

A Synchronous Study of Oral and Written Productions by Levels 2 And 4 Francophone Cameroonian Bilingual Students in Higher Teacher Training College (ENS) Of the University Of Maroua, Cameroon 2019.

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Abstract : *This work aims at investigating the synchronous English phonological and morphological errors identified in the oral and written productions of levels 2 and 4 francophone Cameroonian bilingual students in Higher Teacher's Training College Maroua, 2019. Data were collected through questionnaires addressed to teachers and students, tape record and the students' first semester examination's scripts. These data were analyzed and interpreted basing on Corder (1981)'s Errors Analysis theory. At the end of this study, it is found that the influence of French, the non-mastery of English spelling and grammar rules and the lack of reading are the main causes of errors made by the population under study.*

Key words: *sociolinguistics, bilingualism, errors analysis, francophone English.*

I. Introduction

The use of English in schools has been a challenge for students over the years. It is a requirement in the curriculum that students should be educated using both English and French as they are Cameroon two official languages. However, language acquisition and proficiency still remain a gap in secondary schools. Teachers' pedagogical knowledge has a role to play in students' learning of the subject, especially when English is not the students' first language. This problem falls in the backdrop of not only Cameroon, but all the educational settings where English is a foreign language and is expected to be used as the medium of instruction in the classroom. Students' ability to read, write and speak academic English is very important. This means that the curriculum must be explained and interpreted in the language that students are more familiar with. Therefore, bridging the gap between the need of students' academic language of learning and English as language of academic instruction is an important focus for schools in Cameroon.

The issue become more relevant to analyse when it comes to see how francophone background students leave the secondary school after their Baccalaureat to enter into active life through ENS. Having used French as their main language of instruction throughout their secondary school endeavour, those ones are passionate to become English teacher after the graduation in three or five years' time. It has been observed that they do not master verbal agreement, the pronunciation and plural forms. This may hinder their rapid language development leading to poor performances in their oral and written productions. It appears therefore crucial as aim to be interested to their English oral and written productions to see their phonological and morphological difficulties. The increasing worries provoked by errors mentioned insofar turn to question the real basic problems of these difficulties. Hence, what are the English phonological and morphological traits which impact oral and written productions of Cameroon francophone bilingual students in Maroua?

II. Background to the study

Since this research focuses on the oral and written productions of Cameroon francophone bilingual learners in ENS, University of Maroua, a brief account of the sociolinguistics situation of Cameroon will be presented in this section. Thus, colonial linguistic heritage and language policy of Cameroon will be stressed.

2.1. The colonial linguistic heritage

The language situation of Cameroon reveals the presence of English and French as the official languages. Pidgin English as the most widely spoken lingua franca and a multiplicity of national languages (Echu, 1999). Wolf (2001) as cited in Echu (1999) distinguishes three major lingua franca zones in the North, the English lingua franca zone in the West, and the French lingua franca zone in the Center of the country. The

development of English language in Cameroon can be traced as 1400. In 1472, the Portuguese established the first contact with the inhabitants of coast of Cameroon for the purpose of trade. As their commerce increased, they employed the services of English (in their boats) in the coast of Cameroon. After the Portuguese, came the free trade. This was when the Germans opened up plantations in Cameroon. South West Province of the country. The presence of French in Cameroon can be traced as the arrival of Frenchs. French became one of the administering authorities in the country. French who obtained four-fifths of the country administrative territory.

2.2. Language policy of Cameroon

The multiplicity of languages in Cameroon and the diversification of cultures play a great role in the sociolinguistics environment. It also plays a major role on the linguistic communication of the speakers as well as the learners of the second language (French or English). It is also important to note that this multilingual situation has given a new shape to some researchers undertaken by scholars like Bobda (1994), Echu (1999), Kouega (2008), Mbangwana (1987). Echu (1999) states that “ Cameroon is a Central African country where about 250 languages coexist side by side with two official languages (English and French), and a lingua franca (Cameroon Pidgin English). The two official languages (English and French) came into the Cameroon linguistic scene in 1916, when Britain and France divided Cameroon into two unequal parts after defeating Germany in Cameroon during the First World War Echu (1999). This defeat led to the solid implantation of the two languages between 1916 and 1960 and the situation was further reinforced after the independence of Cameroon.

At reunification in 1961, English and French became the two official languages in Cameroon as the country opted for official language bilingualism. Cameroon is therefore a bilingual country with English and French as official languages, and very multilingual in wealth and traditional languages. According to Echu (2004:5), education in Cameroon is based on the policy of bilingualism. He further pointed out that:

The policy of official bilingualism constitutes the main core of Cameroon’s language policy. Article 1, paragraph 3 of the constitution of 18 January 1996 states that, the official language of the republic of Cameroon shall be English and French, both languages having the same status. The state shall guarantee the promotion of bilingualism throughout the country. This promotion of bilingualism does not however mean that the students should learn both languages simultaneously; it means that in the Cameroonian education system, one of the official languages is the medium of instruction and the other is studied as the subject part in curriculum Chumbow (1980:293).

2.3. The linguistic background of french-speaking cameroonian learners of english

Apart from the two official languages, each Cameroonian has a mother tongue as linguistic background. Nonetheless this assumption is not free of doubt in urban centres (Djimeli, 1997; Haman Bello, 1997) where some Cameroonian children exclusively speak French, English or Pidgin English having observed that the great majority of Cameroonians have a mother tongue. In some rural and urban areas, many people use only their mother tongue to communicate. In addition to French / English, some children have the ability to speak up to two local languages. This mostly happens with children from interethnic marriages (Tenjoh-Okwen, 1985, pp.18-20). Mba (2009) cited in Safotso (2012) argues that the vast majority of Cameroonians are multilingual though in most cases they can only write one or two of the languages they speak (p.553).

In the northern part of Cameroon and in some major towns of the southern part of the country, some primary school learners first learn Arabic in mosques before attending formal school (Safotso, 2012). According to the researcher, these particular learners sometimes cause serious problems to teachers as they write from right to left as compared to the students who study in the Anglophone subsystem of education who do not do this. Hence, when one meets an educated Francophone Cameroonian, his linguistic background may be quite complex. Apart from his mother tongue, he has formally learned at least three other languages. Combined with his personal variables (Gardner and MacIntyre 1992, 1993), these languages may be what makes the peculiarity of the English pronunciation of French-Speaking Cameroonians.

III. Literature review

The ongoing research endeavour involves publications in the domain of the subject under study both in Cameroon and worldwide addressing different aspects of the phenomenon. In Cameroon, some authors have looked at the notion such Cameroon English (hereafter CamE), Cameroon francophone English and bilingualism. Safotso (2012) analyses some aspects of English pronunciation of French-Speaking Cameroonians termed Cameroon Francophone English (CamFE) to show that this variety of New Englishes has stable features. He concludes that, although some features of this variety of New Englishes are common to all Cameroonian learners/speakers of English as well as to many other world Englishes, there are some hallmarks proper to CamFE. Kouega (2008) establishes that the bulk of the working force of the nation has remained officially

monolingual over the years. The researcher highlights that within the advent of globalisation, there is a reversal of the situation to the extent that Francophone parents have understood that English language skills are likely to give their children a critical advantage in the global marketplace. In another research study, Kouega (2017) considers the renderings of the sequence -UI- by Cameroonian, Gabonese, and native French users learning English with the view to finding out whether French users speaking different L1s pronounce this sequence in different or similar ways. He hypothesised that Francophone speakers tend to draw more from French when they speak English than from their respective L1s.

The above research carried out in Cameroon on different perspectives narrowing down the question of oral and written productions of English by francophone speakers and bilingualism is significant to pave the way to the topic under study. Other foreign researchers have also investigated and proved the causes of errors in the learners' oral or written productions.

Gayo and Widodo (2018) show in their research work that, firstly, the types of morphological errors occur in the omission, addition, and misformation which include the derivation, inflection, preposition, article, copula be, personal pronoun, auxiliary, and determiner. The two major sources of errors are the interlingual (first language interference) and intralingual factors. While the main cause of error in the students' writing is intralingual factor or the interference of language within the second language for the students tend to overgeneralize one rule of grammar into another (Zaid et al., 2017). Ramadan (2015) shows that (a) the students' competence in English morphology is poor and (b) The errors are caused by some factors such as the inconsistency in English as well as misapplication of rules. Interference and overgeneralization are also other causes.

IV. Data and method

For this research endeavor, Error Analysis (EA) theory propounded by Corder (1981) is used to analyse data. Corder (1981) classifies errors according to difference between the learners' utterance and the reconstructed version. The researcher presents four categories of errors, that is, omissions, additions, misinformations and misordering. This work focuses on the first category (omissions). A thorough reading of important scientific works existing in the domain has been done. According to error analysis, learners' errors are not only caused by the native language but also by more universal learning strategies (Richards & Schmidt, 2002). The fact that learners' errors can be observed, analyzed, and clarified to reveal the learners' errors became the basis for EA to investigate the errors. To collect the data, Cameroon francophone bilingual students, levels 2 and 4 in ENS Maroua have been approached with questionnaire on the University campus. The questionnaire include 19 open or closed questions based on the phonological and morphological difficulties encountered by the population under this study. The questionnaire was distributed to 45 bilingual letters, levels 2 and 4 students-teachers. Among those who responded were 22 girls and 18 boys. Another questionnaire was also addressed to the lecturers in the department of Bilingual letters to provide their impressions as far as the students' performance is concerned. Five lecturers filled the questionnaire.

In addition, their first semester written texts have been collected after an application to the Bilingual Letters' head of department to consult them. All the types of errors have been sorted out and classified in those written texts. Another instrument that enabled me to gather the desired information was an English corpus on grammatical texts which has been given to them for audio tape recording in a smartphone. All in all, the data comprises qualitative and quantitative elements. For this study's analysis, I focus on the data obtained from written texts and tape records in order to reduce the volume of the work using error analysis method to analyze the data.

V. Analysis

The analysis incorporates both the written data for morphological errors and oral data for phonological errors.

5.1. Morphological errors in English

5.1.1. Omission of inflexional morphemes -s and -es

In the various texts of my informants, I observed that the flexional morphemes **-s** and **-es** which are supposed to be placed at the end of the verb conjugated in the third person singular and at the end of a plural word are omitted as indicated in the examples below:

Examples 1:

*There are **relationship**

*Syntax **respect**

*Lexicology **study**

*The function word **occur**

*It **become**

*He **drive**

In the above examples, the errors found are respectively respect, study, occur, become and drive which are not well conjugated. These errors might be caused by the transfer of French (L1) into English (L2), since the morpheme **-s** does not exist in the third person singular in French. Following Dulay et al. (1982), learners might omit necessary items, add unnecessary items, misform the items, or disorder the items. In this line, the omission of **-s** at the end of relationship is arguably due to the ignorance of agreement in number. The right forms are the following:

*There are **relationships**

*Syntax **respects**

*Lexicology **studies**

*The function word **occurs**

*It **becomes**

*He **drives**

5.1.2. Errors found at the level of infinitive

Normally, every verb preceded by modal auxiliaries **can** and **should** must keep its infinitive form. Nonetheless, I realize from these informants that verbs are put in past participle after the modal auxiliaries. Below are some instances:

Examples 2:

*We should **developed**

*We can **said** that

*We cannot **identified**

*We should **built** sentences

*We should not **said**

In the above examples, one notices that the informants did not respect the infinitive mood. Following the error analysis theory which stipulates that learners' errors are not only caused by the native language but also by more universal learning strategies (Richards & Schmidt, 2002), it is assumed therefore that this phenomenon is because of non-mastery of English grammar rules, which may also be consequent to the universal learning strategies. The correct forms of these sentences are as follows:

*We should **develop**

*We can **say** that

*We cannot **identify**

*We should **build** sentences

*We should not **say**

5.2.3. Omission of past participle by inflexional morpheme -ed

Error analysis theory related to omission by Corder (1981) clearly justifies the errors listed in the instances below. The omission indicates certain linguistic item that must not appear in a well-formed utterance

(Ellis, 1994). This is noticed in the examples below. In English, the past participle form of a verb is generally ended by the inflexional morpheme **-ed**. This is not the case by the informants of this research endeavor. The examples below are illustrative:

Examples 3:

*For semantics which is **base**

*They have to be well **structure** or **arrange**

*Lexicology can be **define** as

*Some words are **combine**

*Words are **use**

The above examples show clearly that the student-teachers have flouted the principle of agreement of regular verbs employed with 'to be' in the following cases: base, structure, arrange, define, combine and use. The correct forms are the following:

*For semantics which is **based**

*They have to be well **structured** or **arranged**

*Lexicology can be **defined** as

*Some words are **combined**

*Words are **used**

5.2. The study of the recordings

This study is based on (20) tape records but I selected only three of them to analyze so as to avoid increasing the volume of the work as well as redundancy as I observed that the results were stables from one informant to another. That is why, only very pertinent obtained cases are analysed.

Dictionary transcription

Text:1 **Good and bad friends**

There are good and bad friends. When making friends we need to be careful.

// ðeə a: gʊd ænd bæd frendz wen meɪkɪŋ frendz wi: ni:d tu: bi: keəfʊl //

Those friends who misled us should be avoided.

// ðəʊz frendz hu: mɪsleɪd əs ʃʊd bi: əvɔɪdɪd //

There are some children who come to school with plenty of money.

// ðeə a: sʌm tʃɪldrən hu: kʌm tu: sku:l wɪð plenti ɒv mʌni //

Their parents could have given it or they stole the money.

// ðeə peərənts kʊd hæv gɪvn ɪt ɔ: ðeɪ stəʊl ðə mʌni //

Other children are so rough and never been in class.

// ʌðə tʃɪldrən a: səʊ rʌf ænd nevə bi:n ɪn kla:s //

They go roaming about in the school campus, when their friends are studying in class.

// ðeɪ gəʊ rəʊmɪŋ əbaʊt ɪn ðə sku:l kæmpəs wen ðeə frendz a: stʌdɪŋ ɪn kla:s //

In some cases there are those who run away from school.

// ɪn sʌm keɪsɪs ðeə a: ðəʊz hu: rʌn əweɪ frəm sku:l //

Just as J.S. Front said in his work titled 'principles and practice of education (1964:264) "if a thing is worth doing it is worth doing well.

// dʒʌst æz / J.S. Front /sed ɪn hɪz wɜ:k taɪtld pɪnsəpls ænd prækʰtɪs ɒv edʒʊkeɪʃn/ (1964:264) / ɪf eɪ θɪŋ ɪz wɜ:θ du:ɪŋ ɪt ɪz wɜ:θ du:ɪŋ wel //

No teacher who is halfhearted in his enthusiasm to school, a respect school administrator obeys.

// nəʊ ti:tʃə: hu: ɪz hæfha:ɪtɪd ɪn hɪz ɪnθʊzɪæzəm tu: sku:l eɪ rɪspekt sku:l ədminɪstreɪtə əbeɪs //

School rules and regulations; participate in all school activities just to name a few.

// sku:l ru:ls ænd regjoleɪfn pa:tɪsɪpeɪt ɪn ɔ:l sku:l æktɪvɪtɪz dʒʌst tu: neɪm eɪ fju: //

Such children never stay away from school except when they are ill.

// sʌɪf tʃɪldrən nevə steɪ əweɪ frəm sku:l ɪksept wen ðeɪ a: ɪl //

These are the kind of children to make good friends.

// ðɪz a: ðə kɑnd ɒv tʃɪldrən tu: meɪk gʊd frendz //

Text :2

Wealth /welθ/, then /ðen/, know /nəʊ/, dough /dəʊ/, through /θru:/, bead/bi:d/, threat /θret/, mother/mʌðə/ , signature /sɪɡnətʃə/, word /wɜ:d/, rose /rəʊz/, pear /peə/, fasten /fa:sn/, secret /si:kret/, fatal /fɪtəl/, village /vɪlɪdʒ/.

Informant n° 1

Text :1 **Good and bad friends**

There are good and bad friends. When making friends we need to be careful.

// ðeə a: gʊd ænd bæd frentʃ wen meɪkɪŋ frentʃ wi: ni:d tu: bi: kɑ:fəl //

Those friends who misled us should be avoided.

// ðəʊz frentʃ hu: mɪslɪd ʌs ʃʊd bi: əvɔɪdɪd //

There are some children who come to school with plenty of money.

// ðeə a: sʌm tʃɪldrən hu: kʌm tu: sku:l wɪð plenti ɒv mʌni //

Their parents could have given it or they stole the money.

// ðeə peərənts kʊd hæv gɪvɪn ɪt ɔ: ðeɪ stəʊl ðə mʌni //

Other children are so rough and never been in class.

// ʌðə tʃɪldrən a: səʊ rʌf ænd nevə bi:n ɪn kla:s //

They go roaming about in the school campus, when their friends are studying in class.

// ðeɪ gəʊ rəʊmɪŋ əbaʊt ɪn ðə sku:l kæmpəs wen ðeə frentʃ a: stʌdɪŋ ɪn kla:s //

In some cases there are those who run away from school.

// ɪn sʌm keɪsɪs ðeə a: ðəʊz hu: rʌn əweɪ frəm sku:l //

Just as J.S. Front said in his work titled ‘principles and practice of education (1964:264) “if a thing is worth doing it is worth doing well.

// dʒʌst æz / J.S. Front /seɪ ɪn hɪz wɜ:k taɪtld prɪnsɪplz ænd præktɪs ɒv edʒʊkeɪʃn/ (1964:264) / ɪf eɪ θɪŋz ɪz wɜ:θ du:ɪŋ ɪt ɪz wɜ:θ du:ɪŋ wel //

No teacher who is halfhearted in his enthusiasm to school, a respect school administrator obeys.

// nəʊ ti:tʃə: hu: ɪz hʌlfhɜ:tɪd ɪn hɪz ɪnθʊzɪæzəm tu: sku:l eɪ rɪspekt sku:l ədminɪstreɪtərs əbeɪs //

School rules and regulations; participate in all school activities just to name a few.

// sku:l ru:ls ænd regjoleɪfn pa:tɪsɪpeɪt ɪn ɔ:l sku:l æktɪvɪtɪz dʒʌst tu: neɪm eɪ fju: //

Such children never stay away from school except when they are ill.

// sʌɪf tʃɪldrən nevə steɪ əweɪ frəm sku:l ɪksept wen ðeɪ a: ɪl //

These are the kind of children to make good friends.

// ðeɪz a: ðə kɑnd ɒv tʃɪldrən tu: meɪk gʊd frentʃ //

Text : 2

Wealth /welθ/, then /ðen/, know /nəʊ/, dough /dəʊ/, through /θru:f/, bead/bi:d/, threat /θrɪt/, mother/mʌðə/ , signature /sɪɡjətər/, word /wɜ:d/, rose /rəʊz/, pear /peə/, fasten /fa:sn/, secret /si:kret/, fatal /fɪtəl/, village /vɪlɪdʒ/.

Informant n° 2

Text:1 **Good and bad friends**

There are good and bad friends. When making friends we need to be careful.

// ðeə a: gʊd ænd bæd frens wen meɪkɪŋ frens wi: ni:d tu: bi: keəfəl //

Those friends who misled us should be avoided.

// ðəʊz frens hu: mɪslɪd ʌs ʃʊd bi: əvɔɪdɪd //

There are some children who come to school with plenty of money.

// ðeə a: sʌm tʃɪldrən hu: kʌm tu: sku:l wɪð plenti ɒv mʌni //

Their parents could have given it or they stole the money.

// ðeə peərənts kʊd hæv gɪvɪn ɪt ɔ: ðeɪ stəʊl ðə mʌni //

Other children are so rough and never been in class.

// ʌðə tʃɪldrən a: səʊ rʌf ænd nevə bi:n ɪn kla:s //

They go roaming about in the school campus, when their friends are studying in class.

// ðeɪ gəʊ rəʊmɪŋ əbaʊt ɪn ðə sku:l kæmpəs wen ðeə frens a: stʌdɪŋ ɪn kla:s //

In some cases there are those who run away from school.

// in sɒm keɪsɪs ðə ə: ðəʊz hu: rʌn əweɪ frɒm sku:l //

Just as J.S. Front said in his work titled 'principles and practice of education (1964:264) "if a thing is worth doing it is worth doing well.

// dʒʌst æz / J.S. Front /sed in hɪz wɜ:k taɪtld pɪnɪsəpl ænd pɹæktɪs ɒv edʒʊkeɪʃn/ (1964:264) / ɪf eɪ θɪŋ ɪz wɜ:f du:ɪŋ ɪt ɪz wɜ:f du:ɪŋ wel //

No teacher who is halfhearted in his enthusiasm to school, a respect school administrator obeys.

// nəʊ ti:tʃə: hu: ɪz hæfha:təd ɪn hɪz ɪnθju:zɪæzəm tu: sku:l eɪ rɪspekt sku:l ədminɪstreɪtə əbeɪs //

School rules and regulations; participate in all school activities just to name a few.

// sku:l ru:lz ænd regjʊleɪʃnz pɑ:tɪsɪpeɪt ɪn ɔ:l sku:l æktɪvɪtɪz dʒʌst tu: neɪm eɪ fju: //

Such children never stay away from school except when they are ill.

// sʌʃ tʃɪldrən nevə steɪ əweɪ frɒm sku:l ɪkssept wen ðeɪ a: ɪl //

These are the kind of children to make good friends.

// ðɪz a: ðə kaɪnd ɒv tʃɪldrən tu: meɪk gʊd frends //

Text:2

Wealth /welθ/, then /den/, know /nəʊ/, dough /dəʊ/, through /θru:/, bead/bi:d/, threat /θret/, mother/mʌdə/ , signature /sɪgnətʃə/, word /wɜ:d/, rose /rəʊz/, pear /peə/, fasten /fa:sn/, secret /si:cret/, fatal /fatal/, village /vɪlɪdʒ/.

Informant n° 3

Text:1 Good and bad friends

There are good and bad friends. When making friends we need to be careful.

// ðeə a: gʊd ænd bæd frends wenz meɪkɪŋ frends wi: ni:d tu: bi: keəfəl //

Those friends who misled us should be avoided.

// ðəʊz frends hu: mɪslɪd əs ʃʊd bi: əvɔɪdəd //

There are some children who come to school with plenty of money.

// ðeə a: sʌm tʃɪldrəns hu: kʌm tu: sku:l wɪð plenti ɒv mʌni //

Their parents could have given it or they stole the money.

// ðeə pæərənts kʊd hæv gɪvɪn ɪt ɔ: ðeɪ stəʊl ðə mʌni //

Other children are so rough and never been in class.

// ʌðə tʃɪldrəns a: səʊ rʌf ænd nevə bi:n ɪn kla:s //

They go roaming about in the school campus, when their friends are studying in class.

// ðeɪ gəʊ rəʊmɪŋ əbaʊt ɪn ðə sku:l kæmpəs wen ðeə frends a: stʌdiɪŋ ɪn kla:s //

In some cases there are those who run away from school.

// ɪn sʌm keɪsɪs ðeə ə: ðəʊz hu: rʌn əweɪ frɒm sku:l //

Just as J.S. Front said in his work titled 'principles and practice of education (1964:264) "if a thing is worth doing it is worth doing well.

// dʒʌst æz / J.S. Front /sed ɪn hɪz wɜ:k taɪtld pɪnɪsəplz ænd pɹæktɪs ɒv edʒʊkeɪʃnz/ (1964:264) / ɪf eɪ θɪŋ ɪz wɜ:f du:ɪŋ ɪt ɪz wɜ:f du:ɪŋ wel //

No teacher who is halfhearted in his enthusiasm to school, respect school administrator obeys.

// nəʊ ti:tʃə: hu: ɪz hæfha:təd ɪn hɪz ɪnθju:zɪæzəm tu: sku:l eɪ rɪspekt sku:l ədminɪstreɪtə əbeɪs //

School rules and regulations; participate in all school activities just to name a few.

// sku:l ru:lz ænd regjʊleɪʃnz pɑ:tɪsɪpeɪt ɪn ɔ:l sku:l æktɪvɪtɪz dʒʌst tu: neɪms eɪ fju:s //

Such children never stay away from school except when they are ill.

// sʌʃ tʃɪldrəns nevə steɪ əweɪ frɒm sku:l ɪkssept wen ðeɪ a: ɪl //

These are the kind of children to make good friends.

// ðɪz a: ðə kaɪnd ɒv tʃɪldrəns tu: meɪk gʊd frends //

Text: 2

Wealth /welθ/, then /dens/, know /nəʊ/, dough /dəʊ/, through /θru:/, bead/bi:d/, threat /θrɪt/, mother/mʌdə/ , signature /sɪjətər/, word /wɜ:d/, rose /rəʊz/, pear /peə/, fasten /fa:sn/, secret /si:krɪt/, fatal /feɪtl/, village /vɪlɪdʒ/.

A study of the results obtained above indicates that the students-teachers have problems in pronunciation. Below are listed errors such as omission of a phoneme, the substitution of a phoneme by another one, lack of plurals and the wrong pronunciation of past tense. The phoneme /d/ in /frens/ disappears and phoneme /z/ is substituted by the phoneme /s/ due to mispronunciation of the informant. The phoneme /r/ which is normally silent in the middle and at the end of an English word is pronounced by some informants as in the case of

/kɛərfoʊl/. The shwa /ə/ and the diphthong /eɪ/ turn to /a/ as in /abaʊt/ and /fatal/. The phoneme /d/ becomes /tʃ/ as in /frendz/. The past participle form /ed/ is changed to /ɪd/ as in /mɪslɪd/. /s/ is found at the end of words such as /tʃɪldrənʃ/, /wens/, /eɪ θɪŋs/, /ədminɪstreɪtərs/. The phoneme /ʌ/ is replaced by the phoneme /ɒ/ and /ʊ/ as in /sɒm/ ,/kɒm /, /rɒf/, /rɒn/. The phoneme /e/ substitutes /ɪ/ as in /sɪ:crɪt/. The apico-dental /ð/ and /θ/ are respectively substituted by /d/ and /t/ as in /mʌdə/ et/welt/. In short, some English sounds does not exist in French and other local languages which are more or less the cause of mispronunciation observed from the informants.

VI. Discussion

This study focuses on oral and written productions in English by Cameroon francophone speakers. The results falls in line with Wimmer and Dominick's (2011) descriptive characteristics which is one of the content analysis tools aiming "at identifying what exists" (Wimmer & Dominick, 2011).The findings reveal that the Cameroon francophone bilingual students specifically levels 2 and 4 most often omit inflexional morphemes –s and -es in their written productions. Furthermore, these informants put verbs in past participle after the modal auxiliaries. The examples mentioned insofar falls in the backdrop of what Gayo and Widodo (2018) found out in their research work as the types of morphological errors which generally occur in the omission, addition and misformation. The omission or the addition of linguistic features is also linked to Zaid et al. (2017) who argue that the main cause of error in the students' writing is intralingual factor or the interference of language within the second language for the students tend to overgeneralize one rule of grammar into another.

Moreover, the findings of this work confirm the results of Kouega (2017)'s hypothesis which stipulates that Francophone speakers tend to draw more from French when they speak English than from their respective L1s. This is enhanced by what I have already mentioned above, some English sounds does not exist in French and other local languages which are more or less the cause of mispronunciation observed from the informants.

VII. Conclusion

The question of francophone English learners performances has always arose great interests in the field of research. It still provokes investigations by thousands of researchers today specifically in the countries where English and French, two official languages co-occur among the bilingual learners interactions. This study has touched one of the aspect targeting Cameroon francophone bilingual learners' oral and written productions at ENS, levels 2 and 4 in the University of Maroua, Cameroon. The results of the analysis from the recordings and written texts of the population under this study clearly indicate that they omit, add and overgeneralize the grammatical features. Sometimes, they tend to Kouega (2017)'s hypothesis which stipulates that Francophone speakers tend to draw more from French when they speak English than from their respective L1s. It has some limitations that can be a springboard for further research. For instance, other instruments of data collection such as questionnaire that has been left out in the analysis because of the restriction of this study's enlargement could be used. In addition, this is a synchronous study and for further study, the researchers may incorporate the diachronic perspective along with comparative analysis which will be more interesting.

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