

Implementing Cameroon's official Bilingualism language Policy at National School of Local Administration (NASLA): language practice, beliefs, management, and the inclusion of English-speaking and French-speaking students.

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Master thesis

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Abstracts: This study examines the implementation of Cameroon's official bilingualism language policy at the National School of Local Administration (NASLA). French-speaking and English-speaking participants were the target of the quantitative study. The overall number of participants collected for this research was 80, which were divided into 40 English-speaking participants and 40 French-speaking participants. Spolsky's model and Fraser's recognition theory were used to analyze the data. In the academic setting at NASLA, it was suggested to be bilingual, but French language is slightly predominant in the institutional setting.

Keywords: bilingual education, language policy, National School of Local Administration (NASLA), English-speaking student, French-speaking student, inclusion, language practice, language belief, language management.

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION

Background of the Study	1
Statement of the Problem.....	3
Main Research Objectives	4
Specific Research Objectives.....	4
Scope and Delimitation.....	4
Significance of the Study	5
Justification.....	5
Artificial intelligence usage	6

CHAPTER TWO: REVIEW OF LITERATURE

Language Policy.....	6
Bilingualism.....	6
Theoretical Framework.....	7
Empirical Review.....	10

CHAPTER THREE: METHODOLOGY

Research Design.....	14
Population of the Study.....	15
Sample and Sample Technique.....	15
Research Instrument and Data Collection.....	17
Validity and Reliability of Instrument.....	18

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

Demographic Information of the Respondents.....	19
---	----

Analysis of Research Questions.....	20
-------------------------------------	----

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Conclusion.....	31
-----------------	----

Limitation.....	32
-----------------	----

Recommendation.....	33
---------------------	----

REFERENCES.....	35
------------------------	-----------

APPENDICES.....	
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LIST OF TABLES

Table 1, Reliability Analysis (Cronbach's Alpha)

Table 2: Gender Distribution of Respondents

Table 3: Distribution OF First Official Language

Table 4: Self-Reported Competence in the Other Language (CEFR Scale)

Table 5: Descriptive Statistics for Language Practice Item Language Group

Table 6: Descriptive Statistics for Language Belief Item Language Group

Table 7: Descriptive Statistics, Language Management Item Language Group

Table 8: Descriptive statistics for student experience and Impact (Comfort and Limitation)
Language Group

Table 9: Descriptive Statistics for Inclusion and Belonging (Respect and Belonging) Language
Group

Research Questionnaire.....	38
-----------------------------	----

Informed Consent Form.....	42
----------------------------	----

Chapter 1: Introduction

Background of the study

Bilingualism and language policy have played an important role in reforming how nations across the world handle linguistic diversity, education, and national identity. According to Ricento (2000), early academic work on bilingualism and language policy began in the middle of the 20th century, when many nations gained their independence and negotiated the context of multilingualism. In the 1970s, several important scientific articles on language planning and policy were published, focusing on issues such as language maintenance and the development of official languages of decolonized nations. Collectively, this early achievement gave birth to what is now known as 'language policy and planning', which is an identifiable area of academic study that was clearly influenced by larger socio-political phenomena, such as the decolonization of nations, national integration, and social equity. (Ricento, 2000)

Research on bilingualism education and language policy has expanded around the world over the past decades. There has been a dearth of research on the worldwide development and trends of this research area over the past few decades, despite a few studies having focused on language policy in education. More recently, it has been noted that research output has been growing exponentially, and that language policy and bilingual education are now well-established, fast-developing subfields in applied linguistics and education worldwide. (Sánchez-Pérez & Manzano-Agugliaro, 2021).

Since the beginning of time, Africa has been one of the most multilingual and linguistically richest areas in the world. The history of education in Africa demonstrates that multilingual indigenous systems have produced successful literary resources and educational outcomes, whereas European systems, which are monolingually driven models, have been largely unsuccessful. Education in each of these languages of wider international communication has sociopolitical and socioeconomic gaps between small elites, who have a high level of proficiency in these languages, and the vast majority of people who have not. (Heugh, 2013)

Many African countries, after gaining independence, decided to continue using their colonial languages as official languages, as this was seen as a logical choice because former colonial

languages were considered a neutral tool for administration and nation-building. Cameroon followed this path, choosing both English and French as official languages due to its specific colonial history, although English was dominant in two regions and French in the other eight. Cameroon is located in Central Africa, along the Gulf of Guinea (also called the Bight of Biafra). The country is often considered a microcosm of Africa because of its unique cultural and climatic diversity and its highly multilingual landscape. (Anchimbe, 2005).

In 1961, one part of the colonial UN Trust Territory united with French Cameroon, while the other later became part of Nigeria. As a result, in terms of official languages, only the former French Trust Territory officially used French, while the former British Trust Territory used both English and French. The challenge of leading this diverse country has remained as difficult as before independence. Under President Ahmadou Ahidjo, Cameroon's national unity was enforced, partly through a one-party system. President Paul Biya succeeded in 1982 and has governed with strong centralized authority ever since. In the two Anglophone regions, where English is the official language, discontent has grown, leading to repressive responses and the Ambazonian secession movement, which only worsened the situation. (Kamdem, Ojongnkpot, & van Pinxteren, 2024)

According to Angwah (2023), the two official languages in Cameroon during the colonial period, English and French, are clearly not used equally in official communication and documents. French tends to be given more importance in defence, administration, education, the judiciary, and other major government sectors, although English is also utilized in official settings. Two fundamental issues arise from this. First, English speakers may face a sense of marginalisation and frustration among those who lack basic communication skills in the preferred official language. Second, access to essential information may be denied to those who do not understand the selected language, thus violating their fundamental human rights. The controversial nature of bilingualism as both a practice and an ideology further complicates matters in Cameroon, making it difficult to fully understand and address the issues.

Ayafor (2005, as cited in Angwah 2023) argues that “the glaring evidence for the complexity is the absence of an official government position on the subject despite French and English at the individual, institutional, and government levels”. As a result, individuals and institutions often view bilingualism as a limited opportunity, which significantly affects government efforts and the

feasibility of implementing genuine bilingualism in the country. Historically, the creation of bilingual schools was considered by the Cameroonian government as a way to meet the need for a genuinely bilingual nation, but this also raises many important questions.

The National School of Local Administration, hereafter abbreviated as NASLA, was established by the Presidential Decree No. *2020/111 of 2 March 2020*. (Republic of Cameroon, National School of Local Administration, n.d.) It is a state sponsored institution responsible for the training of local administrators with a mission to guarantee equal access to training and education in both official languages, to all persons of Cameroonian nationality who fulfil the required academic conditions within the limits of its capacity. Like most state institutions in Cameroon that tend to be dominated by the French language, is in this regard that the researcher decided it was relevant to investigate how the language policy is being implemented at NASLA

Statement of the Problem

Despite the Cameroon educational system reinforcing bilingualism through its language policy, to make it equitable for both English-speaking and French-speaking students. There is a theoretical gap between the efficiency implementations at the professional institution, as the French language tends to dominate the English language in schools. In 1961, the Cameroonian educational system adopted French-English bilingualism, and individual bilingualism was promised to be promoted in the country (Kouega & Dempowo, 2022).

Almost all research on these issues focuses mainly on the legal framework, historical analysis, or qualitative research. And they are extremely limited to research works on quantitative work, which are student-centred at the professional level on language policy on bilingualism, especially on language practices, language beliefs, and language management.

Without an empirical research study, it is generally difficult to determine if the implementation of the language policy ensures the smooth implementation of bilinguals in the National Local Administrative School (NASLA). Although Cameroon officially promotes bilingualism, little to no quantitative research has examined how English-speaking students experience inclusion, participation, and marginalisation in professional institutions such as NASLA.

Main Research Objective

To examine how language policy is enacted at the National School of Local Administration (NASLA) through language practices, language beliefs, language management, student experience and impact, and inclusion and belonging, and to analyse how this enactment shapes the academic experience and inclusion of English-speaking students

Specific Research Objectives

To examine how language policy is implemented at NASLA

To assess the experiences of English-speaking students in relation to inclusion and participation

To identify whether French language dominance affects academic and institutional access.

Main Research Question

How is language used at the National School of Local Administration (NASLA) through language practices, language beliefs, and language management, student experience and impact, inclusion and belonging, and how does this shape the experience of English-speaking students?

Specific Research Questions

How is language policy implementation at NASLA?

How do English-speaking students experience inclusion and participation at NASLA?

To what extent does French language dominance affect English-speaking students?

Scope and Delimitation

This study examines the implementation of Cameroon's bilingual language policy at NASLA through language practice, beliefs, management, and inclusion. This research will investigate how English-speaking and French-speaking students at NASLA perceive the use of their bilingual languages at the academic and institutional level. The finding does not apply to all educational institutions in Cameroon, as the scope is limited only to NASLA. To gain a proper understanding

of bilingual dynamics at NASLA, the collection of data will involve only students at NASLA, and other technical schools or universities will not be covered by the researcher, nor will the entire national educational system be assessed.

Significance of the study

The fundamental goal of the bilingual policy in Cameroon is to include every citizen in the nation's development. This study will show how prestigious educational institutions like the National School of Local Administration engage with Cameroon's bilingual policy by providing a deeper understanding of how its lecturers, staff, and students use both English and French in the institution.

The research will focus on the lived experiences of English-speaking students and French - speaking students by highlighting the everyday realities of linguistic inequality and the subtle mechanisms through which marginalisation occurs in bilingual education settings.

At the theoretical level, the study focuses on language policy, bilingualism, and educational equity in postcolonial contexts. The Cameroonian bilingual language framework will be put to the test by drawing on decolonial and sociolinguistic perspectives, by genuinely questioning the supports of inclusion and national integration, and by providing future scholars with a foundation on power dynamics and language in African educational systems.

Justification

NASLA, which is in Buea, South-west Region, was created by the President of the Republic of Cameroon in 2020 as one of the grievances put forth by the Anglophones in the Anglophone crisis. One of its fundamental missions is to provide a guarantee of equal access to training and education in both official languages to all persons of Cameroonian nationality fulfilling the required academic conditions within the limits of its capacity. (National School of Local Administration, n.d.). Cameroon opted for a bilingual republic with English and French as its two official languages, but the international community has been eroded in recent years by several factors militating for its demise in the sector of education (Fon, 2019).

NASLA was selected because it provides a relevant institutional context for examining how bilingual policy is implemented in practice

Artificial intelligence usage

Artificial intelligence tools were used in this study to support language editing, structuring, and proofreading. The author created and credited all intellectual ideas and writing.

Chapter Two: Review of Related Literature

Language Policy

Spolsky's (2004) definition of language policy will be what will be used in this research work, and it is defined as a language policy that does not only emphasise on varieties and languages but it also includes parts of language that constitute efforts to constrain what is considered bad language and to encourage what is considered good language. Language policies can be easiest to recognize, as they exist in official documents in the form of clear-cut labelled statements. It constituted a set of beliefs, practices, and management decisions that determined the status and use of language in each community.

Another definition is that of Ricento (2000), who defined language policy as a field of research that is concerned not only with unofficial and official acts of government and institutional entities, but also with cultural events and historical processes that have influenced, and continue to influence, societal attitudes.

Bilingualism

Bilingualism will be examined in this research paper through two definitions, one of which is Kayadibi (2022), who conducted a bibliometric analysis of bilingualism research in which he defined bilingualism as the interchangeability between two usable languages and using both languages as their mother tongue, and according to the need in daily life for using two or more languages. Instantly, in which more than one language is spoken, as cited by Beardsmore, (1982 in Kayadibi 2022), being able to switch from one language to another is the ability to use two or more languages to communicate, as cited by Oksaar, (1992 in Kayadibi 2022), and the state of an individual using two or more languages in a society.

Ermağan's (2023) definition of bilingualism is what will be used here in this research work, as it concentrates on domestic and foreign situations. It occurs when the official language meets the mother tongue of the linguistic minorities living in the country. Social bilingualism is created when a country has at least two official languages. Contact between speakers of different languages may occur by force of circumstances or against their preferences. Externally oriented factors contributing to language interaction include natural disasters, politics, culture, religion, economy, education, and technology.

Theoretical Framework

Many theoretical approaches have been written on language policy. Necessarily contradictory but focused on various parts of the bilingualism process. Chronologically, theories of language policy have concentrated on unequal participation, institutional dominance, and marginalization.

Pierre Bourdieu (1977) a well-known critical sociolinguistic scholar who wrote on social capital. His work focuses on how language is used as a tool in social power by serving as a form of symbolic capital that reflects and reinforces social hierarchies. Within particular social fields, language represents power and legitimacy, and the mastery of certain linguistic styles or conventions grants individuals specific advantages or positions of power. An example here can be that the use of the official language correctly is often associated with social capital and power, in which it is directly linked to dominance or influence in society. Bourdieu insisted that language is not only used to pass on information but also acts in social relations of power, in which recognition is command, standards are imposed, and society is divided into positions. This power is built into the social and cultural capital, and it originates from linguistic competence, which is often linked to status, class, and institutional authority. In the case of grammatical errors, language should be judged based on social acceptance. Instead of the society to think there is only one single or neutral language (*langue*). Bourdieu argued that they are a legitimate language that cuts through society, and it is considered educative, proper, or prestigious. In place of symbolic interaction, that is, in relation to communication, it puts the relationships of symbolic power and thus replaces the question of the value and power of speech. Lastly, symbolic capital is put in place of specifically linguistic competence, which is inseparable from the speaker's position. The movement from linguistic competence to linguistic capital can be explained by refusing the abstraction inherent in the concept of competence, which is specifically for linguistic production, the automatization of

the capacity. This competence is genetically or structurally neither automatized nor de facto, nor in the social conditions of its constitution, nor in the social conditions of its operation with respect to another competence. Language is a praxis; it is made for saying that it is used not only for communication functions but also for strategies that are invested in all possible functions. It is made to be spoken appropriately; Chomsky's notion of competence is an abstraction that does not include competence (when to keep silent, to speak, to speak in this or that style, etc.). Producing an infinite number of grammatically coherent sentences is not problematic, but the possibility of using an infinite number of sentences in an infinite number of situations, coherently and pertinently, is. Practical mastery of grammar is nothing without mastery of the conditions for adequate use of the infinite possibilities offered by grammar. Depending on the market in which it is offered, discourse is a symbolic asset that can receive different values. Like any other cultural competence, linguistic competence functions as linguistic capital in a relationship with a certain market.

Fraser (1998) noted that social justice claims today are divided into two types: claims for the recognition of cultural differences and claims for the redistribution of resources. However, we increasingly encounter a second type of social justice claim in the politics of recognition. In its most plausible form, here the goal is a different, friendlier world, where assimilation to dominant or majority norms is no longer the price of equal respect. Once centred on distribution, the discourse of social justice is now increasingly divided between claims for redistribution, on the one hand, and claims of recognition on the other. This is a widespread decoupling result of the cultural politics of equality. Moreover, in some cases, dissociation has become polarized. Some proponents of redistribution reject the politics of recognition outright, hindering the pursuit of social justice by casting claims for the recognition of the difference as false consciousness. Some proponents of recognition are distributive in politics as a parcel and part of an outmoded model of materialism, simultaneously complying with and blinding themselves to many injustices. A bivalent conception treats recognition and distribution as distinct perspectives on, and dimensions of, justice. In the conception of justice, gender is a two-sided category that encompasses both a cultural dimension and an economic dimension. Redressing and understanding gender injustice requires changing and attending to both recognition and distribution. In contrast to the recognition perspective, gender is a status differentiation. Androcentrism is a major feature of injustice. The authoritative construction of norms that privilege traits associated with masculinity and

disparagement, and the pervasive devaluation of things coded as feminine. Women suffer gender-specific status injuries, when these androcentric norms are institutionalised, including sexual assault and domestic violence, objectifying and demeaning stereotypical depictions in the most deliberative and harassing bodies. These harms are injustices of misrecognition. They are not merely superstructural and are relatively independent of the political economy. The normative core of the conception is the notion of parity of participation. Justice, according to this norm, requires social arrangements that permit all members of society to interact with one another as peers. It claims that at least two conditions must be satisfied for participatory parity to be possible. First, material resources: the distribution must ensure participants' independence and voice. Second, the institutionalized cultural pattern of evaluation and interpretation expresses equal respect for all participants and ensures equal opportunity for achieving social esteem. When they try to encompass redistribution and recognition in a single framework, this brings us to socio-theoretical issues. According to Fraser (2005), she examined justice in the context of politics, and the parity of participation is the most general meaning of justice. For injustice to be prevented, institutional barriers must be removed that hold some people from participating on a par with others in social interaction as full partners. On the one hand, economic strategies can be used to deny people's resources. Fraser exemplifies three types of cases on justice, of which the first was on the economic dimension of justice, which was based on the class structure of society. And the second case of justice was based on a cultural dimension, in which the problem is the state order. The political is the last case in which it is based on the state of struggles over recognition and distribution that play out. Fraser's work provides an excellent tool to move beyond to examine how students or groups of students in Cameroon are marginalized not only by unequal resources (redistribution, e.g., funding, access to high-quality curricula) but also by cultural devaluation (recognition, e.g., curricula that ignore their history, school norms that favour dominant identities).

Finally, Bernard Spolsky's (2004), framework is a fundamental pillar in this study because of its structural way to analyse language practices in an institution like NASLA. His work was based on Language Practices, Ideology or Beliefs, and Management, in which it digs into how language is managed, planned, and protected in different countries by the creation of the language policy and planning framework theory. It can be used to address the selection of language instruction in schools due to the pivotal importance of language in education. The meaning may not be changed by variation in the system but will be perceived by listeners as identifying the

speaker's social status or regional origin, as cited by Labov (1966 in Spolsky 2004). According to Spolsky (2004), language framework refers to the actual values that people in a community attach to language use, belief, and management within an institution, that is, what people do with language in everyday academic and administrative settings and in which varieties are often labelled and categorized. Almost all the languages and varieties identified as cited by Grimes (2000 in Spolsky 2004) are referred to by different names, as the categorization process is not simple but is profoundly shaped by the social context. Language practices should not be looked at a superficial level with sounds, words, and grammar. Language beliefs or ideology designate a speech community's consensus on which values to apply to each language variable or to be named language varieties that make up its repertoire. Language management refers to the proclamation and formulation of an explicit policy and plan, usually but not necessarily within formal documents, about language used. With NASLA's bilingual language policy, which is implemented at both the academic and institutional levels, and its aim to provide equitable languages to all students, this framework is ideal to be used.

Empirical Review

Alobwede (2021) argues that the Cameroonian linguistic landscape is hybrid with two official languages and 286 native languages. The linguistic history can be traced as far back as the slave trade era, which gave rise to Pidgin English and Creole English. This situation has created a complex environment in which it is difficult to implement linguistically equitable practices. It is in this regard that this section is going to review some current research undertaken on the issue of bilingual education, language policy, and language used in Cameroon.

Kouega & Dempowo (2022) study provides empirical evidence on Cameroon's official education policy functions in practice at the secondary school level. They examined the various challenges, such as resource limitations and students dropout rates faced during the implementation of Cameroon's Special Bilingual Education Programme (SBEP). The SBEP is a language acquisition programme implemented by the Cameroon government to promote French and English bilingualism by providing intensive instruction in the second official language. Within

the Cameroonian educational system, they pointed out that two sub-systems of education coexist in the country. The Francophone system, with French as its language of instruction, and the Anglophone system, with English as its language of instruction. In all schools in the French system, English is taught as a subject, and in the English system, French is taught in all their schools. In 2009, the adoption of the latest measure, which was referred to as the Special Bilingual Education Programme (SBEP), was introduced to reinforce bilingual competence acquisition in the country by teaching intensive English in the French medium and French in the English medium as well. Throughout their study, the informants- teachers, vice principals in charge of academic affairs, and school pupils – have affected the implementation by citing various obstacles. Highly motivated learners at the start of the programme tend to lose interest as the years go by. The vice principals in which the SBEP programme was run noticed they were not sufficient English teachers, and they had not received any special training for this. key finding was that official bilingual policy does not directly lead to bilingualism. While Kouega and Dempowo's work is based on secondary education, which is contrary to a professional training institution like NASLA. The issues that bilingual policy implementation is hindered by structural gaps provide important background for understanding the challenges NASLA faces in its own bilingual mandate.

Takam & Fassé (2020) is significant here as their study empirically examines a pragmatic way in which bilingual education programme function in Cameroon by providing a basis for comparison with the institutional context of this research. Their study is based on an empirical examination of the Dual Curriculum Bilingual Education (DCBE) programme implemented in Cameroon, particularly focusing on its application in urban centres like Douala. The DCBE programme merges Anglophone and Francophone education at the curricula levels from nursery to primary. This mean that DCBE programme pupils are taught everything that pupils in Francophone education and Anglophone education are taught. In practice, it is as if the pupils are simultaneously pursuing studies across two schools operating under different educational frameworks. This indicates that students operating within the DCBE structure cover all content twice, as they are being taught in two languages; these pupils are required to complete assignments from both subsystems outside of school hours, and they have exercises in addition to carrying textbooks in both systems and courses, as English and French are used as the main instructional

languages. A normal daily route for this programme is divided into two subsystems, which are composed of two halves, and in most cases ends in class 5 at the primary level. The DCBC programme admitted pupils at the primary level without any requirements, and those pupils spent more time in school than typically Anglophone and Francophone students. Takam & Fassé found that although the dual curriculum required more effort from pupils and was financially more demanding for parents, it ultimately succeeded in producing bilingual and biliterate pupils. It was not officially recognised by the state and was referred to as the policy of 'no policy or laissez-faire', and those schools involved in the programme were regarded as being bilingual. Although the programme does not exist anymore, Takam & Fassé findings revealed that Cameroon's bilingual policy is informal and poorly regulated, which gives us a sneak peek of the understanding of the challenges NASLA would face in implementing its bilingual mandate.

Kimal (2025) examines recent exploratory research studies on teaching materials that reflect learners' cultural backgrounds and experiences, and culturally responsive assessment, which can improve student teachers' participation and strengthen their spoken communication abilities. His study aligns with this research based on how Kimal uses culturally tailored instructional materials like folk tales to encourage language policies and inclusion in a bilingual school, which connects with this research on linguistic inclusion at NASLA. The study was composed of French-speaking student teachers in teacher training colleges in Cameroon in the years 2023 and 2024. During English language teaching lessons, the use of cultural audiovisual materials, such as videos of traditional ceremonies, enables the participants to use unfamiliar words more accurately and confidently when speaking. The results of the findings show a significant contribution to the development of speaking ability amongst French-speaking student teachers in the use of culturally diverse materials in the English language teaching classroom. The findings also showed that amongst French-speaking student teachers, culturally responsive assessment can positively impact the development of English language speaking ability. The native language was encouraged by some participants due to the fact that they thought it was more related to national identity than English and the French language. The current sociolinguistic policy is a continuation of the post-independence era. Kimal's contribution lies in the fact that the official bilingualism policy in Cameroon was approached from a development angle through culturally diverse materials, and

culturally responsive assessment can positively impact English language speaking proficiency. Kimal's approach is totally different from this research work, which tackles bilingualism in Cameroon from the linguistic inclusion perspective, in which the official bilingual policy of Cameroon is regarded as a way of inclusion, for both English-speaking students and French-speaking students.

Tabe (2024) contribution is based on the fact that he situated Cameroon's bilingualism challenges within a bigger scope of linguistic rights and educational equity, which is relevant to this study as it is based on inclusion. African policymakers have long been concerned with the issue of native language teaching. However, despite the clear advantages of native tongue instruction, most nations continue to rely on their former colonial languages at all levels of education, so this goal remains unmet. Before delving into this research, Tabe's 2024 research situates Cameroon policy challenges within a broader discourse on linguistic rights and educational equity. Even nations in this direction that have shown true will politically have not moved the project beyond the primary school level, adding at the post-primary level of education to language learners' difficulties faced, who must change. A lot of explanations have been offered by policymakers for why, if not impossible, the implementation of education in the native languages is as well difficult. Two factors contributed to the failure of this policy in Cameroon, which were a high diversity of linguistic varieties and a lack of acceptance among their inhabitants to change from French and English teaching to native language teaching, or a lack of strong political will and a blended approach to empower the policy of concern for the well-being of the nation. A mixed method was used to explore the opinions of seasoned English teachers as a second language of instruction in the classroom in the sectors on the integration of linguistic diversity. For this study, a research questionnaire and a psychometric scale were composed and fabricated. Randomly selected English as a second language teachers in Cameroon were the informants for this study. Tabe, throughout this study, investigated whether linguistic diversity is promoted in Cameroon's official educational language system by inquiring about its usage and the opinions regarding linguistic diversity implementation of the official language of instruction and the English language instructors' prospects in the official educational language system in Cameroon to integrate linguistic diversity. The major finding that was revealed was that elements of linguistic diversity are not integrated by most official language teachers into their teaching materials, as there is insufficient policy guidance and encouragement to support their use. This is consistent with the

absence of a formal policy encouraging linguistic diversity in official instruction. The official classroom and language curriculum do not accurately reflect the country's cultural and linguistic diversity. Although Tabe's (2024) research work also examines language diversity in the Cameroon education system, the participants in his study were teachers, whereas in this study, the participants are students. The finding that revealed a policy gap has led to classroom exclusion is directly relevant to the experiences of English-speaking students at NASLA.

The empirical research on language policy implementation in Cameroonian educational systems focuses largely on the challenges faced during the implementation of Cameroon's special bilingual education programme, which includes research, limitations and students drop out of rates, empirical examination of the dual curriculum bilingual education, focusing on its application in urban centres like Douala; exploration of the impact of multicultural pedagogy on the skills among students; and finally, the argument that linguistic diversity is not sufficiently encouraged in Cameroon's official language education. In Cameroon, there is extremely limited quantitative evidence examining how official bilingualism is carried out and experienced by students in higher professional educational training institutions. In particular, the perspectives of English-Speaking students remain underrepresented in empirical studies. This study addresses this gap by employing a quantitative survey to examine language practices, beliefs, and management at NASLA.

Chapter Three: Methodology

Research design

Khanday & Khanam (2019) defined research design as a procedural plan adopted by a researcher to answer questions in a valid, accurate, and objective way. They also emphasise that a research design will determine the type of analysis you should carry out to get the desired results. Among the many research designs available, the researcher chose a quantitative research design with a cross-sectional survey approach. This design is appropriate for examining the patterns, perceptions, and relationships to language policy implementation within an institutional context. A quantitative research design is also helpful in this scientific work, as it enables the systematic

measurement of student perceptions of language beliefs and language management at the National School of Local Administration (NASLA) in line with Spolsky's language policy model.

Instrument development rationale

Spolsky's language policy and Nancy Fraser's theories were used in this study as a basis to design the instrument for the measurement of the perception of language policy. Spolsky's language theory is made up of three components: language practices, language beliefs (ideology), language management, and finally, student inclusion, which is not one of Spolsky's components. This framework was used in the development and formulation of the research objectives and the questionnaire items, hence ensuring that the instrument captures how official bilingualism is perceived within NASLA.

Study population

Unfortunately, the survey cannot be said to be truly representative of all the higher institutions of Cameroon, as it was generally difficult for the researcher to build enough network during the period of his internship in Cameroon to access different higher institutions. Students enrolled at the National School of Local Administration (NASLA) are the population for this study.

The target population is composed of students whose first official language is English and those whose first official language is French at NASLA.

Sampling Technique and Sampling Size

A non-probability sampling technique was conducted, and more specifically, convenience sampling was used to select participants for this study. Given the accessibility constraints, this technique is suitable for the exploratory nature of institutional research at the master's level. A quantitative analysis was carried out to get the sample size on the data collected for descriptive and comparative statistics between the two language groups.

Research Instrument

The quantitative survey was selected because it allows the researcher to measure students' perceptions, experiences, and attitudes in a structured way. It also makes it possible to identify

patterns and relationships between background, inclusion, participation, and institutional support. Since the study seeks to produce measurable evidence about the experiences of English-speaking students at NASLA, a survey is the most appropriate method. Quantitative questions were used to gain an overview and insights from the participants about the language policy on bilingual education in NASLA, as it could have been difficult for the researcher to do a mixed method, as he is based in Finland. The questionnaire was developed from the Spolsky language policy framework. And the questionnaire was shared in Moodle, in which the researcher's supervisor held two sessions of two classroom sessions to discuss corrections and improvements on the questionnaire. Based on the supervisor's methodological recommendations, two additional constructs, which were student experience and inclusion and belonging, were added to the questionnaire to ensure that the instrument captured the full range of the variables relevant to the study objectives and theoretical framework. The language practice construct was developed to measure real, everyday language behaviours of students at NASLA. The language belief construct measures students' attitudes, perceptions, and values that they hold about the use of language; the language management measures rules, decisions, leadership actions and institutional efforts that control how languages are used at NASLA; the student experience and impact measures how NASLA language practices and policies affect students, and inclusion and belonging measures how students feel respected, accepted and valued at NASLA. In this study, the researcher decided to develop a structural questionnaire for data collection, which consisted of closed-ended questions measured on a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5), to measure the participant's perceptions. According to Likert (1932), the Likert scales are used widely in research surveys to capture attitudes and opinions across a continuum. They provide a structured way for participants to express a degree of agreement, and their use in quantitative analysis is supported in methodological research, as cited by Norman, 2010. The questionnaire was organised into six sections, which are

Section 1: Background information

This section collected demographic information of the participants, which included gender, first official language, and competence in other languages.

Section 2: Language practices

This section measures the actual perception of the language used at NASLA, both in academic and institutional settings. It focuses on themes such as the usage of French and English in both academic and institutional settings.

Section 3: Language Beliefs and ideologies

This section measures the perception of the language values of students at NASLA regarding French and English, which are dominant, and the influences of their first language.

Section 4: Language management

This section measures the perception of language practice and policies that influence students at NASLA.

Section 5: Student experience and perceived impact

This section measures students' experience and perceived impact in relation to their usage of their first language.

Section 6: Inclusion and belonging

This section is about the measurement of the linguistic perception of language usage, which is English and French, in terms of respect, comfort, and belonging of NASLA students regarding the acceptance of every student with respect to their language background.

Instrument design and data collection procedures

The researcher used an online survey to administer questionnaires to collect data at NASLA. Webropol Survey Tool Forerunner, used by the University of Turku for the administration of surveys, was employed here, as the platform was developed to accept any browser and electronic devices (phones, laptops, notepads, etc.). The educational coordinator at NASLA agreed to administer the survey via email to all the students, to inform them of the purpose of the study and assure them that participation is voluntary. The completed questionnaire was automatically stored in Webropol and exported for statistical analysis. The data were analysed using SPSS. Descriptive statistics and inferential tests were used to compute the composite scores for the constructs: language practices, language beliefs, language management, student experience, and inclusion and belonging.

The researcher observed strict ethical procedures and principles in this research work to ensure the participants' anonymity, confidentiality, and the right to withdraw at any time during the procedures. Participants were informed about the purpose of this study, and their responses will

be used only for academic purposes. No identifiable information will be collected, and all data will be stored securely.

- Descriptive Statistics (frequencies, means, and standard deviations)
- Reliability analysis (Cronbach's alpha)
- Comparative analysis between language groups where relevant.

Validity of the instrument

To strengthen the content validity of the questionnaires, the items were aligned with the study's theoretical framework and research objectives. The literature review, which was based on language policy and sociolinguistics, was used to develop the items and, through the supervisor feedback and classroom review sessions, ensure that Spolsky's theory was used adequately in the constructs of language practices, beliefs, and management.

Reliability of the instrument

The Cronbach's alpha coefficient was used to test the reliability of the questionnaire, and internal consistency reliability was tested for each scale corresponding to the three components of Spolsky's model. A Cronbach's alpha value of 0.70 or above was considered acceptable for this study. It was revealed that the values were extremely low, as seen in the table below, emphasizing that the questionnaires did not measure the desired concept, which could have been prevented with the help of a pilot test. Because of the lack of reliability, it was not possible to use a composite scale, and one would rely on descriptive statistics.

Table 1, Reliability Analysis (Cronbach's Alpha)

Construct	Cronbach Alpha	Interpretation
Language Practice	- 0.027	Not acceptable
Language Belief	-0.057	Not acceptable
Language Management	0.002	Not acceptable
Student Experience & impact	0.176	Not acceptable
Inclusion & Belonging	0.144	Not acceptable

Chapter Four: Data Analysis

Background or Demographic Information of the Participants

The measuring instrument used to measure the background information from the participants was a five-point ordinal frequency, in which the participants' scale was never, rarely, sometimes, often, and always. In regard to the participant data, this was done with the help of online questionnaires through a quantitative study. This tool is the most used in social science, and it is very flexible. The online questionnaire was developed in a way that it can be accessed from any browser and from any electronic device, like phones, laptops, and notepads, etc. The questionnaire was developed according to the Spolsky Framework Model, which is divided into three sections, and an addition three sections were developed in which it was based on student background information, impact, and inclusion. The online questionnaire, which was developed from the University of Turku website, was administered to the NASLA students through the aid of the study coordinator, who gave the researcher administrative access through their email to send the questionnaire to all the students in NASLA. The participants had to tick what they thought was the correct answer from the chosen questions, as there was no right or wrong answer. The questionnaire consisted of 24 questions, in which the background variables were questions 1 to 4, language practices were questions 5 to 8, language beliefs were questions 9 to 12, language management was questions 13 to 16, student experience was questions 17 to 20, and finally, inclusion and belonging were questions 21 to 24. To make the presentation of the results easier, the presentation will be organized based on the 6 sections in the questionnaire into groups, which were as follows: background variables (section A), frequency scale (section B), language practices, and finally, Likert scale (sections D, E, and F: beliefs and management beliefs, experience, and inclusion and belonging). The target population of this study comprises students enrolled at NASLA, whereas the actual population consists of students who responded to the online questionnaire, totaling 80 participants representing both English-speaking and French-speaking language backgrounds.

Table 2: Gender Distribution of Participants

Gender	Frequency	Percent	
Male	21	26.3	
Female	47	58.8	
Prefer not to say	12	15	
Total	80	100	
Gender regarding EN%FR		Mean	Standard deviation
English		1.95	0.59
French		1.82	0.67
Total		1.88	0.63

The male population was made up of 21 participants, with a percentage of 26.3%, which is slightly lower than the female population of 47 participants, with a percentage of 58.8%. Those participants who preferred not to disclose their gender had the lowest participation, at 12, a percentage of 15% of the total population. The female participants form the majority, making up 58.8% of the sample, and the male participants are roughly half the number of female participants. The last were 15% who chose not to disclose their gender, which may be because they are afraid, as marginalisation is a sensitive issue in Cameroon. The English-speaking participants had a mean of 1.95, slightly higher than the French-speaking participants' mean of 1.88. The English-speaking participants reported a standard deviation of 0.59, which is slightly lower than the French-speaking standard deviation of 0.67 and an overall standard deviation of 0.63. These standard deviation values are lower, which indicates limited variation in gender responses, as the variable consists of only three categories: male, female, and prefer not to say.

Table 3: Distribution OF First Official Language

First official language	Frequency	Percent
English	40	50
French	40	50
Total	80	100

Based on their first official language, forty participants were reported, with a percentage of 50%, identify English as their first language, and forty participants identified French as their first language as well. This implies that, according to the French and English language groups at NASLA, it suggest that the students' proportions are bilingual without considering their language practice, belief, management, experience, and, finally, inclusion and belonging. It is worth noting that no participants identify being bilingual as their first official language. This even distribution strengthens the comparative validity of the descriptive findings and supports that NASLA functions as a true bilingual institution, as the level of students with a first official language is equal

Table 4: Self-Reported Competence in the Other Language (CEFR Scale)

Competence Level	Frequency	Percent	
Beginner (A1)	1	1.3	
Elementary (A2)	10	12.5	
Intermediate (B1)	20	25	
Upper Intermediate (B2)	20	25	
Advance (C1)	25	31.3	
Proficiency (C2)	4	5	
Total	80	100	
Competence regarding EN%FR		Mean	Standard deviation
English		4.02	1.02
French		3.72	1.30
Total		3.87	1.17

Participants answered about their proficiency in the other official language (English or French) using the CEFR scale. Only 1.3% of participants answered that they are at the beginner level (A1) and 12.5% at the elementary level (A2). A greater number of participants answered, “intermediate proficiency”, with 25.0% at B1 and 25.0% at B2. The largest group, at 31.3%, identified as advanced users (C1), and an additional 5.0% answered almost native proficiency (C2). Overall,

61.3% of the participants see themselves at B2 or above, indicating that the majority have strong functional or advanced skills in their second official language.

The English-speaking participants reported a mean of 4.02 in competence in the use of French as their second language, whereas French-speaking participants reported a mean of 3.72 in competence in the use of English as their second language. This indicates that the English-speaking participants have slightly more competence in using French as their second language than the French-speaking participants do. Students at NASLA, concerning their perceived competence in the use of a second language, demonstrated a level close to B2 language skill, making them average, and English-speaking students rated their French competence slightly higher than the French students rated theirs in English. The English-speaking participants reported a standard deviation of 1.02, which is slightly lower than that of French-speaking participants of 1.30. This standard deviation indicates that English-speaking participants have consistent French skills as a second language. French-speaking participants suggest considerably more variation in English confidence than English-speaking participants. The overall standard deviation of 1.17 indicates that some participants, concerning the competence of their second language, feel confident and others do not. Although NASLA seems to do rather well in the implementation of English and French in the academic context, the administrative context may benefit from ongoing monitoring of language policy challenges.

Language Practices

Table 5: Descriptive Statistics for Language Practice Item Language Group

Item	EN MEAN	EN SD	FR MEAN	FR SD	ALL MEAN	ALL SD
French is used in lectures	3.80	0.46	3.55	0.55	3.68	0.52
English is used in lectures	3.73	0.55	3.83	0.50	3.78	0.53
French is used in Admin communication	3.70	0.88	4.00	0.55	3.85	0.75
English is used in Admin communication	3.38	0.93	3.23	0.97	3.30	0.95

The researcher used a Likert scale as a measuring scale to get the remaining data for this research work, which was constructed as follows: strongly disagree, disagree, neutral, agree, and strongly agree. To measure the perception of language practice at NASLA for both language groups, it was divided into the lectures, or academic, and administration sectors. From the item, French is used in lectures from the table; the English-speaking participants reported a mean of 3.80, while the French-speaking participants reported a mean of 3.55, with a total mean of 3.68. This is slightly lower than the item English is used in lectures, with English-speaking participants reporting a mean of 3.70, while French-speaking participants reported a mean of 3.83, with an overall mean of 3.78. In the data reported on language practice at the lecture in NASLA, English is slightly more practiced than French, although all of them are practiced at almost the same level.

The standard deviation of lectures has a total value of 0.55, meaning that the perceptions are consistent across students. Language communication in the administration sector was the second item to be measured by language practice at NASLA. The English-speaking participants reported a mean of 3.38, which is slightly higher than the French-speaking participants, with a reported mean of 3.23, resulting in a total mean of 3.30. The item French is used in administrative communication; the English-speaking participants reported a mean of 3.70, which is slightly lower than the French-speaking participants, with a reported mean of 4.00 and an overall mean of 3.85. French is used slightly more than the English language for communication at the administrative level in NASLA. It can be observed that the two items, which were language used in lectures and language used in administration, to measure the perceived language practices at NASLA achieved a midpoint of 3.0 from the Likert scale. This is an indication that NASLA is bilingual regarding its language policy practices of both English and French.

An in-depth comparison of the perception of English-speaking and French-speaking participants' language practices in the academic and institutional sectors was further conducted through a paired samples t-test. In which no significant difference was found in the use of French and English at the academic level, with reported values such as $t(79) = -1.30$, $p = 0.19$. On the other hand, at the institutional level, French was reported to be used (not significantly) slightly less than English, with a value difference of .01. with a values of $t(79) = 1.16$, $p = 0.09$.

Using Spolsky's framework of language practice, NASLA functions as a bilingual institution in which both English and French are used in academic settings, even though English is used more

in lectures, while administrative communication is more towards French, though not at a statistically significant level. The descriptive analysis suggest bilingualism is practiced in NASLA, but the inferential results do not support claims of language dominance in either domain.

Language Belief

Table 6: Descriptive Statistics For Language Belief Item Language Group

Item	EN MEAN	EN SD	FR MEAN	FR SD	ALL MEAN	ALL SD
French is perceived as the dominant academic language	3.30	1.09	2.95	1.01	3.13	1.06
English is perceived as the dominant institutional language	2.95	1.15	3.08	1.07	3.01	1.11
First language influences academic opportunities.	3.30	1.07	2.95	1.08	3.13	1.08
First language influences institutional opportunities	3.25	1.10	3.15	1.12	3.20	1.11

Language belief perception was based on the measurement of two items, which were language dominance and first language opportunities. Concerning the language dominance item, in which French was perceived as the dominant academic language, the English-speaking participants reported a mean of 3.30, which was comparable to the French-speaking participants' mean of 2.95, with an overall mean of 3.13. The English-speaking participants at the institutional language with the item English is perceived as the dominant institutional language reported, a mean of 2.95, which is comparable to the French-speaking participants' mean of 3.08, and with an overall mean of 3.01. Language dominance perception suggests that each group feels the other language has more influence in certain domains, which is typical in bilingual institutions where power is perceived differently depending on linguistic identity.

The first language influences the academic opportunities item, English-speaking participants reported a mean of 3.30, which is slightly higher than the French-speaking participants mean of 2.95, with an overall mean of 3.13. On the other hand, regarding the institutional opportunities,

the English-speaking participants reported a mean of 3.25, which is slightly higher than the French-speaking mean of 3.15, with an overall mean of 3.20. Looking at the means of the two items, language dominance and opportunity at NASLA, they fall around the midpoint of 3.0 on the scale. Indicating that the participants at NASLA neither strongly agree nor strongly disagree. This indicates a moderate and cautious perception of language beliefs.

These findings suggested that the first language influences institutional opportunities comparable to how the first language influences academic opportunities. Although they are almost at the same average level.

The comparison of the English-speaking and French-speaking participants at NASLA based on their language dominance and the influence of their language reported no significant difference after the paired samples t-test was conducted on the four items in which students' perceptions were not different. Influenced by neither the French nor the English language. At the academically dominant level, the values were $t(79) = 0.62$, $p = 0.53$, while at the perceived influence of their first language, the values reported were $t(79) = 0.44$, $p = 0.65$.

Spolsky (2004) argues that language beliefs often reflect how power is structured within an institution like NASLA, in which language beliefs are one of the three core components of language policy and represent the values, attitudes, and ideological positions that members of a community hold about languages and their appropriate role. There are no significant differences between English-speaking and French-speaking students, suggesting that linguistic identity does not shape how students interpret their linguistic ideology at NASLA. Hence, neither the English nor the French language group has the upper hand over the other, which indicates that NASLA shares the same linguistic ideology between both the English and French groups, which fosters bilingualism.

Language Management

Table 7: Descriptive statistics, Language Management Item Language Group

Item	En MEAN	En SD	FR MEAN	FR SD	ALL MEAN	ALL SD
NASLA has clear academic language policies	3.53	0.91	3.55	0.81	3.54	0.86
NASLA has clear institutional language policies	3.45	1.01	3.50	0.85	3.48	0.93
Academic leadership promotes bilingualism	3.40	1.03	3.50	1.01	3.45	1.02
Administrative leadership promotes bilingualism	3.40	0.90	3.30	1.04	3.35	0.97

For quite a long time now, language policy and bilingualism promotion have been vital issues in the governance of NASLA. On the measurement of language management perception, four items, as shown in Table 7, were used. On the item's academic language policies, the English-speaking participants reported a mean of 3.53, which is comparable to the French-speaking participants' 3.55, with an overall mean of 3.54. On the other hand, on the item institutional language policies, the English-speaking participants reported a mean of 3.45, which is slightly lower than the French-speaking participants, with a mean of 3.50, and an overall mean of 3.48. This perception is almost the same at both the academic language policy level and institutional language policies. These means, which are similar in value, indicate that both participant language groups rate policies almost the same at NASLA. This implies that almost the same perception is shared in academic language policies, with a comparable management of both groups.

Based on the academic perceptions of leadership support for the bilingualism item, the English-speaking participants reported a mean of 3.40, which is comparable to the French-speaking participants, with a mean of 3.50, and an overall mean of 3.45. On the other hand, on the item administrative leadership promotes bilingualism, the English-speaking participants reported a mean of 3.40, which is slightly higher than the French mean of 3.30, and an overall mean of 3.35. This suggests that academic leadership of bilingualism is comparable to administrative leadership. The standard deviations, which are around 1.0, suggest a moderate variability in

which participants differ, but not too much. This suggests that language policies at NASLA are perceived by both English and French speakers as moderate and that they believe leadership promotes bilingualism to a reasonable extent. Looking at the linguistic groups, there is no significant gap between them.

Looking at all the means from the table, it can be observed that they sit above the midpoint of 3 on the Likert scale, indicating that NASLA has put language policies in place in which both the English and the French groups of participants were. Although their leadership is not strongly implemented, it still promotes bilingualism.

It was suggested, based on the paired t-test results for English-speaking and French-speaking participants that were conducted on the perception of the use of English and French as understandable language policies and leadership promotes bilingualism at NASLA. The perceived differences between the academic language policies and institutional language policies reported $t(79) = 0.42$, $p = 0.67$, while the perceived difference between the academic leadership in the promotion of balanced bilingualism was $t(79) = 0.67$, $p = 0.50$.

This indicates that no significant difference was observed between the English and French groups, as they similarly perceive language management. This suggests that participants, regardless of their linguistic background, share the same view on whether NASLA has clear academic and institutional language policies or whether academic or institutional leadership promotes bilingualism. Hence, in NASLA, language management is not a source of disagreement or perceived inequality between English-speaking and French-speaking students at NASLA.

Spolsky (2004) defines language management as the explicit and deliberate efforts made by institutions or authorities to influence language practices through policies, rules, and leadership actions. The mid-range scores of the means clearly indicate that NASLA has policies, which are recognised, but they are not perceived as highly strong. Based on Spolsky, NASLA management policies are present but not forceful enough to share strong attitudes or eliminate unnecessary perceived linguistic inequalities.

Student Experience and Impact

Table 8: Descriptive statistics for student experience and Impact (Comfort and Limitation)

Language Group

Item	EN MEAN	EN SD	FR MEAN	FR SD	ALL MEAN	ALL SD
Language policies affect academic performance	3.08	1.07	3.23	1.10	3.15	1.08
Language policies affect institutional performance	3.55	1.28	3.28	1.28	3.41	1.26
English-speaking students face language challenges	3.28	1.30	3.15	1.17	3.21	1.23
French-speaking students face language challenges	2.80	1.18	2.83	1.22	2.81	1.19

It was found that the student experiences and impacts were achieved through measuring the items from the table with statistical consequences of language policies and the language challenges of students of NASLA. The language policies item at the academic level reported a mean of 3.08 among English-speaking participants, which is slightly lower than the mean of 3.23 among French-speaking participants, with a total mean of 3.15.

On the other hand, the language policies item at the institutional level reported a mean of 3.55 among the English-speaking participants, which is slightly higher than the mean of 3.28 among the French-speaking participants, with an overall mean of 3.41. The academic policies on language differences are comparable to the same as those of the institutional policies, although the institutional level is slightly higher than the former.

The perception of the English language challenges item among the English-speaking participants reported a mean of 3.28, which was slightly higher than that of the French-speaking participants, with a mean of 3.15, with an overall mean of 3.21. On the other hand, on the French challenges item, the English-speaking participants reported, a mean of 2.80, which is comparable to the French-speaking participants with a mean of 2.83, with an overall mean of 2.81. The mean

suggest that students reported moderate levels of language related challenges, which implies that students at NASLA face challenges, especially the English-speaking students. The total mean among academic and institutional performances is around 3.0, which is average and indicates a positive effect of language policies. The language policies' perception of the sense of belonging, both at the academic and the institutional level, showed that the English-speaking and French-speaking students at NASLA reported a paired t-test reported no significant differences $t(79) = 1.37, p = 0.17$. The most significant difference was suggested at the perception of challenges, which had a paired t-test of $t(79) = 2.01, p = 0.04$. Indicating that English-speaking students at NASLA face more challenges in relation to language than the French students (M difference = 0.40). This falls in line with the feeling of marginalization of the Anglophone people, which is why NASLA was created.

According to Fraser (1998), misrecognition occurs when one group is privileged over another group because of their linguistic identity, even though there is a clear policy. NASLA was created partly because of the grievances of the Anglophone population to guarantee equal access to English and French during the training. The language challenges perception gap suggests that NASLA language policies have not yet been implemented fully, as the English-speaking students at the institutional level still lack full parity of participation.

Inclusion and Belonging

Table 9: Descriptive statistics For Inclusion and Belonging (Respect and Belonging)
Language Group

Item	EN MEAN	EN SD	FR MEAN	FR SD	ALL MEAN	ALL SD
Respect in Academic setting	3.40	0.98	3.73	0.88	3.56	0.94
Respect in institutional settings	3.25	1.08	3.48	0.93	3.36	1.01
Sense of belonging in academic community	3.63	0.87	3.78	1.03	3.70	0.95
Sense of belonging in institutional community	3.20	1.16	3.53	1.54	3.36	1.16

To measure students' inclusion and belonging at NASLA, the questionnaire was developed based on students' perceptions of respect and belonging at NASLA. On the item of the table respected in the academic setting, the English-speaking participants reported a mean of 3.40, which is slightly lower than the French-speaking participants, who reported a mean of 3.73, resulting in an overall mean of 3.56 in the academic setting. The overall mean is 3.56, and the overall standard deviation is 0.94. In the institutional setting, it had a mean of 3.25 from the English-speaking participants, which is slightly lower than the French-speaking participants' mean of 3.48. Participants reported slightly higher levels of respect in the academic setting than in the institutional setting.

Based on the sense of belonging item, in the academic community, the English-speaking participants reported a mean of 3.63, which is slightly lower than the French participants' 3.78, with an overall mean of 3.70. On the other hand, in the institutional community, the English-speaking participants reported a mean of 3.20, which is slightly lower than the French-speaking participants of 3.53, with an overall mean of 3.36. At NASLA, the participants feel a sense of belonging more in the academic community than in the institutional community.

The paired t-test results of the four items, at the level of respect, indicate no significant differences in the academic and institutional setting, $t(79) = 1.36$, $p = 0.17$, unlike the significant differences from the other language components at NASLA, it was found that between English and French at NASLA, unlike the other language components at NASLA. There is a significant degree of difference in the belonging items within the academic community compared to within the institutional community. (M difference = 0.34) $t(79) = 1.98$, $p = 0.05$. This very small, significant difference suggests that students feel slightly stronger belonging in the academic setting than in the institutional setting. This situation calls for further investigation into the institutional setting.

Applying Fraser's theory of sense of inclusion and belonging of students at NASLA is not only a matter of language proficiency or policy, but also principally about recognition. The fact that students' feelings of respect and belonging are the factors that suggest that the institution accepts their linguistic identities. Where recognition is strong at NASLA, the students are going to experience inclusion and parity, and where recognition is weak, NASLA students are going to experience misrecognition emerging, limiting participation, and reinforcing inequality. The findings, therefore, suggest that NASLA efforts towards bilingualism must not only be on paper but must also address the symbolic and cultural issues of language. At the institutional level, all

the activities should ensure that all students feel recognised as full and equal members of the NASLA community, regardless of whether their backgrounds are English or French.

Chapter Five: Conclusion, Limitation, and Recommendation

Conclusion

The findings suggest that bilingual policy implementation at NASLA is not fully realised in institutional settings. Both English and French at the academic setting in the lecture item suggested no significant differences in the language domination item ($t(79) = 1.30, p = .19$). On the other hand, at the administrative setting, French was slightly used more than English ($t(79) = 1.16, p = 0.09$), suggesting that although, at the academic setting, bilingualism is fully implemented, at the institutional level, communication is slightly more in French, in which neither the French nor the English language is absent. Concerning all four items in language management, that is, the academic language policies, academic leadership promoting bilingualism, and finally, administrative leadership promoting bilingualism, a mean was reported that is above the midpoint of 3.0. Indicating that bilingual policies and leadership at NASLA are not an issue, as bilingualism does exist. Between English and French groups, with all $p > .05$, in which no significant differences were found. Suggesting a comparable perception of language management between the two perceptions of language groups. According to Spolsky (2004), the language management framework, NASLA students recognised bilingual policies, but their fall around the midpoint suggests a lack of full implementation.

It was based on the assessment of the experiences of English-speaking students in line with inclusion and participation at NASLA. Generally speaking, the findings were balanced across the inclusion and belonging constructs, in which the item respect in the academic and institutional communities suggested no significant differences between English and French groups, in which all ($p > .05$). All means were reported to be above the midpoint of 3.0, which indicates that students at NASLA reported moderate to positive levels of respect and belonging. The finding that was mostly significant in this study was in the construct of the student experience. The perceived language challenges that English-speaking and French-speaking students' t test significantly between ($t(79) = 2.014, p = 0.047, M \text{ difference} = 0.40$). In which the greater challenges were

faced by the English-speaking students than by the French-speaking students. It was suggested as the only significant difference in this research. According to Fraser (1998), despite the bilingual policies that have been put in place, English-speaking students do not feel fully recognised, and this undermines participation of parity at the institutional setting. Furthermore, in terms of sense of belonging, a slightly significant difference was found in which students reported a stronger sense of belonging at the academic community than at the institutional community ($t(79) = 1.98$, $p = .05$ M difference = 0.34), further suggesting that the institutional community at NASLA is experienced as not really inclusive compared to the academic community.

In the process of identifying whether French language dominance affects academic and institutional access at NASLA. It was suggested that French is used more in the institutional setting but not in the academic setting. English and French students in the language beliefs constructs reported comparable perceptions of language dominance with no significant differences between groups ($p > .05$), and all the means were around the average of 3.0, which indicated moderate beliefs rather than strong convictions about dominance in either direction. However, in the practical setting, French is used slightly more in administrative communication (French mean 4.00, English mean 3.70, and the overall mean is 3.85), while at the lecture, English and French are used comparably. This indicates that French is dominant in the language practices rather than the language belief at NASLA.

Conclusively, at NASLA, French language dominance does not have any significance on the academic access, contrary to the institutional access and lived experience of English-speaking students, which is especially moving towards bilingualism in the classroom. In the institutional setting, especially, the administrative communication still suggests a French-dominant culture, which goes against its bilingual mandate, and there is still room for improvement.

Limitations of the study

Reliability of the instrument

The reliability analysis suggested that the internal consistency is weak for the five constructs, which are language practice, language belief, language management, student experience and impact, and finally inclusion and belonging, as measured by Cronbach's alpha. This suggests that

some questionnaire items may not have adequately captured the intended constructs, as the researcher did not do a pilot test before the administration of the survey. It is for this reason that the researcher decided to use descriptive statistics and inferential statistics rather than composite scale analysis.

Absence of Qualitative Data

This research is based on a quantitative research design and lacks an adequate study of the perception of the English-speaking students at NASLA. This situation was because the researcher was based in Finland at the time of the study, and so conducting an interview online would have been difficult since Cameroon's infrastructure is poorly developed, and the internet is quite expensive for a student. Hence, personal, emotional, and contextual dimensions of language marginalization will not be covered.

Self-Report of Proficiency

In the second official language, using the CEFR scale, the participants did a self-assessment of their proficiency, which may not accurately reflect their actual competence. Participants may overestimate or underestimate their abilities. Future research should incorporate a standardized language proficiency assessment to obtain more accurate objectives of measurement.

Recommendations of the study

English language should be mandatory in the institutional setting

The English language at the institutional level, NASLA, should ensure that it is mandatory to use in official communication and meetings equally with French, as this will help to reduce French dominance

Establishment of a monitoring language unit

NASLA should establish a language monitoring unit in which their students experience in both English and French, and identify areas where English-speaking students still face challenges

Equitable recognition of the English and French languages in the administrative setting

Although NASLA has done a great job in the implementation of English and French, at the administrative level, there should be an ongoing reform of the policy challenges.

A role model in the Anglophone Crises

The Anglophone crisis is an ongoing social and political crisis that has affected the educational system of the English-speaking region. NASLA serves as a role model for implementing bilingual policy in the Cameroonian educational setting.

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Questionnaire

Dear Participant,

Thank you for your interest in this research on language policy implementation and student experience at NASLA: A Quantitative Analysis of Language Policy and Student Experiences. You are invited to complete a short, anonymous online questionnaire (about 10 – 15 minutes). It asks about your background information, language practice, language belief, language Management, and students experience's at NASLA. Participation is voluntary. Once submitted, responses cannot be withdrawn because no identifying information is collected. Here's the link to the [Privacy Notice](#).

Consent:

By selecting “I agree” below and proceeding to the next page, you confirm that you have read and understood the above information and voluntarily agree to participate.

I agree to participate in this research

I do not agree

Instructions to participants.

This questionnaire seeks to understand language policy implementation and student experience at NASLA. There is no right or wrong answer. Please indicate the extent to which you agree with each statement. The questionnaire under section B, which is Language Practice Five-point ordinal frequency, are used to measure the response scale.

Response Scale (Five-point ordinal frequency)

- 1) **Never**
- 2) **Rarely**
- 3) **Sometimes**
- 4) **Often**
- 5) **Always**

Section Academic participation and access, section D Language Beliefs, section E Language Management, section F Student experience and input of the questionnaires used the Likert scale to measure the response of the participants

Response Scale (Likert scale)

1) Strongly Disagree

2) Disagree

3) Neutral

4) Agree

5) Strongly Agree

SECTION A: BACKGROUND INFORMATION

1 GENDER

Male Female Prefer not to say

2 First Official Language

English Speaking

French Speaking

Bilingual (English and French)

3 Competence in the other language

Beginner A1 Elementary A2 Intermediate B1 Upper Intermediate B2 Advanced C1 Proficiency C2

4 Programme Level

First year

Second Year

Bilingual

SECTION B: LANGUAGE PRACTICES (Never, Rarely, Sometimes, Often, Always)

5: French is used during lectures or academic activities at NASLA

6: French is used during institutional activities at NASLA

7: English is used during lectures or academic activities at NASLA

8: English is used during administrative activities at NASLA

SECTION C: LANGUAGE BELIEFS (Strongly disagree, Disagree, Neutral, Agree, Strongly agree)

9: I perceive French as the dominant academic language at NASLA

10: I perceive English as the dominant institutional language at NASLA

11: My first Language influences my academic opportunities at NASLA (access to information, participation)

12: My first Language influences my institutional opportunities at NASLA (scholarships, leadership)

SECTION D: LANGUAGE MANAGEMENT (Strongly disagree, Disagree, Neutral, Agree, Strongly agree)

13: NASLA has clear academic language policies regulating the use of English and French

14: NASLA has clear institutional language policies regulating the use of English and French

15: Academic leadership at NASLA actively promotes balanced bilingualism (head of department)

16: Administrative leadership at NASLA actively promotes balanced bilingualism

SECTION E: STUDENT EXPERIENCE AND IMPACT (Strongly disagree, Disagree, Neutral, Agree, Strongly agree)

17: Language policies use at NASLA affects my academic performance

18: Language policies use at NASLA affects my institutional performance

19: English speaking students face language related challenges at NASLA

20: French speaking students face language related challenges at NASLA

INCLUSION AND BELONGING: F (Strongly disagree, Disagree, Neutral, Agree, Strongly agree)

21: I feel respected in the academic setting at NASLA regardless of my first language

22: I feel respected in the institutional setting at NASLA regardless of my first language

23: I feel a sense of belonging in the academic community at NASLA.

24: I feel a sense of belonging in the administrative community at NASLA

PRIVACY NOTICE FOR SCIENTIFIC RESEARCH

EU General Data Protection
Regulation Art. 13 and 14

Information for participants of the research project **“Implementing Cameroon's official Bilingualism language Policy at National School of Local Administration (NASLA): language practice, beliefs, management, and the inclusion of English- Speaking Students.”**

You are taking part in a scientific study conducted at the University of Turku. This notice describes how your personal data will be processed in the study.

1. Data Controller

Researcher: Mesumbe Nelson

Contact person in matters concerning the project:

Name: Koen Veermans

Address: Department of Education

Tel.: +358 29 450 3646

E-mail: koevee@utu.fi

2. Description of the study and the purposes of processing personal data

This quantitative study explores the implementation of language policy at NASLA with the use of Spolsky's model. The survey is divided into six sections, which are as follows: background information. Language practices, language beliefs, language management, and students' experiences and input. No identifiable information is gathered. Data are stored securely on password-protected university servers, accessible only to the researcher and supervisor, and will be deleted five years after the study's completion.

3. Contact details of the Data Protection Officer

The Data Protection Officer of the University of Turku is available at the contact address: dpo@utu.fi.

4. Persons processing personal data in the study

The personal data collected in this research will be processed only by the student researcher, (Mesumbe Nelson), and the thesis supervisor, Koen Veermans, University Research Fellow, Department of Teacher Education (Turku), PhD, Centre for Research on Learning and Instruction (CERLI, <https://www.utu.fi/en/university/faculty-of-education/department-of-teacher-education/CERLI>)

. Both are bound by the university's data protection and research integrity policies.

No external persons or organisations will have access to the raw data. Data analysis will be carried out solely by the student researcher under the supervision of the thesis supervisor.

The participants who were students at NASLA were recruited voluntarily.

5. Lawful basis of processing

Personal data is processed on the following basis, which is based on Article 6(1) of the General Data Protection Regulation:

- ☐ data subject's consent;
- ☐ compliance with a legal obligation to which the controller is subject;
- ☐ scientific or historical research purposes or statistical purposes;