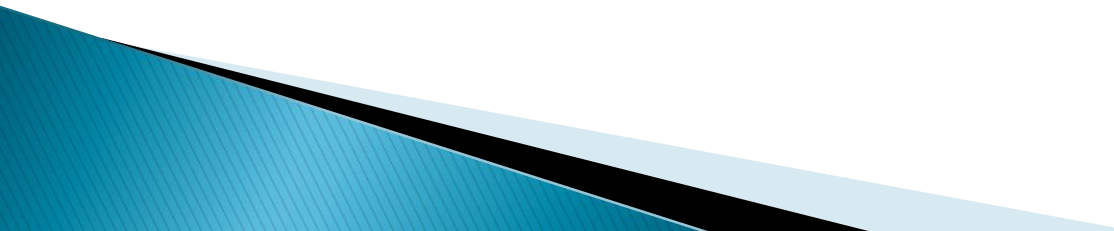
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