

Anglophone studies is variously valued in the African context, given the outlets and areas of research they offer. Several African universities opt for training in literature, culture, and linguistics of the English-speaking world. However, some people rightly or wrongly believe that English studies does not add enough value to society. It is therefore important to reflect on the place of Anglophone studies for the harmonious development in Africa. *Anglophone Studies in Francophone Africa: Assets, Challenges, and Prospects* is a result of an international conference held in Togo in 2023 where scholars presented various papers on Anglophone studies in Africa. The book analyzes the complex representations of English language, literature, and culture within the African context. From the colonial legacies that shaped the scopes of linguistic discourse in Africa to the contemporary challenges and opportunities presented by globalization, this book provides a comprehensive exploration of the assets, challenges, and prospects inherent in Anglophone studies in Africa.

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Komla M. Avono
& Komi Begedou

Anglophone Studies in Francophone Africa

Assets, Challenges, and Prospects

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ANGLOPHONE STUDIES IN FRANCOPHONE AFRICA

Assets, Challenges, and Prospects



KOMLA M. AVONO & KOMI BEGEDOU

Editors



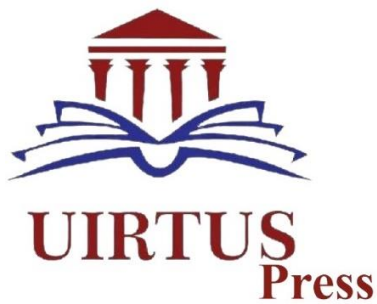
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CONTENTS

1. Introduction	
Anglophone Studies in Africa: Assets, Challenges, and Prospects	
Komla M. Avono & Komi Begedou	1
Part I : Anglophone Studies – Didactics	
2. Études anglophones dans les pays francophones : Opportunités de développement et d'intégration africaine	
Gerard Kouakou N’Goran, Moro Dominique Moro, Brou Philippe N’Goran	7
3. Qualities of a Good EFL Teacher: Lessons from Visually Impaired Students in Challenging Contexts	
Fifonsi Chimène Zohoun, Dossou Flavien Lanmantchion, Juvenale Agbayahoun-Patinvoh	19
4. Fixing Devices: An Analysis of EFL teachers’ Questioning Strategies in Benin Classes	
Arlette J. Viviane Hounhanou	31
5. Assessing the Potential of English Language Learning for Diplomats: A Case Study of Workers from Burkina Faso’s Ministry of Foreign Affairs and Regional Cooperation	
G. Justine Ouédraogo/Bonkougou, Mamouna Bandaogo/Ouédraogo, F. Emilie G. Sanon/Ouattara	51
6. English as a Foreign Language Teaching at a University Technical Institute: Alumni’s Beliefs on the Program over the Past Ten Years	
Dossou Flavien Lanmantchion, Martin Adjinan, Juvenale Agbayahoun-Patinvoh	69
7. Études anglophones et opportunités professionnelles : Quelles contributions au développement de l’Afrique ?	
Christine Kiema, Risnata Sidaponsian Ouedraogo	89
8. Learning English by Immersion and Tourism: An Intercultural Comparative Approach to “Licence 1” Students of University of San Pedro and Liberian and Ghanaian Communities in Petit Digboue, San Pedro	
Koffi Noel Brindou, Daniel Bissou Guikahué, Pascal Koffi Kouadio	99

9. Uncovering the Hurdles and Devising Strategies for the Integration of Intercultural Components in EFL Curricula in Sub-Saharan Africa
Coffi Martinien Zounhin Toboula, Evariste A. Kottin, Sylvestre Dèkandé Tchagnonhou111

Part II: Anglophone Studies – Linguistics and Literature

10. Speech Act Analysis of President Joe Biden’s Remarks on Covid-19 Response and the Vaccination Program
Servais Dieu-Donné Yédia Dadjo.....143
11. Revealing the Various Flavors of the Modal Shall in the French Version of the Constitution of the Celestial Church of Christ
Servais Martial Akpaca, Esaïe Michel Dansoukpe.....161
12. Literary Construction of Female Gender-Related Predicaments in Bode Sowanda’s Farewell to Babylon: A Psycho-Analytic Approach
Komi Séna Kpedzroku179
13. Endurance and Resilience Building in Ernest J. Gaines’ “The Sky is Gray”
Kpatcha Essobozou Awesso, Komi Begedou191

Chapter 1

Introduction

Anglophone Studies in Africa: Assets, Challenges, and Prospects

Komla M. Avono and Komi Begedou

In a context of globalization where global intellectual pursuits become obligatory, embracing Anglophone studies stands as a proof to the enduring power of linguistic diversity and cultural exchange. The introduction and development of Anglophone Studies in Francophone Africa have been marked by a complex interplay of historical, social, economic, and political forces, fostering the evolution of an academic field that reflects the African continent's diverse linguistic, literary, and cultural settings.

Anglophone Studies in Africa: Assets, Challenges, and Prospects seeks to analyze the multifaceted aspects of English language, literature, and culture within the African context. From the colonial legacies that shaped the scopes of linguistic discourse in Africa to the contemporary challenges and opportunities presented by globalization, this book aims to provide a comprehensive exploration of the assets, challenges, and prospects inherent in Anglophone studies in Africa.

As readers navigate through the pages of this book, they will be exposed to historical milestones of Anglophone education in Africa, and also the vast creative works of literature and culture produced in English. They will equally grasp the role of English as a tool for communication, education, and cultural expression. The contributors to this book are from diverse academic backgrounds ranging from literature, culture, didactics, and linguistics. Their rich expertise has greatly contributed to understanding diverse topics and insights into the complexities of Anglophone Studies in the African context. The book discusses the dynamic intersections of the English language, culture, and identity on the African continent. It examines the assets that Anglophone Studies bring to African societies. It equally addresses the challenges that emerge from the analysis and teaching of Anglophone studies. It finally explores the prospects for the future opportunities that Anglophone studies offer to the African continent.

The book is structured around two parts. The first part scrutinizes the didactics of Anglophone Studies. It addresses questions on how English is taught in a context where almost all learners have other languages. It discusses the challenges faced by educators and unveils the assets that effective teaching methodologies bring to the African continent. The second part investigates the linguistic challenges faced by learners who have a good command of other languages before learning English. It equally explores the rich and diverse corpus of literature produced within the Anglophone framework.

The papers in the first part deal with a language-related topics ranging from the teaching and the study of English especially for Francophone Africa. The contributors view language as a vector and catalyst for development. Apart from being a means of

communication, it equally has the advantage of being a means of exchange and sharing. The emphasis is laid here on the strategies to use for the promotion of English language, especially in Francophone African countries. The qualities of language teachers are highlighted in this section. A special attention is given to learners with visual impairment. Given the cultural and social background in many African countries, handicapped people are not always well treated. It has been found that the socio-affective quality of a language teachers affects learners with disability. Another key element that has been discussed is the assessment of English as a Foreign Language (EFL). The study has revealed that the main reason for learners' silence and reluctance to actively participate in English learning class activities is related to the ineffective way of asking questions and using appropriate questioning techniques. The emphasis is laid on framing good questions to assess the level of acquisition of English language skills by learners. English for Specific Purposes (ESP) is also dealt with in this part, especially, English for diplomacy. The studies highlight the crucial role that the English language plays in various Department of Foreign Affairs in Africa.

Technical English leaning is also discussed in this section. Findings indicate that the English language programs offered in many Francophone African countries do not account for the oral and interpersonal communication skills. It has been suggested that the current English language programs in the technical institutions and schools should develop oral skills of learners with emphasis on employment skills required on the job market. Besides, some papers discussed the contribution of the English language to the development in Africa. The concept of globalization is analyzed in the framework of foreign language learning and teaching. In that line, concrete examples of effective ways of learning English through immersion and tourism. It has been revealed that the intercultural approach to English learning is a key factor in learning English. In the same wavelength, another study has investigated the challenges and strategies for integrating intercultural components in English language curricula in the francophone Sub-Saharan African countries. Many challenges need to be addressed for effective EFL learning. By addressing the identified challenges, it is anticipated that integrating intercultural components will enhance intercultural competence and effective communication skills among English language learners. The complexity of semantics and syntax of English as well as the impact of English communication is discussed with examples of Joe Biden's speech.

The second part of the book covered topics on literary construction of meaning through a skillful use of the English language. Some themes are discussed in this section especially greed and endurance. One of the studies this study has analyzed the correlation between greed and social tragedy. Through the psychoanalytic theory, the study has found that the quest of gender equity which motivates women to work in various socio-political sectors often fails to meet their expectations, making them victims of degrading treatments which harm them all lifelong. The study also argues that female achievements are the results of long struggles. All degrading practices such as sexual harassment and sexual abuse in police that break the social tissue are to be fought by all means in order to promote welfare,

harmony, peace and development. Another study has described the setting of creative work as a hostile context that calls for adaptation. It has provided an insight into endurance which is fundamental in resilience building in African context.

Studies in Africa: Assets, Challenges, and Prospects offers the opportunity for dialogue and intellectual exchange. It invites readers to delve into the complexities of Anglophone studies—language, culture, literature, and education—on the African continent, where the past, present, and future converge into a rich and evolving narrative.

Contributors

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Chapter 8

Learning English by Immersion and Tourism: An Intercultural Comparative Approach to “Licence 1” Students of University of San Pedro and Liberian and Ghanaian Communities in Petit Digboue, San Pedro

Koffi Noel Brindou*
Daniel Bissou Guikahué
&
Pascal Koffi Kouadio

Abstract

Anglophone studies in African universities generally include the study of linguistics, literature and civilization of the English-speaking countries. Besides this teaching content, the University of San Pedro (USP) decided to orient the teaching of English to an area like tourism. Whether considered a social phenomenon or a field of study, tourism essentially promotes multiculturalism. Thus, the importance of an intercultural approach to the problematic of English learning. To what extent an intercultural approach is useful to enhancing the learning of English for the specific purpose of tourism? This study postulates that immersion is an efficient method to the learning of English for tourism. This study is based on an empirical approach through a linguistic workshop and an investigation upon 113 students of Licence 1 of USP and the Liberian and Ghanaian communities. The main results read that more than 80% of the students are satisfied with the immersion because it has permitted them to familiarize with the English language. The interviewed students indicate that the intercultural approach reinforces the learning of the English language which remains the language mostly used with tourists. Yet, this intercultural approach is appreciated by the Anglophone communities as it has permitted to break the cultural barrier and gives value to their community.

Keywords: Anglophone, Immersion, Intercultural, Language, Tourism.

Résumé

Les études anglophones dans les universités africaines comprennent généralement l'étude de la linguistique, de la littérature et de la civilisation des pays anglophones. En plus de ce contenu d'enseignement, l'Université de San Pedro (USP) a décidé d'orienter l'enseignement de l'anglais vers un domaine comme le tourisme. Qu'il s'agisse d'un phénomène social ou d'un champ d'études, le tourisme promeut essentiellement le multiculturalisme. D'où l'importance d'une approche interculturelle de la problématique de l'apprentissage de l'anglais. Dans quelle mesure une approche interculturelle est-elle utile

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pour améliorer l'apprentissage de l'anglais dans un but spécifique de tourisme ? Cette étude postule que l'immersion est une méthode efficace pour l'apprentissage de l'anglais pour le tourisme. Cette étude s'appuie sur une approche empirique à travers un atelier linguistique et une enquête auprès de 113 étudiants de Licence 1 de l'USP et des communautés libérienne et ghanéenne. Les principaux résultats indiquent que plus de 80% des étudiants sont satisfaits de l'immersion car elle leur a permis de se familiariser avec la langue anglaise. Les étudiants interrogés indiquent que l'approche interculturelle renforce l'apprentissage de la langue anglaise qui reste la langue la plus utilisée par les touristes. Pourtant, cette approche interculturelle est appréciée par les communautés anglophones car elle a permis de briser la barrière culturelle et de donner de la valeur à leur communauté.

Mots-clés : Anglophone, immersion, interculturelle, langue, tourisme.

Introduction

There is a connection between the mastery of the English language and the world that it carries. When giving an insight into English as a foreign language, Frantz Fanon, a postcolonial psychiatrist, finds that “a man who has a language consequently possesses the world expressed and implied by the language [...] Mastery of language affords remarkable power” (18). English as a language of communication and an international means of mobility, it becomes a language that carries the intercultural world. Tourism is a cultural practice through which the individual can possess the English language that carries an intercultural world. Originally, tourism as “Grand Tour is leisurely circuits of the Continent for high cultural purposes” (Jafari 590). It follows that through tourism, the tourist masters the language and the tradition of the other. This is also true for student tourism. Referring to Irie and Bissou, “Student tourism can be considered as a set of activities and practices in which the students are the center of interest”² (310) (Translation ours).

Eager to bring the students to make use of tourism to learn the English language and the Anglophone culture, the faculty of Logistic, Tourism and Hospitality (LTH) in the University of San Pedro (USP) institutes the module entitled “Discovery of the Local Community” in the curriculum of the discipline of Tourism. As a touristic adventure, this module brings the first-year students in Tourism Space and Society (TSS) to take a cultural immersion for practical learning of the English language. It is in this context that the University has organized a linguistic workshop for the first-year students of the academic year of 2022 in the Liberian and Ghanaian communities in Petit Digboue, a small town in the region of San Pedro. How can cultural immersion contribute to the reinforcement of the learning of the English Language of first year tourism students in the University of San Pedro?

² “Le tourisme en milieu estudiantin peut être considéré comme un ensemble d'activités et de pratiques touristiques dont le centre d'intérêt est la population estudiantine.” (Irie et Bissou 310). (Texte original).

Through the aforementioned question, the article aims at evaluating the contribution of cultural immersion in first year students' learning of the English language. Simply put, the article intends to show how the cultural encounter between the students and the Anglophone communities in Petit Digboué contributes to the learning of the English language.

1. Methodology

To carry out this study, data have been collected from Licence 1 students in Tourism, Space and Society at the University of San Pedro. First, on the basis of the list issued by the scholarship, 117 students have been identified. This number is the total number of students in Licence 1 Tourism for the 2021-2022 academic year. Second, a questionnaire has been administered to all 117 students. Thirdly, the data that have been obtained from this survey have been processed with the Sphinx software. In addition to this survey, recourse has been made to the students' exit reports. These reports provided a clear picture of students' perceptions of the use of the English language in the field of tourism. In addition, interviews have been conducted with two chiefs representing the English-speaking community from Liberia and Ghana.

2. Language Outing: A Framework for Familiarizing Tourism Students with English

Tourism is considered a social phenomenon by social sciences and humanities. As such, it follows the principle of the encounter between the visitor and the resident of different spatial origins. Their meeting is characterized by exchanges through a language of communication. Logically, the individual who hosts uses the means to make more pleasant the stay of the tourist. Indeed, the tourist looks for a beautiful touristic experience in hospitality, community integration and communication. These needs of the tourist require from the host, or from the tourism professional, several skills including the use of the tourist's language.

In this study, particular emphasis is put on the use of the English language in the sector of tourism. Indeed, standing from Matouk, English is considered the first language of the global economy. It is the most widely spoken language in the world in terms of trade and international exchanges. English is the most used language in the development of many communication tools. Its use is very common in fields such as commerce, journalism and communication, political institutions as well as hospitality or tourism. This is one of the main reasons why it is so important to master this language, especially in the world of work. For that reason, English occupies a prominent place in the training of students in USP.

The language training is part of the general vision of the university advocated by its authorities. For them, there must be an adequation between training and employment. In so doing, the English language is taught in tourism from "Licence 1" to Master with a remarkable hourly volume of 20 hours in Licence 1. Furthermore, this training is done in apprenticeship. The students practice the English language through linguistic outings. This

pedagogical mechanism allows the students to be familiarized with the English language. Moreover, this study which is based on the analysis of the data of the outing and the surveys of the 117 first year students reveals that the students are satisfied with this linguistic experience with the Liberian and Ghanaian communities. For the students, it has stimulated the desire to express themselves in English without fear. Thus, the survey has noted that 89% of the students have expressed themselves freely in English and some have been surprised by their ability to speak English. The students' reports highlight that 77% of students are satisfied about the discovery of new English words, and 23% of students are satisfied about the strengthening of the tourist vocabulary. Here is an excerpt from two reports:

From there we learned some expression such as: fishing canoe, Fish net, Sea snail, Sea shells.

To conclude, we can say that this linguistic outing allowed us to be familiarized with the English language which is one of our working tools as future tourism professionals and also for us to learn the way of life of other people's living in Côte d'Ivoire as well as their activities. (KLAKO Camille, DAPOHI Roxane, GBEADA Grâce, COULIBALY Fousséni, IBO Sandra) En définitive nous retenons que la sortie linguistique conduite par l'équipe des enseignants Chercheurs de l'université de San Pedro est avantageuse dans la mesure où j'ai découvert de nouvelles expressions anglaises ainsi que le milieu rural des Ghanéens et libériens (YEKINI Adesina, FAÏSAT Abeke Olakemi).

During the outing we assimilated new expressions first in the field of tourism, such as sustainable tourism in English which is "rural tourism", "exotic tourism". Then, the expressions in the field of masonry, like masonry itself. What is in English "masonry", "the sand", the cement in English which is "cement". In addition to expressions in the field of computing, we have "computer", "network", "and computer security", "cybercriminals". Finally, we learn expressions in the field of fishing among others. In short, it is essential to note that this outing was a success because we made a kind of tourism. We changed our usual activities to discover a community. Then, the immersion allowed us to acquire new expressions in English and improve the dialogue in English and finally to promote the discovery of extraordinary natural phenomena such as gulf and natural environment (vegetation) (ASSA Konan Patrick-Armel).

3. Discovery of Anglophone Communities

This section is about the discovery of the Anglophone communities. It shows the first-year tourism students' discovery of the Liberian and Ghanaian communities in Petit Digboué. More importantly, this section shows how the cultural discovery of the Anglophone communities immerses students into the practice of the English language.

3.1. Types of Communities in Petit Digboué

Beforehand, it is important to describe the different communities living in Petit Digboué. Located in the region of San Pedro, Ivory Coast; Petit Digboué is a village bordered by both the lagoon Digboué and the sea. The village is constituted of three different communities: Liberians, Ghanaians and Kroumens. The Kroumens are indigenous community. The Liberians and Ghanaians are the emigrants. They have migrated from Liberia and Ghana to settle in Petit Digboué. Despite their different origins, the Kroumens, the Liberians and the Ghanaians live in community. Their mode of living is “Together as One”.

The occupation of Petit Digboué by the Kroumens took place several years ago. All the Kroumens of the region of San Pedro were occupying the same village. They were called the Gblawés. But political differences, erosion and disagreements and the creation of the bridge Digboué bring some Kroumen to leave the village. The families that remained in the village then gave the name Petit Digboué to the village. Those who left use the name Digboué of the bridge that allows them to settle at the opposite of the water to call the new village Pont Digboué.

The migration of Liberians to San Pedro precisely in Petit Digboué was occasioned by political instabilities in Liberia, the search for a better land that can allow them to practice their main fishing activity. The first Liberian to arrive in Petit Digboué was called Nema in 1985 said Prince who was guiding them. As the guide, Prince told the students that in the Digboué village, 95% of the families bear the family name Nema and are mostly Christians.

3.2. The Gulf, Fishermen, Fishmongers and Fireplaces

Guided by Prince and other spokesmen, the students visited the gulf. They discovered that the sea and the lagoon are separated by a thin strip of sand. They did not perceive the collision of the lagoon and the sea that offer a natural beauty of the gulf. They were told that May and June are the right months to enjoy that beauty offered by the collision. When the collision brings floods, a ceremony requiring animal sacrifice is made to remove the sand between the two waters so that the water of the Digboué lagoon can flow in the sea. The ceremony is done by initiated Kroumens. The visit is forbidden at a given period.

Photo 1: The gulf in Petit Digboué



Source: Bissou, 2021.

The main activity of the different communities in Petit Digboué is fishing. The Kroumens as well as the Liberians and Ghanaians are fishermen. They make use of different fishing materials among which net and canoe as pictured below.

Photo 2: Net



Source: Licence1 Students, TSS/USP, 2021

Photo 3: Canoé



Source: Licence 1 Students TSS/USP, 2021

The Kroumen, Liberian and Ghanaian communities in Petit Digboué are also fishmongers. The men catch fishes from the sea or the lagoon.

Photo 4: Fresh Fish



Source : Licence 1 Students, TSS/USP, 2021

As the men catch fishes, they give these fresh fishes to their women who smoke and sell them. They sell different types of fishes among which frogfish, sea snails and rotten fish.

Photo 5: Frogfish



Photo 6: Sea Snails



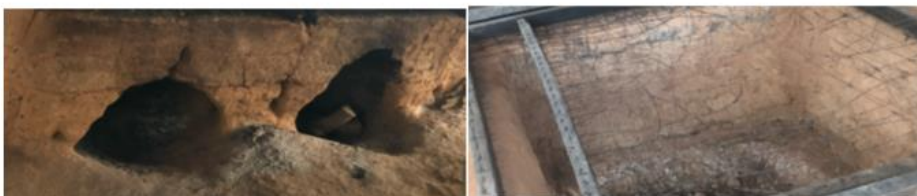
Photo 7: Rotten Fish



Source: Licence 1 Students TSS/USP, 2021

The different communities in Petit Digboué use traditional stove known as fireplace.

Planche 1 : Fireplaces



Source: Licence 1 Students, TSS/USP, 202

3.3. Gastronomy and Religion

The bahouin, the casaber and the soup are the special foods of the Liberian and Ghanaian communities. The Kroumen, Liberian and Ghanaian communities living in Petit Digboué are polytheists. They are Christians, Muslims and Animists. If the Kroumens use the terms “Eglise” and “Mosquée”, the Anglophone communities use the terms “church and Mosque”.

4. Breaking Down Cultural Mistrust and Cultivating Otherness

If immersion as language learning approach takes learners through the target language, it also conciliates communities. This conciliation rests on breaking down the wall of mistrust. Indeed, the second touristic aspect of this linguistic encounter is cultural as seen in the previous section of the study. It means students from University of San Pedro, though being the first beneficiaries of the outing according to the teaching protocol, have uncovered the existence of Anglophones communities in San Pedro. This uncovering illustrates a cultural integration within the curriculum of the students. The analysis that comes out of that cultural integration consists in interpreting the feelings and the positives impacts of such a breaking down of barriers and mistrust.

From Marie-Françoise Lantfant et al. to Melanie Smith, the positive contribution of tourism to enhancing local cultures is praised as rising cultural pride, fostering integration to a wider community, opening doors to cross cultural interaction and strengthening cultural values as Md Shahzala (31-32) raises. All these praising terminologies theorise intercultural encounter as a paradigm of self-appraisal on a new dynamism. This statement is backed up by the effects of the outing consisting in entering Liberian and Ghanaian communities living in Ivory Coast. These effects are manifested by members of the hosting communities who can see themselves on the new dynamism promoted by the immersion approach into their communities. This new dynamism is motioned by the falling down of mistrust and the rising of new feelings. In terms of new feelings, one can note that the visited communities have realised that they are regarded with interests by the hosting state. From touristic point of view, the visited communities regard themselves as an interesting potential and participatory agent to the training of prospects specialists of tourism domain. These are findings which can be ranged from different levels.

First, there is a deep satisfaction from the part of the visited communities. Indeed, according to the students' reports, the historical events behind the settlement of these communities in San Pedro (Ivory Coast) are not glamorous. For example, the Liberian community's installation in San Pedro was accelerated by the outbreak of the Liberian war in 1989. Being visited by students and above all by the University of San Pedro as higher education institution has spoken too much to members of these migrated communities. For them, the visit has confirmed their integration at two levels. The first has to do with their

host which is the Kroumen³. In fact, the visit was an occasion for these Anglophones communities to tell how far they realise that they are living in good intelligence with their hosted communities. In other words, the outing focused on them shows their full acceptance among the Kroumen. The second satisfaction goes with the whole Ivorian society embodied in the State as they mentioned in their interaction with the students. They justified this feeling with the fact that the University through the faculty of Logistics, Tourism and Hospitality has focused its interest on them. They think it is an act of accepting them into the social system of Ivory Coast and showing their contribution at an important level of state-building which is the training of citizens. The satisfaction is also noted in the expression self-appraisal.

Self-appraisal of the visited communities is expressed in terms of valuing them in different practices. From economic activities to their living standards, the communities supposed that they are being discovered and known from tourism point of view. In fact, linguistic tourism with immersion, drawing from Carvalho et al. (4), “is conducive to interactions between hosts and guests”. One thing to acknowledge with these interactions is their multiple dimension that goes beyond the language aspect to embrace cultural elements. As such, the immersion into Liberian and Ghanaian communities in San Pedro made them realise that the interactions with students have valued them at cultural level.

The communities conceded that their culture being investigated by students will be under consideration in Ivorian society as a whole. They also expressed their happiness of being included in an academic curriculum innovation at University of San Pedro. In fact, the Anglophone communities expressed their satisfaction of seeing their fishery or agricultural activities and living models and conditions be taken into account by prospects specialists of tourism industry. They considered the discovery of their cultural practices as a recognisance of their active participation into the economy of San Pedro and above all that of the country. From this perspective the immersion through the outing to the Liberian and Ghanaian communities is seen as barrier effacement and promotion of otherness and inclusion.

At that level, the visited communities have approved the outing and judged it as a paradigm of cultural inclusion. In that vein, they were willing to perform their cultures and practices for students to be well versed in their ways of life. They have shown off their daily practices such fishing and its related activities as seen in the previous section of the study. The organisation of their activities was also explained to the students in a very good mood. This mood talks more about their happiness to be opened to academia and being part and parcel to the dynamism of the training process of the country. Considering the above patent happiness as shown by the visited communities, one can also note that this immersion approach to English learning substantiates otherness cultivation.

The outing viewed in the line of cultivation of otherness derives from the intercultural meeting in a touristic mindset whereby the visiting students respect through and through

³ It is An Ivorian ethnic group hosting the Anglophone communities visited by students.

their hosts (the visited communities). It means that in addition to having English learning as their main target, students were also willing to discover that language in a more natural or cultural aspect. As a consequence, they have endorsed a touristic approach that consists in paying strict respect to local communities in their entire dimension. Respect for the others in their differences with the predisposition to “openness for new realities and meanings” in Ericsson and Kostera’s (2) words was the core principle of this intercultural meeting at Liberian and Ghanaian communities.

The visited communities’ willingness to speak to the students and their entire disposition to their visitors as they have mentioned, are characteristic to promoting otherness. Indeed, both students and the visited communities have shown their involvement in a common share of cultural differences in tolerable mindset. From language to cultural practices, Anglophone communities (Liberians and Ghanaians in San Pedro) and students from the University of San Pedro have acted in unison for mutual interest of discovery and sharing knowledge on each other. Most of the reports by the students mention that the cultural differences and practices represent a touristic potential among the tremendous assets that the regions harbours in terms of attractions. The same view is shared by these communities that were devoted to make known their potentials.

The active participation of the visited communities in receiving the students and some faculty members sheds light on their devotion to show their differences to their visitors. In so doing, they efface frontier between them and the Ivoirian students. More importantly, they have stated that the visit represents for them an opportunity of cultivating harmony, good social relationship and cooperation with students from different social background. This statement testifies a commitment to otherness cultivation and at the same time an anchorage of effacement of fences for the sake of an inclusive community life useful from all points of view including tourism industry.

5. Discussion

This study highlights the interest of beginning learners to be familiar with the English language. This interest reflects the importance of the English language as a working tool in tourism and hospitality. This has emerged in several studies. Jean-Louis Trouillon (2010) explains that the English language is taught at all levels in tourism in all the countries. He justifies this interest by the fact that the English language has an English-speaking semantic origin:

The French name ‘tourism’, attested in 1841, derives from the English tourism, attested in 1811, presumably forged by affixing -ism from the name tour commonly used in the English expression Grand Tour by which one designated,

from the seventeenth century, the long journey undertaken by the young British aristocrats throughout Europe⁴.

A study conducted by the French Senate goes in the same line. Indeed, based on the verbatim of certain personalities from the Senate, it rises, as this present study has shown, that the English language is essential as are most of the foreign languages in the tourism sector. It is important for the professionals in this sector to be adapted to the current requirements by placing particular emphasis on learning the languages of the visitors. Especially, since 3 out of 4 visitors speak more or less the English language. The English language requires a remarkable interest. This is well illustrated by these verbatim of the Senate's study. Indeed, Mr. Pierre Vallon draws the attention of the Secretary of State to the Minister responsible for tourism, to the need to improve tourism training and to promote the learning of foreign languages, and in particular the English language. In this regard, he advises:

It would be appropriate, in fact, to give a knowledge of communication in the language of tourism to all those who exercise or want to exercise a tourist profession. It is also necessary to specify the provisions that the Government intends to take to ensure that all teaching in the tourism profession, in order to be recognized, is under the obligation to modify its concepts and gives priority to the mastery of the English language in tourism training.⁵

According to this same study by the French senate, the minister in charge of tourism clarifies his thinking in these terms:

The learning of foreign languages in the sector of tourism is recognized as a priority. More and more, customers demand personalized services that cannot be provided by staff speaking only French and, in many cases, it would be desirable to welcome our visitors using their own mother tongue.⁶

Additionally, the benefits of learning the English language as illustrated by the students in the results of this present study have been supported by "Global Academy ETS". This foreign language learning structure explains on the one hand that English is the language of international communication. Its use is essential in several sectors of the world economy. It is one of the most common languages in the world. Therefore, it is highly likely that if a

4 Le nom français « tourisme », attesté en 1841, vient de l'anglais *tourism*, attesté en 1811, très probablement forgé par affixation de -ism à partir du nom *tour* couramment utilisé dans l'expression anglaise *Grand Tour* par laquelle on désignait, à partir du xviii^e siècle, le long voyage qu'entreprenaient les jeunes aristocrates britanniques à travers l'Europe

5 Il conviendrait, en effet, de donner à tous ceux qui exercent ou veulent exercer une profession touristique une connaissance de la communication dans cette langue. Aussi, est-il nécessaire de préciser quelles dispositions le Gouvernement envisage de prendre visant à ce que l'ensemble des enseignements dans le métier du tourisme, pour être reconnu, soit dans l'obligation de modifier ses concepts et donne la priorité à la maîtrise de la langue anglaise dans la formation touristique.

6 L'apprentissage des langues étrangères dans le secteur du tourisme est une priorité reconnue. De plus en plus, la clientèle exige des services personnalisés qui ne peuvent pas être rendus par un personnel s'exprimant uniquement en français et dans bien des cas, il serait souhaitable d'assurer l'accueil de nos visiteurs en utilisant leur propre langue maternelle.

resident meets someone from another country, both of them will be able to speak the English language. Furthermore, this opens a door to the world for the resident and helps him or her communicate with other citizens. On the other hand, the English language makes traveling accessible. According to Global Academy TES analyses, learning the English language makes it much easier to travel everywhere. Indeed, airport announcements, train timetables, emergency information and road signs are often in English, even in countries where the native language uses a different alphabet. It follows that when you travel to a country which language you do not speak, you are likely to find someone who understands a little bit the English language.

Conclusion

Learning any foreign language and particularly the English language requires not only theoretical knowledge of phonetics, vocabulary and grammar but also and above all the practice of that language. This very aspect is pivotal in language teaching at the University of San Pedro. This study has been conducted in that line. It has shown that the linguistic immersion of the students has allowed them to become more familiar with the English language. Moreover, their encountering with English-speaking communities highlighted the interest of interculturality. It must be emphasized that the learning of a foreign language by bringing together communities of different languages has a linguistic and socio-anthropological significance. Thus, linguistic immersion constitutes a mode of teaching which is similar to an open-air language laboratory and which, beyond the language, makes people discover the cultural identity of different communities. This approach of teaching and learning the English language in practical way at the University of San Pedro are an illustration of such a linguistic immersion.

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