



Incorporating ICTs into Traditional ELT Settings in a Multilingual Context. The Case of Cameroon in Central Africa

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Abstract

This paper exploits the potential impacts of incorporating Information Communication Technologies (ICTs) into traditional English Language classroom settings in Cameroon. It has been found out that the learners have and hold a positive perception toward using ICTs in their daily lives. Private bodies and public institutions are making advancements in introducing ICTs in most universities, secondary schools, towns and rural areas in Cameroon.

However, the situation is far below the average. Less than 30% of the population has access to ICT use as language teaching or learning device. The teaching of English and other needed languages in Cameroon (German, Spanish, Italian, and the Home languages) lacks the attention and priority it deserves. Teachers lack adequate training and facilities and teach with poorly adapted methods and techniques. This leads to low performances and dropouts.

Here, a study carried out on the above situation is presented. We discuss and reaffirm that the integration of information communication technology into a traditional English classroom in Cameroon facilitates the creation of a virtual environment that transforms learning from a traditional passive experience to one of discovery, exploration and excitement in a less stressful setting for both the teacher and the learner. A computer-mediated communication environment lowers language learners' psychological barriers to enable them express their opinions freely and to communicate actively on the Internet, in the campuses and during their daily activities in town. This further enhances their critical thinking, problem-solving and communication skills through online activities or computer typed class assignments. A task-oriented English learning/teaching strategy in association with ICTs motivates the student's writing and publication competences. English Language teaching and learning through the use of information and communications technologies motivates students and improve on their performances. The student's language proficiency and grammatical accuracy improves immensely. The teachers benefit greatly, as they move from teacher centred to learner centred approach.