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English In Cameroon

Miriam Ayafor, Melanie J. Green



English In Cameroon:

English in Cameroon Hans-Georg Wolf, 2013-06-10 The multilingual situation in Cameroon and the status of English as a co official language constitute a unique and fascinating case for sociolinguistic investigation Drawing from first hand material the author investigates several aspects of this complex configuration including the historical development of English in Cameroon the various languages and lingua franca areas the linguistic policy the de facto status of English and the situation in the anglophone provinces The speech community of the Anglophones is highlighted as a rare example of an ethnicity tied to the second language Apart from important sociolinguistic findings the work includes a novel corpus based analysis of Cameroon English Certain lexical phenomena are explained by the cognitive coding of culture particularly the African cultural model of community which also underlies the self perception of the Anglophones a perspective hitherto neglected in the study of the New Englishes

A Dictionary of Cameroon English Usage Jean-Paul Kouega, 2007 This book initiates the process of codification of a postcolonial variety of English namely Cameroon English It focuses on the present day lexicon of this non native variety of English English has been in use in this territory for a long period of time and over the years it has developed some characteristic lexical features which have not as yet been described fully Previous researchers have been regarding linguistic innovations as cases of lexical errors or Cameroonisms as a result teachers and language purists have been discouraging their usage Today it is obvious that these innovations have come to stay they are specific to Cameroon and therefore constitute Cameroon s contribution to the development of world language English The book is divided into two parts Part One gives background information on Cameroon physical and human geography economy and geopolitics the language situation in Cameroon ancestral and vehicular languages major lingua francas and official languages and the linguistic features of English in Cameroon phonology grammar and lexicology Part Two describes the research design textual material method of data collection and informants and provides a lexicographic description spelling word formative process definition of characteristic Cameroon English lexemes

Aspects of Cameroon Englishes Aloysius Ngefac, 2022-02-08 In spite of the fact that World Englishes theorizing projects a monolithic picture of English in Cameroon by focusing mostly on Cameroon Anglophone English generally called Cameroon English this book argues with empirical evidence that Cameroon harbours different world Englishes that display different realities and different describable aspects and trends a complicated sociolinguistic scenario that challenges nation based World Englishes paradigms The book will be indispensable for different stakeholders including scholars of World Englishes general linguists sociolinguists creolists phonologists syntacticians pedagogues and students In addition to describing the sociolinguistic and typological hallmarks of the different world Englishes that hold sway in Cameroon and highlighting their variety specific peculiarities the book further evaluates the plausibility and applicability of nation based World Englishes paradigms in Cameroon a country whose complex sociolinguistic landscape is comparable only to that of South Africa

New Views on Cameroon English Martin

Liboska,2004-10-03 Seminar paper from the year 2004 in the subject English Language and Literature Studies Linguistics grade good University of Duisburg Essen Institute for Foreign Language Philology Anglistics American Studies course Hauptseminar English Varieties language English abstract English in West Africa is a complex field of investigation in the broader context of the World Englishes For many years researchers have focused on linguistic characteristics of the numerous varieties of English in this area and mostly subsumed them under the label English in Africa or West African English WAE e g Spencer 1971 Todd 1984b Kachru 1995 Schmied 1991 Only little attention has been paid to the single national varieties¹ including Cameroon English henceforth CamE which is in fact a very interesting case for sociolinguistic analysis due to its status as a co official language beside French in a multilingual environment This paper aims to show that new approaches to the national West African varieties in this case CamE try to fill the gap of comparative research in this linguistic area The first part of this paper shall introduce the reader to the complexity of the linguistic situation in West Africa in general The status function and use of English in the anglophone West African countries will be determined in chapter 2 Then I will give an overview about the development of the two most important varieties of English spoken there namely Pidgin English PE and WAE This chapter will therefore serve as a basis of knowledge for the third chapter which is the main part of this paper and deals with the new approach of Hans Georg Wolf 2001 to English in Cameroon By showing the results of the author s study about the extraordinary sociolinguistic situation in Cameroon on the one hand and the lexical peculiarities of CamE on the other hand I will support his main thesis which classifies CamE as a distinct national variety within the linguistic region of West Africa Finally I will draw a conclusion and give proposals for further studies in this field of investigation

The English of Francophone Speakers in Cameroon Jean-Paul Kouega,2019-11-14 Scientific Study from the year 2019 in the subject Didactics for the subject English Pedagogy Literature Studies University of Yaound 1 Faculty of Arts language English abstract This work which describes the English of these francophone users comprises an introduction seven chapters grouped into two parts and a conclusion The introduction overviews the historical background of the country and its geographic and linguistic situations Part One deals with the didactics of English in Cameroon it comprises three chapters which take up in turn the languages in the education system of the country the teaching of English in primary and secondary schools as well as tertiary level institutions Part Two which tackles the description of the English speech of francophone users first outlines the research design Then it takes up the sound system of francophone English focusing on the realisations of consonants and vowels and stress placement Next it examines the vocabulary of this variety of English and finds that it is characterised by an excessive use of direct loan calque and false friends This is followed by a description of the morpho syntactic features of the variety The frequent features identified can be grouped under 12 major categories of items i e verb tenses articles the plural form in noun phrases pronouns word order subject verb agreement adverbs prepositions question formation negation verbs in embedded clauses and serial verbs Lastly drawing from the findings outlined in these

linguistic analyses the researcher makes an appraisal of Cameroon's French-English official bilingualism policy. The various measures taken over the years by Government to promote official bilingualism are evaluated first. Then the consequences of the failure of this policy are considered. Finally a way forward is proposed: there is a need to adopt a new syllabus purposely designed to enhance bilingual competence among francophones in the country. Francophone English as Kouega notes is a dialect of English that is developing in a number of Expanding Circles countries where French has hitherto been the sole or primary medium of instruction. In Cameroon francophone children learn English as a subject from primary school alongside other subjects like geography which are taught in French. English is taught as a subject from the primary to the tertiary level of education. It is taught in all schools as part of the implementation of the country's French-English official bilingualism policy that was adopted in 1961 when French Cameroon and English Cameroon united to form a federal state.

A Dictionary of Cameroon Pidgin English Usage Jean-Paul Kouega, 2008 **Cameroon Studies in English & French , Cameroon Literature in English** Nalova Lyonga, Bole Butake, 1980 **English in Cameroon and the Anglophone Community** , 2000 Aspects of Cameroon English Phonology Augustin Simo Bobda, 1994. Cameroon English CamE phonology has already developed into a quasi autonomous system. Thousands of segmental and stress deviations from native English reach or approximate to a frequency of 100%. Analysed from a generative perspective the deviations are shown to derive from the fact that certain Received Pronunciation RP rules do not apply in CamE while others apply differently partially or more generally and still many others are typically Cameroonian. One of the major proposals of the book is the concept of Trilateral Process which consists of RP phonological processes symbolized by a side AA the restructuring of the RP underlying representation UR into a CamE UR by AB and CamE phonological rules by BB. The concept is applicable to other non native Englishes.

Library of Congress Subject Headings Library of Congress, Library of Congress. Office for Subject Cataloging Policy, 2012 *Library of Congress Subject Headings* Library of Congress. Cataloging Policy and Support Office, 2013 National and English Review , 1896 English Language Teaching in General Teacher Training Colleges and Development of Teachers' Competences in Teaching Language Systems Clovis Mbeudeu, 2020-08-07. Master's Thesis from the year 2019 in the subject Didactics for the subject English Grammar Style Working Technique grade 16 University of Yaoundé 1 Faculty of Education language English abstract. This work set out to investigate English language teaching in General Teacher Training Colleges GTTCs with focus on strategies that can enhance trainees oral competences in the teaching of oral aspects of English during micro teaching and beyond. The study was motivated by our observation that pronunciation is hardly taught in primary schools in the Francophone sub system of education in Cameroon. It was hypothesized that the initial training received by French speaking student teachers in Government Bilingual Teacher Training GBTTC College Nlongkak does not equip them with adequate skills to teach English pronunciation activities effectively. The data for this qualitative study was collected through lesson observation and document analysis. The typical sampling method was applied.

in order to come up with the sample population This population consisted of trainers and trainees of GBTTC Yaounde Nlongkak The data collected were analysed following the content analysis method and against the back drop of the research questions that guided the study The following findings were obtained First the frequency of lessons on English pronunciation pedagogy was not the same in all classes Second schemes of work found in most logbooks studied pay little attention to the oral aspects of English Third methods and techniques that trainers used to teach English pronunciation pedagogy were not informed by current methodologies in pronunciation pedagogy Fourth it was revealed that most trainees taught very few lessons in the domain of oral language Fifth most of the trainees had difficulties preparing lessons on English pronunciation according to the exigencies of the Competence Based Approach Sixth all student teachers showed no mastery of the subject matter and the teaching of the oral domain of English Language during micro teaching These findings imply that the input received by trainees does not build their competences in teaching activities of the domain of oral language It is therefore suggested that initial training of teacher trainers at GTTC should be revisited School administrators policymakers trainers and trainees should reconsider the importance of teaching activities of the domain of oral language and the building of trainees and trainers competences

The New English Review Magazine ,1916 **The Cameroonian Novel of English Expression** S. A. Ambanasom,2007 English in Africa Josef J. Schmied,1991 Introducing the subject of English in Africa this book examines the usage of English in education and in African literature The range of language forms and the attitudes towards English are discussed The author considers the influence of English on African languages Currents in African Literature and the English Language ,2018-05 **Cameroon Pidgin English** Miriam Ayafor,Melanie J. Green,2017 Cameroon Pidgin English CPE is an English lexified Atlantic expanded pidgin creole spoken in some form by an estimated 50% of Cameroon s population primarily in the anglophone west regions but also in urban centres throughout the country Primarily a spoken language CPE enjoys a vigorous oral presence in Cameroon and the linguistic examples illustrating this description are drawn from a spoken corpus consisting of a range of text types including oral narratives radio broadcasts and spontaneous conversation The authors typologically framed investigation of the features of the language from its phonetics phonology and lexicon to its syntax and discourse structure allows the reader a clear view of the linguistic character of CPE offering a comprehensive description of the language that will be of interest to creolists as well as linguists interested in African languages contact linguistics and comparative linguistics

The Cameroonian Novel of English Expression. An Introduction S. A. Ambanasom,2009 In this eclectic and compelling book Ambanasom sets out to achieve three primary objectives to introduce the reader to the extensive body of Cameroonian novels in English to re examine the distorting and limiting criteria upon which the critical assessment of the Cameroonian novel in English has so far been based and to bridge the widening chasm between literary theory and actual critical practice To achieve these objectives Ambanasom begins by elaborating an alternative and flexible theoretical framework which he christens the Socio Artistic Approach and which

according to him is concerned with both a text's thematic moral cultural or ideological issues on the one hand and its central literary analysis on the other. He then proceeds to use this new critical framework to examine twenty seven major Cameroonian novels in English.

English In Cameroon Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the energy of words has become more evident than ever. They have the capability to inspire, provoke, and ignite change. Such is the essence of the book **English In Cameroon**, a literary masterpiece that delves deep to the significance of words and their impact on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book's key themes, examine its writing style, and analyze its overall affect readers.

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English In Cameroon Introduction

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