

**INTERNATIONAL CONFERENCE
ON COLLABORATIVE RESEARCH ON AFRICA**

UNIVERSITY OF DOUALA

19-22 MARCH 2023

BOOK OF ABSTRACTS

Table of contents

<i>“The Language of the Mankon Palace as a Special Purpose Register and its Vitality”</i>	1
<i>“Social Media: An Impediment to the Development of English and French languages in Cameroon”</i>	2
<i>“Challenges of integrating Anglophone IDPs linguistically into their host communities: The case of Douala and Yaounde”</i>	3
<i>“An Acoustic Study of Vowel Duration in two Cameroonian English Dialects”</i>	4
<i>“Parental Demands and Expectation for Learner’s Cognitive, Social and Linguistic Development in Education in Cameroon”</i>	5
<i>“Korop Morphological Shift And Population Resettlement”</i>	6
<i>“An assessment of Students’ Perception on Translator Training through e-Learning in the Advanced School of Translators and Interpreters (ASTI) During the Covid-19 Period”</i>	7
<i>“An assessment of subtitle quality in selected Cameroon films: a comparative study”</i>	8
<i>“The “non-verbal click” and the learning of English in Cameroon”</i>	9
<i>“Economic Integration along the Cameroon-Nigeria Border, 2006-2016: Challenges and Prospects”</i>	10
<i>“Sexual Harassment and Academic Welfare of Female Students in the University of Buea, Cameroon: Reverberations and Actions”</i>	11
<i>« Attitudes et représentations des stakeholders pour l’amélioration du processus enseignement/apprentissage des langues camerounaises au cycle primaire et secondaire »</i>	12
<i>“Leadership Challenges: Insights for Sustainable Productivity of Higher Education Institutions in Cameroon”</i>	13
<i>“Arts, Craft and Significance: Material Archaeologies in Chinua Achebe’s Arrow of God”</i>	14
<i>“Migrant Women, Ontological disabilities and the Cyberspace Abilities in Chimamanda Ngozi Adichie’s Americanah”</i>	15
<i>“The Angel of Rape in Buchi Emecheta’s The Family and Caryl Phillips’s A Distant Shore: A comparative analysis”</i>	16
<i>“Traditional Communication Systems in Mboland: Verbal and Non-verbal Modes of Communication”</i>	17

<i>“Indigenous Governance System in Mbum Land Prior to Colonization”</i>	18
<i>“The question of preservation of indigenous medicine in the development of Indigenous health care systems in Mbatop Community”</i>	19
<i>“The Role of Geography in the Political Economy of Babungo, 1900-1999”</i>	20
<i>“Fostering Curriculum Innovation foresights: A Social Entrepreneurial Governance for”</i>	21
<i>« Les symboles culturels dans les petites universités camerounaises : une description à visée pédagogique »</i>	22
<i>“Cultural symbols in small Cameroonian universities: a description for educational purposes”</i>	23
<i>“British Colonial Administration and Jangali Tax Collection in the Bamenda Grassfields of Cameroon, 1922-1975”</i>	24
<i>“A pragmatic and critical stylistic analyses of Political discourse within the Anglophone Crisis in Cameroon (2016-2021)”</i>	25
<i>« APC et Pratiques de traduction et rédaction dans quelques établissements secondaires de la ville de Buea »</i>	26
<i>“In-Service Training and Language Teachers’ Professional Development in Cameroon: Attitudes and perspectives”</i>	27
<i>“Language Choice, Use, Attitude And Identity Of Internally Displaced Persons (IDPS) In Douala”</i>	28
<i>“Strategies used to express affection and emotion in Cameroonian multilingual WhatsApp groups”</i>	29
<i>“Identity And Ethics In Social Media Complexities: A Reading of Blackass By Adrian Igoni Barrett”</i>	30
<i>“The Use of Linguistic Reference for the Sensitization of the Rural Population of Cameroon against the COVID-19 Pandemic”</i>	31
<i>« L’enseignement/apprentissage du Français dans les institutions supérieures du Ghana: défis et approches contemporaines. »</i>	32
<i>“An Evaluation of the Skill-Based And The Competence-Based Approaches on The Writing Performance of Terminale A4 Students in The Northern Regions of Cameroon”</i>	33
<i>“Ecological Perspectives in Popular songs in Anglophone Cameroon”</i>	34
<i>“Unpacking The Cobra Effects of Development Aid on Africa’s Development: Exploring Resilient Policy Options”</i>	35
<i>“Demythologising Victorian Motherhood In Henrik Ibsen’s Selected Plays”</i>	36

<i>“Impotent Husband Culpable Wife: Feminization of Infertility in Ayobami Adebayo’s Stay With Me”</i>	37
<i>“A Critical Discourse Analysis of the Speeches of Barack Obama and Leonardo Dicaprio on the Environment”</i>	38
<i>“The Interference of French and Cameroon Pidgin English in the written productions of Quatrième and Troisième EFL students of Lycée Classique and Lycée Bilingue de</i>	39
<i>“The Role of Language and the effects of Media in a Crisis situation between 2016 and 2021”</i>	40
<i>“Some Writing Problems of French-speaking Cameroonian Secondary school learners of English.”</i>	41
<i>“Linguistic landscape: A bridge to crisis management in Cameroon”</i>	42
<i>“Langauge Choice And Use In Selected Musical Lyrics In English In Contemporary Cameroon”</i>	43
<i>“Prevalence of Hate Speech in selected High Schools in the Buea Municipality”</i>	44
<i>“The Teaching Of Sounds And Students' Pronunciation in English As A Second Language. Case study of Students Of Form One And Sixième”</i>	45
<i>“Balancing the Equation between INPUT and OUTPUT Expectations in ELT in the Anglophone Sub-system of Education in Cameroon”</i>	46
<i>“Analysing Subtitling Strategies in Regis Roinsard's Les Traducteurs”</i>	47
<i>« L'orientation-marché pour une professionnalisation contextualisée des enseignements</i>	48
<i>“Rethinking the management of Cameroonian museums”</i>	49
<i>“Medumba language learning and use by non-natives: factor of dynamism or alteration”</i>	50
<i>“An Analysis Of Non-Verbal Linguistic Signals Of Peace On Whatsapp: The Case Of The Anglophone Crisis In Cameroon”</i>	51
<i>“The Harmonisation of the Teaching of English Pronunciation with ICTs: The Case of Silent Letters in Words”</i>	52
<i>“Education and radicalization in Cameroon: Deconstructing the victim’s mindset for sustainable peace in the English speaking regions”</i>	53
<i>“Effects of Intergroup Contact in an Official Bilingual Language Teaching Context on Mutual Stereotypes”</i>	54
<i>“Hiatus Resolution in the Kom Language”</i>	55
<i>“Linguistic Inclusiveness in Schools with Internally Displaced Children in Douala”</i>	56

<i>“Interactional Coherence in Twitter Messages on the Anglophone Crisis in Cameroon”</i>	57
<i>« Les Camerounismes : Marqueur d’Identité Culturelle dans l’Ecriture Camerounaise Contemporaine »</i>	58
<i>« De la Déconstruction du Code Linguistique dans la Production Musicale Camerounaise: entre Normativité et Créativité »</i>	59
<i>“The Symbols of Traditional Medicine(S) among the Bali-Nyonga and Mbatop Communities”</i>	60
<i>“Female Empowerment and Matrimonial Church Disempowerment in the Cameroon’s Landscape”</i>	61
<i>“From Prophecy to Realisation: A Postcolonial Reading of John Nkemngong Nkengasong’s Across the Mongolo and Julius Angwah’s Before Our Eyes”</i>	62
<i>“ Video Modelling and Attention Deficit Disorder in Mild Autistic Children in a Classroom Situation”</i>	63
<i>“ Acoustic Analysis of Vowel Length in Two Igbo Varieties”</i>	64
<i>“ Resistant Cultural Practices for Tourism and Rural Development: The Case Study of Death Celebrations in the Western Grassfields of Cameroon</i>	65
<i>“ Profiling the Sociolinguistic Competence and Performance of Francophone Students Studying in Anglo-Saxon Schools in Cameroon</i>	66
<i>“ Assessing Francophone Students’ Attitudes and Performance within the Special Bilingual Education Programme: The Case Study of Troisième, Première and Terminale Bilingues of GBHS Dschang</i>	67
<i>“ Pour une Professionnalisation de l’Enseignement-Apprentissage de la Traduction dans les Filières Bilingues des Universités du Cameroun: Le Cas de l’Université de Douala »</i>	68
<i>“ Politique de Développement des Ressources Humaines et Echec des Petites et Moyennes Entreprises</i>	69
<i>“ Cyber Bullying: A Gender-based appraisal of online discourses”</i>	70
<i>“ Socialisation among Secondary School Students in Buea before and after the Advent of the Social Media (1990 to 2020)”</i>	71
<i>“ Stylistics of Public Commercial Discourse: A Case of Public Transportation Intercity Bus Vendors”</i>	72
<i>“ The Acquisition of Word Stress Patterns by Second Language Learners of English in a Formal Institutional Environment: The Case Study of Pilot Linguistic Centre of Yaoundé”</i>	73

<i>“ Language Contact and Linguistic Attitude in a Multilingual Setting: The Case of Students in the Far North Region of Cameroon”</i>	74
<i>“ Negation in Early Child Language: Case of Selected Children in Douala”</i>	75
<i>« Validité de la Technique d’Alignement Automatique en Traduction Assistée par Ordinateur (TAO): Cas de Wordfast Aligner »</i>	76
<i>“ Strategy Development of Critical Thinking through Reading and Writing Using Prescribed Texts in High Schools in Cameroon”</i>	77
<i>“ Relative Contribution of Secondary School Students’ Attitudes towards Cooperative Learning on their Academic Performance in Mathematics”</i>	78
<i>“ Langston Hughes and Dennis Brutus: Race Consciousness and Black Advocacy”</i>	79
<i>“ Harmonizing Religious Identities in J.N Nkengasong’s “God was African.”</i>	80
<i>“ Resuscitation of school boards within the primary and secondary systems in</i>	81
<i>“ Literature And Politics In Alobwed’epie’s The Day God Blinké”</i>	82
<i>“ Chieftaincy Titles in Essoh Attah Fondom: Change and Continuity”</i>	83
<i>“Phonics Teaching And Falling Language Literacy Standards: A Retrospective From Primary To Secondary Education In Cameroon”</i>	84
<i>“The Role of Livestock in Poverty Alleviation and Wealth Creation during the British Mandate in Cameroon”</i>	85
<i>“Reward, Sweet Punishment and Integrated Education in Curbing Violence in Secondary Schools in Cameroon and Côte d’Ivoire”</i>	86
<i>“Continuous training in language teachers’ professional development: Attitudes and perspectives”</i>	87
<i>« Le prédicat des structures copulatives et sémi-copulatives : difficultés de perception et compréhension chez les étudiants d’ELE du premier cycle dans les universités de Douala et Dschang »</i>	88
<i>« Les Politiques de Développement Durable En Afrique : de la Désubstantialisation à la Résilience »</i>	89
<i>“ Culture shock and identity on migrants in movies. A case study of University Girls (2017) by Mina Mina and 30 Days in Atlanta (2014) by Robert Peters”</i>	90
<i>“ Language used in conflict management</i>	91
<i>“Fashion Psychology: what clothes say about you.</i>	92
<i>« Evaluation des performances des apprenants en fin de formation de l’ASTI et PAUTRAIN »</i>	93
<i>“ Cameroon English and the social role of borrowing within the Anglophone community</i>	94

<i>“Bilingual Education in Cameroon: The Special Bilingual Education Programme in Secondary Schools”</i>	95
<i>“Is the “Cocoon” too hard to be metamorphosed? The Teaching of Slavery and Slave Trade in Cameroon secondary Schools”</i>	96
<i>“A comparative analysis of the production skills of SBEP and mainstream bilingual students: The Case of GHS Ngoa-Ekelle and GBHS Etoug-Ebe “</i>	97
<i>“Insecurity of Mother Tongue among some Third Generation Children in a Multilingual Set Up: The Case of some Township Families in Cameroon”</i>	98
<i>“ An Evaluation of Teachers’ Use of Texts in the Teaching of English Language: the Case of Some Selected Form Four Students In Some Secondary Schools In Cameroon”</i>	99
<i>« Le bi-plurilinguisme dans l’administration publique camerounaise : le poids des mots, le choc des représentations »</i>	100
<i>“ Teaching Gender Within The Cultural Complexity Of The Cameroonian Landscape”</i>	101
<i>“ Immigrant-Home Interactions in Imbolo Mbue’s Behold the Dreamers”</i>	102
<i>“ Mankon Palace as a Special Purpose Register and its Vitality”</i>	103
<i>“ Social Media: An Impediment to the Development of English and French languages in Cameroon”</i>	104
<i>“ Challenges of integrating Anglophone IDPs linguistically into their host communities: The case of Douala and Yaounde”</i>	105
<i>“ Parental Demands and Expectation for Learner’s Cognitive, Social and Linguistic Development in Education in Cameroon”</i>	106
<i>“ Korop Morphological Shift And Population Resettlement</i>	107
<i>“An assessment of Students’ Perception on Translator Training through e-Learning in the Advanced School of Translators and Interpreters (ASTI) During the Covid-19 Period.”</i>	108
<i>“ The Symbols of Traditional Medicine(S) among the Bali-Nyonga nd Mbatop Communities”</i>	109
<i>“ Female Empowerment and Matrimonial Church Disempowerment in the Cameroon’s Landscape”</i>	110
<i>“From Prophecy to Realisation: A Postcolonial Reading of John Nkemngong Nkengasong’s Across the Mongolo and Julius Angwah’s Before Our Eyes.”</i>	111
<i>“ Video Modelling and Attention Deficit Disorder in Mild Autistic Children in a Classroom Situation”</i>	112
<i>“ Acoustic Analysis of Vowel Length in Two Igbo Varieties”</i>	113

<i>“Profiling the Sociolinguistic Competence and Performance of Francophone Students Studying in Anglo-Saxon Schools in Cameroon”</i>	114
<i>“Investigating the sociolinguistic impact of the immersion experience on the English Language proficiency of graduating Francophone students at the University of Buea”.</i>	115
<i>« Le bi-plurilinguisme dans l’Administration Publique Camerounaise: le Poids des Mots, le Choc des Représentations »</i>	116
<i>“Teaching Gender Within The Cultural Complexity Of The Cameroonian Landscape”</i>	117
<i>“ Immigrant-Home Interactions in Imbolo Mbue’s Behold the Dreamers”</i>	118
<i>“Oral Legal Traditions as an Instrument of Peace building in African Rural Communities: The Case of the Banen community of Cameroon”</i>	119
<i>“ Games as a medium of teaching vocabulary in Mendankwe-Nkwen: the case of Forms 1A-C students of GBHS Bamendankwe”</i>	120
<i>“ The purity of local languages vis-à-vis English in a technologically changing world: The case of Awing and Pinyin”</i>	121
<i>“Lexicalization: Intelligibility in Anti-language Usage in Cameroon”</i>	122
<i>“English Language Pedagogy in a Multilingual Context: Reversing the Multilingual</i>	123
<i>“An evaluation of the Skill-Based and the Competence-Based Approaches on the Writing performance of Terminale A4 students in the Northern Regions of Cameroon”</i>	124
<i>“Testimonials As A Basis For Human Transformation And Nation Building: An Art-Informed Reading Of A Career With Character - A Compendium Of Testimonials On Paul N.Mbagwana”</i>	125
<i>“Commitment in Public and Administrative Management: A Critical Appraisal of Minister Acha Rose Mbah’s 2018-2022 Speeches”</i>	126
<i>“ Language And Politics: A Critical Discourse Analysis Of The Lexico-Syntactic Speeches Of Cameroon’s Head of State 2018 to 2022”</i>	127
<i>“ The Issue of Students’ Background in Interpreter Training in the Advanced School of</i>	128
<i>“University of Buea English Teachers’ Knowledge of Intonation”</i>	129
<i>“Language and the Anglophone crisis: Illustration from practical response”</i>	130
<i>“ Contextualising Corporal Punishment: A Panacea to Conflict in School Milieu in Cameroon”</i>	131

<i>“ Free Universal Basic Education and the Policy of School Fees in Cameroon: 1961-2015”</i>	132
<i>“ A Semantic Analysis of Labels on Vehicles And Their Impacts To The Population Of Bamenda Municipality”</i>	133
<i>“ Neologisms and Lexical Choice: A Study of Linguistic Tendencies in the English of Youths in the Bambili University Area”</i>	134
<i>« Dialogue Justice Traditionnelle-Justice de Droit Positif en Afrique Noire Contemporaine : vers une Renaissance de la Justice à l’Africaine ? »</i>	135
<i>« Les mouvements corporels dans le rituel du ndo’oh chez les Mbo de la plaine (Ouest-Cameroun) »</i>	136
<i>“The Dilemma of the Teacher and Learner of English in the Non-Native English Classroom in Cameroon”</i>	137
<i>“The use of Conditionals by Learners of English as a Second Language in Cameroon and leaner strategies”</i>	138
<i>“Measuring Official bilingualism practice in public security services in selected police stations in Douala”</i>	140
<i>“Effects of exposés on the development of language skills by learners of English as a Foreign Language in Cameroon : the case of some first and second cycle students”</i>	141
<i>Postcolonising Language in the Plays of Derek Walcott and Bate Besong</i>	142
<i>Verbal Conflict and Language Use as catalysis to Violence in School Milieu: A Sociolinguistic Profiling of Cameroon</i>	144
<i>“Dream Deferred in Linus T. Asong’s The Great Betrayal”</i>	145
<i>The Literature Component as English language Learning Enforcer: An insight into the New Curriculum for Cameroon Nursery and Primary schools</i>	146
<i>“The discourse of persuasion in advertising in cameroon: focus on some made in cameroon brands”</i>	147
<i>Language of Instruction and the Acquisition of Target Pedagogical Competencies by Students in Cameroon’s Educational System</i>	148
<i>“Towards a new approach in the learning and acquisition of English relative clauses in Cameroonian EFL classes”</i>	149

“The Language of the Mankon Palace as a Special Purpose Register and its Vitality”

Angwafo Adela Ngum, Ayu'nwi N. Neba and Esther Asonganyi

University of Buea

In sociolinguistics studies, special purpose registers have been found to emerge from various sociocultural contexts which informs which registers are used, and how intelligible they are to which strata of the population. In fact, special purpose registers are part of the linguistic ecology of the languages they are a part of. Limited research on Cameroonian languages has focused special purpose registers, yet, the sociocultural/linguistic context in Cameroon provides fertile ground for special purpose registers. Given that the vitality of any language also largely depends on its registers it is important to describe these special purpose registers for the preservation of these languages. This study, therefore, set out to identify and describe the special purpose registers that characterize the use of the Mankon Language within the palace, describe the linguistic characteristics of the royal registers while comparing them to the regular Mankon register. The research also seeks to , describe tcontext/situationion that accounts for their use, and assess the extent to which they are intelligible to royals and commoners in Mankon. The research used a multi-method approach, involving a participant observation checklist and a semi-structured interview guide to obtain data from a convenient sample of the population that included 213 indigenes of Mankon and 57 royals giving a total of 270 consultants. The data analysis was guided by Halliday’s (1960) Systemic Functional Linguistic theory as well as Lakoff’s (2003) Metaphor theory. While quantitative data were presented using simple descriptive statistics, the analyses of qualitative data was mainly thematic, the findings reveal that special purpose register have diverse functions and these functions: identity construction; sustenance of social institutions (avoidance), honorifics, deference, spiritual connection between the living and their ancestors.

Key Words: language, special purpose registers, language vitality, Mankon palace

“Social Media: An Impediment to the Development of English and French languages in Cameroon”

Charles Esambe Alobwede, University of Yaounde 1,

Social media has emerged as a popular technology with very strong influence in the different sectors in Cameroon; education, economy, business, government, print media, audio-visual media, etc. The sector that has been most influenced is the education sector, giving that the younger generation of Cameroonians, who are mostly of school age, have embraced social media and made it ‘indispensable’ in relation to communication and the learning process. As a tool for communication, Social media has come along with a deviant form of writing peculiar to the younger generation. This new system of communication has given rise to what is known as Computer-Mediated Communication (CMC) which is widely used within the education milieu in Cameroon. Social media is thus influencing the manner in which both French and English are used in Cameroon, especially the written form of the languages. Aspects of CMC are rapidly and negatively replacing conventional writing forms. Language is gradually shifting from its original sound/sign/symbol and complex sentence structure governed by grammatical rules, to the language of text messaging with its simple syntax, incomplete sentence forms, informal structure and modified ideograms known as emojis (happy faces, excitement figures, sad faces, blushing faces, etc). Our aim in this article is show the extent to which CMC is influencing the written rendition of students in both French and English and how this is detrimental to the development of both languages in Cameroon.

Key Words: Computer-Mediated Communication, social media, language, communication, text messaging, linguistic influence, informal structures

“Challenges of integrating Anglophone IDPs linguistically into their host communities: The case of Douala and Yaounde”

Chuo Loveline Ebu, Chiatoh Blasius, Asonganyi Esther, The University of Bamenda

The forceful displacements of Anglophone IDPs from the two English-speaking regions into French-speaking regions of Cameroon, as a result of the socio-political crisis in these two regions present Anglophone IDPs with more challenges than opportunities. In fact, the IDPs are going through untold sufferings than the ones they have suffered from their regions of origin. It is for this reason that this study seeks to investigate the linguistic challenges of IDPs in the Littoral and Centre regions of Cameroon which hinders their integration in these communities. With a sampled population of 270 respondents, chosen from three different communities in Douala and Yaounde, a purposive random sampling technique and Snowball technique were used to select the sample population. Three theories (Schumanns Acculturation Theory of 1978, Saul’s Conformity Theory of 2016, and Giles, Bourhis et Taylor Ethno-linguistic Vitality Theory 1977) were used to present and analyse the data for this paper. Findings revealed that the negative attitudes of Francophones towards IDPs are triggered by the existing biases between Anglophones and Francophones in Cameroon. This is expressed from the tags, labels, words and names, which they use on IDPs and their discriminating attitudes towards IDPs. This has widened the gap between IDPs and their host communities as majority of them mingle and interact only with Anglophones, while some are waiting for the crisis to cease for them to return to their regions of origins.

Key Words: IDPs, Anglophones, Francophones, integration, biases

“An Acoustic Study of Vowel Duration in two Cameroonian English Dialects”

Ayu'nwi N. Neba, Woumfouo Malo Vanesse, University of Buea, Cameroon

Studies on New Englishes in Cameroon claim distinction between two dialects of Cameroonian English: Cameroon English (CamE) and Cameroonian Francophone English (CamFE). CamE is spoken by Cameroonians with English as their first official language while CamFE is spoken by Cameroonians with French as their first official language. It is claimed that CamFE is derived from CamE (Esomba Fouda, 2013). One of the distinctive characteristics often referenced is vowel length. As demonstrated in research on New Englishes, the shortening of long vowels in RP to monophthongs (see Bobda, 1994; Atechi, 2006; Kouega, 2013) in derived varieties is not new. However, the claim often made for the Cameroonian varieties is that long monophthongs are shortened not necessarily to the level of short monophthongs while short vowels are lengthened in varying degrees as one moves from CamE to CamFE. These claims have overly been impressionistic with no empirical evidence. The present research therefore, is designed to quantitatively (acoustically) describe vowel length in these two varieties of English. The project intends to select, purposely, 10 CamE and 10 CamFE speakers who will produce the 12 English monophthongs and the five long monophthongs in structured frames. The recorded data will then be processed using PRAAT to determine the duration of each vowel. The means for each speech form will then be compared. The results obtained will enable us to conclude whether there is any statistically significant difference in monophthong vowel duration between CamE and CamFE. This will initiate empirical verification of where the two varieties are distinct and lead to a phonetic phonology interphase study of the phonology of these two speech forms.

Key Words: Cameroon Anglophone English, Cameroon Francophone English, Praat, Long monophthongs, Vowel length

“Parental Demands and Expectation for Learner’s Cognitive, Social and Linguistic Development in Education in Cameroon”

Constance Mpoche & Acha Magwi Gladys, University of Douala

The teaching of each subject is generally based on or around a textbook designed to meet the requirements of the syllabus and the public examinations. It then becomes the teacher’s responsibility to extend, illustrate the lesson in the language classrooms. In the lower forms of secondary School, the tendency has been to simplify reducing the vocabulary load, reducing discourse to simple statements of fact and relying on pictures, charts, tables and so on to assist the learner’s understanding. However, this phenomenon is raising some worries about student’s productive use of English in School and the society as learners of English as a second Language failed to meet up with their oral production in school and in the society. As a results, learners developed short-term communication strategies where in, they use French equivalent on pictures and on content words in texts. This article examines the teaching of English texts and students productive use of English in Cameroon Secondary Schools. Data come from oral production in storytelling, pictures, conversations and writings in formal and informal context. The discussion is informed by theories of social learning and language teaching and learning (Ur 1996 and Vygotsky 1978 Constructivism). Findings posit that teaching second language learners through storytelling, pictures and games enhance oral production skills, recognition as well as prerequisite skills expected from learners in Cameroon.

Key words: linguistic development, English text, oral production, teaching, learner’s strategies

“Korop Morphological Shift And Population Resettlement”

Delphine Efa Eret, University of Buea,
Vincent Ambe Tanda, University of Bamenda,
Sammy Beban Chumbow, University of Yaounde 1

This study investigates the degree to which Korop morphological shift is exacerbated by population resettlement. It investigates the word categories and lexical items of Korop language which are facing trends in shift and the extent to which population resettlement has heightened these shifting trends. Korop is a cross-border language spoken in Cameroon and Nigeria. The study is based on the section of Korop spoken in Cameroon, that is, in Mundemba, Ndian Division of the South West Region. The study makes use of the Structural Grammar Theory and the Comparative Theory. It is interdisciplinary and is based on the descriptive longitudinal qualitative research design. Field methodology required qualitative methods of data collection. Primary data was collected using participant observation and oral test/semi-structured interviews, where 40 participants were administered an oral test with the aim of identifying shifting lexical categories from Korop to Cameroon Pidgin English. The secondary method of data collection was also employed with regard to formal analysis. Data analysis was done using descriptive statistics (tables, frequency distribution and percentages) and the results, presented in histograms. Considering the fact that Korop language is reported to be endangered and even shifting based on intergenerational transmission, the study found out that the shift in Korop morphology is magnified by population resettlement. The normal morphological shift of Korop is about 38%, while the heightened shift caused by resettlement is about 23%. Korop has lost about 70% of its vocabulary items in the domains of hunting and farming to Cameroon Pidgin English. The identification of trends in Korop morphological shift and the fact that the shift is purported to have been exacerbated by population resettlement, will not only be of pedagogic but also of theoretical relevance.

Key Words: Korop endangerment, morphological shift, resettlement

“An assessment of Students’ Perception on Translator Training through e-Learning in the Advanced School of Translators and Interpreters (ASTI) During the Covid-19 Period”

Viny Djongoue, Ayonghe Suzanne ASTI, University of Buea

About thirty-five years after its creation, ASTI still depended on the traditional face-to-face mode of training, despite the rapid growth of the school such as, the liberalization of the training programme, the existence of a Division in charge of certificates and short courses and the hosting of the Pan-African Masters in Translation, Interpretation and Transborder languages. The outbreak of the Covid-19 pandemic in 2020 provided a testing ground for ASTI to use e-learning for two to three months due to the social distancing measures put in place by the Government. This study seeks to portray e-learning as a sustainable and supplementary mode of teaching since the outbreak of the Covid-19 pandemic, given its use for the training of translators. The study is guided by the following three research questions: (1) What is the impact of e-learning on translator training? (2) What has been the major constraints in the implementation of e-learning in translator training? (3) How can e-learning be valued for better educational outcomes? Data were collected quantitatively through close-ended questionnaire administered to 86 trainee translators and also qualitatively through participant observation. The data were analyzed using pie charts and descriptive statistics: frequency counts and percentages. The findings revealed that despite the inherent weaknesses of e-learning, most of the trainee translators see it as an effective mode of training and they prefer a judicious blend between e-learning and traditional face-to-face lectures, as this imbued them with marketable skills that will enable them to compete effectively in the job market. Recommendations were made to improve the practice of e-learning and suggestions for further research were proposed.

Key Words: E-learning, Translation, Translator Training.

“An assessment of subtitle quality in selected Cameroon films: a comparative study”

Douanla Blakou Loriele and Ayonghe Lum Suzanne, ASTI, University of Buea

This study aimed at comparing selected films in terms of language and subtitle standard, subtitling strategies, and audience reception and thus proposed methods for the improvement of films made in Cameroon. The study was guided by three research questions: (1) which of the selected films has best subtitles in terms of language and subtitle standards? (2) What are the subtitling strategies used in the selected films? (3) How does the subtitle quality impact on audience reception? This research study was both qualitative and quantitative. Data were collected in the corpus, through questionnaires, and interviews. Two theories were used for data analysis: The Functionality Accountability Reach (FAR) model theory of assessing subtitles quality by Jan Pedersen (2017), Translation Strategies Theory in Subtitling by Henrik Gottlieb (1992), and The Audience Reception Theory by Stuart Hall (1973). Thirty-three (33) subtitling strategies and twenty (20) subtitling and language mistakes excerpts were collected. One hundred and twenty (120) questionnaires were shared to respondents who had watched the selected films to fill. Interviews were carried out with available films directors and professionals who subtitled selected films. Findings revealed that: films subtitled by professionals have the best subtitles when compared to those subtitled by amateurs; subtitling strategies used were expansion, condensation, paraphrase, transcription and imitation; the audience was affected both positively and negatively, depending on subtitle quality. Recommendations for the improvement of subtitle quality in Cameroon, were made.

Keys words: Subtitling, Cameroon films, audience reception, subtitle quality

“The ‘non-verbal click’ and the learning of English in Cameroon”

Elsie Chebe Sirri & Enoachuo Emilisco Jones, University of Buea

Communication in present day society is becoming more and more complex, and paralinguistics is not helping out for many learners of English as a second language. Taking into account that paralinguistics, and their role in the process of linguistic development have not taken deep roots into second language learning, these obviously have a sociolinguistic link that awakens the learner's anxiety to communicate in the target language. Research has identified among other things in communication and SLA, “a phenomenon that is purely internal to the learner, to an interaction between the learner and an educational context and then to the individual and societal aspects of multilingualism”, Kramsch (2000). This paper aims at an understanding of the use of a type of click (a gap-filler) in communication by Chadian learners of English in the Adamawa Region, and Equato-Guineans in the South-West Region of Cameroon. The ‘non-verbal click’ common to most Cameroonian languages has multiple applications and functions in the process of second language learning. Thus a simple semi-structured interview administered to a purposively convenient sampled L2 learners (5 students each) enrolled into a language center in Ngaoundere, and Buea respectively, the use of audio and or video recordings with photographs as approved by the participant(s) will pave the way. The qualitative processes for analysis of data will unveil the aspect under study, though some quantitative process will obtain. These will be transformed to text then transcribed for generic analysis. There is therefore a need to underscore the key paralinguistics features exhibited by learners to plan the learning process for both teachers and learners.

Key Words: communication, language, paralinguistics, second language learning /learner, non-verbal click

“Economic Integration along the Cameroon-Nigeria Border, 2006-2016: Challenges and Prospects”

Elvis Same Nkumbe and Primus Fonkeng, University of Buea, Cameroon

This study analyses the economic relations between Cameroon and Nigeria along their common border after the settlement of the Bakassi Peninsular crisis. After the signing of the Green Tree Accord in 2006, one of the articles requested the two governments to integrate their economic activities at the border to promote sustainable development. Thus, the central argument sustained in this study is that, though the two countries were involved in economic integration processes that were beneficial to both states as well as to their citizens along the border, economic integration did not influence sustainable development because of several challenges. These challenges emanated from several activities along the border area such as clandestine trade, insecurity, piracy, Smuggling, fraudulent custom checks, attacks from terrorists, activities of the rebels from the Niger Delta area and the Boko Haram insurgency. The study relied on the qualitative research method of data collection and analysis. Data for this study was largely dependent on primary sources gathered from archival material and oral interviews with secondary and tertiary sources presented using analytical, narrative and descriptive research techniques. The findings revealed that Cameroon and Nigeria ameliorated their border policies to promote excellent economic relations as requested by the Green Tree Accord but several challenges plagued their efforts to achieve sustainable development. The study recommends that both countries should improve on their border policies by intensifying joint control on customs duties to reduce clandestine trade and insecurity.

Key words: Economic Integration, Sustainable Development, Border Policies, Green Tree Accord, Insecurity

“Sexual Harassment and Academic Welfare of Female Students in the University of Buea, Cameroon: Reverberations and Actions”

Ethel Ngere Nangia, University of Buea, Cameroon

Over the years sexual harassment has remained a recurrent trend in various strata of the society and professional milieu including higher institutions of learning. Though both males and females maybe either victims or perpetrators of sexual harassment, the female students in the University of Buea in Cameroon are disproportionately more of victims than perpetrators compared to males. The key reason for the act is exploitation and the factors are sundry. But the types, levels, manifestations, effects and remedy approaches vary from one female to another irrespective of their statuses. This paper presents a snapshot of the factors responsible for the sexual harassment of female students and its reverberations on their academic welfare at the University of Buea. This study is guided by Article 11:18 of the General Recommendation adopted by the Committee on the Elimination of Discrimination against Women (CEDAW). An exploratory research design was employed with the use of unstructured interview guide to purposively selected 40 female students and analysis was both quantitative and qualitative. The findings reveal that female students of all levels are vulnerable to sexual harassment from male lecturers primarily due to failure to take continuous assessment at the scheduled time with devastating effects on their academic welfare ranging from psychological depression, poor academic performance to failure in graduating in record time. Endorsing and implementing a policy on sexual harassment in the University of Buea will protect and minimize its reverberations on female students.

Key Words: Reverberations, Sexual harassment, academic welfare, female students and University of Buea

« Attitudes et représentations des stakeholders pour l'amélioration du processus enseignement/apprentissage des langues camerounaises au cycle primaire et secondaire »

**Etienne Sadembouo, Cyrille Talla Sandeu, Université de Yaoundé I, ANACLAC
ACETELACH**

La présente étude a pour objet de montrer la pertinence de la prise en considération des parties prenantes de l'éducation dans le processus enseignement/apprentissage des langues nationales au cycle primaire et secondaire dans un contexte multilingue comme celui du Cameroun. Elle permettra d'identifier la bonne pratique didactico-pédagogique adoptée afin d'assurer une continuité sereine et rentable de l'enseignement des LN. Cette étude est basée sur des résultats d'enquêtes menées dans les villes de Douala et d'Edéa en janvier et mai 2021 dans le cadre du programme APPRENDRE de l'AUF au Cameroun. L'étude se focalise sur les attitudes et représentations face à l'enseignement/apprentissage des langues nationales. Nous avons opté pour le questionnaire comme outil d'enquête. Pour cette étude, la population cible est les parties prenantes intervenant dans le processus enseignement/apprentissage des LN. Notre échantillon est constitué de 299 apprenants, de 26 enseignants et 06 responsables des services d'inspection de pédagogie. Les résultats démontrent que beaucoup d'élèves ne sont pas favorables à l'apprentissage de la langue enseignée et la principale raison avancée, c'est que la langue enseignée n'est pas leur LM. Les individus ont un attachement émotionnel fort à leurs origines sociales et à leurs langues identitaires. Il est nécessaire de mener une intervention didactique pour des situations de classe où la LN enseignée n'est pas la LM des apprenants. Dans l'ensemble, les enseignants ont déclaré leurs capacités linguistiques et pédagogiques insuffisantes pour bien mener leur tâche ainsi que l'absence de supports didactiques adéquats. Ne faudrait-il pas mieux former les enseignants à la pratique du bi-plurilinguisme ? Ne faudrait-il pas définitivement encourager la mise sur pied de la décentralisation pour que chaque localité puisse choisir ses langues ? Ne serait-il pas intéressant de développer plus de ressources éducatives libres (REL) numériques dans les différentes langues enseignées pour des résultats meilleurs ?

Key Words: Attitudes et représentations, langues camerounaises, enseignement/apprentissage, stakeholders

“Leadership Challenges: Insights for Sustainable Productivity of Higher Education Institutions in Cameroon”

Sophie Ekume Etomes, Endeley Margaret Nalova , University of Buea, Cameroon and
Folake Ruth Aluko, University of Pretoria, South Africa

Threats to the productivity of higher education often focused on teachers and adequacy of resources. Little attention is given to leaders whose effective management of the human, material and financial resources determines the continuous improvement of educational institution. making policies is one thing, implementing this policy to attain education goals is a major concern. This study explores the challenges faced with leadership in higher education institutions in Cameroon and how it affects its sustainability. The study targeted heads of departments who are the major implementers of plans and policies. The study made use of the exploratory survey research design of qualitative approach. Interview guide was used to sample 57 Heads of Departments from public and private higher education institutions in Cameroon using purposive sampling technique. Data will be analysed using the thematic content approach and presented using tables and diagrams. Findings of the study will provide insights on the need for training of leaders in higher education institutions in Cameroon. Understanding the challenges faced by heads of departments who are the key in the attainment of the goals and objectives of education is relevant for educational managers to put in place relevant policies for sustainability.

Key Words: Higher education, leadership, education management,

“Arts, Craft and Significance: Material Archaeologies in Chinua Achebe’s Arrow of God”

Eunice Fonyuy Fondze Fombebe and Arthur Nebengou Njume Ndeley University of Buea

This work sets out to establish an intersectional critical relationship between material archaeological art forms, cultural ecologies and literary texts that portray the significance of such craft. It identifies an interdisciplinary gap that exists between archaeology and literary studies in critical discourse. This limited knowledge on the intersectionality between literature and archeology, thwarts the sustainability of archaeological artefacts and renders the epistemologies that surround these crafts almost extinct. The paper argues that Chinua Achebe’s *Arrow of God* is an archaeological site that elaborately and linguistically chronicles, displays and preserves artefacts, craft and diverse forms of material archaeologies which have cultural, ethnological, anthropological, sociological, eco-cultural and metaphysical significance in prehistoric and historic African experiences. Using cultural studies as a critical tool to render an archaeological reading of the novel, it found out that there is synergy between literature and archaeology and preserving archaeology is preserving culture and ecologies.

Key words: archaeology, Literature, intersectionality, material culture, arts, sustainability

“Migrant Women, Ontological disabilities and the Cyberspace Abilities in Chimamanda Ngozi Adichie’s Americanah”

Eunice Fonyuy Fondze Fombeles and Rigobel Ayuk Obi, University of Buea

The purpose of this paper is to analyze Chimamanda Ngozi Adichie’s *Americanah* within the paradigm of cultural dis/abilities in coloniality, in order to demonstrate how migrant women can negotiate identity by abrogating western epistemology’s forced disabilities on their being, race, gender and epistemologies. The focus is to reveal how through the ethical narrative process, Chimanda Ngozie Adichie chronicles the story of a migrant woman character who abrogates the Western disablement of her ontology. To enable her beingness, the migrant woman is portrayed with the abilities to appropriate emerging technologies and use them to negotiate and renegotiate her identity in the midst of social entanglements. The narrative ethics and the Gender relations approaches are employed to examine the different forms of social discrimination that the migrant female protagonist encounters during her long stay in America, and the agency she gains through her emerging technology skills and social relations abilities. Through a qualitative research design, a content analysis of *Americanah*, as primary data is used. Secondary data on issues of gender relations, de/coloniality and ethical narratology are used to complement the critical discussion of findings. The analysis reveals that in the midst of various forms of social discrimination and injustices that racialise and relegate black migrants to the zone of non-being, the migrant woman in Adichie’s *Americanah* sees the cyberspace as a platform through which she can decolonize the mind and restore black ontology to the zone of being. Through blogging, the migrant woman devises tactics to outsmart social injustices and to create a better world for everyone. Emerging technologies then constitute global culture, platforms available for appropriation by any person with abilities to use them to gain agency and hence, enhance transnational solidarity.

Key Words: Immigration, Women, disablement, Cyberspace, decoloniality, abilities

“The Angel of Rape in Buchi Emecheta's The Family and Caryl Phillips's A Distant Shore: A comparative analysis”

Eunice Fonyuy Fondze Fombebe And Prudencia Wase Sakwe, University of Buea

This study sets out to do a comparative analysis of the concept of rape, its devastating effects on the female body and the nature of the resolve to reconstruct a new identity in Buchi Emecheta's *The Family* and Caryl Phillips's *A Distant Shore*. The trauma of the rape experience is manifested in various forms by both authors whose stories reveal the individual and collective experiences of the trauma of rape. The analyses draw from Paul Gilroy's postcolonial melancholia and Jacques Lacan's perspective of psychoanalysis in order to demonstrate how the act of rape leaves the victim both physically, emotionally and psychologically depressed. Lacan's concept of “the real” is also employed to demonstrate how it becomes extremely difficult to make meaning of experience in some extreme traumatic situations. Female victimhood is topical in both novels especially as it manifests in the traumatic experience of rape on the specific female characters concerned. However, the two authors differ in the ways they present victims' coping strategies. The analysis reveals that while Phillips's heroine resolves to silence and a state of withdrawal, Emecheta's heroine negotiates the traumatic experience with resilience, hence, the angel of rape. Through the narrative process, Emecheta uses diverse means to carve out an identity for her heroine, echoing the need for the individual to rise above the objectifying position. These diverse narrative strategies that enable new identity construction after a traumatic experience become the angel that helps in the healing of the wound of rape.

Key Words: Buchi Emecheta, Caryl Phillips, Trauma, Rape, Postcolonial Melancholia, The Real.

“Traditional Communication Systems in Mboland: Verbal and Non-verbal Modes of Communication”

Forka Leypey Mathew Fomine

Any communication has chance to provide news, give general information, offer leadership by providing opinions and arguments, educate or combine a little bit of each of these elements. Communication is vital for any human existence, thus there can be no social life or social organization without communication. It is only through communication that people develop consensus and it is only when a consensus exists that people are able to act together because they can then make fairly accurate predictions about one another's behavior. In Mbo traditional society, communication is primarily carried out through the use of signs and symbols as people respond to cues in their environment. In essence, they engage in sign behavior, which should arouse in oneself what it arouses in the other individual. It must have that sort of universality to any person who finds himself in the same situation. This lends credence to Akinyeye's view that communication is to society, what the nervous system is to the body of an individual. In a country like Cameroon where a majority of the population is rural dwellers, conventional mass media certainly have their limitations. These include an inadequate power supply, high level of illiteracy, low-in-come, poor accessibility and others. These impediments restrict mass communicated messages to a particular class of the society. It follows therefore that any means of communicating effectively to them must not only adapt to their social milieu, but also utilize their indigenous knowledge and communication systems. Some scholars have referred to these traditional forms and channels of communication as oramedia. In Mbo traditional society, three key avenues were employed to serve information and communication needs, namely verbal and non-verbal modes of communication and body gestures. This paper therefore examines traditional communication system in Mboland. It analyzes the various modes of communication, highlights their individual values with a view to showcasing their relevance in today's society.

Key Words: Traditional, Communication, Mboland, Verbal, Non-verbal, Symbol

“Indigenous Governance System in Mbum Land Prior to Colonization”

Forka Leypey Mathew Fomine and Bantar Elvis Kubi

The intent of this paper is to unravel the indigenous pre-colonial institutions of governance in Mbumland and how the institutions lived up to expectations as instruments of litigation. The establishment of Mbum Fondoms was followed by the creation of an indigenous governance system which was capable of maintaining law, order and social cohesion amongst its inhabitants. These indigenous institutions of governance were extremely invaluable in fostering unity in the pre-colonial Mbumland. This paper has revealed that prior to their colonial encounter with the Germans and later the British, the Mbum were well organized socio-politically. They constituted part of the centralized polities referred to in the Bamenda Grassfields as Kingdoms or Fondoms. Consequently, Mbum villages had striking forms of centralized traditional administration with conspicuous fons at the helm of each administration. The *Fon* was assisted in the administration of his community by a traditional council of elders or wise men and various secret societies such as *Ngwarong*, *Ngiri*, *Nfu*, and *Samba* which were charged amongst others with the responsibilities of making and enforcing the laws of the land. To realize the findings of this research, both chronological and thematic approaches were used in collecting, analyzing and synthesizing the data obtain from both primary and secondary sources. Information from primary sources revolved around interviews of various sorts and archival materials. The secondary sources consulted comprised of both published and unpublished materials

Key Words: Indigenous, Governance, Mbumland, Colonization, Ngwarong

“The question of preservation of indigenous medicine in the development of Indigenous health care systems in Mbatop Community”

Forka Leypey Mathew Fomine and Ogork Claris Mbeng, University of Buea

Indigenous medicine constituted a crucial part of health care delivery in Mbatop community for many years. Though faced with many setbacks, the increase in influence and efforts invested to ensure the survival and continuous practice of indigenous medicine through afforestation and creation of herbariums has led to the sustainability of these increasable systems of health care delivery. This study examines the essence of preservative measures in the survival of indigenous medical practices in Mbatop community. An historical methodology was adopted in the collection of data and analysis in this paper. The findings of this paper revealed that despite the constraints involved in the practice of indigenous medicine, the preservative measures led to its continuous survival. Many tradi-practitioners have survived the challenges of deforestation and exploitation of medicinal components due to their preservative and sustainable measures. The use of indigenous medicine for health care remains vital in all parts of Mbatop community and elsewhere in Cameroon as a whole.

Key Words: Indigenous Medicine, Health Care systems, Preservation, Deforestation.

“The Role of Geography in the Political Economy of Babungo, 1900-1999”

Forka Leypey Mathew Fomine and Tikanjoh Praises Naing Yangeh, University of Buea

This article examines and presents the geographical set up of the Babungo community as a powerful factor that established and strengthened the political, economic and cultural activities and relationships amongst the Babungo and between the Babungo and their neighboring communities in the Ngoketunjia Division, Northwest Region of Cameroon. The settlement of the Babungo people in their current location was greatly influenced by geography, paying particular attention to relief, soil and vegetation. These geographical features went a long way to influence economic, socio-cultural activities as well as political diplomacy of the Babungo people. Economically, these geographical features also helped in the establishment of commercial relationships between the Babungo and the Kom, Baba 1, Bangolan, Bamunka and Bamessing communities in the Ngoketunjia Division. Discussions in this study will be based on descriptive analysis, taking a chronological and thematic approach. Interviews were conducted on the field; files were consulted in the National Archives while secondary sources were gleaned in libraries. From these sources, scientific investigations revealed that the geographical set up of Babungo went a long way to influence political diplomacy, economic developments and social cohesion amongst the Babungo and between Babungo and her neighboring communities, despite the challenges faced.

Key Words: Babungo, Geography, social cohesion, economic development, diplomacy.

“Fostering Curriculum Innovation foresights: A Social Entrepreneurial Governance for a Transformative Higher Education in the African Knowledge-based Economy”

Joel Nshom Bafon and Marcelline Tchamabe Djeumeni, University of Yaounde 1

The disruptive technological innovations have imposed a colonised impact on the educational systems across world. The humanities and the social sciences are the most hard heated disciplines in 21st century higher education. In most higher educations across the world, the humanities and social science are perceived as increasingly irrelevant. we therefore argue that, the growing extinction threat builds out of the evolution of the explosive technological innovation call for disruptive curriculum innovation, value and wealth creation from social entrepreneurial governance approaches. This entrepreneurial dimension should envision transformative capabilities of African universities for robust competitive knowledge economies. The main objective of this study was to examine systematically the curriculum foresight in the humanities and social sciences for a transformative higher education in African knowledge economies. This study employed the social entrepreneurial value creation theory to capture the curriculum innovation strategies for African knowledge economies. Methodology: we employed systematic literature and statistical descriptive approaches. These extensive literatures of 150 documents were descriptively categorised according to: conceptual approaches, theoretical approaches, thematic concerns, methodological approaches, regional discourses, peer review and professional journals, book chapters, policy document and findings. The findings revealed that fostering curriculum innovation foresights can have positive predictive impact of higher education transformative potential for the knowledge economy. That Social entrepreneurial governance can be an institutional management strategy to respond adequately to education change and sustainable socio-economic development. we recommend that institutional actors and external stakeholders should establish an inter-transdisciplinary collaboration in the curriculum innovation and transformative development in Africa.

Key Words: curriculum innovation, social entrepreneurial governance, transformative development, value and wealth creation, knowledge economy, entrepreneurial leadership

« Les symboles culturels dans les petites universités camerounaises : une description à visée pédagogique »

Julia Ndibnu-Messina Ethé, Université de Yaoundé I

En référence aux textes cadrant la taille des universités, certaines universités camerounaises sont classées et bénéficient d'une certaine renommée. Le Cameroun dénombre 10 universités dont 2 opérationnelles dès l'année académique 2022-2023. Les universités étatiques situées en régions anglophones sont dites anglo-saxonnes alors que celles situées dans les 8 autres régions sont majoritairement francophones même si les enseignants et les étudiants utilisent la langue de leurs choix pour s'exprimer. Quelles que soient leurs tailles, toutes les universités bénéficient d'une subvention gouvernementale mais différenciée en fonction de la taille de celle-ci. En revanche, les emblèmes et les symboles patrimoniaux comme le langage, l'art dans la construction des édifices, les cérémonies de remise des diplômes et les relations interhumaines reposant sur des traditions ne sont pas toujours exprimés sans fioritures dans les universités de grande taille. Cette communication a pour objectif principal d'étudier les déterminants historiques de la création des universités de petites tailles au Cameroun afin d'interroger l'expression culturelle symbolisée dans celles-ci. A partir d'une analyse sémiotique du sensible (Charles Peirce, 1980 ; Jean Jacques Boutaud, 2007), nous allons retracer le fondement de la création des universités camerounaises particulièrement celles de petites tailles, expliciter le fonctionnement de la signification de certains symboles à partir de tout acte de communication ou de symboles utilisés dans ces universités. Les 2 universités camerounaises qui offrent cette situation de petites tailles présentent des revues en langues camerounaises, des symboles traditionnels sur certains immeubles, des discours marqués par des proverbes et de maximes rappelant l'enracinement culturel ainsi que des cérémonies introduisant les contes, les chants, les tam-tams et les palmes malgré une ambiance de modernités. La communication s'appesantira sur l'histoire de la création des universités au Cameroun, la présentation d'une université de petite taille, l'état de l'art sur la sémiotique du sensible, la méthodologie de collecte des données, la description et l'analyse des résultats et embrassera sur les perspectives d'expansion culturelle des universités de petites tailles.

“Cultural symbols in small Cameroonian universities: a description for educational purposes”

Julia Ndibnu-Messina Ethé, University of Yaoundé I

In reference to the texts framing the size of universities, some Cameroonian universities are classified and enjoy a certain reputation. Cameroon has 10 universities, 2 of which are operational from the 2022-2023 academic year. The State universities located in English-speaking regions are said to be Anglo-Saxon, while those located in the other 8 regions are mainly French-speaking, even if teachers and students use the language of their choice to express themselves. Whatever their size, all universities benefit from a government subsidy but differentiated according to the size of the latter. In contrast, heritage emblems and symbols such as language, building craftsmanship, graduation ceremonies, and tradition-based human relations are not always expressed unadorned in large universities. The main objective of this communication is to study the historical determinants of the creation of small universities in Cameroon in order to question the cultural expression symbolized in them. From a semiotic analysis of the sensible (Charles Peirce, 1980; Jean Jacques Boutaud, 2007), we will trace the foundation of the creation of Cameroonian universities, particularly those of small size, explain the functioning of the meaning of certain symbols from of any act of communication or symbols used in these universities. The two Cameroonian universities which offer this situation of small size present magazines in Cameroonian languages, traditional symbols on certain buildings, speeches marked by proverbs and maxims recalling cultural roots as well as ceremonies introducing tales, songs, tom-toms and palms despite an atmosphere of modernity. The communication will dwell on the history of the creation of universities in Cameroon, the presentation of a small university, the state of the art on the semiotics of the sensitive, the methodology of data collection, the description and analysis of the results and will focus on the prospects for cultural expansion of small universities.

Key Words: Cultural symbols, semiotics of the sensible, small universities

“British Colonial Administration and Jangali Tax Collection in the Bamenda Grassfields of Cameroon, 1922-1975”

Charles Tardzenyuy Jumbam, University of Buea, Cameroon

This paper presents the *Jangali* tax introduced into the Bamenda Grassfields of Cameroon in 1922 by the British Colonial Administration and argues that its collection left a lot of repercussions in the entire region. As opposed to the Germans who linked the development of cattle rearing in the Bamenda Grassfields to a white settler population, the British colonial administration decided to encourage the settlement of Fulani cattle rearers in this region. The reason behind this policy was that when Britain took over the administration of Southern Cameroons under the League of Nations mandate in 1922, she lacked the finances to run the administration put in place. Due to this fact, the British administration started looking for taxable wealth from which revenue could be gotten. It is in this light that the introduction of cattle rearing in Bamenda Grassfields was seen as a “heaven sent solution”. From the British experience in Northern Nigeria, it was believed that the Fulani cattle owners were to contribute much into the state coffers. It was no surprise therefore, that from the late 1930s to 1940s, *jangali* or cattle tax became a major source of revenue for the colonial administration in the Bamenda Grassfields. This paper reveals that: the colonial administrators benefited immensely from the tax as it later became the main source of revenue that sustained the running of the colonial administration and fostered developmental projects; that traditional rulers besides prominent individuals appointed were mandated to do the collection; and that some collectors of the tax besides the pay packages they received enjoyed some attached benefits and due to greed and envy resorted to conflicts, besides other repercussions. A triangulation of both qualitative and quantitative methodologies jointly facilitated the realisation of this write up.

“A pragmatic and critical stylistic analyses of Political discourse within the Anglophone Crisis in Cameroon (2016-2021)”

Kohole Peukeu Carine, Seino Evangeline, Atoh Julius, University of Bamenda

This study investigates the use of some pragmatic features on speeches delivered by some political figures in Cameroon namely Philemon Yang, Peter Mafani Musonge and Joseph Dion Ngute within the Anglophone crisis In Cameroon. The study seeks to demonstrate that, the speeches portray different ideologies related to the Anglophone crisis in Cameroon. With the help of Austin (1962) and Searle (1969) Speech Act theory, we found that, the speeches comply with illocutionary acts as defined by Searle. The speeches portray speech acts of assertive, declarative, directives and expressive, verdictives and are pragmatically constructed to represent the ideologies portray in the current Anglophone crisis. Thus, the speeches are pragmatically constructed and represent mostly ideologies developed within the Anglophone crisis which are peace, national unity, living together. Furthermore, the analysis was done using extracts from the speeches and tables were presented to show the number of illocutionary acts contained in the speeches and their functions such as thanking, ordering, congratulating, and requesting among others. Assertive illocutionary acts that have as function assertions, claims, hypotheses, suggestions were found globally to be more than other types of acts followed by directives illocutionary acts which consist of commands, request, orders, dares, entreaties. Therefore, it was deduced that the speeches delivered by the three political figures help to calm down the tension to some level but despite that some people were still disgruntled.

Key Words: Pragmatics, Speeches, Anglophone crisis, language.

« APC et Pratiques de traduction et rédaction dans quelques établissements secondaires de la ville de Buea »

Paule Marie Kougang, & Nicole Tangui, Université de Buea , Université de Yaoundé 1

L'épreuve de "French" au GCE O/Level est constituée entre autre de "translation" (traduction) et "Essay writing" (rédaction) introduits dès la classe de Form 3. En effet, "French" (français), est une matière obligatoire du début du premier cycle (Form 1) à sa fin en Form 5. Notons que, Buea est l'une des deux régions anglophones du Cameroun et la présence d'élèves issus de familles francophones a progressivement transformé les réticences et stéréotypes négatifs des anglophones quant à la langue française. Toutefois, malgré la volonté manifestée par nombre d'entre eux à poursuivre avec cette matière en classe de Lower Sixth, ces derniers présentent des performances ne le leur permettant pas. En outre, les enseignants, pour la plupart, prennent connaissance de l'APC, aujourd'hui exigée comme approche d'enseignement, dans les séminaires qui ne sont programmés qu'une fois par an. Par ailleurs, sous le prétexte de l'augmentation des matières non linguistiques telles que "Geology", "Computer Science", "Economics", "Commerce", les quotas horaires prévus (8h/sem en Form 4 et Form 5 et 10h/sem en Form 1 à Form 3) ne sont pas toujours respectés. En effet, l'APC s'est construite autour de l'objectif de résolution du problème cuisant de l'échec scolaire (Tehio, 2009). Or, malgré la prétendue application de cette approche d'enseignement dans les établissements relevant du sous-système anglophone dans la ville de Buea, l'échec des apprenants de Form 5 en français reste constant. La présente étude questionne la mise en application de l'APC par les enseignants dans la ville de Buea en ce qui concerne les cours de rédaction et traduction. Elle vise à examiner les pratiques existantes en vue de relever les démarches employées par les enseignants, afin de faire ressortir les éléments qui permettraient d'atteindre les compétences attendues par niveau et partant, booster les performances des apprenants. Notre analyse essentiellement qualitative portera sur l'observation des pratiques de classe d'une part et d'autre part, sur l'examen des productions écrites des apprenants ainsi que de leurs exercices de traduction. Elle envisage d'identifier le niveau de difficultés des apprenants et de fournir aux enseignants de FLE les stratégies facilitant la manipulation des corpus pendant les cours de production écrite et de traduction.

Mots clés: *APC, Traduction, Rédaction, FLE*

“In-Service Training and Language Teachers’ Professional Development in Cameroon: Attitudes and perspectives”

Kunyui Yvonne, University of Maroua and Atemajong Justina, University of Yaounde

In-service training has experienced several challenges in teacher training colleges, one of which is the teachers’ perception of the training course. It is on this bases that the paper investigates teacher’s attitudes towards this intrinsic training. Despite government’s efforts to reinforce pedagogic competence in English language teachers through scholarship known as “retour sur titre”, most of them show little interest in the course in training colleges. The study takes its roots from the functionalist theory of attitude. To get authentic data on this subject, some fifty student teachers and twelve lecturers drawn from three teachers training colleges in Cameroon were randomly selected. From the analysis of the facts gathered from questionnaires, interviews, observation and extant data, it was revealed that in-service teachers have developed a nonchalant attitude towards training in Cameroon. This was confirmed by 75% of the lecturers who complained that many in-service student teachers hardly attend lectures with some deliberately wishing to repeat. Equally, 80% of in-service teachers complained that the training is more theoretical. Also, 80% considered in-service training as a means to change their grade which does not improve their professional competence and do not resolve the myriad of pedagogic problems they brought from the field. However, 20% affirms a mark improvement in their professional upsurge. Hence, there is need for an upgrade in training colleges to accommodate in-service student teachers and a rigorous follow-up of this category to fully participate and improve the quality of training in these colleges.

Key words: Attitudes, in-service training, professional development,

“Language Choice, Use, Attitude And Identity Of Internally Displaced Persons (IDPS) In Douala”

Lolita Bessem, Ndedi Gilda, Ndukong Louis, Njukang Ivoline, Kizitus Mpoche,
University Of Douala

This paper examines the language choice, attitude and use of IDPs in Douala and how this shapes their identity. The forceful migration of individuals from the north west and south west regions of Cameroon as a result of the ongoing crisis has made language choice, attitude, use and identity of IDPs in some French speaking zones of the country complex, as they are to choose which language to use, with whom and where. Language symbolises identity and is used to signal identity to those who speak it. It is from this perspective therefore that this study seeks to investigate the language choice, use, attitude and identity of IDPs in Douala. A 150 participants were used for this study. 100 were gotten from Bonaberi while 50 from Logbaba. The methods used for this study are questionnaires, interview and observation. The study is equally guided by the theory of Accommodation propounded by H. Giles (1970) and the Acculturation theory by J. Schumann (1978). Results show that the IDPs from Bonaberi and Logbaba choose different languages like English French and Pidgin when communicating with their host population in both formal and informal settings. Also, the IDPs in Bonaberi and Logbaba have positive attitudes towards the French language as they use them in all domains of life while the host population have negative attitudes towards the English language as they are reluctant to use the English language. Results indicate that, the language choice, use, and attitude of IDPs in Bonaberi and Logbaba shapes their identity.

Key Words: Language Choice, Language Use, Language Attitude, Identity, Idps, Integration

“Strategies used to express affection and emotion in Cameroonian multilingual WhatsApp groups”

Maguelouk Moffo Ginette

This article identifies contextualized conversations of participants using positive or negative affective and emotional cues in multiple online interactions across different linguistic resources (Danet & Herring, 2007). This study examines the language strategies used to express affection and emotion in two Cameroonian WhatsApp groups. These formulas are used in these two groups differently to create identity by means of an official and Cameroonian languages. The data comes from two WhatsApp groups of participants from different universities in Cameroon in 2021 who speak the two official languages, English and French, and also include Cameroonian native languages and Spanish. In this work, following Baron (2008), we study the physical appearance cues, as people make suggestions about others in the comments used in these WhatsApp groups to maintain social interaction (see Kappas & Krämer, 2011). The analysis focuses on (1) the procedures used to express feelings in different languages. Following Walther (2011), this paper (2) centres on the negative and positive emotional state in communication. Finally, (3) statistical analysis of the functions employed to stimulate emotion and affection among the participants in the interaction. The results show differences between the good or bad feelings expressed in these multilingual WhatsApp groups. Quantitative analysis shows that friendship and hatred are used in these online groups, probably because the choice of language influences the degree of feelings expressed in different comments.

**“Identity And Ethics In Social Media Complexities: A Reading of *Blackass*
By Adrian Igoni Barrett”**

Marcel Okana, English and Commonwealth Studies, University of Dschang

This article entitled “Social Media Complexities of Identity and Ethics: A Reading of *Blackass* by Adrian Igoni Barrett” discusses the prevailing convoluted problems that go with contemporary understanding of identity in relationship to ethics. While identity and ethical problems are age-long concerns, its contemporary context, coupled with the arrival of the social media platforms, have worsened the way people present themselves “frontstage” and “backstage” of everyday interaction. In Barrett’s *Blackass*, identity and ethics are projected through the lens of the social media as two sides of the same coin. What are the motives for identity and ethical complexities in *Blackass* and the role of the Social Media? This question led to the hypothesis that the motives for complex identity and ethics in *Blackass* is due to poverty and the desire to achieve personal goals. The aim therefore is to investigate the motives for complex Identity and Ethics in *Blackass*. In order to achieve this, this research adopted the Dramaturgical Model Theory and the Cultural Discourse Analysis approach because the subject needs a close reading from both a sociolinguistic and cultural perspectives. Major tenets of these approaches like the descriptive, comparative, interpretative, theoretical and critical modes are employed, as well as impression management, backstage, frontage concepts and the role of masking. Through these methods, the researcher came to the conclusion that though the motives for complex identity and ethics in *Blackass* is due to poverty and the desire to achieve personal goals, there is one more salient motive; the desire to manage a dual-self in order to gain cogency in a different setting and context. Through this investigative analytical lens, this research strongly advise that the Social Media, though very invaluable in contemporary times, should be moderated to help especially the younger generation still maintain “Self” as ought to be and the code of conduct that guide their respective settings.

Key words: Social Media, Identity, Ethics, Complexities, Dramaturgical Model Theory, Cultural Discourse Analysis.

“The Use of Linguistic Reference for the Sensitization of the Rural Population of Cameroon against the COVID-19 Pandemic”

Marthe Bekele Matanda, Victor Ngu Cheo, Esther Phubon Chie, University of Bamenda

From the time COVID-19 was declared a pandemic in Cameroon, the Cameroonian government has been taking many measures to fight against the spread of the virus and ensure the safety of Cameroonians. In spite of their efforts, the population of Cameroon is still reluctant to obey the government’s instructions aiming at preventing the spread of the pandemic. This paper therefore advocates the use of linguistic reference. Some communities have coined terms to address the pandemic, such as Lamso that call it *Sovnjong* which means thorns. The Mungaka people refer to it as *Covid ninioh* which means Covid kills. However, some communities have not yet developed a term appropriate for the disease and therefore need to use a linguistic reference that can enable the rural population have an understanding of the Corona virus and the threat it poses for their lives. For instance, the Ngyembong people in Batcham refer to the “Kwopmekwi”, a disease that previously ravaged lives and the situation was salvaged by the government. In Bangulang in the North West Region, all deadly diseases are referred to as “Za’ang Mbi” which means the sickness of the world. This study uses the Sapir whorf’s Principle of Relativism. A thematic analysis analyzed the data from the interviews which were carried out with three medical personnel and two media personnel in Mbangassina, Mouanko and Batcham. The results from the study revealed that, the community of Batcham that employed the linguistic reference had more people who accepted to take the vaccine than in the other communities.

Key Words: COVID-19, Linguistic reference, Pandemic, Rural communities.

« L'enseignement/apprentissage du Français dans les institutions supérieures du Ghana: défis et approches contemporaines. »

Mavis Antiri Kodua, Stella Afi Makafui Yegblemenawo, Alexander Ocloo, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana.

Les théories, les méthodologies et les approches sont essentielles dans l'enseignement/apprentissage contemporains des langues étrangères telles que le Français. L'évolution actuelle des relations internationales et de l'intégration socio-économique mondiale, notamment dans les pays en développement, a incité de nombreux gouvernements à promouvoir l'apprentissage des langues étrangères dans les établissements d'enseignement supérieur afin de favoriser le développement socio-économique, et le Ghana ne fait pas exception. Cependant, le choix d'une approche particulière par les instructeurs entrave parfois l'atteinte des buts et des objectifs visés. Cette étude utilise l'enseignement/apprentissage du Français comme langue étrangère au Ghana et du Français sur Objectifs Spécifiques comme point de référence. Diverses théories, méthodologies, approches et leur mise en œuvre dans trois (3) universités au Ghana ont été rassemblées et analysées dans les départements des sciences et d'autres départements professionnels de certaines universités et institutions professionnelles sélectionnées au Ghana. L'approche systématique a été utilisée pour discuter de diverses recherches menées dans ce domaine de l'enseignement et de l'apprentissage. L'étude a révélé qu'en raison du nombre important d'élèves dans les classes de Français Langue Étrangère (FLE) et de Français sur Objectifs Spécifiques (FOS) ainsi que du temps limité dans ces établissements, la plupart des enseignants sont limités dans l'atteinte de leurs objectifs car ils sont incapables d'explorer les meilleures approches d'enseignement et d'apprentissage actuelles en raison de la grande taille des classes. L'étude recommande que la taille des classes soit maintenue à un faible nombre qui permette un rapport enseignant-apprenant efficace. Il recommande en outre que l'approche éclectique de l'enseignement/apprentissage qui vise à aider les élèves à acquérir les quatre compétences de lire, écrire, écouter et parler du français reçoive la même attention.

Mots-clés: Théories de l'enseignement/apprentissage, méthodologies et approches de l'enseignement/apprentissage, revue de littérature, Français Langue Étrangère (FLE), Français sur Objectifs Spécifiques (FSP).

“An Evaluation of the Skill-Based And The Competence-Based Approaches on The Writing Performance of Terminale A4 Students in The Northern Regions of Cameroon”

Mbia Bekono Luc Armand & Kizitus N. Mpoche, University of Douala

This study compares students' performance in writing under the Skill-based and the Competence-based Approaches. The informants are former candidates of the *Baccalauréat* examination in the three northern regions of Cameroon, that is, Adamawa, North, and Far North. These regions are known as Priority Education Areas due to their delay in access to education. The main question we want to answer in this research work is whether, and to what extent, the change of the approach to teaching English in this part of the country has contributed to the amelioration of students' performance in writing. In other words, the study checks how true are Richards and Rodgers (2001:1)'s stand that “Adopting the newest method will lead to better results than the previous method” regarding the teaching of writing in Cameroon. The data stem from *Baccalauréat* A4 candidates' scripts collected from two examination centers for the 2018 and 2021 sessions representing the Skill-based Approach and the Competence-Approach respectively. The data are analyzed following the content analysis method with descriptive statistics to report students' performance in writing. An analysis of the data reveals that students' performance in writing under both teaching approaches is almost the same, which is an indication that the new approach, the CBA, has not impacted students' writing positively as expected. As a result, the study proposes a series of measures to be taken for the amelioration of students' writing skills at this level of education.

Key Words: Writing, Baccalaureat, Skill-Based Approach, Competence-Based Approach

“Ecological Perspectives in Popular songs in Anglophone Cameroon”

Frida M. Mbunda-Nekang and Effeti Lilian , University of Buea

Increase in population and our irresponsible utilization of and behaviour towards, nature has left an environment that threatens our survival. We are facing an ecological crisis which is characterized by global warming, shortage of natural resources, extinction of many species and the emergence of strange physical and mental diseases. Popular culture is the primary way of understanding, reinforcing, and modifying the circumstances of people lives. Popular songs play a critical role in enabling human survival to climate change. It is one of the most powerful mediums to communicate environmental messages to people irrespective of gender, age race, status or religion. Its content is educative with the aim of lobbying on sustainable lifestyles towards the environment that will contribute to environmental sustainability. Using eco criticism and functionalism, this study describes how popular songs shape environmental knowledge and behaviour. It sets out to examine the extent to which popular songs in Anglophone Cameroon provide information about the relationship between living organisms and their environment, enable us to better understand the world around us, provide us with information about the ecosystem and teaches us how to improve on our environment. The study is based on the contention that songs play a major role in shaping environmental behaviour.

***“Unpacking The Cobra Effects of Development Aid on Africa’s Development:
Exploring Resilient Policy Options”***

Prize McApreko, Angela Kyerewaa Ayisi-Addo, Fidelia Aning.

This paper discusses how and why exogenous development interventions and over-reliance on development aid hurts Africa, and comes as a most unsustainable option. Governance challenges since independences appear constantly reminiscent of the resource curse phenomenon. It is over six decades since international financial aid under diverse nomenclature started gushing through the corridors of Africa, under the tutelage of international financial institutions, yet Africa’s performance towards weaning itself from the albatross of persistent borrowing looks worryingly lethargic. Covid-19 is the latest to exemplify Africa’s unsustainable over-dependency syndrome. While the world engaged in search for scientific solutions to the pandemic, Africa’s voices pitched and resonated loudly for vaccine assistance, along comparable amplitudes of the quest for financial aid. This paper does not criticize international financial aid but it critiques and questions, in the healthy context, for how long independent Africa would continue to depend on international aid. Using critical discourse analysis as principal research method, and focusing on Ghana as principal country of interest, this paper finds trends of development aid failure across Africa, and suggests that Africa’s attitude towards international financial aid breeds cobra effects rather than the intended effects. The paper concludes that, lasting solutions to Africa’s challenges do not lie in international financial aid but in prioritizing autonomous development models. It recommends, among others, intra-African trade, fiscal discipline and selflessness in Africa’s governance architecture.

Key words: Governance, Cobra effects, Unsustainability, Development aid, Self-reliance.

“Demythologising Victorian Motherhood In Henrik Ibsen’s Selected Plays”

Innocent Ettia Meh, The University of Bertoua

One of the most important roles ascribed to Victorian middle class women was that of motherhood. According to middle class patriarchal ideology, all mothers were expected to instinctively and unconditionally love their children. An ideal mother was one who was altruistic, patient, selfless and happily devoted to nurturing her children (Oreilly 401). Motherhood was considered ‘a holy duty.’ In other words, childbearing was looked upon as a kind of sacred vocation for women who had to sacrifice a lot for their children’s upbringing. In fact, the female’s ability to bear children was the most crucial ramification of the physiological difference between women and men. This paper examines Henrik Ibsen’s representation of motherhood in *A Doll’s House*, *Ghosts*, *Little Eyolf* and *The Lady from the Sea*. The study demonstrates that Ibsen’s ‘new women’ generally reject motherhood as one of their most important roles in society. The playwright does not advocate motherhood as a sacred vocation for women. Reading the selected plays from a radical feminist perspective, the study submits that Ibsen demythologizes motherhood as a sacred vocation for women. For the playwright, motherhood should be voluntarily chosen rather than dictated to women by men or society.

Key Words: Myth, motherhood, Ibsen, Feminist, Society

“Impotent Husband Culpable Wife: Feminization of Infertility in Ayobami Adebayo’s Stay With Me”

Ophilia A. Abianji-Menang, the University of Maroua

This paper examines infertility as a major reproductive health problem that brings shame and leads to social exclusion of women in Sub-Saharan Africa. Infertility is a global issue that affects couples, however, the concept has been institutionalised by the enterprise of patriarchy in Sub-Saharan Africa to make it a woman’s issue. The paper demonstrates how childlessness has been socially and culturally constructed in African societies to hold women responsible for a couples’ problem, irrespective of the male factors related to infertility. The purpose of this paper is to disseminate information on reproductive health, which is a challenging conversation in most African communities, due to the complexity in the subject. Based on Ayobami Adebayo’s novel, *Stay with Me*, the text explores the task of the postcolonial African literary artist in providing information on infertility (reproductive health) in their narrative, hence, the interrelation between literary discourse and reproductive health. Erving Goffman’s theory of stigma will be employed to portray how childlessness is a discrediting problem in Sub-Saharan Africa. It is a traumatic experience that reduces women to a tainted and discount other. The institution of motherhood created by patriarchy creates stereotypes about childless women for the interest of sterile men. Considering that male and female factors of infertility co-exist, the dialogic approach of Mary E. Modupe Kolawole and Obioma Nnaemeka is necessary in the follow up and management of infertility rather than focus on the woman who may not necessarily be the problem.

Key Words: Infertility, Social construct, Erectile dysfunction, Dialogic approach, Stigma

“A Critical Discourse Analysis of the Speeches of Barack Obama and Leonardo DiCaprio on the Environment”

Mforteh Stephen Ambe, & Njweng Karen Tamuton, University of Yaounde I

This research work based on Systematic Functional Linguistics by Halliday (1985a); and Critical Discourse Analysis by Fairclough (1989/1995), set out to examine ten speeches (five from Barack Obama and five from Leonardo DiCaprio) through a probability sampling method pronounced on the environment between 2009 and 2019. As environmental activists, Obama and DiCaprio have always advocated for environmental protection through awareness raising to the dangers of continuous adverse action of humans on the environment. Consequently, it was important to investigate how these two activists use language and how this purposive use of language can inform and orientate the fight against environmental degradation in the world and the Cameroonian community, in particular. In order to achieve this, the study made use of the qualitative and quantitative corpus-based approaches to obtain results, with focus on transitivity, modality and reiteration. According to the analysis, the process of transitivity shows that 66.04% of material, mental and relational processes are constructed in the speeches of Obama; while 33.16% are constructed in those of DiCaprio. The use of modality represents 80.17% in Obama’s speeches, and 19.83% in those of DiCaprio. The use of reiteration represents 62.79% in the speeches of Obama, while those of DiCaprio represents 37.21%. The findings show that both activists blame the general public for this devastating catastrophe plaguing our ecosystem and economies. Based on the findings, we, therefore, recommend that parents should educate their children on the importance of basic hygiene and sanitation at home. The Ministry in charge of Environment in Cameroon, policymakers in the government, and stakeholders should outline and implement policies aimed at preventing environmental catastrophes. In a nutshell, this study posits that raising awareness to the dangers plaguing the environment of Cameroon and the world in general is vital in the fight against environmental degradation.

Key Words: Analysis of speech, environment, systematic functional linguistics

“The Interference of French and Cameroon Pidgin English in the written productions of Quatrième and Troisième EFL students of Lycée Classique and Lycée Bilingue de Zinneh.”

Munguo Philip Chia and Prof Gilbert Tagne Safotso, University of Dschang

Learning English as a foreign language (EFL) has always been a challenge to non- native speakers. The case of Cameroon is even more complicated as a result of its vast linguistic landscape. French-speaking Cameroonian learners of English in particular are confronted with many interference problems. This study therefore sets out to analyse the interference problems in the written productions of French-speaking Cameroonian learners of English. The data is collected from Quatrième and *Troisième* students of Lycee Classique and Lycee Bilingue de Zinneh, all in Menoua Division, Dschang. The results reveal that Quatrième and *Troisième* students of the aforementioned schools face many interference problems in their writing. The interference issues are of two categories such interference of French and interference of Cameroon Pidgin English (CPE) There are more cases of interference from French than CPE. These interferences occur because of insufficient mastery of vocabulary. It is suggested that the students should be taught vocabulary in order to limit the rate of interference.

Key Words: interference, French, Cameroon Pidgin English, writing, vocabulary

“The Role of Language and the effects of Media in a Crisis situation between 2016 and 2021”

Mougadassi Abdoul and Munguo Philip Chia, University of Dschang

The 21th century is marked by a plethora of crises. These crises are generally caused by the way language is used. This study sets out to examine how language is used in a crisis situation. It focuses on the “Anglophone crisis” in Cameroon between 2016 and 2021. The data will be collected from traditional media (Cameroon Tribune and The Guardian Post). Discourse analysis and pragmatic theories will be used to interpret the data. It is assumed that the language used by the media to describe the Anglophone Crisis is characterised by qualifiers, bias and self-glorification. Apart from monitoring media organs, efforts should be made to sensitize and educate the Cameroonian citizens about hate speech, fake news and misinformation.

Key words: crisis, language, media, communication, fake news

“Some Writing Problems of French-speaking Cameroonian Secondary school learners of English.”

Munguo Philip Chia and Prof Gilbert Tagne Safotso, University of Dschang

Learning English as a foreign language (EFL) has always been a challenge to non- native speakers. The case of Cameroon is even more complicated as a result of its vast linguistic landscape. French-speaking Cameroonian learners of English in particular are confronted with many interference problems. This study therefore sets out to analyse the interference problems in the written productions of French-speaking Cameroonian learners of English. The data is collected from Quatrième and *Troisième* students of Lycee Classique and Lycee Bilingue de Zinneh, all in Menoua Division, Dschang. The results reveal that Quatrième and *Troisième* students of the aforementioned schools face many interference problems in their writing. The interference issues are of two categories such interference of French and interference of Cameroon Pidgin English (CPE) There are more cases of interference from French than CPE. These interferences occur because of insufficient mastery of vocabulary. It is suggested that the students should be taught vocabulary in order to limit the rate of interference.

Key words: interference, French, Cameroon Pidgin English, writing, vocabulary

“Linguistic landscape: A bridge to crisis management in Cameroon”

Sirih Nagang Nancy Nyindem, University of Bamenda

This research investigates the impact of the linguistic landscape on crisis management within the framework of decentralisation in Cameroon. The study explores what linguistic devices are used in the communication landscape of Cameroon with particular reference to the town of Buea. (a cosmopolitan town in one of the English-speaking regions of the country. The background of the socio-linguistic situation in the country, expressed in the Anglophone crisis experienced in the North West and South West regions of the country lays the bedrock for this research. Linguistic data from; advertising billboards, street names, place names, commercial shops, etc. obtained through the mixed method were analysed both qualitatively and quantitatively. The findings demonstrate that the use of the local languages enhances the process of decentralisation as a solution to the socio-political situation experienced in the region. It also demonstrates how the public space is organised to preserve some of Cameroon’s languages. The study is significant as it exposes the communicative and informative functions of the local languages in this region and demonstrates the role of the theory of inclusion of the local communities in the practice of decentralisation under the umbrella of democracy as a medium for crisis management in Cameroon.

Key Words: Linguistic landscape, Crisis management, Inclusion, Public space.

“Language Choice And Use In Selected Musical Lyrics In English In Contemporary Cameroon”

Ndifo-Fofou Ransome-Parfait, University of Dschang

This paper will examine the language choice and use in selected musical lyrics in English in contemporary Cameroon. The data for the study will be collected from a sample of popular Cameroonian songs in English, and analysed using a sociolinguistic framework. The findings will reveal that the use of English in Cameroonian music is influenced by several factors, including the desire to appeal to a global audience, the influence of Western culture, and the need to express certain themes and ideas that are not easily conveyed in Cameroon’s indigenous languages. Additionally, the study will find that the use of English in Cameroonian music is not limited to standard forms of the language, but also includes the use of non-standard varieties, such as Cameroonian Pidgin English. The study will conclude that the use of English in Cameroonian music serves as a reflection of the complex linguistic and cultural landscape of contemporary Cameroon, and highlights the ongoing process of language change and adaptation in the country. The study will be based on the work of previous research in this field such as (Mbangwana, 2015; Ndongo, 2018; Tchoumba, 2020)

Key Words: Language choice, musical lyrics, Cameroon music, Cameroon English

“Prevalence of Hate Speech in selected High Schools in the Buea Municipality”

Genevieve Ndifon and Ayu’nwi N. Neba, University of Buea

The use of hateful words by teachers and peers which target students' disabilities, gender, ethnic background, has been shown to demotivate students' learning and affect achievement. Quite often, teachers are unaware that their utterances to students constitute hate speech especially given that English is either a second or foreign language in Cameroon and its users do not have a firm mastery of it. This study seeks to examine the profuseness of hate expression used by teachers and peers and sizes up its effects on high school students' academic performance. The work will analyse hate speech usage using sociolinguistic variables of sex, age, level of education and teaching experience to decipher the source of hate speech. It will then determine the linguistic characteristics of the identified hate speech. The main instrument of data collection will be a self completion questionnaire administered to one hundred randomly selected students and twenty teachers. Then an observation protocol will be used to observe two classroom scenes to have an insider's perspective of the incidence of hate speech in the school system. Following the observation, we intend to conduct one-on-one interviews with selected students and teachers to evaluate the impact of hate speech on the students. The participants would be drawn from four public high schools in Buea Municipality.

Key Words: Hate speech, students, teachers, academic performance

“The Teaching Of Sounds And Students' Pronunciation in English As A Second Language. Case study of Students Of Form One And Sixième”

Neh Claudine Asanji and Mpoche Kizitus, University of Douala

This paper investigates the teaching of sounds and students' pronunciation in English as a second and foreign language at the secondary level of education within the English and French subsystem contexts. It focuses on the methods used in teaching sounds in order to enhance students' performance in mastering the sound system for proper pronunciation and fluency. The work under study seeks to look at the methods used in teaching sounds and how the students end up producing the sounds. To establish a correlation between the teaching of sounds and students' pronunciation and equally suggest teaching procedures that will help teachers and students overcome those areas of difficulties in the teaching of sounds. The present study has been carried out within the following frameworks: Interlanguage, Behaviourism, Social learning theory and Ur's Language teaching theory. The target population for this study is form one and sixieme. Data for this study is collected with the use of task and observation. The data is analysed by classifying the results of the different classes according to the various tasks presented on tables of frequencies. Results indicate that the poor mastery of sounds is due to inadequate teaching strategies and lack of interest as well. Findings reveal that some teachers do not know how to pronounce sounds. We therefore propose that the traditional methods be merged with the modern method of technology; there by facilitating the teaching of sounds and easy mastering by learners.

“Balancing the Equation between INPUT and OUTPUT Expectations in ELT in the Anglophone Sub-system of Education in Cameroon”

Nformi Evonne Kfukfu and Ayu'nwi Ngwabe Neba, University of Buea

This study investigated multilingualism in four Anglophone Cameroon literary texts (Tah Protus' *The Immortal Seed*, Nkengasong's *Across the Mongolo*, Butake's *Lake God* and Achingale's *The Wrong Decision*, used in the English sub-system of education in Cameroon (INPUT) to size-up its pedagogic implications on English language teaching/learning. The research was set in the theoretical background that second language learning is partly behavioural (Skinner, 1957) with input as its corner stone (Krashen, 1987). Textbooks in English become important inputs (Ur, 2012; Njue and Yuh, 2020). Data elicited from the four texts using a checklist of extendable themes, interviews and questionnaires to fifty (50) teachers of English Language and Literature in English in the Buea and Limbe Municipalities sought to investigate how much multilingualism was attested in the texts and what pedagogic implications such multilingual literary texts had on ELT. The analysed 185,982 words and 16,137 sentences revealed lexical (e.g. *Khoki, Fufu, Fon, Alunga*); semantic, syntactic, and pragmatic multilingualism in the texts at 0.86% (1,742 items) mainly through translanguaging (code switching and code mixing). The texts therefore were multilingual (INPUT) with local linguistic realities, whereas end-of-course examinations examined British English (OUTPUT). This disparity between input and expected output may result in students' poor performance. The majority of the teachers were unaware of the multilingualism in the texts, and did not consider this textual multilingual reality during teaching and evaluation. Either literature books in the syllabus should be accompanied by a glossary of non-standard English words and sentences with capacity building seminars organised for teachers, or the evaluation criteria in final examinations should be revised to accommodate the input.

Key Words: multilingualism, literary texts, pedagogic implications, ELT, INPUT, OUTPUT, translanguaging

“Analysing Subtitling Strategies in Regis Roinsard's Les Traducteurs”

Ngalla Carine Fah-keh, University of Buea

This paper identifies and analyses the subtitling strategies used in the movie *Les Traducteurs* by Regis Roinsard. The study had two objectives: (1) identify the subtitling strategies used in the movie *Les Traducteurs* and (2) assess the effectiveness of the strategies used. This study uses a corpus-based analysis of the source text, by collecting data from the French transcription which enables to identify the necessary strategies used in the target text. Data was analysed using Gideon Toury's three-phase methodology to identify, describe and explain the corpus under study. Results obtained from 50 excerpts reveal that the most used subtitling strategy to subtitle the movies was imitation (30%) while on the other hand just 40% of all subtitling strategies were effectively used in rendering message for the target audience. At the end of this analysis, the study recommends that subtitlers should be abreast with the tenets of their working languages and technicalities of professional subtitling.

Key Words: Audiovisual Translation, Subtitling, Subtitling Strategies

« *L'orientation-marché pour une professionnalisation contextualisée des enseignements en Afrique: état de l'Art* »

Njengoue Ngamaleu Henri Rodrigue, Kamdjo Carole Vanessa, University of Yaoundé 1

La professionnalisation des enseignements est depuis plusieurs décennies l'un des défis majeurs des systèmes éducatifs africains (Djeumeni, 2015 ; Abdourhaman, 2018 ; Avom & Nguékem, 2019 ; Ghouati, 2022). Dans le but de répondre à ce besoin, les gouvernements africains ont importés plusieurs systèmes éducatifs dont le dernier en date est le système LMD. Cependant, de nombreuses études démontrent de l'inadéquation de ces systèmes au besoin contextuel des sociétés africaines (Bomda, Fozing et Mgbwa, 2022). De sa conception première dans les institutions lucratives, l'orientation marché est une philosophie managériale régissant les comportements de tous les acteurs de l'organisation pour la création de valeur supérieure au bénéfice de l'ensemble des parties prenantes (Lambin & Caceres, 2006 ; Lambin, 2008). Envisagée au domaine de l'éducation, cette culture managériale suppose un questionnement des différentes parties prenantes (étudiants, entreprises, universités concurrentes, politiques publiques,...) permettant de penser les actions éducatives au bénéfice de l'ensemble de ces acteurs ; suivi d'une coordination inter-fonctionnelle qui assure la diffusion des résolutions et la synergie aux sein des institutions éducatives (Bugwanda, 2013; Arifin et Drysdale, 2015 ; Mokoena, 2019). Ainsi en théorie, une bonne implémentation d'une culture orientée-marché permettrait de générer un système éducatif répondant au besoin contextuelle envisagé. La présente contribution se propose donc de présenter l'état d'avancement des travaux sur la question de l'implémentation de l'orientation marché en enseignement afin de construire ultérieurement un prolongement de cette implémentation au bénéfice d'une professionnalisation contextualisée des enseignements.

Mots-clé : Orientation-marché, professionnalisation, systèmes éducatifs

“Rethinking the management of Cameroonian museums”

Victor Bayena Ngitir, University of Douala And Kilian Lamtur Tanlaka, University Of Ngaoundere, Cameroon

Cameroon’s museum institution dates back to the 1920s and 30s when French and British colonial administrations marveled at the territory’s rich and diverse material culture, and sought to exploit it. This resulted first, in the establishment of collection centers in the 1940s and second, the establishment of provincial museums in the 1950s (VB Ngitir, 2014). Unfortunately, on account of their poor management and lack of basic logistics, the provincial museums quickly lost steam and by the 1980s most of them faced out. Today, the sector is dominated by private collections and community museums equally plagued by gross management lapses. At this embryonic stage of their development, some have opted to remain traditional while others prefer to leap, even without experience, into conventional techniques of management. The present study answers a central question: *how can the management of Cameroon museums be redefined and repositioned?* It identifies the key management challenges of Cameroonian museums and proposes good practices as the way forward. Based on qualitative research and oral tradition, our data is analyzed on grounds of chronology and the ICOM Management Paradigm (2006). Restoring sanity to the management of Cameroon museums calls for a proven government will and enabling framework, as well as carefully blending both western and traditional management models.

Key words: Rethinking, management, Cameroonian, traditional, museums

“Medumba language learning and use by non-natives: factor of dynamism or alteration”

“Madeleine Ngo Ndjeyiha & Jeff Sterline Ngami Kamagoua, University of Yaoundé I”

The increasing and diversified internal mobility in the rural areas of Cameroon leads to a proliferation of cultures and a close contact between native and migratory languages. In such a plurilingual context, the coexistence of languages, practices and varieties with varying status and symbolism can be a source of dynamisation or alteration of the autochthonous languages whose intergenerational transmission is challenged by a defying originality. This paper examines the linguistic impact of Medumba language learn and use by non-natives, thereby addressing the following question: what is the linguistic impact of Medumba language learn and use by non-natives? The theory of interactionism which examines the interaction between language and society in order to understand the language practices resulting from situations of languages in contact, frames this reflection. It argues that the permanent contact between languages and the interaction between their speakers have a considerable impact on their structures and uses. The analysis is based on previous work, oral and written productions collected through direct observation techniques, surveys and semi-structured interviews with informants. It reveals that Medumba language use by non-native speakers leads to the emergence of a language representing a hybrid variety phonetically different from the original variety; this being due to the learning and use of non-native speakers by assimilation to their mother tongues.

Key Words: Medumba language, dynamism, alteration, autochthonous languages, non-natives

“An Analysis Of Non-Verbal Linguistic Signals Of Peace On Whatsapp: The Case Of The Anglophone Crisis In Cameroon”

Ngonjo Victor Fuh, University of Maroua and Andrew Fon Fonki, University of Douala

The advent of the social media has been a blessing and curse. A curse because some people use it to propagate hate speech and discrimination (Levin, 2002) and (Whine, 1999). On the other hand, some people see the social media as a tool that plays a critical role in disaster management by propagating emergency information to disaster-affected communities, Kim and Hastak (2018). This article set out to investigate non-verbal linguistic signals of peace used on WhatsApp by the population of the North West and South West Regions and some Cameroonians during the Anglophone crisis and what they mean. Data were collected using the qualitative method. The data were collected from WhatsApp messages posted online. Furthermore, questions were sent online through WhatsApp to some inhabitants of the crisis zones living within and out of these places. The aim was to find out from them those non-verbal linguistic signals the population has been using on WhatsApp to call for peace from the warring parties and from the international community. The collected data were analysed using the theory of communication propounded by Shannon (1948). The analysed data reveals that the population of the North West and South West Regions make use of peace plants “Nkeng”, white handkerchiefs, banners, plants, leaves and colours such as black and yellow. They use these things to tell the world as a whole and the warring parties in particular that they need peace.

Key Words: Analysis, non-verbal, linguistic signals, peace, WhatsApp, Anglophone crisis

“The Harmonisation of the Teaching of English Pronunciation with ICTs: The Case of Silent Letters in Words”

Ngwa Bichearline Akwanwi and Kizitus N. Mpoche, University of Douala

This work investigates the harmonisation of the teaching of English pronunciation with ICTs in Cameroon: The Case of silent letters in words. It has been observed that pronunciation teaching has been neglected by most English language teachers (Siewoue 2018) as they tend to intentionally leave out pronunciation lessons in the course of teaching which has affected students negatively as most of them tend to pronounce silent letters in words and also produce a variety of different pronunciation of sounds and words because of lack of pronunciation mastery. They are not aware of the fact that there is no one to one relationship between spelling and pronunciation in English. This insinuates that pronunciation will not be unanimous as different pronunciation variety will be taught to students as well as students will produce different varieties when speaking making pronunciation teaching in Cameroon not unanimous. The objectives of this study are therefore: to verify how often teachers teach pronunciation lessons; to examine how ICTs facilitate the teaching/learning of English pronunciation, and to investigate the effect of harmonizing pronunciation teaching on students’ productivity. The targeted population is made up of students of Form Five in secondary schools in Cameroon. The data collection method is experimental teaching through pre and post test groups with pronunciation and spelling tasks. The theories used are Experiential learning by David Kolb (1984), Social Learning by Albert Bandura (1977) and Interlanguage theory by Selinker(1972). The findings are in relation to the objectives, previous findings and related theories which show that ICTs can unify and facilitate the teaching and learning of English silent letters thereby minimizing multiple renditions of pronunciation and spelling of words with silent letters. As a result, it is proposed that students should be taught pronunciation lessons with ICTs and pronunciation should be harmonised with the help of these ICTs such that students nationwide could be taught the same pronunciation in general and silent letters in particular.

Key Words: Harmonisation, Pronunciation, Silent letters, ICTs

“Education and radicalization in Cameroon: Deconstructing the victim’s mindset for sustainable peace in the English speaking regions”

Njobeh Ngufor Ngwana, University of Maroua

The paper examines the contributions of formal education in building a radical and victim’s mindset in the English regions of Cameroon which constitutes a sources of crisis in the area. By analyzing this important case from 1962 onwards, the process of radicalization through academic content and the frustrations that accompanies pre and post-higher education studies will be elucidated as it nurtured crisis in the regions. This basis of this study is the significance quest theory which opines that violent extremism is driven by need, narrative and network. Previous works centred on politico-legal and socioeconomic data flaming the crises but failed to extricate the radicalization dimension of the educational system, a contributing factor. Data for this study was collected from academic content and a survey of 50 Cameroonians both in and out of the country. An analysis of the results shows that academic contents inadvertently built a victim and radical mindset in the people underpins violence. Equally, difficulties encountered in the course of study in the lone bilingual university accentuated frustrations which encouraged emigration of university students. This led to the building of a large Anglophone diaspora, a majority of whom are Cam-pessimistic. This was confirmed by 95% of the respondents who indicated that the crisis in the Northwest and Southwest regions have been championed by diasporas who migrated due to academic frustrations. The search for sustainable peace in the English regions can therefore be achieved if the victim mindset is deconstructed through a review of some academic contents and the educational system of the country adapted to the job market.

Key Words: Deconstructing, Education, Radicalization, Sustainable Peace, Victim’s mindset

“Effects of Intergroup Contact in an Official Bilingual Language Teaching Context on Mutual Stereotypes”

Melvis Ngum Njuaem, University of Bamenda & Ayu'nwi N. Neba, University of Buea

This paper reports findings of an investigation of the effects of intergroup contact in a bilingual language teaching context on stereotypes of each group towards the each other. The pre and post intergroup contact attitudes of Cameroonian Anglophone bilingual teachers (ABT) and those of Francophone bilingual teachers (FBT) towards each other are compared were determined and compared. A mixed method research design that relied on a two-phase explanatory sequential strategy was employed to collect the data. It comprised an anonymous self-report survey of 97 bilingual teachers and a follow-up interview of 6 of these teachers. The study revealed that while ABT indicated negative attitudes towards FBT, prior to starting their training, FBT on their part, expressed positive considerations of Anglophones (they saw them as polite, hospitable and hardworking people). In the end, ABT moved from seeing FBT as arrogant to calling them simple and assiduous learners. Nevertheless, they scorned the FBT's insolence. FBT, on their part, maintained their prior training positive attitudes towards ABT whom they found friendly, convivial and courteous. The study concludes that intergroup contact positively influenced ABT attitudes towards FBT, while FBT maintained their pretraining positive attitudes towards ABT. Intergroup contact in an official bilingual teacher training classroom therefore can be a fertile ground for the elimination of stereotypes and promotion of the spirit of living together.

Key Words: intergroup contact, language attitudes, prejudice, stereotype, bilingual, anglophone, francophone

“Hiatus Resolution in the Kom Language”

Ivo Njuasi, University of Buea

Sequences of contiguous vowels belonging to separate syllables have been studied in many languages around the world. While some languages allow the free occurrence of such heterosyllabic vowel sequences, others do not. The languages that disallow vowel hiatus such as Yoruba, French, Karok, Luganda, Margi, Malay, Xhosa, Greek, Ngiti, Indonesian, and Bakossi often resort to repair strategies such as deletion (see Zsiga, 2013, p. 314; Harris, 2011, p. 5; Goldsmith, 1990, p. 51), glide formation (see Kenstowicz, 1994, p. 312; Midtlying, 2005), consonant insertion (see Carr and Montreuil, pp. 149-150), vowel coalescence (see Aoki, 1974, p. 239; de Haas, 1988, p. 126), diphthongization (see Kutsch Lojenga 1994, p. 90; Rosenthal, 1997; Hedinger & Hedinger, 1977). In the Kom language, some heterosyllabic vowel sequences are dispreferred while others are preferred. The preferred sequences are /oa/, /ua/, /oi/, and /ui/ while the dispreferred ones are /ia/, /@a/, /ai/ and /ea/. Using Optimality Theory, I examine how the dispreferred sequences are repaired when they arise as a result of morpheme concatenation. The analysis reveals that the dispreferred sequences are dealt with by means of three hiatus resolution strategies, namely, vowel coalescence, elision and reduction. I argue here that hiatus resolution is impossible in the sequences /oa/, /ua/, /oi/, and /ui/ because the markedness constraints NoHIATUS, NoDIPH and *CG are ranked higher than the faithfulness constraints UNIFORMITY and MAX.

Key Words: hiatus resolution, coalescence, deletion, reduction, constraints

“Linguistic Inclusiveness in Schools with Internally Displaced Children in Douala”

Nloga E. Valery Paulin, and Fasse Mbouya Innocent, University of Douala

This paper stems from an on-going Ph.D study. It looks at linguistic inclusiveness in schools with internally displaced children (IDPs). The Anglophone crisis has occasioned a flux of IDPs to be found in schools in the french-speaking neighboring towns like Douala. We all know what it costs to be uprooted and start a new life on unfamiliar place where language remains your sole stronghold and bulwark to be accepted, to negotiate space and to reconstruct your identity, Pa’ a ami Tchakonte et al (2020). The paper is based on both language production and language comprehension. A number of theories in relation to linguistic inclusiveness have been identified. These theories include integrative language theory, semantic-cognitive theory and social-pragmatic theory. The methods and tools of data collection in the paper are interview and observation. Teachers and pupils both IDPs and peers were interviewed. Classroom observation was made where verbal and non-verbal language exchange were scrutinized at three levels : exchange between teacher and pupils, exchange between pupils and teacher and exchange between pupils and pupils. The results showed that inclusive use of language gives confidence to IDP children, it ignites the sense of belonging, it cures the traumas they have gone through and boosters their intergration in schools.

Key Words: linguistic inclusiveness, internally displaced persons, identity reconstruction, language use, integration

“Interactional Coherence in Twitter Messages on the Anglophone Crisis in Cameroon”

Peniel Zaazra Nouhou & Camilla Arundie Tabe, University of Maroua

Participants' in online interactions use coherent devices to create meaning in virtual context. This paper examines the coherent devices in 200 Twitter messages on Anglophone crisis in Cameroon. Insights were got from Daiker, kerek, Morenberg and Sommers (1994) who give coherence devices that writers can use in order to achieve coherence. These include connective words and phrases, arranging sentences into structural patterns and the proper ordering of information. The data for this study was collected through screenshots of Twitter messages on the Anglophone crisis by English-speaking Cameroonians. After quantitative and qualitative analyses, findings indicated the use of transitional words and logical ordering of ideas. It was equally discovered that the context plays an important role in the realisation of coherence.

Key Words : Interactional coherence, Twitter, Anglophone crisis, context, Cameroon.

**« Les Camerounismes : Marqueur d'Identité Culturelle dans l'Écriture
Camerounaise Contemporaine »**

Gérard Noumssi, and Christèle Piankeu, l'Université de Yaoundé I,

Les langues s'adaptent sans cesse à force d'usage en déployant des stratégies adaptatives. Tel est le cas de la langue française qui s'imprègne de plus en plus de la vie quotidienne des Camerounais et implique de ce fait leurs attaches socioculturelles. Nous examinerons ce français dans les oeuvres *Branle-bas en Noir et Blanc* de Mongo Beti, *Noces de cendres* de Gilbert Doho, *Temps de Chien* de Patrice Nganang, *Quand saigne le palmier* de Charly Gabriel Mbock et enfin, *les impatientes* de Djaili Ahmadou Amal. Dans les œuvres choisies, les locuteurs camerounais développent et renouvellent des compétences linguistiques afin de satisfaire aux exigences de la communication du milieu de vie suscité. Dans la mesure où notre travail relève des rapports entre la langue et la société, il devient clair que l'écolinguisme de Louis-Jean Clavet est plus qu'une méthode, celle la plus indiquée pour ce travail. Elle nous permettra de rendre compte de l'appropriation du français par les Camerounais en vue de l'affirmation d'une certaine identité culturelle. Notre étude nous prédispose à arriver aux résultats selon lesquelles le phénomène d'appropriation du français déjà attesté fait partie des composantes d'une langue régionale. La transposition des rites et accents langagiers des langues locales dans le texte littéraire participe d'une stratégie d'écriture qui vise à faire plus de sensation à la lecture, car s'inscrivant dans une logique d'affranchissement linguistique parvenant ainsi à la naissance d'un interlecte. Notre travail sera bâti en trois parties. La première, aura pour objectif d'explicitier le cadre épistémologique et contextuel dans lequel s'inscrit notre étude. Dans la deuxième partie, nous évaluerons les paramètres morphosyntaxiques, sémantiques et phonétiques par lesquels nos auteurs parviennent à élaborer l'appareillage formel de leurs textes afin d'assurer l'épanouissement de leurs romans. Dans nos analyses, nous relèverons au fur et à mesure les enjeux d'une telle écriture.

Mots clés : Variations du français, Identité culturelle, Socioculture, Appropriation, Compétences linguistiques.

**« De la Déconstruction du Code Linguistique dans la Production Musicale
Camerounaise: entre Normativité et Créativité »**

Salomé Chantal Ntsama Essengué and Marcelin-Achilles Alima, Université de Yaoundé I

La langue française évolue au Cameroun dans un contexte hétéroglossique, un milieu caractérisé par l'existence des langues officielles que sont le français et l'anglais, et de plusieurs langues locales. Elle met en scène des variétés de français plus ou moins tributaires de leurs divers environnements sociolinguistiques. L'ingéniosité de l'esprit humain, à laquelle on associe le pouvoir illimité que possède la langue en tant que système permettant de générer un nombre infini de mots, entraîne la plupart de jeunes musiciens camerounais dans un processus traduisant la créativité lexicale. La musique camerounaise révèle une source diverse et plurielle de création lexicale, d'innovations morphosyntaxiques, sémantiques et d'inédites formes d'expression en français. On y décèle une volonté affirmée de déconstruire les frontières génériques et conventionnelles de la langue française normée. En effet, l'écologie de la langue française dans la production musicale camerounaise, plusieurs décennies après son introduction en terre camerounaise, révèle qu'elle est adoptée et adaptée par les camerounais de toutes les couches sociales et de tous les âges. La présente étude se propose de souligner la présence des signifiants linguistiques réaménagés ou créés et référant aux langues parlées au Cameroun. Il s'agit de faire ressortir les particularités de cette langue telles qu'elles apparaissent dans la musique produite par de jeunes camerounais de nos jours et de dégager les tendances d'utilisation récurrentes qui permettraient de parler de « camerounisme » de façon empirique. L'analyse appréhende subséquemment les contours de la marge de créativité manifeste dans cette production musicale pour démontrer comment la langue française oscille entre la normativité et la créativité. Elle prouve que le français est enraciné dans son milieu écologique ; il y remplit une fonction identitaire en prenant des formes spécifiques qui mettent en évidence la multiplicité de langues françaises, obéissant chacune à des normes différentes, toutes plausibles et acceptables.

Mots clés : créativité – déconstruction – français – frontières génériques – musique camerounaise – norme.

“The Symbols of Traditional Medicine(S) among the Bali-Nyonga and Mbatop Communities”

Nwana Titus, and Ogork Claris M., University of Buea.

The centrality of herbal medicine in Africa remains an important issue in the discourse of traditional belief system. Prior to the introduction of ‘‘Western’’ health systems in Africa, there existed a well centralized, organized and established health platform which was defined by several spiritual and physical mechanisms which inevitably characterized its uniqueness among communities. Yet, it has gradually been relegated in the cultural milieu of performance. Using primary and secondary sources, this study attempts to establish a historical trend of herbal medicine in Bali-Nyonga and Mbatop communities and its significance in the changing and current world situation characterized by illness of different dimensions. The results of the findings show that despite the multiple appraisals of western medicine, indigenous medicine amongst these two communities spoke for itself and handle multi-variant and sophisticated illnesses which more or less tackled issues from the physical and spiritual perspectives as oppose to the physical and conventional ‘Western’ health initiatives. The study concludes by informing the people of Cameroon and Africa that there should be quick return to the natural green plants in order to face the health crisis which is more dangerous than Covid-19 warming up for the world.

Key Words: Herbal medicine, Traditional beliefs, Physical and Spirituality

“Female Empowerment and Matrimonial Church Disempowerment in the Cameroon’s Landscape”

Nwana Titus and Frida Leyina Voma , University of Buea

The increasing influence and power invest on women through empowerment schemes is gradually vacating them in an empowered status of un-convivial confusion. Perhaps at the cross road of defining their empowered status, marriage remain a major preponderant to female quest for full empowerment. This is in a bid to justify the view that, women empowerment has gradually been empowering “single marital status”, and a „female-man“ to sponsor. This act do manifest as there is a steady female disempowerment revealing in many Christian churches and church services. Through the lenses of the Christian faith in the Cameroon’s landscape, this paper argues that, women empowerment is a trap of un-relented and devote women who gain legal state power and against legal individual female marital influence. We adopted the historical methodology to collect data for analysis. The result of the findings show that female folks have gained a cross limit of empowerment which is gradually turning against them, making sexuality and marriage to be a great question of weeping and tears. As a result, many women have started disempowering themselves using the Christian churches as starting point. This issue owes its root to the fast-declining rate of the polygamy constitution within Cameroon and Africa as a whole.

Key Words: Empowerment, Female, Marriage, Christian Church, Disempowerment

“From Prophecy to Realisation: A Postcolonial Reading of John Nkemngong Nkengasong’s Across the Mongolo and Julius Angwah’s Before Our Eyes”

Nyanchi Marcel Ebliylu & Monde Awawou Vanessa, University of Dschang

The paper examines the events leading up to the political crises in post-independence Kamagola, Recam and Webaz. Using John Nkemngong Nkengasong’s *Across the Mongolo* and Julius Angwah’s *Before Our Eyes*” it traces the socio-cultural, economic and political divide instituted by the colonial masters and perpetrated by the neo-colonial regimes to exploit the masses. Using the postcolonial theory, the paper hinges on the hypothesis that the deliberate refusal of the neo-colonial regimes to respect the Deed of Unification for over fifty years sets the basis for the political crises responsible massive loss of lives, properties, national and international emigration. Through *Across the Mongolo* and *Before Our Eyes*, the levels of marginalisation, torture, oppression and corruption are exposed as the minority English speaking sections of Kamagola, Recam and Webaz adopt revolutionary tendencies to articulate their nationality and desire for equal rights and opportunities in a rainbow nation. By resulting to radical measures against the gerontocratic regimes, Nkemngong and Angwah equip their heroes with the necessary skills and energy required to break the chain marginalisation and suffering through the successes of the revolutions. The paper proposes alternative measures to peace building, national reconciliation and socio-political stability.

Key words: Deed of Unification, marginalisation, revolution, postcolonial, rainbow nation

“ Video Modelling and Attention Deficit Disorder in Mild Autistic Children in a Classroom Situation”

Sintia Isaiah Nying, University of Yaounde I.

This proposal falls under the second axe and comes from the fact that social and behavioural difficulties of children with ADD are profoundly greater than those experienced by their typically developing peers. These difficulties are known to lead to adverse outcomes in later life if left unaddressed. The underlying reasons for their social difficulties include impaired aspects of social cognition and a lack of behavioural inhibition; individuals with ADD have difficulty with forethought, problem-solving and performing skills in the moment. Pharmacological treatment alone is insufficient for addressing social functioning difficulties. Non-pharmacological interventions need to be used in conjunction with pharmacological treatment like. Video-modelling stems from Bandura's social learning theory, which focuses on the concept that observational learning through modelling has a profound impact on the skill development of children. Therefore, intervention and assistance to develop skills may be more effective when aspects of social cognition are targeted. The main question that shall guide this study is ‘how does video modelling help in redressing attention deficit disorder in mild autistic individuals?’ This study shall be qualitative and shall be experimental. The population of this study shall include school children with autism. The intervention shall target any skill; however, needed to include video-modelling as the whole intervention. The main data collection instrument shall be observation in a classroom situation. Data shall be analyzed on tables according to the observations made. From the findings, some suggestions shall be made to the various stake holders involved in the education of autistic children.

Key Words: autism, attention, modelling, behavior and intervention.

“Acoustic Analysis of Vowel Length in Two Igbo Varieties”

Nmasichuckwu Sussan Otujieme & Ayu'nwi N. Neba, University of Buea

Studies on the dialects (accents) of Igbo[6] have included mainly varieties within Nigeria precisely in Igbo land. Little is known about Igbo accents spoken outside Nigeria, yet the population of Igbo speakers, born and bred outside Nigeria is huge. This paper reports results of an investigation of whether vowel length[7] (VL) is one of the distinguishing variables between the home-based (Owerri) and the diasporic (Buea) based Igbo accents. The experimental study measured the duration of high vowels: [u ʊ i ī] (IPA u, ʊ, i, ɪ) at word initial positions before voiced and voiceless stops, and at word final position after voiced and voiceless stops as pronounced by purposively and randomly selected 8 speakers (4 Owerri- and 4 Buea-based Owerri Speakers, 2 males and 2 females, respectively). Results demonstrate that VL distinguishes these two accents. The Buea based accent differs from the Owerri based accent in vowel duration word initially, and word finally before and after voice and voiceless stops in a VCV structure. Vowel duration is statistically significantly shorter ($p < 0.05$) in the Buea accent than the Owerri accent word finally, a process of vowel shortening. For all four vowels under study, the p-values for the four vowels are 0.09, 0.44, 0.04, and 0.07 for i ī u and ʊ, respectively at initial position before voiceless stops. For i ī u and ʊ, p-values are 0.05, 0.04, 0.01 and 0.03 at final positions after voiceless stops, respectively. At initial position before voice stops p-value moved from 0.11, 0.07, 0.03, to 0.08 for i ī u and ʊ while it moved from 0.08, 0.03, 0.03, to 0.04 at word final position after voice stops. Hence the statistical difference in VL between both accents exists only word finally after voiced and voiceless stops as p-values are < 0.05 .

Key Words: Acoustic analysis, Vowel duration, Accent, Variability, Buea-based Igbo and Owerri-based Igbo

“Resistant Cultural Practices for Tourism and Rural Development: The Case Study of Death Celebrations in the Western Grassfields of Cameroon

Paul Nkemngu Acha-Anyi, Walter Sisulu University and Afutendem Lucas, University of Dschang

In this globalized world, one is overcome by uncertainty, hybridization, introduction of mass culture and most Africans are turning to Christianity, thereby, allowing further colonisation. New churches and subcultures like the youths have also become groups of resistance to conventional traditional cultural practices. These phenomena raise the question of cultural survival and sustainability. This paper investigates death celebrations in the Western Grassfields of Cameroon, examining their sustainability and how they impact on tourism and economic development of host rural communities. Organised to avoid *supernaturally-caused misfortunes* these practices are a form of resistance against forces of oppression, masculinization and massification. Using a questionnaire, interviews and observation data, will be collected from homes in different localities in Dschang, Bafoussam, Mbouda, Fontem and Bamenda. Heritage Impact Assessment (HIA) will be adapted and utilised as theoretical framework to analyse data, identify and evaluate human-induced impacts of this cultural heritage property on the developmental needs of host communities. The expected conclusion will be that death celebrations as a cultural practice in the Grassfields of Cameroon brings in huge touristic benefits and significantly modifies the economic and developmental potential of the village; creating job opportunities and improving on the living standards. As resistance to the massification of culture, they should be revalorized and sustained.

Key Words: Globalisation, cultural heritage, death celebrations, tourism, economic development.

“ Profiling the Sociolinguistic Competence and Performance of Francophone Students Studying in Anglo-Saxon Schools in Cameroon

By Sirri S. Memba & Kizitus N. Mpoche, University of Douala

To achieve quality educational output in a multilingual and multicultural setting like Cameroon where there is competition between dominant and minority languages, competence in the language of instruction is not an alternative (Chiatoh, 2012). This study seeks to identify the sociolinguistic competence and performance of Francophone students studying in Anglo-Saxon schools at the Ordinary Level General Certificate of Examination (GCE O/L) for the academic year 2021/2022. These Form 5 students of Francophone background read and write the language they hear, understand and use most in their day-to-day social interactions. It is therefore important to establish the profile of the participants in terms of sociolinguistic perspective: region of origin, native language(s), length of time studying English, length of stay at an English speaking region, exposure to the English language, and motivation. In order to determine whether there exists a correlation between participants' sociolinguistic competence and performance across their profile, this study uses questionnaires and GCE O/L result forms from 12 selected Anglo-Saxon secondary schools in two towns of Francophone and Anglophone regions of Cameroon. The discussion of this research is informed by Chomsky's (1965) linguistic theory of competence and performance and Giles' (1991) Accommodation theory. Results indicate that context plays a vital role as far as linguistic competence and performance are concerned.

Key Words: Competence, Performance, Sociolinguistics, Francophone students, Anglo-Saxon schools

“ Assessing Francophone Students’ Attitudes and Performance within the Special Bilingual Education Programme: The Case Study of Troisième, Première and Terminale Bilingues of GBHS Dschang

Gilbert Tagne Safotso and Ines Thérèse Gamgne, University of Dschang

Cameroon adopted since 1961 the policy of English-French official bilingualism and ensured individual bilingualism for its citizens through education. Since then, several educational programmes were experimented and failed to produce effective bilingual citizens. This article examines the attitudes and performance of Francophone students enrolled in the latest bilingual programme known as the “Special Bilingual Education Programme” (SBEP in short) which started up in 2010 with a few secondary pilot schools and was to be gradually extended to other schools in the country. The data analysed was collected through questionnaires administered to students of *Troisième, Première* and *Terminale Bilingues* of GBHS Dschang (N=88) and English teachers (N=2). This was completed with some unstructured interviews with 20 of the subjects. The findings showed that most of the students don’t have positive attitudes towards the programme and the learning of the English language as second language because the enthusiasm they presented at the beginning of the enrolment in the SBEP disappeared and the disappointment came along the way. Again, the performance of students is problematic at the end of the training because the syllabus is inadequate to the language needs of Francophone students learning the English language. This paper suggests the revision of the syllabus of the programme to make it more adequate to ensure bilingualism in Cameroon.

Key Words: Bilingual education; Francophones; Cameroon Bilingual Policy; Secondary education; Language learning.

« Pour une Professionnalisation de l’Enseignement-Apprentissage de la Traduction dans les Filières Bilingues des Universités du Cameroun: Le Cas de l’Université de Douala »

Sébastien Nguepi Tonleu, Université de Douala

L’enseignement -apprentissage de la traduction dans les filières non professionnelles des universités du Cameroun se fonde sur une approche orientée vers la simple acquisition de quelques concepts en matière de traduction, la rétention sans véritable pratique de quelques techniques de traduction, plutôt que de mettre un accent sur la professionnalisation ou la pratique du métier de traducteur. Le marché de la traduction ou de l’interprétation recrutant parfois parmi ces titulaires de licence bilingue sans formation professionnelle, le présent article qui concentre son étude sur l’université de Douala ambitionne d’analyser le modèle de ladite université, de s’interroger sur nécessité ou non de la professionnalisation. Il questionne les moyens humains et matériels disponibles pour la réalisation d’un tel projet. Il revient sur l’état actuel du curriculum en adéquation ou pas avec les besoins des apprenants. A travers une méthodologie à la fois quantitative et qualitative basée sur le questionnaire aux étudiants et une recherche documentaire orientée vers l’analyse des syllabi et des contenus, l’article révèle des propositions qui visent à améliorer les pratiques en matière d’enseignement-apprentissage de la traduction dans les filières bilingues, suggère des pistes qui permettent à l’enseignant d’adopter une approche plus professionnalisante. Il met en lumière les traits distinctifs entre traduction pédagogique et traduction professionnelle, analyse l’absence des curricula, fait une enquête sur les besoins des apprenants, pour un enseignement de la traduction qui réponde mieux aux attentes des apprenants et du marché.

Mots clés : Enseignement-apprentissage de la traduction, professionnalisation, analyse de besoins, traduction pédagogique, traduction professionnelle, curricula.

“ Politique de Développement des Ressources Humaines et Echech des Petites et Moyennes Entreprises

Siewe Félix Duclos and Koukam Simeu Ydosile, Université de Douala,

L'objectif de cette étude consiste à observer le lien entre la politique de développement des ressources humaines et l'échec des petites et moyennes entreprises. En effet l'échec des PME depuis quelques années suscite beaucoup d'intérêt. Bon nombre d'entreprises ne franchissent pas le cap des trois premières années d'exercices. Tout ceci est dû à un manqué d'une bonne politique de développement des ressources humaines. Ainsi, de nouvelles approches en matière de gestion d'entreprise ont vu le jour permettant de mettre sur pied de nouvelles recommandations pour une viabilité durable de l'entreprise notamment la collaboration avec des personnes efficaces, la gestion et l'organisation du travail. Malgré tout cela, le problème de l'échec des petites et moyennes entreprises se pose toujours. Face à cette situation, nous nous sommes posé la question de savoir si la politique de développement des ressources humaines ne serait pas une source probable de difficultés auxquelles sont confrontées ces entreprises d'où cette question de recherche : la politique de développement des ressources humaines entraîne-t-elle l'échec des PME camerounaises ? Au regard de ce questionnement, une hypothèse de recherche est émise : la politique de développement des ressources humaines entraîne l'échec des PME. Trois variables principales tirées des observations et de la littérature ont permis de formuler des hypothèses de recherche: la politique de formation continue, le mode de recrutement, les conditions sociales des salariés. A l'aide du logiciel SPSS version 20, nous avons pu traiter et analyser les données que nous avons recueillies au moyen d'un questionnaire constitué de 27 items distribué auprès d'un échantillon de 120 salariés exerçant dans les petites et moyennes entreprises de la ville de Douala. A l'issue des tests statistiques et au regard des corrélations observées, les résultats inclinent à constater que les politiques de développement des ressources humaines ont une incidence significative sur l'échec de la petite et moyenne entreprise.

Mots clés : politique de développement des ressources humaines, développement des ressources humaines, échec des petites et moyennes entreprises, Douala/Cameroun

“ Cyber Bullying: A Gender-based appraisal of online discourses”

Camilla Arundie Tabe & Agwetang Endah, University of Maroua

Cyber bullying is gradually becoming a threat to people's existence online. It creates conflict between people and results in devastating effects on the psychology of many of its victims. This study aims at examining the various forms of cyber bullying from a Gender-based perspective. The framework for this study includes the theory of critical discourse analysis by Fairclough, (2002) and the Discursive model of language and gender theory by Cameron, (2005). Data for this study were collected from some 150 screenshots and some 50 questionnaires administered to male and female users of Facebook and WhatsApp. Analyses were done qualitatively and quantitatively, and the findings revealed that cyber bullying is performed by men and women through trolls, flames, spoofing, spamming, and lurking. It revealed that 80% of trolls by men were targeted towards the women, 70% of flames by women intended to respond to the male trolls. While 75% of scams were done by men, 65% of their victims were all women. This resulted in 80% of female lurkers in chat groups. This led to a conclusion that men use a heavy-handed language over women through the various forms of cyber bullying to show dominance and power.

Key Words: Cyber bullying, gender, discourses

“ Socialisation among Secondary School Students in Buea before and after the Advent of the Social Media (1990 to 2020)”

Melvis Etta Tabot and Francis Fogue Kuate, University of Buea

The study deals with the socialization pattern of secondary school students' in Buea from 1990 to 2020. It argues that students' social interactions gradually moved from physical pattern to a virtual one due to the advent of smartphones and social media. Students blended traditional forms of class room interaction with online forms of socialization through social media. Methodologically, this analysis relied on a qualitative method in data collection through in-depth interviews with oral source and exploitation of secondary sources. Data was analyzed from a thematic perspective by focusing on individual experiences of some informants. It emerged from the findings that students' from 1990 socialized through curricular and extracurricular. During classes that were more interactive in nature, they could easily create friendships and acquaintances with their classmates. These relationships were usually extended during club and sports activities. Students' became even closer during such moments as socialization was no limited between classmates but also extended among peers of other classes and in some cases different from other schools. However, with the advent of social media, some students acquired smartphones through parents, boyfriends, and personal efforts to enhance their socialization.

“Stylistics of Public Commercial Discourse: A Case of Public Transportation Intercity Bus Vendors”

Donatus Fai Tangem, University of Yaoundé 1

The phenomenon of the infiltration of public as well as private-public spaces by commercial vendors in an assertive tactic to increase product sales and step up daily income, is a mixed blessing, a kind of “tolerable nuisance” among city dwellers. In an aggressive search for potential clients, commercial agents parade streets and force their way into offices, bars, restaurants and even public transportation buses to present assorted articles. Engaged in a venture akin to the ‘phenomenon of taking the markets closer to the clients’, these agents sometimes configure their exposés to swing, sway and win the hearts and minds of their interlocutors. The sole objective of the enterprise is often to make the people purchase every available article. Nowhere is this practice more prominent than in and around public transportation agencies and especially onboard buses that ply the Bamenda-Yaoundé, as well as Yaoundé-Douala trajectory. To waylay passengers’ interest and sustainably explore and exploit their enthusiasm and responsiveness, these vendors employ phatic techniques, anecdotes, humour, religious values and a moral code to secure the cooperation of all and sundry. Set against Wright Mills’ sociological imagination theory, this paper explores ways by which commercial bus vendors win and retain passengers’ attention for the presentation, publicity and eventual sale of varied products and articles with which they hawk around.

Key Words: Stylistics, commercial discourse, bus vendors.

“ The Acquisition of Word Stress Patterns by Second Language Learners of English in a Formal Institutional Environment: The Case Study of Pilot Linguistic Centre of Yaoundé”

Tchatchoua Yimga Amelie, University of Yaounde I

Word stress often causes problems for learners of English. The present study contains a general analysis of the stress pattern of patterns of English words. This work tries to focus on the difficulties foreign language learners of English in Cameroun have to acquire English word stress patterns correctly. The difficulties were studied based on bibliographic data and a test administrated to francophone learners of English in the institutional environment of ‘‘Pilot Linguistic Centre’’ of Yaoundé. Both the test results and the authors ideas in this work showed that foreign language learners of English in Cameroon really faced difficulties to apply English word stress patterns in speech. Also, this study contributes with some pedagogical ideas to reinforce teaching in class in order to provide learners of English with a great input about the issue. It also contributes by the same way to foster bilingualism in Cameroon. Our study also aims to demonstrate the importance and the utility of the correct use of word stress patterns in a communicative context and show some misunderstandings caused because of the wrong use of word stress pattern.

“ Language Contact and Linguistic Attitude in a Multilingual Setting: The Case of Students in the Far North Region of Cameroon ”

Tendong Ernesta Fonchenallah; Esther Phubon Chie & Mbu Martha Njui, The University of Bamenda

Language contact has a major impact on how languages form, transform, progress, and in some cases, regress. This study addresses the notion of language contact and linguistic attitude in a multilingual community. It investigates the effects on the level of performance of secondary and high school students of Kousseri, a linguistically diverse locality in the Far North Region of Cameroon. It verifies the daily linguistic habits of a group of students in some bilingual secondary schools in Kousseri. Examining the central question “how do students’ attitude towards their native languages and languages of instruction affect their performance?” the paper argues that the setting, motivation and the covert intention of the speakers, condition the code choice of the students in the area. The research used an ethnographic design and a mixed-method approach, involving a questionnaire, participant observation and a semi-structured interview guide to obtain data from a convenient sample of the population that included about 260 participants. The data analysis was guided by Halliday’s (1960) Systemic Functional Linguistic theory and Howard’s (1982) Communication Accommodation Theory (CAT), which aligns with this study to expatiate on the notion of contact and linguistic attitude and explains the social consequences that result from such phenomenon. While quantitative data were presented using simple descriptive statistics, the analyses of qualitative data was mainly thematic. The data thus reveal an inclination to the use of local languages by students who tend to code mix and switch unconsciously and wrongly from one to the other. Over generalizations and misinterpretation are evident in their speech and writing. This study serves as a contribution to sociolinguistic studies on linguistic attitude and multilingualism in Kousseri and Cameroon in general.

Key Words: Language contact, linguistic attitude, multilingualism

“Negation in Early Child Language: Case of Selected Children in Douala”

Tonjock Precilla and Kizitus Mpoche, University of Douala

This paper analyses the growth of negation in the language of selected children in their very early stages of language acquisition. In spite of the diverse views about negation as far as language development is concerned, most linguists working within the same field of language development in a monolingual setting assume that negation appears in the child's language as from the age of 1;7 and that at the age of 2years this child is able to negate correctly and can even correct his grammar. Negation has got its own abnormalities or problems with the child's language in a multilingual setting. Observing this phenomenon, some research questions were formulated; at what age does negation occur in the child's language? What negative elements are present in the child's early language in a multilingual context like Cameroon? What are the stages of this negation in terms of development? An audio recorder was used to collect data from 1-5years children. The analyses are from the negation forms recorded as data and from the production of the children. The development of negation in parent-child interaction is discussed with illustrative examples. This study was carried out through the qualitative approach of research backed-up by the theory of Universal Grammar, cognitive development theory and the growth of grammar. Five children were taken into consideration for the study. The result shows that; negation develop from the age of 3;1years and as the child's linguistic knowledge expands, the negation elements equally change and the child acquires negation from a more dependent to the independent manner.

Key Words: Negation, child language, multilingual context, language development, language acquisition

« Validité de la Technique d'Alignement Automatique en Traduction Assistée par Ordinateur (TAO): Cas de Wordfast Aligner »

Wowe Egre Alexis et Ayonghe Lum Suzanne, ASTI, Université de Buea

Les outils d'alignement automatique en traduction assistée par ordinateur (TAO) continuent de présenter des limites. Nous nous donnons ici la tâche d'évaluer la technique de l'alignement automatique de Wordfast Aligner. Cette étude vise à identifier les lacunes dans les segments du TC au moyen d'une description comparée avec les segments du TS, à évaluer le pourcentage du rendu en nous servant de l'évaluation automatique de Wordfast Aligner, à identifier et évaluer l'algorithme utilisé dans Wordfast Aligner dans la segmentation, et à étudier la qualité de l'alignement produit par Wordfast Aligner et voir si cela est valable dans un cadre général. Quatre hypothèses sont émises dans cette recherche. La première stipule que les lacunes existant dans les segments du TC dans un bi-texte produit automatiquement dans Wordfast Aligner sont identifiables suivant une analogie cognitive. La deuxième postule que l'outil Wordfast Aligner rend tout le sens des segments du TS dans les segments du TC. La troisième stipule que l'algorithme d'alignement automatique utilisé dans Wordfast Aligner est valide. Et la quatrième postule que la technique de l'alignement automatique dans Wordfast Aligner ne bâtit pas une MT optimale. Il ressort de l'analyse de 50 segments pertinents que les lacunes se trouvant dans les segments du TC en rapport avec les segments du TS sont de quatre (4) catégories : des lacunes provenant d'une mauvaise segmentation (2%), des lacunes provenant d'une sur-traduction (16%), des lacunes provenant d'une sous-traduction (64%), des segments avec zéro (0) lacune (18%). Ces résultats montrent également que l'outil Wordfast Aligner, en effectuant l'alignement automatique, ne rend pas toujours tout le sens du segment du texte source. La moyenne générale du rendu par Wordfast Aligner est de $69,68\% \approx 70\%$, ce qui est acceptable, mais pas optimale.

Mots Clés : Ordinateur, Traduction, Traduction Assistée par Ordinateur.

“ Strategy Development of Critical Thinking through Reading and Writing Using Prescribed Texts in High Schools in Cameroon ”

Tening Lum Christina and Evangeline Seino, The University of Bamenda

Critical thinking skills are one of the most important skills for students to have (Barnett 1997, Moore, 2013, Wilson 2016). Unfortunately, most Cameroonian students do not have much experience in critical thinking in high schools. The teaching of critical thinking skills is complex and requires both professional and methodological techniques from teachers. This study sets out to investigate whether Cameroonian students in high schools can enhance their critical thinking skills through prescribed texts. Informants were composed of 20 teachers and 300 students drawn from Cameroon College of Arts Science and Technology (CCAST) Bambili, Saint Michael’s Academy of Science and Arts Nkwen, Presbyterian Secondary School (PSS) Mankon, Government Bilingual High School (GBHS) Nkol-Eton Yaounde, Saint Grace Bilingual Multipurpose Complex College Yaounde and Christian Comprehensive Secondary School (CCSS) EtoudiYaounde. The main research instruments were questionnaires, classroom observations, interviews, and overview of logbooks. The paradigms that underlie this study are the revised Bloom’s Taxonomy lower and higher order (Anderson, Kathwohl, Airasian, Cruikshank, Mayer, Pintrick, Rath, Wittrock 2000; Pohl 2000). The new Taxonomy reflects a more active form of thinking. The major findings are that, most teachers seldom expose learners to thinking strategies. Consequently, these strategies are not explicitly taught. As a result, learners are not motivated to be inquisitive when a question is asked and also to practice extensive reading as stipulated by Bloom’s Taxonomy (1956) in relation to reading objectives. Furthermore, most teachers remain glued to the prescribed texts and so do not bring in extra material to supplement the textbook which can improve on learners’ performance in critical thinking in particular the English Language Paper in general at the GCE Advanced Level. This study therefore recommends that as a way forward, teachers as key actors should abreast themselves with the various strategies of developing critical thinking skills by going eclectic. By so doing, students will be motivated to come out of the fear of the teacher and become effective and positive critical thinkers in the classroom and in the society.

Key Words: Strategy development, Critical Thinking, Reading, Writing, Prescribed Texts

“ Relative Contribution of Secondary School Students’ Attitudes towards Cooperative Learning on their Academic Performance in Mathematics”

Beyoh Dieudone Nkepah and Monique Abongkeyung Newen, University of Bamenda

The main purpose of the study was to determine the relative contribution of secondary school students’ attitudes towards cooperative learning on their academic performance in mathematics. The study was guided by two specific objectives, two research questions and two hypotheses. The study which was delimited to form three students in public secondary schools in Bamenda municipality, adopted the survey research design. The population of the study was made up of all the 1451 Form three students from all the five functional grammar secondary schools in Bamenda municipality. Using the Krejcie and Morgan table, a sample of 304 students was selected from this population. Data was collected using the Questionnaire of Attitudes towards Cooperative Learning. Furthermore, students’ academic performance was measured using their 2022/2023 first term averages in mathematics. The instrument was vetted by instrument and subject area experts. The Cronbach Alpha reliability for the instrument was further established at 0.87. The Direct Delivery Technique (DDT) was used in collecting data from all the five schools. Means and the coefficient of determination (r^2) were used in answering the research questions while t-test for independent samples and the p-value for correlation were used in testing the hypotheses at a 0.05 level of significance. The findings revealed that students who showed positive attitudes towards cooperative learning performed better in mathematics than those who showed negative attitudes. The findings further revealed that 31% of the variations in students’ performance in mathematics can be accounted for by their attitudes towards cooperative learning. It was recommended among other things that teachers should imbue in their students cooperative learning attitudes.

Key Words: Cooperative Learning, Attitudes, Mathematics, Academic Performance

“Langston Hughes and Dennis Brutus: Race Consciousness and Black Advocacy”

Nindum Gilian,

American and South African history, politics and culture are and have been profoundly rooted in the dynamics of race. Consciousness is often something that is embedded in the inner self and is a terminology for the phenomenon characterised by unconscious sensation and thought. In this perspective, it is that innate conviction that influences thought patterns and world view in general. The American likewise the European consciousness aims at envisioning and probating class distinction and white superiority. On the other hand, Africanist consciousness is based on notions of self-worth and the need for a propagation of a noble black cultural identity. It is with this conviction that this study will examine Hughes' and Brutus' poetry from the angle of black advocacy. Considering that the poets and poetries under study in this article emanate from settings where blacks and whites cohabit and interact, the arguments will be bolstered by recognition that the writing and reading of the poetries of Hughes and Brutus necessitates a commitment to black advocacy.

Key Words: Race Consciousness, Black Advocacy, Culture, Identity

“Harmonizing Religious Identities in J.N Nkengasong’s “God was African.”

Acho Lesley Lesley, University of Yaounde 1

This study investigates how Africans articulate their religious convictions; believing and practicing Western religion alongside their African traditional religio-cultural heritage. The modern African is caught in a dilemma on how to practice a single religion authentically. He is betwixt and feels lost on where his religious allegiance lies; his ancestors or the Christian God? In such a perplexed situation he either becomes devoted to one religion or resolves to double-deal because it is difficult and almost impossible to break away from either of the religious “entanglements”. From a historical perspective, civilization began in Africa and the Jewish race were tested by God in Africa. God’s son Jesus found a safe abode in Africa; indeed, everything we have in Africa tells us about God and African creation reflects God therefore, our God is African.

Key Words: Religion, Religious identity, cultural heritage, traditional religion

“Resuscitation of school boards within the primary and secondary systems in Cameroon, 1995-2020”

Caleb A. Gopte, Roland N. Ndille University of Bamenda, and Nixon K. Takor, University of Buea

Global commitment to education for all coincided with the determination of most African States to democratize key national institutions. In 1995, Cameroon educational authorities organized an ambitious education forum which singled-out over-centralization as one of the cankerworms destroying the educational sector of the country. Like most African States, the Cameroon Government immediately swung into action by adopting the country’s first national education policy in 1998. This was monumental because as part of an effort to tackle centralization, the 1998 education policy revived education and school boards throughout the national territory. Against this backdrop, the paper seeks to appraise the extent to which this aspect of the 1998 education policy has been effectively and efficiently applied. The paper argues that although national and international exigencies necessitated government’s choice to revive school boards within the primary and secondary school systems, ever since, their essence appear as mere window dressing, especially as key actors are either complacent or ignorant about the intentionality and usefulness of school boards in promoting good governance in the school. The paper uses the historical method to analyze primary data from oral and archival sources as well as secondary data from very authoritative sources. It concludes that legal instruments defining the role of school boards in primary and secondary schools in Cameroon must be revisited. This will minimize the conflict of roles and galvanize key actors to take part in ensuring that these boards are both effective and efficient.

Key words: Cameroon, government policy, resuscitation, school board, secondary school, primary school

“ Literature And Politics In Alobwed’epie’s The Day God Blinked”

Langu Patricia and Kashim Ibrahim Tala, University of Buea

This paper discusses the symbiotic relationship between literature and politics. It is premised on the contention that the more political the situation of a country, the more political the literary works become. This is because literature reflects the ideology and expectations of society and also influences the way people think and act. As such, it is a form of control on politics. That explains why committed African writers are using their creative writing to inveigh against the lack of good governance and purposeful leadership in their countries. It is against this background therefore that this paper has selected Alobwed’Epie’s novel, *The Day God Blinked* to analyze how the scandalously corrupt and despotic leaders of the fictional Ewawa, a metaphor for Cameroon have forgotten the people they govern and are instead using all gimmicks including open lies, holding sham rallies and ultimately rigging elections in order to remain in power. The paper adopts content analysis approach in this respect. Although Alobwed’Epie exposes at length the flagrant abuse of power, pervasive corruption, cronyism and wanton other overt and subtle manipulation and exploitation of the masses practiced by the overbearing ruling government, he does not portray Ewawa as being in a state of bitter confrontation between the rulers and the ruled. As such, he does not overtly advocate for a social revolution. He does not also propose any means of sensitizing, empowering and galvanizing the masses so that they can rise up against their oppressors. Rather, he seem to imply that the eventual release from prison of Lucia, Like the birth of Elewa’s child in Achebe’s *Anthills of the Savannah* will mark the end of corrupt leadership and usher in a new era of good governance and purposeful leadership. Seen in that light, *The Day God Blinked* can be said to be optimistic novel.

Key Words: Politics, Literature, good Governance, purposeful leadership.

“ Chieftaincy Titles in Essoh Attah Fondom: Change and Continuity”

Primus Fonkeng, and Linus Mbabngong, University of Buea

This paper examines the debate of chieftaincy titles in Essoh-Attah Fondom in Fontem Sub-Division of Lebialem Division, South West Region of Cameroon. Chieftaincy forms the soul of the *Nweh* traditional institutions of governance and scholarship. But this have been challenged, especially in Essoh Attah with a paradigm shift from the norms and reasons for the attribution or acquisition of these titles in the fondom, like other parts of the *Nweh* polity. This study argues that, the enthronement of the new paramount ruler of Essoh Attah, in 1993 exacerbated the modification of title acquisition in the fondom which affected the people and brought profound and divergent views on who should be conferred with a chieftaincy title, and the classification of chiefs in the fondom. The debate continued into other circles as to who should be catch in public or not during their enthronement ceremonies and seating positions after the Fon. Using content analysis of views from oral tradition and written sources, the study examines how this phenomenon impacted and transformed the development of the Essoh Attah customs and traditional set up. The study used a descriptive research method with a qualitative approach. Findings revealed that the traditional method of acquisition of titles in Essoh-Attah witnessed drastic modifications as the present generations influenced change through modernism, and if this situation is not redressed, the unity and the future of the fondom will be in jeopardy. The study recommends that in spite of modifications as a result of modernism, the fundamental norms of enthronement and acquisition of traditional titles should be maintained to ensure continuity and preservation of the cultural rites in Essoh-Attah Fondom.

Key Words: Chieftaincy, Enthronement, Titles, Traditional institutions, Change, Continuity

“Phonics Teaching And Falling Language Literacy Standards: A Retrospective From Primary To Secondary Education In Cameroon”

Muluh Henry And Agbor Nicoline Tabe, University of Bamenda

This study focuses on the techniques used by lower primary school teachers of class one, two and three in teaching young pupils phonics; that is, reading and writing, and the impact it has on their academic performance and habits later in secondary school. More specifically, the study sought to find out the gap in our understanding of which systematic teaching approaches are related to higher literacy achievement and which has a longer lasting impact on literacy academic achievement and reading and writing culture. It equally investigates Form One teachers' perception on the reading and writing proficiency of their students. Data was collected in classrooms using participant observation and questionnaire to investigate both students' competence in reading and writing skills and the teaching methods used by lower primary school teachers in teaching phonics in order to develop those skills in their learners. In this research, a mixed method was used; that is, qualitative and quantitative research approaches in the attempt to answer research questions. A questionnaire was given to 100 students in Form one, 50 students per class, to 6 primary school teachers and 2 secondary school teachers from the North-West and West regions; then the researcher made some teaching observations in primary schools during phonics teaching lessons. Two main theories were used namely; Behaviourism by Skinner (1957) and Constructivism by Vygotsky (1978). Thematic analysis was used to organise and analyse the data collected during investigations. Further study is encouraged in this area and more emphasis is to be laid on early primary school classes as far as reading, writing and phonics training are concerned.

Key words: phonics teaching, falling standards, language literacy, reading culture, writing culture, retrospective study

“The Role of Livestock in Poverty Alleviation and Wealth Creation during the British Mandate in Cameroon”

Comfort Kima Sinkwe, University of Bamenda and Primus Fonkeng, University of Buea,
Cameroon

Prior to the advent of colonialism in Africa and Cameroon in particular, a significant portion of the population depended directly or indirectly on livestock value chains. This was intended for food, crop production, transportation means, source of cash, investment and storage of wealth for ritual and spiritual purposes geared towards ensuring sustainability. This study argues that though the demand for animal and by-products as a source of quality protein, poverty alleviation and wealth creation constantly increased with population growth and increase consumer preferences, the evolution of these activities were marred by some challenges ranging from poor husbandry practices, inadequate feed and water, the prevalence of animal diseases, inadequate infrastructure and limited market access. This was further exacerbated by climate change, extreme weather conditions, incidence of conflicts and insecurity. The study analyses the significant roles that livestock breeding played in the lives of the population during the British Mandate in Cameroon. In order to obtain this objective, data for this study was largely dependent on primary sources gathered from archival material and oral interviews with secondary and tertiary sources presented using analytical, narrative and descriptive research techniques. These sources were interpreted through qualitative methodology design with the use of both chronological and thematic approaches. Our findings revealed that despite the numerous challenges, livestock breeding was improved through the implementation of scientific methods such as scientific insemination by British agriculturalists. Concomitantly, the sector was well-organized with appropriate inventions and informed decision making which influenced proper sustainability in the livestock sector. Therefore, this paper attempts to contribute to knowledge-sharing on the British economic policies during the mandate period in British Cameroon with focus on the livestock sector.

Key words: Livestock Breeding, Poverty Alleviation, Wealth Creation, British Mandate, British Cameroon.

“Reward, Sweet Punishment and Integrated Education in Curbing Violence in Secondary Schools in Cameroon and Côte d’Ivoire”

Kizitus Mpoche, University of Douala and Mouhon S. Edgarde Ahounou, École Normale Supérieure d’Abidjan

The recent upsurge of violence in Cameroon secondary schools demands a revisiting of the nature of education in the country in order to integrate strategies that can curb or stop violence either between students and teachers or within students. This is so much called for especially as emphasis in secondary education in Cameroon seems to centre more on raising the quality of subject teaching than on educating the whole child. Educating the whole child goes along with the whole curriculum and the whole community (cf Genesee 1994). In this perspective, we would have a school curriculum that lays emphasis on subjects and discipline in school, and a national curriculum that centres on the citizenry of the student. These call for an integrated approach involving reward in various forms and adequate punishment that is commensurate to crime committed as the curriculum is used to build up the learner in their community. As the recent violence in secondary schools in Cameroon is not generalised, adequate attention shall be paid to student factor, teacher factor, school factor, and community factor in order to extrapolate the roots of violence and indicate how reward, sweet punishment and an integrated education can help stop or curb the violence. Comparison shall be made between Cameroon and Côte d’Ivoire giving their shared colonial educational heritage with the Francophone subsystem of education in Cameroon. Data collected from varied schools in different contexts using questionnaires, interviews and documented sources shall be analysed along the lines of Genesee’s (1994) theoretical perspective of educating the whole child, the whole curriculum, the whole community; as well as Cajkler & Addelman’s (1992) notion of reward. Results shall inform the place of reward, commensurate punishment and integrated secondary education in Cameroon and Côte d’Ivoire.

Key Words: Integrated education, reward, punishment, violence, Cameroon, Côte d’Ivoire

***“Continuous training in language teachers’ professional development:
Attitudes and perspectives”***

Yvonne Kunyui and Mabel Agwetang Endah

Continuous training has in recent times met with several challenges as there has been a continuous change in teachers’ attitudes. This study aims at providing an insight into teachers attitudes towards continuous training provided by pedagogic inspectors to improve career development. The theoretical consideration was the critical theory by Haberman, (1980’s). Data were collected from some 50 questionnaires administered to English language teachers from the Far North Region and those from the centre region of Cameroon. An interview guide was also used to get the views of some 25 pedagogic inspectors on teachers' attitudes. Analyses were conducted qualitatively and quantitatively, and the tentative findings revealed that 80% of English language teachers were reported to have a negative attitude towards continuous training. 60% of the pedagogic inspectors also reported that teachers’ attitudes have dropped as compared to the past, seen through their lukewarm attitudes towards attending pedagogic seminars and other pedagogic workshops. This negative attitude has great impacts on professional development and learning outcomes and a lot needs to be done to resolve this issue.

Key Words: continuous training, professional development, learning outcomes, Attitudes and perspectives.

« Le prédicat des structures copulatives et sémi-copulatives : difficultés de perception et compréhension chez les étudiants d'ELE du premier cycle dans les universités de Douala et Dschang »

Alex Chemigne

Les structures copulatives et semi-copulatives entrent pleinement dans l'étude du prédicat nominal, celui qui a la présence d'un verbe copulatif ou semi-copulatif et qui représente l'élément central de la structure. En ce qui concerne notre question de recherche sur le prédicat dans les structures copulatives et semi-copulatives, de nombreux grammairiens, traditionnels et modernes, ont abordé ce sujet complexe, à travers des théories et des méthodes empiriques plus pertinentes. Nous pouvons le voir à travers les œuvres de Gutiérrez Ordóñez (1986), Alarcos Llorach (1994), Gumiel Molina (2005), Violeta Demonte (1999), Margarita Porroche (1990), Morimoto et Pavón Lucero (2007), le RAE (1973, 1931, 2010), Silvagni (2013), etc. Dans un contexte comme le nôtre où l'espagnol est étudié comme langue étrangère, il se pourrait de manière subtile que les étudiants de nos universités ont des difficultés de perception et de compréhension du prédicat dans ces deux types de structures, de sorte qu'ils ne peuvent pas leur donner une explication systématique et univoque. Dans ce cas, fournir une nuance ou une différenciation pourrait être plus intéressant pour eux, et en vertu de ce besoin scientifique, nous envisageons d'entreprendre cette analyse en contrastant le prédicat dans les structures copulatives avec le prédicat dans les structures semi-copulatives. En effet, du point de vue syntaxique et sémantique, le prédicat dans les structures copulatives est différent du prédicat dans les structures semi-copulatives qui est plus complexe, et cette différence met en évidence les nuances qui émergent de la capacité avec laquelle les étudiants ELE manipulent les composants structurels et verbaux tels que, les prédicats ou les attributs qui, dans ce cas, sont examinés dans différentes constructions syntagmatiques: l'un du verbe copulatif et l'autre du verbe semi-copulatif. Tout cela signifie que les étudiants de ELE au Cameroun ont généralement des difficultés à les percevoir et à les analyser. En outre, pour mieux analyser ce thème, nous allons nous baser sur un corpus très varié de plus d'une centaine d'exemple d'une part, et nous appuyer sur deux modèles d'analyse : quantitatif et qualitatif. Dans ce cas, le corpus provient des données collectées chez les étudiants d'ELE des universités de Douala et de Dschang, tandis que les modèles quantitatifs et qualitatifs seront également comparatifs.

**« Les Politiques de Développement Durable En Afrique : de la
Désubstantialisation à la Résilience »**

COULIBALY Sionfoungon Kassoum et YAO Akpolé Koffi Daniel, Université Peleforo
GON COULIBALY

Comment face à la puissance de désubstantialisation qui anime les politiques du développement durable, l'Afrique peut développer ses propres stratégies de résiliences ? Cette préoccupation résulte d'une analyse des crises écologiques, climatiques mondiales qui font naître la nécessité d'engager un développement qui se veut durable opposé à celui qui a porté considérablement atteinte aux ressources de la terre. On comprend logiquement que le souci de la capacité de la terre à avoir une certaine stabilité demeure celui de l'homme qui, depuis ces trois décennies, prend la mesure de la fragilité de son existence. Les dynamiques dans ce sens sont guidées par les puissances occidentales qui certainement vivent les effets dommageables des changements climatiques. Ainsi les analyses réalisées et les mesures prises ne peuvent aller que dans le sens de la préservation d'idéaux occidentaux et de la préservation de leurs modes de vie, malgré le caractère englobant de la crise qui inclut l'Afrique. Les choses ne peuvent pas être autrement suivant le principe d'autoconservation des peuples ou même des espèces. Cependant, ce qui se produit est pour l'Afrique, en s'arrimant aux stratégies occidentales, un élan qui la vide de sa substance propre par l'intégration de principes en déphasage avec sa réalité ; nous en voulons comme preuve l'énonciation de principes dans la gestion des ressources naturelles qui semblent freiner les volontés de développement local. L'Afrique doit donc eu égard à cela, se réinventer en développant des stratégies de résiliences qui, prenant en compte la nature globale du développement durable (dans relations internationales), conserve sa substance propre, et peut favoriser un développement endogène. C'est tout le sens de cette contribution qui entend fonder cette résilience sur un socle substantiel qui prendra racine à partir du mode d'être africain dont la nature doit être, dans ce contexte, décryptée.

MOTS CLÉS : Désubstantialisation, Développement, Développement durable, Résilience

“ Culture shock and identity on migrants in movies. A case study of *University Girls* (2017) by Mina Mina and *30 Days in Atlanta* (2014) by Robert Peters”

Afriye Nussimie Emanuella Annette, University Of Dschang

In this globalized world where borders between villages and countries have become porous and human mobility frequent, the notion of culture shock, identity and hybridization has become a call for concern. Some of the factors that contribute to people’s migration are the search for knowledge, search for better job opportunities, tourism, the search for greener pastures, natural disaster. In the course of migration, migrants might come into contact with people from different cultures, attitudes, beliefs and values, thereby exposing them to intercultural issues which might lead to misunderstandings or “culture shock”, “identity crisis” and “hybridization”. Some migrants face difficulties in adapting to a new cultural environment, while others completely forget about their culture and identity when they migrate to other places. This paper therefore investigates the impacts of culture shock and identity issues by unravelling its manifestations on migrants in the Movies *University Girls* and *30 Days in Atlanta*. Data will be gathered by watching the movies *University Girls* by Mina Mina and *30 Days in Atlanta*.mentioned by Robert Peters. Both the quantitative and qualitative approach will be used to analyse data. The analyses of data, identification and evaluation of culture shock and identity on migrant will be done using the Multiculturalism Theory by Song (2010) and Culture and Identity Theory by Serrat (2008). It is anticipated that this phenomenon can be avoided by respecting other cultures; tolerate their behaviors, semi adaptation, conciliation, empathy, and acculturation.

Key Words: Culture shock, identity, migrant, migration, hybridization, multiculturalism, acculturation

“ Language used in conflict management

Asongwe Godfrey Tata, University of Douala

Language in action can be seen in terms of verbal, non-verbal and written media. Therefore, language and communication are sine qua non in this world of words and continued eruptions of conflicts and disputes. What defines humans humanity is language which is the vehicle of communication, people therefore, engage in communication for many reasons, and for the purpose of this paper, we shall examine the language used as one of the means of non-violent methods of conflict management. Language is regarded by experts as the key to the heart of a people. Language therefore is very crucial in the management and resolution of conflicts between two parties in conflicts. This paper, therefore, identifies language as a significant means in managing conflicts. Other non-violent methods of management of conflicts where the use of language and communication are crucial and significantly inevitable include negotiation dialogue, mediation adjudication and arbitration as well as the use of mass media. Crystal (1987) considered language to be an indispensable human endowment as having perhaps, magical and mystical and unique role in capturing the breath of human thought and endeavours. Language, information and communication are very essential in promoting, preventing and resolving conflict situations. Negotiation or dialogue can only take place where exchanging and sharing of information is possible. Communication, therefore is the goal of language as mutual agreement is the goal of conflict management. In this paper, language, communication and conflict management are examined. Emphasis is placed on conflict management through language and effective communication. Peace is the prime value of this paper, it is generally defined as the absence of war. As a result of too many violent situations, there is a desperate search for peace and conflict resolution in our societies. Conflict is seen as the pursuit of incompatible interests and goals by different groups. Armed conflict is the resort to the use of force and armed violence in the pursuit of incompatible and particular interests and goals. The research for causes of conflict, its management and resolution have led to the use of such terms as peace-making, peace-keeping, peace-building, peace-education, conflict, prevention. Without peace, there will be no development.

Key Words: Language use, language and peace, conflict management

“Fashion Psychology: what clothes say about you.

Ophelia Ohenewa Mefful· Sylvia Owusuwaa Donkor and Prize McApreko· Takoradi
Technical University

The Psychology of Fashion offers exciting and dynamic overview of how clothing can influence people's cognitive processes and its ability to manipulate consumer behaviour. The objective of this research is to investigate the above phenomenon and identify the cognitive processes of clothing communication, and ascertain various means by which clothing psychology influences people's behaviour. It also interrogates the significance of fashion psychology with cultural significance. Finally, it highlights the extent to which the psychology of clothing contributes to upholding social norms and behaviour. Using Ghana as a case study and principal reference point, this study adopts the qualitative approach as its dominant methodology, and uses the thematic analysis to interpret collected data. Findings of the research establishes, among others that, fabric texture and colour, customised style lines, contemporary clothing trends are flagship indicators that influence consumer behaviour. It concludes that clothing impacts differently on people's psychological states, however, this impact tends to assume a rather diminutive posture in a cultural ambience, and hold sway for the domineering influence of social and customary norms as they relate to cultural events.

Key Words: Colour psychology, Clothing, Communication, Cognitive, Socio-cultural norms.

« *Evaluation des performances des apprenants en fin de formation de l'ASTI et PAUTRAIN* »

Dongmo Fouefack Randy, University of Buea and Wanchia Titus Neba, University of Bamenda

Le présent article découle du constat selon lequel de nombreux apprenants inscrits dans les programmes d'interprétation offerts à Buea (ASTI et PAUTRAIN) et met en évidence les difficultés rencontrées par ces derniers à communiquer effectivement le message extrait du texte/discours source. Il se donne deux (2) objectifs ; premièrement d'identifier et décrire les problèmes rencontrés par lesdits apprenants et deuxièmement de répertorier et justifier les stratégies visant à les relever. Sur la base de l'observation et une recherche documentaire, un échantillon de 100 extraits d'interprétation de quatre (4) discours par les élèves-interprètes en fin de formation a été analysé quantitativement et qualitativement, appuyé par des théories et stratégies de traduction et interprétation ainsi que la méthode de l'analyse critique du discours. Il ressort de l'analyse des données que (1) les problèmes rencontrés par les apprenants sont liés à la pratique ; à la formation et à l'effort d'écoute-analyse ; de même, (2) les stratégies visant à résoudre lesdits problèmes consisteraient à revoir

“ Cameroon English and the social role of borrowing within the Anglophone community

Prasidis Nain Wainkem, University of Yaounde 1 and Clovis N Nkwainm, University of Buea

This study describes current patterns of usage in Cameroon English (CE) from a lexico-semantic perspective. With the ongoing socio-political upheavals in the English-speaking regions of Cameroon and the devastating effects of Covid-19 that hit almost every part of the world, communities have unconsciously shifted or adjusted from their traditional ways of doing things. In addition to these adjustments, the common man especially in these regions of Cameroon is faced with an identity crisis (we limit this crisis to personal conflict due to the question of social class, who they are in the community to restriction or choice of words depending on context). Even though CE is not as popular as other varieties of English, its pattern of usage as a result of semantic extension, relexicalization and over-lexicalization, is increasingly gaining centre stage as a unique variety. Data for this study were sourced from social media platforms, such as Facebook, WhatsApp Groups and Instagram, which are referred to subsequently as the Blue App, the Green App and IG respectively. Using Fairclough’s (1995) Critical Discourse Analysis (CDA) and Halliday’s (2003) Systemic Functional Linguistics (SFL), we qualitatively cross-classified patterns of usage – from origin, word senses like metaphor and metonymy to semantic links among these senses and their role in the social space. The results, though by far significantly triggered by health crisis which compounds existing socio-political crisis in the English-speaking regions, evince that new patterns of usage, mostly from semantic extension to disguised meaning, have coloured their everyday language use, making CE a unique variety.

Key words: CDA, identity crisis, relexicalization semantic extension, social class

“Bilingual Education in Cameroon: The Special Bilingual Education Programme in Secondary Schools”

Gilbert Tagne Safotso and Ines Thérèse Gamgne· English and Commonwealth Studies,
University of Dschang, Cameroon

Cameroon adopted since 1961 the policy of English-French official bilingualism and ensured individual bilingualism for its citizens through education. Since then, several educational programmes were experimented and failed to produce effective bilingual citizens. This article examines the attitudes and performance of Francophone students enrolled in the latest bilingual programme known as the “Special Bilingual Education Programme” (SBEP in short) which started up in 2010 with a few secondary pilot schools and was to be gradually extended to other schools in the country. The data analysed was collected through questionnaires administered to students of *Troisième*, *Première* and *Terminale Bilingues* of GBHS Dschang (N=88) and English teachers (N=2). This was completed with some unstructured interviews with 20 of the subjects. The findings showed that most of the students don’t have positive attitudes towards the programme and the learning of the English language as second language because the enthusiasm they presented at the beginning of the enrolment in the SBEP disappeared and the disappointment came along the way. Again, the performance of students is problematic at the end of the training because the syllabus is inadequate to the language needs of Francophone students learning the English language. This paper suggests the revision of the syllabus of the programme to make it more adequate to ensure bilingualism in Cameroon.

Key Words: Bilingual education; Francophones; Cameroon Bilingual Policy; Secondary education; Language learning

“ Is the “Cocoon” too hard to be metamorphosed? The Teaching of Slavery and Slave Trade in Cameroon secondary Schools”

Nchamaze Arnold Akepu, University of Dschang

Didactics and scholarship of national history is gaining prominence in Cameroon especially with the accentuation of research on forms of enslavement, sites of enslavement, slave routes, slave markets and ports of embarkation albeit official and indigenous abolitionism in Cameroon. However, related topics and themes as have remained peripheral in content and approach in both the English and French speaking sub-systems of education in Cameroon. Before the 1995 general conference on education, themes in Slavery and Slave trade only featured in the French Speaking sub system, meanwhile, the creation of the Cameroon GCE board and its introduction of new syllabuses saw the introduction of the themes in Slavery and Slave Trade in Africa and Cameroon, before the 2009 GCE session Slavery and Slave Trade in Cameroon disappeared from the syllabus. Despite the increasing scholarship in the history of enslavement in Cameroon, why is the “Cocoon” too hard to be metamorphosed? In other words, why has the teaching of Slavery and Slave Trade remained peripheral in Cameroon secondary schools despite the introduction of the Competency-Based Approach (CBA) in secondary education? To answer this question, the de-colonial approach was employed through a comparative critical content analysis of related primary, secondary and other source material necessary for the teaching of Slavery and Slave Trade a bid to deconstruct themes on the history of enslavement in Cameroon and propose paradigm and policy shifts to teachers and other education stake holders.

Key Words: Didactic of History, National History, History of Enslavement, Competency-Based Approach (CBA).

“A comparative analysis of the production skills of SBEP and mainstream bilingual students: The Case of GHS Ngoa-Ekelle and GBHS Etoug-Ebe “

TUEKAM SANDRA, University of Yaounde 1

Cameroon is one of the two only officially bilingual countries in the world where two official languages coexist. This situation has given rise to numerous practices to ensure that both languages are treated equally. Among the educational reforms, the latest is the Special Bilingual Educational Programme launched in 2008, in selected schools across the country. We observe that students who have not gone through the programme have seemingly lower proficiencies than those who did, however, the extent of this variation especially in production skills is still to be investigated. This study primarily seeks to make a comparative analysis of production skills of SBEP students and non-SBEP students in order to show the extent of variation between both sets of students' abilities. Deriving from it, we will look at the issues of inequities arising from such a programme. As chosen methodology, we used a production task consisting of a writing and a speaking test both analysed with respect to four selected rubrics. The second part of our methodology was a questionnaire which mainly sought to provide information about the learners' perception of their production abilities as well as the privileges and disadvantages in their respective programmes. The initial findings indicate that SBEP students are more competent as per fluency, vocabulary, grammar and pronunciation than their peers. With regard to writing, both sets show seemingly similar results taking into consideration coherence, cohesion, sentence construction and accuracy. From these results, we might infer that SBEP students production skills are higher than that of mainstream students, therefore bringing to light issues of inequity as to why not implement the programme in the whole educational system instead of to a group of carefully selected students whose selection for the programme based on their English proficiency level might have biased the end-result of the programme.

Key Words: Bilingual education, bilingualism in education, productive skills,

“Insecurity of Mother Tongue among some Third Generation Children in a Multilingual Set Up: The Case of some Township Families in Cameroon”

Prisca Fanie Begheni Talla and kizitus Mpoche, University of Douala

This paper examines the insecurity of mother tongue among some third generation children in some township families in Cameroon. By third generation children here, we refer to children who are born and bred in urban centers, and whose parents were also born and bred there by parents who had earlier relocated from their villages to cities for greener pastures and the generational pipeline spirals down. The search seeks to find out the linguistic habits of children in these township families and how through such linguistic habits, their mother tongue (here referring to the language of the village of one’s origin) which is an integral aspect of one’s identity is (in)secured. To find out this, such township families of different language communities, historical, and social backgrounds are contacted. Issues related to this study are reviewed to see where they converge and or diverge. A quali/quantitative data is collected from 100 children in our target families with the help of structured interview, questionnaire and a structured observation protocol. The data is analyzed based on Skinner’s (1957) behaviorist theory of language. Considering that in such multilingual setting, language attitudes, language choice and other sociolinguistic phenomena abound, we seek to find out how such linguistic habits over generations may lead to insecurity and probable subsequent loss of their mother tongue which is a significant legacy of a people and their cultural identity.

Key Words: Mother Tongue, Insecurity, Third Generation Children, Township Families, Multilingual set up, Cameroon.

“ An Evaluation of Teachers’ Use of Texts in the Teaching of English Language: the Case of Some Selected Form Four Students In Some Secondary Schools In Cameroon ”

Emilienne Namondo Ilongo, Fasse Innocent and Mpoche Kizitus, University of Douala

The use of texts in English Language teaching and learning has gained grounds in research. If texts are accurately exploited by teachers in teaching the English Language, they will facilitate students’ mastery and competence in the language. Certain elements which seem difficult to grasp would be easier to understand if explained with examples from these texts. The objectives of this study are to describe the kinds of texts teachers use in teaching the English Language in form four; check when and how teachers use texts; evaluate the impact of the use of texts on students’ performance; and find out what students think about the use of texts in teaching the English Language to them. To collect data for this study, observation, tests and a questionnaire were used in two form four classes selected from two secondary schools in Buea, South West Region of Cameroon. The study is backed by content analysis, communicative and linguistic competence, needs analysis, communicative language teaching the competency-based language teaching theories. Preliminary results indicate that texts mostly used by teachers in teaching are the ones found in the course book. These are either articles or stories written by different authors on variant subject matters and are used in class mostly during reading comprehension lessons. In terms of teaching methods, teachers customarily pre-teach vocabulary, give students time to read the texts in class silently by themselves, and then students read aloud while the teachers do the correction of wrongly pronounced words. At the end of the reading exercise, students answer questions about the texts. The work also discloses that texts have a significant impact on students’ performance as 68.82% of students performed better after they were taught using texts as against their previous performance of 19.26%. Finally, it was realized that students have a positive attitude towards using texts in teaching certain language elements.

Key Words: ELT, Reading comprehension, teaching methods

« Le bi-plurilinguisme dans l'administration publique camerounaise : le poids des mots, le choc des représentations »

Faty-Myriam Mandou Ayiwouo, Université de Douala Cameroun

Cet article aborde la question institutionnelle du français dans l'administration publique camerounaise, notamment chez les sujets anglophones. Les représentations des anglophones et des francophones affectent les relations/productivité au sein de l'administration publique. L'objectif de cette étude est de les décrire et de les comparer. Trois séries d'entretiens collectifs sous forme de *focus group* ont été organisées à Yaoundé, respectivement auprès de fonctionnaires anglophones du Nord-Ouest et du Sud-Ouest travaillant à Yaoundé et auprès de francophones d'expression française qui y résident. Vingt sujets d'origine et d'expression anglophones âgés de 27 à 50 ans ont été inclus dans la première série. Vingt sujets d'origine et d'expression francophones âgés de 27 à 65 ans ont participé à la deuxième. Dix sujets d'expression bilingue âgés de 37 à 46, dont cinq d'origine anglophone et cinq d'origine francophone, ont participé à la troisième. A la différence des anglophones, les francophones vivent mieux le travail en collaboration. Ils éprouvent même du plaisir à améliorer leur anglais auprès des anglophones. Pour eux, c'est une nécessité de la mondialisation plutôt qu'une obligation constitutionnelle. Les anglophones sont plus réservés. Ils pointent d'un doigt accusateur les pratiques administratives qui ne font pas de différence entre la langue de travail et la langue de communication, les obligeant à travailler dans une langue qui n'est pas la leur. Des conflits relationnels émergent de ces positions subjectives. Dans des cas extrêmes, lorsque le bilinguisme est à peu égal entre ces différents sujets, les anglophones ont recours au Pidgin-English, une langue créole. Les sujets multilingues, parce que multisensibles, en réaction, se communautarisent d'où un effet domino. Un cercle vicieux s'installe qui impacte le climat social et le rendement. La problématique du bi-plurilinguisme dans le milieu d'origine et d'expression anglophone comporte certes des enjeux psychoaffectif et -social mais surtout des enjeux de pouvoir. Il s'agit d'attirer l'attention du Gouvernement sur l'importance d'une définition rigoureuse de la politique linguistique et culturelle.

Mots clés : bi-plurilinguisme, représentation, relationnels, enjeux

“ Teaching Gender Within The Cultural Complexity Of The Cameroonian Landscape”

Eunice Fonyuy Fombebe, University of Buea and Mary Louisa Lum, University of Douala

The multiplicity of cultures within the Cameroonian society has created a conundrum for University lecturers especially within the humanities to teach gender topics. Cameroon’s linguistic babble accounts for the cultural diversity that is witnessed within the national territory. Eberhard, Simons and Fenning (2020) aver that two hundred and eighty three languages are spoken in Cameroon and each language has its codes and ethics which accounts for varied cultural perceptions. Gender teaching becomes a Herculean feat when gender subjects are modeled against Western modalities as is the case of the country’s university curriculum. This paper identifies with the views of Eckert and McConnell-Ginet (2012) who hold that each individual is surrounded by “gender lore” (p.1), indicating the unconscious manner in which individuals imbibe cultural norms about gender through the osmosis of their environment. Data will be collected through observation, interview and focus group discussions with post graduate students of the university of Buea and Douala and from some gender oriented literary texts taught to the very students in the two universities in order to discuss gender enigma in cultural diversity as well as student reaction relative of cultural background. Judith Butler’s precept of gender as a social construction will guide the study along with Afrocentric gender categories. The parameters of teaching Cameroonian students gender subjects will therefore be investigated against the backdrop of gender categories that represent different cultural worldviews.

Key words: Gender, teaching, diversity, culture, complexity, Cameroon

“Immigrant-Home Interactions in Imbolo Mbue’s Behold the Dreamers”

Perpetua Bih Nchang And Kelvin Ngong Toh, University of Bamenda

Immigration is a recurrent theme in the Literature that is produced by migrants of former colonies seeking for space in the metropolitan global north. However, as the novel genre records, most migrants have chosen, education (Adechie’s *American*), others escape wars (Phillips’s *A Distant Shore*) and others journey for a better life in the global north metropolis. While this literature of ex-colonized people have articulated pain in the metropolis and success, one reads the growing popularity of the multicultural orientation of the metropolitan north though strongly opposed by a right-wing resurgence. In this connection, returnee discourse now gains ground as writers represent with almost great degree of success ex-colonized subjects who return to the “homeland” and reinvent themselves. This paper sets out to examine the concept of homecoming in Mbue’s *Behold the Dreamers* with the intention of investigating why immigrants decide to return home after struggling so much to leave home country and how they integrate themselves when they return. In Mbue’s novel, the protagonists Jende and Neni decide to return home to Limbe-Cameroon after spending sometime in America and are very happy to return. Thus we intend to look at the reason for returning and the effect of this on the returnees and their community. Guided by the tenets of postcolonial and migrant theories, this research argues that returning to the homeland proves a worthy venture in Mbue’s narrative which stands as advocates for the migrants out of the “homeland” to contribute in the construction of the homeland.

Key Words: Immigration, homeland development, returnees

“Mankon Palace as a Special Purpose Register and its Vitality”

Angwafo Adela Ngum, Ayu'nwi N. Neba and Esther Asonganyi, University of Buea

In sociolinguistics studies, special purpose registers have been found to emerge from various sociocultural contexts which informs which registers are used, and how intelligible they are to which strata of the population. In fact, special purpose registers are part of the linguistic ecology of the languages they are a part of. Limited research on Cameroonian languages has focused special purpose registers, yet, the sociocultural/linguistic context in Cameroon provides fertile ground for special purpose registers. Given that the vitality of any language also largely depends on its registers it is important to describe these special purpose registers for the preservation of these languages. This study therefore set out to identify and describe the special purpose registers that characterize the use of the Mankon Language within the palace, describe the linguistic characteristics of the royal registers while comparing them to the regular Mankonregister. The research also seeks to , describe the context / situation that accounts for their use, and assess the extent to which they are intelligible to royals and commoners in Mankon. The research used a multi-method approach, involving a participant observation checklist and a semi-structured interview guide to obtain data from a convenient sample of the population that included 213 indigenes of Mankon and 57 royals giving a total of 270 consultants. The data analysis was guided by Halliday's (1960) Systemic Functional Linguistic theory as well as Lakoff's (2003) Metaphor theory. While quantitative data were presented using simple descriptive statistics, the analyses of qualitative data was mainly thematic, the findings reveal that special purpose register have diverse functions and these functions: identity construction; sustainance of social institutions (avoidance), honorifics, deference, spiritual connection between the living and their ancestors.

Key Words: language, special purpose registers, language vitality, Mankon palace

“ Social Media: An Impediment to the Development of English and French languages in Cameroon”

Charles Esambe Alobwede, University of Yaounde 1

Social media has emerged as a popular technology with very strong influence in the different sectors in Cameroon; education, economy, business, government, print media, audio-visual media, etc. The sector that has been most influenced is the education sector, giving that the younger generation of Cameroonians, who are mostly of school age, have embraced social media and made it ‘indispensable’ in relation to communication and the learning process. As a tool for communication, Social media has come along with a deviant form of writing peculiar to the younger generation. This new system of communication has given rise to what is known as Computer-Mediated Communication (CMC) which is widely used within the education milieu in Cameroon. Social media is thus influencing the manner in which both French and English are used in Cameroon, especially the written form of the languages. Aspects of CMC are rapidly and negatively replacing conventional writing forms. Language is gradually shifting from its original sound/sign/symbol and complex sentence structure governed by grammatical rules, to the language of text messaging with its simple syntax, incomplete sentence forms, informal structure and modified ideograms known as emojis (happy faces, excitement figures, sad faces, blushing faces, etc). Our aim in this article is show the extent to which CMC is influencing the written rendition of students in both French and English and how this is detrimental to the development of both languages in Cameroon.

Key Words: Computer-Mediated Communication, social media, language, communication, text messaging, linguistic influence, informal structures.

“ Challenges of integrating Anglophone IDPs linguistically into their host communities: The case of Douala and Yaounde”

Chuo Loveline Ebu, Chiatoh Blasius, Asonganyi Esther, University of Bamenda

The forceful displacements of Anglophone IDPs from the two English-speaking regions into French-speaking regions of Cameroon, as a result of the socio-political crisis in these two regions present Anglophone IDPs with more challenges than opportunities. In fact, the IDPs are going through untold sufferings than the ones they have suffered from their regions of origin. It is for this reason that this study seeks to investigate the linguistic challenges of IDPs in the Littoral and Centre regions of Cameroon which hinders their integration in these communities. With a sampled population of 270 respondents, chosen from three different communities in Douala and Yaounde, a purposive random sampling technique and Snowball technique were used to select the sample population. Three theories (Schumanns Acculturation Theory of 1978, Saul’s Conformity Theory of 2016, and Giles, Bourhis et Taylor Ethno-linguistic Vitality Theory 1977) were used to present and analyse the data for this paper. Findings revealed that the negative attitudes of Francophones towards IDPs are triggered by the existing biases between Anglophones and Francophones in Cameroon. This is expressed from the tags, labels, words and names, which they use on IDPs and their discriminating attitudes towards IDPs. This has widened the gap between IDPs and their host communities as majority of them mingle and interact only with Anglophones, while some are waiting for the crisis to cease for them to return to their regions of origins.

Key Words: IDPs, Anglophones, Francophones, integration, biases

“ Parental Demands and Expectation for Learner’s Cognitive, Social and Linguistic Development in Education in Cameroon”

Constance Mpoche and Acha Magwi Gladys, University of Douala

The teaching of each subject is generally based on or around a textbook designed to meet the requirements of the syllabus and the public examinations. It then becomes the teacher’s responsibility to extend, illustrate the lesson in the language classrooms. In the lower forms of secondary School, the tendency has been to simplify reducing the vocabulary load, reducing discourse to simple statements of fact and relying on pictures, charts, tables and so on to assist the learner’s understanding. However, this phenomenon is raising some worries about student’s productive use of English in School and the society as learners of English as a second Language failed to meet up with their oral production in school and in the society. As a results, learners developed short-term communication strategies where in, they use French equivalent on pictures and on content words in texts. This article examines the teaching of English texts and students productive use of English in Cameroon Secondary Schools. Data come from oral production in storytelling, pictures, conversations and writings in formal and informal context. The discussion is informed by theories of social learning and language teaching and learning (Ur 1996 and Vygotsky 1978 Constructivism). Findings posit that teaching second language learners through storytelling, pictures and games enhance oral production skills, recognition as well as prerequisite skills expected from learners in Cameroon.

Key words: linguistic development, English text, oral production, teaching, learner’s strategies

“ Korop Morphological Shift And Population Resettlement

Delphine Efa Eret, University of Buea,
Vincent Ambe Tanda, University of Bamenda,
Sammy Beban Chumbow, University of Yaounde 1

This study investigates the degree to which Korop morphological shift is exacerbated by population resettlement. It investigates the word categories and lexical items of Korop language which are facing trends in shift and the extent to which population resettlement has heightened these shifting trends. Korop is a cross-border language spoken in Cameroon and Nigeria. The study is based on the section of Korop spoken in Cameroon, that is, in Mundemba, Ndian Division of the South West Region. The study makes use of the Structural Grammar Theory and the Comparative Theory. It is interdisciplinary and is based on the descriptive longitudinal qualitative research design. Field methodology required qualitative methods of data collection. Primary data was collected using participant observation and oral test/semi-structured interviews, where 40 participants were administered an oral test with the aim of identifying shifting lexical categories from Korop to Cameroon Pidgin English. The secondary method of data collection was also employed with regard to formal analysis. Data analysis was done using descriptive statistics (tables, frequency distribution and percentages) and the results, presented in histograms. Considering the fact that Korop language is reported to be endangered and even shifting based on intergenerational transmission, the study found out that the shift in Korop morphology is magnified by population resettlement. The normal morphological shift of Korop is about 38%, while the heightened shift caused by resettlement is about 23%. Korop has lost about 70% of its vocabulary items in the domains of hunting and farming to Cameroon Pidgin English. The identification of trends in Korop morphological shift and the fact that the shift is purported to have been exacerbated by population resettlement, will not only be of pedagogic but also of theoretical relevance.

Key Words: Korop endangerment, morphological shift, resettlement

“An assessment of Students’ Perception on Translator Training through e-Learning in the Advanced School of Translators and Interpreters (ASTI) During the Covid-19 Period.”

Viny Djongoue, Ayonghe Lum Suzanne, ASTI, University of Buea

About thirty-five years after its creation, ASTI still depended on the traditional face-to-face mode of training, despite the rapid growth of the school such as, the liberalization of the training programme, the existence of a Division in charge of certificates and short courses and the hosting of the Pan-African Masters in Translation, Interpretation and Transborder languages. The outbreak of the Covid-19 pandemic in 2020 provided a testing ground for ASTI to use e-learning for two to three months due to the social distancing measures put in place by the Government. This study seeks to portray e-learning as a sustainable and supplementary mode of teaching since the outbreak of the Covid-19 pandemic, given its use for the training of translators. The study is guided by the following three research questions: (1) What is the impact of e-learning on translator training? (2) What has been the major constraints in the implementation of e-learning in translator training? (3) How can e-learning be valued for better educational outcomes? Data were collected quantitatively through close-ended questionnaire administered to 86 trainee translators and also qualitatively through participant observation. The data were analyzed using pie charts and descriptive statistics: frequency counts and percentages. The findings revealed that despite the inherent weaknesses of e-learning, most of the trainee translators see it as an effective mode of training and they prefer a judicious blend between e-learning and traditional face-to-face lectures, as this imbued them with marketable skills that will enable them to compete effectively in the job market. Recommendations were made to improve the practice of e-learning and suggestions for further research were proposed.

Key Words: E-learning, Translation, Translator Training.

“ The Symbols of Traditional Medicine(S) among the Bali-Nyonga nd Mbatop Communities”

Nwana Titus and Ogork Claris M, University of Buea

The centrality of herbal medicine in Africa remains an important issue in the discourse of traditional belief system. Prior to the introduction of ‘‘Western’’ health systems in Africa, there existed a well centralized, organized and established health platform which was defined by several spiritual and physical mechanisms which inevitably characterized its uniqueness among communities. Yet, it has gradually been relegated in the cultural milieu of performance. Using primary and secondary sources, this study attempts to establish a historical trend of herbal medicine in Bali-Nyonga and Mbatop communities and its significance in the changing and current world situation characterized by illness of different dimensions. The results of the findings show that despite the multiple appraisals of western medicine, indigenous medicine amongst these two communities spoke for itself and handle multi-variant and sophisticated illnesses which more or less tackled issues from the physical and spiritual perspectives as oppose to the physical and conventional ‘Western’ health initiatives. The study concludes by informing the people of Cameroon and Africa that there should be quick return to the natural green plants in order to face the health crisis which is more dangerous than Covid-19 warming up for the world.

Key words: Herbal medicine, Traditional beliefs, Physical and Spirituality.

“ Female Empowerment and Matrimonial Church Disempowerment in the Cameroon’s Landscape”

Titus and Frida Leyina Voma, University of Buea

The increasing influence and power invest on women through empowerment schemes is gradually vacating them in an empowered status of un-convivial confusion. Perhaps at the cross road of defining their empowered status, marriage remain a major preponderant to female quest for full empowerment. This is in a bid to justify the view that, women empowerment has gradually been empowering “single marital status”, and a „female-man“ to sponsor. This act do manifest as there is a steady female disempowerment revealing in many Christian churches and church services. Through the lenses of the Christian faith in the Cameroon’s landscape, this paper argues that, women empowerment is a trap of un-relented and devote women who gain legal state power and against legal individual female marital influence. We adopted the historical methodology to collect data for analysis. The result of the findings show that female folks have gained a cross limit of empowerment which is gradually turning against them, making sexuality and marriage to be a great question of weeping and tears. As a result, many women have started disempowering themselves using the Christian churches as starting point. This issue owes its root to the fast declining rate of the polygamy constitution within Cameroon and Africa as a whole.

Key words: Empowerment, Female, Marriage, Christian Church, Disempowerment.

“From Prophecy to Realisation: A Postcolonial Reading of John Nkemngong Nkengasong’s Across the Mongolo and Julius Angwah’s Before Our Eyes.”

Nyanchi Marcel Ebliylu and Monde Awawou Vanessa, University of Dschang

The paper examines the events leading up to the political crises in post-independence Kamagola, Recam and Webaz. Using John Nkemngong Nkengasong’s *Across the Mongolo and Julius Angwah’s Before Our Eyes* it traces the socio-cultural, economic and political divide instituted by the colonial masters and perpetrated by the neo-colonial regimes to exploit the masses. Using the postcolonial theory, the paper hinges on the hypothesis that the deliberate refusal of the neo-colonial regimes to respect the Deed of Unification for over fifty years sets the basis for the political crises responsible massive loss of lives, properties, national and international emigration. Through *Across the Mongolo and Before Our Eyes*, the levels of marginalisation, torture, oppression and corruption are exposed as the minority English speaking sections of Kamagola, Recam and Webaz adopt revolutionary tendencies to articulate their nationality and desire for equal rights and opportunities in a rainbow nation. By resulting to radical measures against the gerontocratic regimes, Nkemngong and Angwah equip their heroes with the necessary skills and energy required to break the chain marginalisation and suffering through the successes of the revolutions. The paper proposes alternative measures to peace building, national reconciliation and socio-political stability.

Key words: Deed of Unification, marginalisation, revolution, postcolonial, rainbow nation

“ Video Modelling and Attention Deficit Disorder in Mild Autistic Children in a Classroom Situation ”

SINTIA Isaiah Nying, University of Yaounde I

This proposal falls under the second axe and comes from the fact that social and behavioural difficulties of children with ADD are profoundly greater than those experienced by their typically developing peers. These difficulties are known to lead to adverse outcomes in later life if left unaddressed. The underlying reasons for their social difficulties include impaired aspects of social cognition and a lack of behavioural inhibition; individuals with ADD have difficulty with forethought, problem-solving and performing skills in the moment. Pharmacological treatment alone is insufficient for addressing social functioning difficulties. Non-pharmacological interventions need to be used in conjunction with pharmacological treatment like. Video-modelling stems from Bandura's social learning theory, which focuses on the concept that observational learning through modelling has a profound impact on the skill development of children. Therefore, intervention and assistance to develop skills may be more effective when aspects of social cognition are targeted. The main question that shall guide this study is ‘how does video modelling help in redressing attention deficit disorder in mild autistic individuals?’ This study shall be qualitative and shall be experimental. The population of this study shall include school children with autism. The intervention shall target any skill; however, needed to include video-modeling as the whole intervention. The main data collection instrument shall be observation in a classroom situation. Data shall be analyzed on tables according to the observations made. From the findings, some suggestions shall be made to the various stake holders involved in the education of autistic children.

Key words: autism, attention, modeling, behavior and intervention.

“Acoustic Analysis of Vowel Length in Two Igbo Varieties”

Nmasichuckwu Sussan Otujieme and Ayu'nwi N. Neba, University of Buea

Studies on the dialects (accents) of Igbo have included mainly varieties within Nigeria precisely in Igbo land. Little is known about Igbo accents spoken outside Nigeria, yet the population of Igbo speakers, born and bred outside Nigeria is huge. This paper reports results of an investigation of whether vowel length (VL) is one of the distinguishing variables between the home-based (Owerri) and the diasporic (Buea) based Igbo accents. The experimental study measured the duration of high vowels: [u ʊ i i] (IPA u, ʊ, i, ɪ) at word initial positions before voiced and voiceless stops, and at word final position after voiced and voiceless stops as pronounced by purposively and randomly selected 8 speakers (4 Owerri- and 4 Buea-based Owerri Speakers, 2 males and 2 females, respectively). Results demonstrate that VL distinguishes these two accents. The Buea based accent differs from the Owerri based accent in vowel duration word initially, and word finally before and after voice and voiceless stops in a VCV structure. Vowel duration is statistically significantly shorter ($p < 0.05$) in the Buea accent than the Owerri accent word finally, a process of vowel shortening. For all four vowels under study, the p-values for the four vowels are 0.09, 0.44, 0.04, and 0.07 for i ɪ u and ʊ, respectively at initial position before voiceless stops. For i ɪ u and ʊ, p-values are 0.05, 0.04, 0.01 and 0.03 at final positions after voiceless stops, respectively. At initial position before voice stops p-value moved from 0.11, 0.07, 0.03, to 0.08 for i ɪ u and ʊ while it moved from 0.08, 0.03, 0.03, to 0.04 at word final position after voice stops. Hence the statistical difference in VL between both accents exists only word finally after voiced and voiceless stops as p-values are < 0.05 .

Key words: Acoustic analysis, Vowel duration, Accent, Variability, Buea-based Igbo and Owerri-based Igbo

“Profiling the Sociolinguistic Competence and Performance of Francophone Students Studying in Anglo-Saxon Schools in Cameroon”

Sirri S. Memba & Kizitus N. Mpoche, University of Douala

To achieve quality educational output in a multilingual and multicultural setting like Cameroon where there is competition between dominant and minority languages, competence in the language of instruction is not an alternative (Chiatoh, 2012). This study seeks to identify the sociolinguistic competence and performance of Francophone students studying in Anglo-Saxon schools at the Ordinary Level General Certificate of Examination (GCE O/L) for the academic year 2021/2022. These Form 5 students of Francophone background read and write the language they hear, understand and use most in their day-to-day social interactions. It is therefore important to establish the profile of the participants in terms of sociolinguistic perspective: region of origin, native language(s), length of time studying English, length of stay at an English speaking region, exposure to the English language, and motivation. In order to determine whether there exists a correlation between participants' sociolinguistic competence and performance across their profile, this study uses questionnaires and GCE O/L result forms from 12 selected Anglo-Saxon secondary schools in two towns of Francophone and Anglophone regions of Cameroon. The discussion of this research is informed by Chomsky's (1965) linguistic theory of competence and performance and Giles' (1991) Accommodation theory. Results indicate that context plays a vital role as far as linguistic competence and performance are concerned.

Key Words: Competence, Performance, Sociolinguistics, Francophone students, Anglo-Saxon schools

“Investigating the sociolinguistic impact of the immersion experience on the English Language proficiency of graduating Francophone students at the University of Buea”.

Djousse Ngnintedem Candice, Fasse Mbouya Innocent and Kizitus Mpoche, University of Douala

Cameroun is a country with two official and many local languages interacting together. It has been trying to implement a language policy of official bilingualism which implies English and French individual and societal bilingualism. The main medium through which the State has been promoting that policy has been Education. The failure of the education system to produce truly bilingual citizens (Kouega 1999, Anchimbe 2005, Fassé 2010, Mpoche 2016,...) has pushed many Cameroonians to look for their own means to develop English and French Proficiency. Among these means stands the fact for francophones to enroll in English-speaking universities like the University of Buea in order to improve their proficiency in English. The purpose of this study is to assess the level of bilingualism achieved by these Francophone students who have studied at the University of Buea for a minimum of two years. To achieve this, the study has used a 20-item language test extracted from the Cambridge standard English Language test as data collection method to test level one and Level three, students of any specialty except, language students. Sociocultural and creative construction theories and concepts like second language acquisition and learning will guide us on this research. Preliminary results of this ongoing study indicate that level three students have improved their English proficiency at varying degrees in many aspects of the language. Apart from language proficiency development, the study equally checks the sociocultural impact of the immersion experience on Francophone students.

Key words: Immersion, bilingualism, English language proficiency, francophone students.

« *Le bi-plurilinguisme dans l'Administration Publique Camerounaise: le Poids des Mots, le Choc des Représentations* »

Faty-Myriam Mandou Ayiwouo, Université de Douala

Introduction. Cet article aborde la question institutionnelle du français dans l'administration publique camerounaise, notamment chez les sujets anglophones. Les représentations des anglophones et des francophones affectent les relations/productivité au sein de l'administration publique. L'objectif de cette étude est de les décrire et de les comparer. Méthode. Trois séries d'entretiens collectifs sous forme de focus group ont été organisées à Yaoundé, respectivement auprès de fonctionnaires anglophones du Nord-Ouest et du Sud-Ouest travaillant à Yaoundé et auprès de francophones d'expression française qui y résident. Résultats. Vingt sujets d'origine et d'expression anglophones âgés de 27 à 50 ans ont été inclus dans la première série. Vingt sujets d'origine et d'expression francophones âgés de 27 à 65 ans ont participé à la deuxième. Dix sujets d'expression bilingue âgés de 37 à 46, dont cinq d'origine anglophone et cinq d'origine francophone, ont participé à la troisième. A la différence des anglophones, les francophones vivent mieux le travail en collaboration. Ils éprouvent même du plaisir à améliorer leur anglais auprès des anglophones. Pour eux, c'est une nécessité de la mondialisation plutôt qu'une obligation constitutionnelle. Les anglophones sont plus réservés. Ils pointent d'un doigt accusateur les pratiques administratives qui ne font pas de différence entre la langue de travail et la langue de communication, les obligeant à travailler dans une langue qui n'est pas la leur. Des conflits relationnels émergent de ces positions subjectives. Dans des cas extrêmes, lorsque le bilinguisme est à peu égal entre ces différents sujets, les anglophones ont recours au Pidgin-English, une langue créole. Les sujets multilingues, parce que multisensibles, en réaction, se communautarisent d'où un effet domino. Un cercle vicieux s'installe qui impacte le climat social et le rendement. Conclusion. La problématique du bi-plurilinguisme dans le milieu d'origine et d'expression anglophone comporte certes des enjeux psychoaffectif et-social mais surtout des enjeux de pouvoir. Il s'agit d'attirer l'attention du Gouvernement sur l'importance d'une définition rigoureuse de la politique linguistique et culturelle.

Mots clés : bi-plurilinguisme, représentation, relationnels, enjeux Axe de communication
Politiques linguistiques/Sociolinguistique

“Teaching Gender Within The Cultural Complexity Of The Cameroonian Landscape”

Eunice Fonyuy Fombebe, University of Buea and Mary Louisa Lum, University of Douala

The multiplicity of cultures within the Cameroonian society has created a conundrum for University lecturers especially within the humanities to teach gender topics. Cameroon’s linguistic babble accounts for the cultural diversity that is witnessed within the national territory. Eberhard, Simons and Fenning (2020) aver that two hundred and eighty three languages are spoken in Cameroon and each language has its codes and ethics which accounts for varied cultural perceptions. Gender teaching becomes a Herculean feat when gender subjects are modeled against Western modalities as is the case of the country’s university curriculum. This paper identifies with the views of Eckert and McConnell-Ginet (2012) who hold that each individual is surrounded by “gender lore” (p.1), indicating the unconscious manner in which individuals imbibe cultural norms about gender through the osmosis of their environment. Data will be collected through observation, interview and focus group discussions with post graduate students of the university of Buea and Douala and from some gender oriented literary texts taught to the very students in the two universities in order to discuss gender enigma in cultural diversity as well as student reaction relative of cultural background. Judith Butler’s precept of gender as a social construction will guide the study along with Afrocentric gender categories. The parameters of teaching Cameroonian students gender subjects will therefore be investigated against the backdrop of gender categories that represent different cultural worldviews.

Key words: Gender, teaching, diversity, culture, complexity, Cameroon

“Immigrant-Home Interactions in Imbolo Mbue’s Behold the Dreamers”

Perpetua Bih Nchang and Kelvin Ngong Toh, University of Bamenda

Immigration is a recurrent theme in the Literature that is produced by migrants of former colonies seeking for space in the metropolitan global north. However, as the novel genre records, most migrants have chosen, education (Adechie’s American), others escape wars (Phillips’s A Distant Shore) and other journey for a better life in the global north metropolis. While this literature of ex-colonized people have articulated pain in the metropolis and success, one reads the growing popularity of the multicultural orientation of the metropolitan north though strongly opposed by a right wing resurgence. In this connection, returnee discourse now gains ground as writers represent with almost great degree of success ex-colonized subjects who return to the “homeland” and reinvent themselves. This paper sets out to examine the concept of homecoming in Mbue’s Behold the Dreamers with the intention of investigating why immigrants decide to return home after struggling so much to leave home country and how they integrate themselves when they return. In Mbue’s novel, the protagonists Jende and Neni decide to return home to Limbe-Cameroon after spending sometime in America and are very happy to return. Thus we intend to look at the reason for returning and the effect of this on the returnees and their community. Guided by the tenets of postcolonial and migrant theories, this research argues that returning to the homeland proves a worthy venture in Mbue’s narrative which stands as advocates for the migrants out of the “homeland” to contribute in the construction of the homeland.

“Oral Legal Traditions as an Instrument of Peace building in African Rural Communities: The Case of the Banen community of Cameroon”

Dissake Koumassol Midinette Endurance , University of Bamenda

Despite their membership in the United Nations Organisation, many African nations have known bloody wars. Leaving the dramas of Vietnam, Cambodia and Afghanistan as well as the particular case of Palestine, Africa is the continent of the world where armed conflicts, met for thirty years the greatest number of war victims. For instance, the war in Sudan has claimed more than 2 million lives. Western peacebuilding strategies propagated and implemented by organs like the United Nations do not correspond to the needs of Africans. However, a retrospective analysis of the situation of peace and conflicts in Africa indicated that African communities experienced less social conflict when ruled by their customary laws during the pre-colonial period. To demonstrate the efficacy of customary laws and/or oral legal traditions in African rural communities, I documented, transcribed, translated and analysed the customary court discourse of the Banen community of Cameroon using a multidisciplinary approach (legal, linguistics, and anthropological sciences). The five themes outlined in the analysis (Spirituality, Brotherhood, Endorse, Conciliation and Deference) attest that the success of customary law in Africa is not simply due to its judicial legitimacy but also to its cultural character. People accept and apply laws that resemble them and are expressed in languages they understand. It is therefore necessary to go back to basics, to implement laws that are made by Africans, for Africans and in Africa. A system of law that I have termed, the communal peacebuilding strategy.

Key Words: Culture, Law, Language, Peacebuilding & Africa

“ Games as a medium of teaching vocabulary in Mendankwe-Nkwen: the case of Forms 1A-C students of GBHS Bamendankwe”

Achinda Adele Vutio and Sirih Nagang Nancy Nyindem, University of Bamenda

This study sets out to investigate the use of games as a medium of teaching vocabulary in Mendankwe-Nkwen: The case study of Forms 1 A-C students in GBHS Bamendankwe. What prompted the researcher to carry out this study was students' performance in vocabulary when taught using definitions, synonyms, antonyms, translations etc. The research exploited a qualitative and quantitative research approach of data collection two made tests (pre-test and post-test) were administered to two groups of students that are the Control group (Forms 1 A & B) and the Experimental group (Forms 1C) to measure their progress in the Mendankwe-Nkwen vocabulary. Also, questionnaires were administered to 40 Mendankwe-Nkwen students and 10 national language teachers to check their perceptions in the use of games in teaching vocabulary in Mendankwe-Nkwen. Out of the 50 respondents, 50 questionnaires were received, representing a 100 response rate. The Participant observation technique was exploited to observe the teachers and students each time a vocabulary lesson is delivered. The theoretical framework used for the analysis of this work is the constructivism theory of Jean Piaget and the Motivational theory of Keller. The findings reveal that national language teachers do not use games to deliver vocabulary lessons in Mendankwe-Nkwen. It reveals that teachers do not use games during vocabulary instruction claiming it is time-consuming. Furthermore, this research demonstrates that students perform better and retain more vocabulary when taught using games. Thus, this study recommends that educational stakeholders (teachers, school administrators, and pedagogic inspectors) should emphasize the use and implementation of games during vocabulary classes.

Key words: Games, Teaching, Vocabulary, Mendankwe-Nkwen.

“ The purity of local languages vis-à-vis English in a technologically changing world: The case of Awing and Pinyin ”

Nkwetisama Carlous M. & Fonka Hans M, University of Bamenda

Languages in the world are facing enormous challenges with new words from new technologies that keep forcing their way into their repertoires. This is the case with the Awing and Pinyin languages that keeps embracing new words directly from English through new technologies. Although no language has ever been pure as languages have never stopped borrowing from each other, local languages have always translated borrowed words to meet the local realities. With the recent trend of new technologies in a globalizing world, words in Awing and Pinyin have maintained their forms from English. A number of new technological words were selected and 80 Awing and Pinyin people, the age (31 and above) and the young (under 30) were asked to name them in Awing and Pinyin. We also interviewed members of the Awing and the Pinyin language development committees that are working in partnership with CABTAL to know how they manage new technologically generated words in their literacy programmes. The results gave varying linguistic strategies with most of the words selected maintaining their English forms in the two languages. It is expected that the finding will give new orientation in language development efforts in Cameroon.

Key words: Globalization, language maintenance, borrowing, Awing, Pinyin

“Lexicalization: Intelligibility in Anti-language Usage in Cameroon”

Akeleke Comfort Anu & Fonka Hans Mbonwuh, University of Bamenda

The goal of every communication is for it to be understood, but most often many factors contribute to misunderstanding in communication amongst which we have lexicalization. It is for this reason that the researchers sought to investigate whether the process of adding new words through the use of anti-language created intelligibility problems. Through the use of a mixed method design, the field work was carried out using a random sampling technique. The sequential gathering was used for this application. With this, we had the questionnaire as the first sequence and an interview as the other. The combination was done using the integrated design where the independent collected data was combined at the end of the interpretation and conclusions. Data was collected on social media and from 30 respondents from the North West Region of Cameroon. Five areas with five lexes from each feature were chosen for this investigation- love, money, administration, education, and business. The data was compiled, analyzed and presented with the aid of two theories- The Explanatory Combinational Lexicology (ECL) and the Theory of Communication Action (TCA). From the findings it was seen that the use of these anti languages create intelligibility and this is because of some factors like familiarity and differences in social relation. It is recommended that anti language should be used in context since the goal behind any language usage is to communicate.

Key words: lexicalization, intelligibility, anti-language, communication Action

“English Language Pedagogy in a Multilingual Context: Reversing the Multilingual “Curse” in Cameroon”

Ignatius Ambe Akonwah & Nkwetisama Carlous Muluh, University of Bamenda

The prioritization of English has caused the relegation to the background of local languages which are dying out and may eventually go extinct. This paper investigated the extent to which the rich multitude of languages in Cameroon are exploited to the advantage of Cameroonian language users; how English is prioritized to the detriment of local (and other) languages in Cameroon; how translanguaging could be used to facilitate the learning of English and other subjects on the curriculum. It sought to answer questions: To what extent is the rich multitude of languages in Cameroon exploited to the advantage of Cameroonians? How is English overprioritized to the detriment of local languages in Cameroon? How can translanguaging be used in schools to teach English and other subjects on the curriculum with the objective of preserving local languages? The paper was guided by the Critical Discourse Analysis, The Cognitive and the Socio-cultural Theories. 106 students and 20 teachers constituted the sample population selected from different categories of schools in the North West Region of Cameroon. A questionnaire was administered to teachers and students, an interview was conducted with two male and two female teachers and students per school, making a total of sixteen. A video of a live classroom observation was done. The study was based on the hypotheses that the rich multiplicity of languages in Cameroon is not sufficiently exploited to the advantage of learners and users; that English is overprioritized to the detriment of local languages in Cameroon, that translanguaging would be a panacea to local languages. Findings revealed that very little of other languages is used in national and pedagogic spheres in Cameroon, hence linguistic genocide, and that translanguaging can be a panacea for local languages in Cameroon. Recommendations were made to policy makers, the Ministries of Basic and Secondary Education, course book designers, teachers and parents. Suggestions for future research were also made.

Key words: Cameroonian language users, translanguaging, facilitate, learning of English, curse.

“An evaluation of the Skill-Based and the Competence-Based Approaches on the Writing performance of Terminale A4 students in the Northern Regions of Cameroon”

Mbia Bekono Luc Armand And Mpoche Kizitus, University of Douala

This study compares students’ performance in writing under the Skill-based and the Competence-based Approaches. The informants are former candidates of the *Baccalauréat* examination in the three northern regions of Cameroon, that is, Adamawa, North, and Far North. These regions are known as Priority Education Areas due to their delay in access to education. The main question we want to answer in this research work is whether, and to what extent, the change of the approach to teaching English in this part of the country has contributed to the amelioration of students’ performance in writing. In other words, the study checks how true are Richards and Rodgers (2001:1)’s stand that “Adopting the newest method will lead to better results than the previous method” regarding the teaching of writing in Cameroon. The data stem from *Baccalauréat* A4 candidates’ scripts collected from two examination centers for the 2018 and 2021 sessions representing the Skill-based Approach and the Competence-Approach respectively. The data are analyzed following the content analysis method with descriptive statistics to report students’ performance in writing. An analysis of the data reveals that students’ performance in writing under both teaching approaches is almost the same, which is an indication that the new approach, the CBA, has not impacted students’ writing positively as expected. As a result, the study proposes a series of measures to be taken for the amelioration of students’ writing skills at this level of education.

Key Words: Writing, Baccalaureat, Skill-Based Approach, Competence-Based Approach

***“Testimonials As A Basis For Human Transformation And Nation Building:
An Art-Informed Reading Of A Career With Character - A Compendium Of
Testimonials On Paul N.Mbagwana”***

Moses S. Minang University of Buea

The world of academia certainly has clearly defined rules by which living and operating therein should follow. However, it does appear that there are unwritten rules which appear to dictate higher than the ones perceived, thereby making life quite for all levels of players in the academia. Living and lived experiences are quite varied depending on the conditions that exist and the interactants. Examining the lives of individual through hearsay as such would indefinitely lead to speculation. Consequently, the need to have a written document to exploit is fundamental. This paper sets out to exploit some narratives presented in the collection *A Career with Character - A Compendium of Testimonials on Paul N. Mbagwana* (Emeritus Professor of English Language and Linguistics). Using Corpus linguistics and art-informed research (Cole and Knowles, 2008), this paper seeks to demonstrate that the concerns, engagement with the audience, the painting of Professor P. N. Mbagwana are clearly instrumental in giving lived and shared experiences are sphere in the life of human beings. The narratives which are clearly testimonies of the narrators relating their relationships and encounters with the academic don are quite illuminating, throwing quite some light on the life of an individual who was very present in the lives of all he met, yet kept his path. His life has bearing on both the academic and non-academic world for in one way or another he contributed in giving, transforming, and/or sustaining hope as the scenarion warranted. He is presented as role model par excellence, warranting that he be celebrated while alive. The paper recommends that the narratives be exploited in a number of ways - pedagogic material in ELT classroom, advanced courses in writing, and civics and ethics classes to ensure that the academic don's cherished values are passed on from generation to generation.

Key words: narrative, eulogy, values, art-informed research, lived experience

“Commitment in Public and Administrative Management: A Critical Appraisal of Minister Acha Rose Mbah’s 2018-2022 Speeches”

Emmanuel Tangong, University of Yaounde 1

Even with visible government supervisions and regulations, public administrative management continues to pose a serious challenge in post-colonial Africa in general and Cameroon in particular. While such practices persist, there are key voices in the Cameroonian government that continue to hit harder on the dire need for coordinated and moral actions in the management of public resources. From a critical discourse analytic and a corpus-based perspective and drawing from the analyses of hedges and boosters in 10 speeches published, between 2018 and 2022, this study explored Minister Acha Rose Mbah’s level of commitment to effective administrative management of public resources. The findings informed the conclusion that in spite the feeling that most post-colonial administrations struggle with efficiency in management, there are key officials in governments who continue to advocate for the effective management of public resources.

Key words: Commitment, Public Management, resources, Critical Appraisal, Speeches

“Language And Politics: A Critical Discourse Analysis Of The Lexico-Syntactic Speeches Of Cameroon’s Head of State 2018 to 2022”

Atoh Julius Chenwi and Shu Philip Ngwasi, University of Bamenda

Language plays an important role in communication. Because of its importance, most politicians in their political discourses are conscious of this unit as such, they turn to use language in a captivating manner in an attempt to effectively pass across their messages to the public. The problem this paper sets to identify is politicians use language to manipulate citizens for their personal interest. The following research questions were raised: what are the various speech acts used in President Paul Biya's end of year speeches? How is language used to achieve political scheming? What is the style and stylistics used in the President's speeches? The objective of this paper is to identify and analyze the various speech acts that occur in President Biya's end of year speeches from December 2018 to 2022 with the aim of critically examining its effects on the Cameroonians, to show how language is used to achieve political scheming and to examine the style and stylistics of the language used in the speeches. From these objectives, this paper is based on the hypothesis that, Political Discourses are enticing when they use language in a captivating manner to pass across their messages. Two theories guided this study that is: the Rhetorical theory of Aristotle (1971) and the Critical Discourse Analysis Theory of Norman Fairclough and Teun Van Dijk (1980). Qualitative data will be used as a survey in this investigation. In all, five end of year speeches will be examined from 2018 to 2022, taking into cognizance the lexical choices and sentence coherence within these speeches. A selection of 10 participants will be interviewed using five open-ended questions. These participants will be chosen using the purposive random sampling from any region in Cameroon. From the analysis of the data, this paper is expected to discover some key aspects of language used in the speeches: such as speech acts (persuasive, commissure and directive speech acts), hedging, cohesion, and other key aspects in the President's speeches. This paper is therefore expected to examine the president’s speeches in his first five year after his re-election.

Key Words: Language, Politics, Discourse, Lexico-syntactic.

“ The Issue of Students’ Background in Interpreter Training in the Advanced School of Translators and Interpreters (ASTI) of the University of Buea ”

Azambou Ndongmo Laurent Roger, University of Buea

This study is an attempt to define the profile of the ideal interpreter trainee in the specific context of the Advanced School of Translators and Interpreters (ASTI) of the University of Buea. It specifically examines different components of differences amongst trainee interpreters. The analysis is based on data collected from the students and lecturers of ASTI. It consisted in correlating data collected in order to ascertain the performance levels of trainee interpreters. Instruments for the research are made up of portfolio sources, a questionnaire and an interview. From the analysis, it was observed that prior translation training can either improve or impede trainee interpreter performance depending on other socio-educational and socio-psychological backgrounds. It was equally observed that a gamut of individual learning strategies is used by trainees in interpretation learning. The study further suggests that every effort should be made to shift the focus of trainees with a translation background from the word to the idea, and to harmonise the prior translation experience within the framework of the general programme and the design of objectives so that this experience is carefully managed to maximise trainee interpreters’ performance. The study recommends that trainees on their part should add to their prior translation training the attitude towards hard work and the right motivation. Key Words: Interpreter Training, Translator Training, Translation Background, Trainee Interpreter’s performance, Advanced School of Translators and Interpreters (ASTI).

Key Words: Interpreter training,

“University of Buea English Teachers’ Knowledge of Intonation”

Atengong Andela Akwese and Ayu’nwi N. Neba , University of Buea

The role played by intonation in communicating both linguistic and pragmatic information necessitates its teaching in ESL and EFL contexts. Its effective teaching by non-native speakers of English requires that the teachers should have ample knowledge of the concept. Research, however, suggests that intonation is one of the most neglected aspect of spoken English in the teaching process, and where effort is made to teach it, it is done unsystematically. While research has been carried out on intonation teaching in many places around the world, very little is known about the teaching of English intonation in Cameroon, a highly multilingual context. The present paper aims at reporting results of an investigation of the University of Buea English language teachers’ knowledge, attitudes and perceptions of intonation. The research used the convenient sampling technique to select thirty participants from the Department of English, of the University of Buea. A questionnaire was used to measure respondents’ knowledge of intonation and a one-on-one interview was conducted with teachers. The collected data was analysed exploiting Ryle’s (1966) Concept of mind, which defines knowledge in two aspects: “Know how” and “Know that”; and Skinner’s (1957) Behaviorist theory. ‘Know that’ was used to evaluate if the teachers could define intonation as the rise and fall of the pitch of the voice in an utterance, while ‘know how’ was used to determine if the teachers could go beyond the definition and identify the right patterns of intonation from an entire phrase. The results revealed that the majority of respondents 67.7% (20) could define intonation by getting the right definition from the test list, but their knowledge of intonation pattern was questionable, especially the falling intonation pattern with 43.9% (79). However, their knowledge of rising intonation was 76.7% (46) and listing intonation 55.0% (33) was good.

Key Words: knowledge, intonation, intonation pattern, ESL, EFL

“Language and the Anglophone crisis: Illustration from practical response”

Paolo Caglioti, ENS, University of Yaounde I

Since the Anglophone Crisis in Cameroon began in 2016, hundreds of thousands have been either displaced or killed by the conflict. Language use sits at the heart of the crisis, serving as an unavoidable practical and symbolic division between Francophone and Anglophone regions of the country. In recent years, the Cameroonian state has begun seeking to adopt a more reconciliatory approach towards its Anglophone citizens to challenge support for separatist movements. A key component of this strategy is a renewed commitment to ensure bilingualism among Cameroonians. This is the context from which our presentation is driven. As a response to the 2017 Presidential Decree No. 813, which sought to promote bilingualism in service of building a more unified and peaceful Cameroon, the Rector of the University of Yaoundé I in October 2021 set aside resources for institutions to create bilingual initiatives with no set guidelines for implementation. An experiment was conducted in October 2021 to explore the possibility of implementing a practical English training course for office and administrative staff. Thus far, lessons from this experiment are multidimensional, with results that can be used by multiple public stakeholders in efforts to address Cameroon’s Anglophone Crisis. This presentation seeks to share the lessons from this project and offer potential grassroots pathways to addressing the crisis.

Key Words: Anglophone crisis, Language use and social crisis, official bilingualism

***“ Contextualising Corporal Punishment: A Panacea to Conflict in School
Milieu in Cameroon”***

Joefrey Ngha Fuh Nji, The University of Maroua

This paper seeks to examine the relationship between corporal punishment and the enhancement of right behaviour in students in the school milieu. Recent happenings in Cameroon secondary and primary schools point to the upsurge of indiscipline and violence, due to the absence of corporal punishment that has been misconstrued to mean physical abuse. Students fight with their teachers and vice versa. Parents come to fight teachers in schools because they want to prove their children right. Students fight their peers and some die in the process. Interviews will be conducted to get the views of teachers, the administration, students and parents on the best practices that can help curb conflict and indiscipline in schools. The results of the findings show that alternative means are good but corporal punishment remains one of the corner stones to effective discipline in schools. Whatever is done to students in the name of corporal punishment should be to internalise behaviour change.

Key Words: Contextualising, Corporal Punishment, Behaviour Change, Panacea, School Milieu in Cameroon

“Free Universal Basic Education and the Policy of School Fees in Cameroon: 1961-2015”

Cadine Ntungwe Ekang and Roland Ndille, University of Buea

Historically, global initiatives toward creating free access to education for all children of school going age were first noticed after the creation of the United Nations Organization (UNO) in 1945. Its 1948 Universal Declaration of Human Rights (UDHR) in Article twenty-six (26) section (1) states that, “everyone has the right to education [which] was both free and compulsory at the elementary levels.” This goal has since been sustained and factored into the UN-Millennium Development Goals (MDGs) and thereafter, Sustainable Development Goals (SDGs). In Goal 4 Subsection (1) of the SDGs, the UN hopes that by 2030, they and all states parties must “ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.” The successful implementation and attainment of Free Universal Basic Education requires among other things, the adjustment of old and or adoption of new educational financing policies such as those on school fees. This paper is part of a larger project on the history of educational funding and access in Cameroon since 1961. It specifically attempts to provide a historical analysis of Cameroon’s school fees policy since independence and the extent to which it has addressed the UN goals of free educational access and completion at the primary education level. We argue that despite the state’s determination to entrench the policy of Free Universal Basic Education through its evolving policies, implementation remains far-fetched due to continuous financial demands on students with huge implications on educational access and completion which UNESCO put at 65% in 2019. Our method is historical, requiring extensive archival work, oral interviews and other documentary study.

Key Words: Free Universal Basic Education, School Fees, Educational Access, Cameroon

“ A Semantic Analysis of Labels on Vehicles And Their Impacts To The Population Of Bamenda Municipality”

Suiven Floribel Yulakem and Atoh Julius C, University of Bamenda

Given the very important role that communication plays in every field of human endeavor, it was very important to study communication in the transport sector. Travel agencies use many ways to communicate to their passengers and one of the ways is through labels on vehicles. This study therefore aimed at investigating why owners or managers, drivers of these vehicles write these labels. The research also aimed at finding out if there was misinterpretation between what was written and what was gotten by the passengers and to verify if labels on buses and heavy duty trucks have only denotative or connotative meanings were attached to such messages. The theories used Were the perception theory, the diffusion and innovation theory, the speech act theory and the critical discourse analysis theory. A mixed research design was used. This research study collected data from 100 randomly selected passenger population of Bamenda town, managers of travel agencies and drivers of heavy duty trucks using structured questionnaire. The collected data was analyzed through the descriptive analysis. The findings indicated that the writers of these labels have varied reasons for writing labels on their vehicles spanning from the need to be unique and personal desires. Furthermore, this study established that despite the fact that labels are written in different languages, the population do not misunderstand the labels on vehicles as the passengers indicated that they understood the meaning of what was written. Also, as a result of the labels on buses and heavy duty trucks passengers and the general public indicated that they have a sense of belonging especially when these labels are in their mother tongue. Finally, the findings of this research showed that the labels on buses and heavy duty trucks do not only have denotative meaning as they also have connotative or deeper meaning Therefore, it was recommended that managers of travel agencies should always try to improve on their communication to their passengers in order to increase efficiency of their services.

Key Words: Semantics, vehicles, labels

“Neologisms and Lexical Choice: A Study of Linguistic Tendencies in the English of Youths in the Bambili University Area”

Tani Peter Nsahwir and Mbibeh Louis, University of Bamenda

This research analyses the emerging lexicon and linguistic tendencies of youths around the Bambili University area. The Bambili area is a merging pot of many languages due to the presence of the university with an influx of students from all over the country. Such a linguistic context is a possible breeding ground for neologisms which is a major focus of this study. The main objective is to identify the linguistic tendencies of youths in this area, to describe the emerging lexicons from youths and adults and to examine the level of intelligibility among speakers. The Acculturation theory of Schumann and Socio-cultural theory of Vygotsky constituted the major theoretical orientation of this study. A purposive sampling technique was used to select 50 respondents to constitute the study population. The mixed method design was used to analyze data that was collected through interviews. The findings revealed completely new lexical items peculiar to this linguistic context, which in a majority fell within the thematic areas of Love and Money. Some examples included doo, mbam, nkap, shi shi, piese, ngoma, shi, fab, 1k, 1m, in the domain of money and yamo, amour, boo, bae, affair, darley, ndolo, daddy, honey, mummy, in the domain of love. The study recommends the need for in depth study of neologisms with a context-based orientation. This will go a long way to unravel the depth and evolution of Cameroon English lexicology.

Key Words: Neologisms, Lexical choice, Linguistic tendencies, Youths

« Dialogue Justice Traditionnelle-Justice de Droit Positif en Afrique Noire Contemporaine : vers une Renaissance de la Justice à l'Africaine ? »

Cédric Stéphane Mbah, Université de Yaoundé 1 and Victor Bayena Ngitir, Université de Douala

Au moment où les valeurs socioculturelles de l'Afrique noire ont été soumises à l'épreuve de la colonisation, pendant qu'ils continuent à date, de faire face aux mutations et aux exigences des sociétés modernes ; le négro-africain, dans ses faits et gestes, n'a jamais cessé de penser que la saisie des fondements liés aux pratiques ancestrales est en mesure de guider le présent. C'est l'exemple des mécanismes coutumiers du rendu de justice en Afrique noire qui, jusqu'à nos jours, contribuent à recouvrer un type de justice autrefois. Les actes d'injustices ordinairement observés en instance de justice, remettent quelquefois au goût du jour la nécessité d'une justice relativement inébranlable faite des instruments juridiques « incorruptibles » que les négro-africains identifient subtilement dans la justice traditionnelle. Dans cette perspective, quel peut être l'apport de la justice traditionnelle dans la consolidation des procédés de rendu de justice en instance de droit positif ? Ainsi, le propos de notre communication s'attèlera à suggérer le retour des Africains à la justice traditionnelle afin de l'adapter aux procédures judiciaires actuelles dans nos tribunaux "modernes" pour se départir des maux qui l'auréolent aujourd'hui. L'objectif est donc de faire connaître les différents mécanismes du rendu de justice régulièrement mobilisés lors des vides juridiques constatés face à certains problèmes dans les tribunaux de droit positif. À ce postulat, l'hypothèse selon laquelle la justice à travers ses procédés comme la palabre, la divination, l'ordalie et l'amande demeurent les stratégies consensuelles qui, joints à la justice de droit positif constituent de précieux instruments traditionnels qui peuvent assurément conforter l'Africain devant une cour de justice contemporaine.

Mots-clés : Renaissance africaine, négro-africain, palabre, sentence, justice traditionnelle.

« *Les mouvements corporels dans le rituel du ndo'oh chez les Mbo de la plaine (Ouest-Cameroun)* »

Serge Michaël EBWA EBWA et Victor BAYENA NGITIR Université de Douala

Située dans l'actuelle région de l'Ouest Cameroun suite au découpage territorial depuis la période coloniale allemande, la plaine des Mbo est un vaste territoire qui regorge plusieurs potentialités tant sur les plans géographique, économique, touristique et même culturel. Dans cette plaine aujourd'hui très cosmopolite, plusieurs rites et rituels sont exécutés à des occasions bien précises parmi lesquels les événements festifs et funéraires. Parmi ces rituels, figure le *ndo'oh*. C'est un rituel exécuté spécialement durant les cérémonies funéraires d'une femme très âgée considérée dans la société comme une matriarche. Le *ndo'oh* est exécuté chez les Mbo situés dans la plaine au cours de la danse *nso'oh*. Durant l'exécution de ce rituel, ce sont les rythmiques corporelles qui permettent de déterminer le niveau de connexion de l'individu avec le monde invisible où réside les ancêtres. Ces mouvements corporels sont assez particuliers et restent au cœur de l'exécution du rituel du *ndo'oh*. Malheureusement, leurs symboliques restent très peu connus et non valorisés. La présente communication analyse la symbolique des mouvements corporels dans le rituel du *ndo'oh* dans la danse *enso'oh* chez les Mbo de la plaine. Le problème que pose cet article est celui de savoir quelles sont les symboliques des mouvements corporels dans le rituel du *ndo'oh* dans la danse *enso'oh* chez les Mbo de la plaine? Notre méthodologie est axée sur des données qualitatives, la tradition orale, des discussions de groupes, l'observation et la recherche participative. L'étude s'articule autour d'une brève présentation de la plaine des Mbo, les principaux traits du rituel du *ndo'oh* et enfin, les mouvements corporels exécutés durant ce rituel ainsi que leurs symboliques.

Mots clés : Mouvements, corporels, rituel, *ndo'oh*, Mbo, plaine

“The Dilemma of the Teacher and Learner of English in the Non-Native English Classroom in Cameroon”

Julius Chenwi Atoh And Nkafor Joyce-Faith Matsap, University Of Bamenda

This paper seeks to investigate the extent to which the teachers and the learners used British Standard English in Cameroon and also to examine which variety of English is mostly used in Cameroon. The bilingual nature of Cameroon placed both the teacher and learner in the state of dilemma, as to which variety of English should be taught and spoken in the classroom. This paper seeks to answer the question; What variety of English is taught in Cameroon classrooms is it British English, American English or Cameroon English and to what extent does the teacher and the learner used the standard British variety of English in the classrooms. This paper is guided by the Nativist theory of Noam Chomsky, and the sociocultural theory of Vygostsky. The approach employ in this study is quantitative research. Data were being collected using questionnaires and interviews. From the data collected from both teachers and learners it was realized that most of the teachers and learners expressed themselves in more than one language. From the data collected, most of the teachers and students agreed that the variety of English taught in Cameroon classroom as stated in the curriculum is the British Standard English. Although the British Standard English is considered as the only reference variety to be taught and spoken in Cameroon classroom, both teachers and learners often find themselves using Cameroon variety of English in the classroom unconsciously. Students find it difficult to differentiate between BrE, GenAm, and CamE in Cameroon classroom. This is because the teachers do not give a clear distinction between these three varieties even though they are using them in the classroom. From the teachers’ interview it was recommended that the curriculum designer should consider the linguistic background of Cameroonians before imposing the variety of English to be taught and spoken in Cameroon classroom. Also, the curriculum design should ask for their opinion before imposing on them because they are in the field and know the problems they face.

Key Words: Bilingual, learner, dilemma, British standard

“The use of Conditionals by Learners of English as a Second Language in Cameroon and learner strategies”

Acha Magwi Gladys, University of Douala

Strategies choice and use is fundamental in the teaching learning process. While there have been many published works in language teaching and learning there is a need to have a research article that solely emphasizes on the use of English conditionals and learner strategies. Teaching strategies are common communicative methods by which a teacher delivers his or her subject matter to the learners based on predetermined instructional objectives in order to promote learning in the students. Learner strategies on the other hand are common communicative methods use by learners to convey their intended meaning of communication. However, these learners’ strategies are raising some worries about the use of English conditionals as learners of English as a second language use one grammatical form in place of another in structuring conditionals. This paper examines the use of English conditionals by learners of English as a second language in Cameroon and learner strategies. In order to help teachers, incorporate variety in their classroom teaching and students to do so into their leaning, the present paper outlined some teaching learning strategies in conditionals, the various activities involve in the teaching / learning process, and how teachers can assist learners to put these teaching and learning strategies in to practice. There are two objectives to this paper. One is to help teachers incorporate variety in their teaching strategies into their classroom teaching. The other is to help students better understand the teaching of conditionals such that learners do not only gain general knowledge about conditionals but equally develop skills and knowledge on how to use conditionals effectively in their different domains of operation and after studies. Data was obtained from members of the control group and the experimental group through different writing tasks like production task, gap-filling tasks, and grammaticality judgment task. The discussion is inform by theories of language teaching and learning and language acquisition (Ur 1996, Selinker 1972 interlanguage theory) .Findings from the contrastive analysis conducted between the members of the control group and the experimental group reveals that, variation in teaching strategies has a positive impact on learners in the use of conditionals.

Key Words: The use of conditionals, Leaners strategies, communicative methods, second language learners, Cameroon.

A discursive Analysis of the language of Hospital Receptionists: The case of some Hospitals in Yaounde.

Francisca Mbey and Tameh Kilian

This research on the language used by hospital receptionists stems from the premise that many hospitals in Cameroon, though with well-trained personnel, still do not use language appropriately especially when receiving patients. The conviction in this research is that, by examining the issue from the point of view of how receptionists talk to patients, some insights might be revealed as to why complaints keep persisting, despite improvement in health care facilities. In this light, the main objective of this work is to investigate the discursive and linguistic strategies used in the hospital reception discourse in two well-selected hospitals in the capital city, Yaounde in 2022. Two methods are actually used in the collection of data for this work; the use of recorded reception sessions and questionnaires. Discursive and linguistics strategies are noted as they have a vital role in shaping healthcare moods. This work is undertaken within the framework of Critical Discourse Analysis drawing especially from Teun van Dijk's Socio-Cognitive Approach which states that properties of language that can vary as a function of social power should be considered when analyzing language (van Dijk, 2003). Discourse plays a very important part in medicine and medical discourse in the broadest sense has profound anthropological significance, as modes of social action, writing, and speaking help institute medical institutions, curative practices, and relations of authority in and beyond particular healing encounters. A change in the language during patient-nurse/doctor encounter at the level of the receptionists, will boost healthcare processes and improve healing situations in our hospitals.

Keywords: Discourse, CDA, Hospital receptionist, language, Analysis

“Measuring Official bilingualism practice in public security services in selected police stations in Douala”

Pascal Eten EMAGNETIK and Innocent M. FASSE

University of Douala

In December 2019, the government released a law on the use of Official languages in all public services in Cameroon. This law gives equal status to English and French in handling administrative matters. Since then, Official languages implementation became a subject matter for many researchers: Nguh,(2019) Ayuninjam, (2019) Putz,(2020) Alobwede, (2020); all conducted studies that questioned the applicability of Official bilingualism in Statal and Parastatal institutions. However, these scholars were mainly preoccupied with the educational aspects of the issue, and to the best of our knowledge public security services have not yet been explored so far. This situation described above urged us to formulate the following research questions: What are the attitudes and levels of awareness of security officers toward official bilingualism use? How far is official bilingualism policy being applied in police stations in Douala? Does the implementation process of official bilingualism face difficulties in public security services?. As concerns the theoretical framework, the study uses the Critical Discourse Analysis (CDA) propounded by Fairclough and Vodak,(1994) that aims to systematically explore often opaque relationships of causality and determination between discursive practices events, talk and wider social and cultural structures. The second theory adopted is the Threshold level hypothesis (TLH) by Cummins (1976,1979) which aims to evaluate the lower and higher levels of security officers in English and French. As concerns the methodology, the research will be conducted following the mixed method research design and tools such as Observation, interviews and questionnaires are used for data collection. The study population of this work are civil servant officers currently on duty in Bonassama police station (DLA VI) and Deido police station (DLA III),both in the littoral region. The study originates from an ongoing thesis and it seeks to find a possible way out to the implementation of English and French in public security services.

Key words: Official bilingualism- Language policy- Policy implementation- Security services.

Authors

“Effects of exposés on the development of language skills by learners of English as a Foreign Language in Cameroon : the case of some first and second cycle students”

Lele Foukou Evrard Melchior and Fasse Mbouya Innocent, University of Douala

The purpose of this research work was to find out the impact of the use of exposés as a teaching technique on the development of the competence English Foreign Language Learners (EFL). To carry out this work, questionnaires were administered mainly to EFL students of 2nde and 1^{ère} in Francophone high schools. Some oral presentation tasks were also given to students of the First Cycle (4^{ème}) and participant observation took place during the execution of the tasks. For this experimental phase, two groups were involved: the Control Group(CG) where learners were taught normally, and the Experimental Group(EG) where learners were taught using exposés. The work relied on the Language Teaching Theory of Penny Ur(2005) and the Mentalism Theory of N. Chomsky (1998). At the end of the research, results showed that the use of exposés as a teaching technique had a major positive impact on the competence of EFL learners as compared to that of the control Group. The study, therefore, recommends a more extensive use of exposés par EFL teachers to boost learners’ competence, most especially regarding speaking.

Key Words: Exposés, EFL, language competence development.

Postcolonising Language in the Plays of Derek Walcott and Bate Besong

Emmanuel N. Yimbu, Ph.D (Lecturer), University of Buea

This paper examines the role of language in postcolonial literature and argues amongst other things that language was a veritable weapon for colonial oppression and domination. It also focuses on the attempts made by Derek Walcott and Bate Besong to reassert their cultural identities through innovative and experimental use of language. This paper uses Mikhail Bakhtin's theory of language to stress on concepts of hybridity and heteroglossia and how they manifest themselves in the plays of Walcott and Besong. The analyses stress that the playwrights successfully recreate, through language, the sensibilities and fractured postcolonial outlook of the societies they represent. Also, the playwrights both make a conscious attempt to indigenalize and contextualize their plays through their use of language. Thus, the paper holds that for any reader to better grapple with the different levels of meanings in the works of Walcott and Besong, particular attention has to be given to the playwrights' experimental and innovative use of language which in itself becomes a counter discourse to standardize (colonialist) English discourse.

Key Words: Language, Postcolonial, Hybridity, Heteroglossia, Besong, Walcott

Investigation English Subtitles in the The Fisherman's Diary Using Toury'd Principles

Ayonghe Lum Suzanne, Phd, and Itoue Bongue Sosso Paul, University of Buea

This paper examines the degree of adequacy and acceptability of subtitles in the movie *The Fisherman's Diary* by Kang Quintus. The study had two objectives namely to: investigate the degree of acceptability and adequacy of subtitles and explore subtitling strategies used in the film. The study uses a detailed corpus-based analysis of the source text to identify various strategies adopted by the subtitler in the translation and subtitling of information into the target language. Toury's principles for judging translations as acceptable and adequate were used to analyse the corpus and justify the results. Results obtained from 50 excerpts show on one hand, that 52% of subtitles (translations) were acceptable while 48% were adequate. On the other hand, deletion (30%) was the most used subtitling strategy. At the end of this investigation, the study recommended that subtitlers should master the translation and technical aspects of subtitling before engaging into any subtitling task.

Key Words: Adequacy, Acceptability, Audiovisual translation, Subtitling strategies, Value judgement

***Verbal Conflict and Language Use as catalysis to Violence in School Milieu:
A Sociolinguistic Profiling of Cameroon***

Jude T. Berinyuy, University of Bertoua

Despite the fact that violence is condemned by natural and human law, this has remained integral in our very existence since time immemorial. This paper is built on the premise that the prevalence of violence in secondary school milieu, especially in Cameroon, stems from the type of language teachers and school authorities use on, with and around students. The argument is that the use of impolite words and expressions during classes, when students are punished or in the course of other school activities contributes to violent counteraction from students who sometimes feel denigrated, humiliated or unfairly treated. The study therefore identifies instances of impolite usage and establishes that it does not provide a comfortable environment for learning. On the contrary, it creates a tensed atmosphere and a strained relationship between the teachers and the learners. The secondary school context in Cameroon is used as the case study. The methodology for data collection consisted of observation carried out in some school premises with focus on the type impolite words and expressions used by teachers and school authorities students during interaction. An interview was later conducted with thirty (30) teachers and thirty students equitably selected from government, confessionnal and lay private schools in using random sampling technique to complement information obtained through observation. The essence was to get feedback from key actors regarding impolite words and expressions they hear or use in the school environment and the effect they think these words create in the psyche of the learners and how they can affect the relationship between the learners and the teachers. Piaget's (1977) Theory of Cognitive Development was used for data analysis to relate the prevalence of violence in the school milieu and the use of unhealthy language. The results show that, in indeed, some teachers and school authorities are guilty of using unhealthy language on, with and around students which tend to affect the relationship between both parties and the learning process. Finally, polite usage proposed as the way forward to curb violence in schools milieu.

“Dream Deferred in Linus T. Asong’s *The Great Betrayal*”

Vivian Bongka Tah and Astadji Marthe, University of Bamenda

This paper entitled, “Dream Deferred in Linus T. Asong’s *The Great Betrayal*” demonstrates that egocentric and divisive tendencies leave Africans at the margins of global affairs. It questions why Africans embrace divisiveness and promote selfish interests which relegate them in a highly hybridizing society. The paper’s argument is based on the assertion that, Africans’ weaknesses are exploited in a multicultural setting to push them on the margin in global affairs. The theoretical lens that guides analyses here is New Historicism. It is considered relevant as it looks at literature in a wider historical context, recognizing current cultural contexts. New Historicism is also very important in supporting analyses in this paper because it deals with power relations and gives consideration to socio-cultural, economic and institutions that influenced the text. Therefore, the interpretation of a text can only be complete and meaningful when full reflection is given to the historical circumstances that brought text to existence. Findings in this paper reveal that divisive propensities and selfish interests encourage manipulation and exploitation from external agents which result to dream deferred. The paper concludes by emphasizing the need for Africans to function as one body, challenge dependency, and construct constructive ideologies and policies so as to brave the challenges of a global society.

Key Words: Dream deferred egocentric, divisive tendencies, margins, and global affairs.

The Literature Component as English language Learning Enforcer: An insight into the New Curriculum for Cameroon Nursery and Primary schools

Justina Atamanjong epse Njika, University of Yaounde 1 and Jude T. Berinyuy
University of Bertoua

Although globalisation has made English language a pivotal factor for development, to Prasangsook (2011), teaching and learning English language in the Primary Schools is challenging due to varied contextual realities. In Cameroon where learners are drawn from different sociolinguistic and cultural backgrounds, playing the role of the teacher is even more difficult and the performance of these learners has been consistently wanting. This paper argues that the incorporation of the literature component in the new curriculum for Cameroon Primary Schools is greatly enhancing both the learning of English language and learners performance because of the significant exposure of learners to different language forms, expressions and styles in both their course books and in literature texts. Data is collected by analyzing sections of the New Curriculum wherein the literature component is provided and described. Besides, classroom observation, whole class interview, consultation of logbooks was employed for the collection of data. In addition, a questionnaire was administered to some primary schools teachers, the pedagogic chain and parents to seek their opinion on the role of literature component in the teaching and learning of the English language Primary Schools in Cameroon. Vygotsky's theory of Proximal Development, which holds that through participation in social activity, individuals become immersed in practices that gradually transform their own capabilities, is used for analysis. By implication, cognitive skills are mediated by words, language and discourse forms of which serve as psychological tools for facilitating and transforming mental activity. The analyses of the literature component in the curriculum shows that its presence exposes pupils to more English language structures, expressions and grammar that enhance their performance. In addition, feedback from the collected data suggests that since the introduction of the New Curriculum, pupils' proficiency in the English language has experienced some significant improvement.

Key words: *Literature, Components, English, New Curriculum, Cameroon Primary, school*

“The discourse of persuasion in advertising in cameroon: focus on some made in cameroon brands”

Veronica N. Dashaco

This paper examines persuasive discourse and the impact it has on consumers. Persuasive discourse is considered here as a technique used in a variety of professional capacities to influence the thoughts, behaviour patterns and decisions of an audience or potential customers of a service or product for financial or moral gain. This is done by providing information through words and / or visuals, whether truthful or deceitful, about the quality and importance of the product or service in question. The Cameroonian agro-food company, Chococam, is specialized in the manufacturing of chocolate and confectionery products that are marketed in Cameroon, Central and West Africa, and it has been using the discourse of persuasion to create and bond with its customers for many years now. We want to use the method of content analysis as propagated by Rosengren (1981) to investigate whether this company just uses some slogans or choice of words to build an unconscious preference in the thought processes of its customers, which are further activated in cultural, individual and social discourses, or whether it uses persuasive discourse as a conscious effort to reconstruct cultural values in the consumption habits of consumers of its products in the CEMAC region. We will use the method above to analyze the slogans that Chococam uses to advertise its various brands on the persuasive rhetoric platforms of ethos, pathos and logos, and then determine to what extent this appeals to the audience’s emotions, and convictions through different media outlets.

Key words: Discourse, Persuasion, Advertisement, Consumers, Chococam, Cameroon

Language of Instruction and the Acquisition of Target Pedagogical Competencies by Students in Cameroon's Educational System

**Brenda Nachua Lawyer Diangha, University of Douala and Gobte Anxious Njioh,
University of Buea**

The language of instruction is the primary means through which communication between the teacher and the learner takes place in the classroom. In this light its mastery by both teachers and learners is primordial to the success of instruction in general and the acquisition of targeted competencies in particular. The efforts put in teacher preparation from training in teacher training colleges to lesson planning, design and production of instructional materials will all be a waste of time and resources if the language of instruction is not suitable for either teachers or students. This situation is extremely dire in a context like ours with two official languages (English and French) and a plethora of national/indigenous languages. Given that each teacher or learner is a non-native speaker of English or French, and considering the fact that teachers and students are expected to occupy classrooms in any area of the country (English Speaking or French Speaking), the question of mastery of the language of instruction poses acutely in the teaching-learning transaction. This study therefore is designed to find out how the language of instruction influences the acquisition of target pedagogical competencies by students in Cameroon schools. Specifically this study seeks to: (1) Find out how the first language of a teacher influences the facilitation of skills acquisition by students; (2) Determine the extent to which a gap exists in classroom communication between teachers and learners as a result of differential knowledge of the language of instruction; (3) Investigate how the level of proficiency in the language of instruction affects the acquisition of skills by students; (4) Find out the modifications (if any) that teachers make to the language of instruction in local communities to improve competency acquisition by students. From these objectives, four research questions and hypotheses were formulated. The study will employ the descriptive survey research design. The simple random sampling technique will be employed to select institutions and subjects (250 students and teachers) to be sampled for the study. Two sets of instruments will be developed for data collection; a structured questionnaire designed using a four point Likert Scale and an interview guide. The Quantitative data collected will be analyzed descriptively (using percentages, means and standard deviations) and inferentially for hypotheses verification with the help of the SPSS while qualitative data will be analyzed thematically.

Key Words: Language of Instruction, Classroom Communication, Pedagogical Competences, and skills

“Towards a new approach in the learning and acquisition of English relative clauses in Cameroonian EFL classes”

**Besong-Enow Dorothy Mbeng, Innocent M. Fasse
University of Douala**

This study intends to explore new methods in the teaching and learning of English relative clauses by foreign language learners in the Cameroonian milieu. The study seeks to complement on how existing teaching methods affect the learning process of relative clauses by EFL learners. This includes finding out the teaching methods and how they affect learners' understanding of relative clauses. Evaluating old teaching methods and trying to propose a new or some new approaches which will help learners and teachers to better assimilate this aspect of language will be of great help. Learners still face a lot of difficulties in combining clauses and in producing coherent sentences: this inconsistency leaves us to wonder on the teaching methods used, is there a possibility of improving them? Can new approaches better off the teaching and acquisition process? -What are the common approaches used by teachers in teaching relative clauses and by learners (EFL) in the acquisition of relative clauses-What is the nature of their errors?-What is the extent to which learners are aware of the concept of relative clauses in discourse? These are some of the questions we intend to answer in this study. This work will be done under the frameworks of Selinker's Interlanguage Theory (1972), Penny Ur's (2005) Language Teaching Theory and the Universal Grammar Theory (2005) propounded by Noam Chomsky. The data for this study will be collected through observation, through tests that is: written production test, control groups and questionnaires for both teachers and students. From data collected, we will then investigate if the methods are effective and feasible, identifying any lapses present and off course bringing out new approaches which will ameliorate the teaching and acquisition of relative clauses. Data will be analyzed using thematic, content and grounded analyses .

Depending on the results we will get, a lot of things will be put in place including explicit rules of usage, differential teaching methods, redesigning the curricula, these and more in a bit to ameliorate learners' performances.

Keywords: EFL classes, Relative Clauses, Learning, Acquisition

