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**FACULTY OF ARTS, LETTERS AND
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**DOCTORAL RESEARCH UNIT FOR
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**FACULTE DES ARTS, LETTRES ET
SCIENCES HUMAINES**

**CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE EN
ARTS LANGUES ET CULTURES**

**UNITE DE RECHERCHE ET DE
FORMATION DOCTORALE EN
ARTS LANGUES ET
LITTERATURES**

**LANGUAGE POLICY AND SUSTAINABLE
DEVELOPMENT GOALS IN CAMEROON: AN
APPRAISAL OF CURRENT LINGUISTIC PRACTICES**

A THESIS SUBMITTED AND PUBLICLY DEFENDED ON 11 NOVEMBER IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A
DOCTORATE DEGREE (PhD) IN ENGLISH LANGUAGE

Specialisation: Sociolinguistics

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CERTIFICATION

This is to certify that this research work, titled “*Language Policy and Sustainable Development Goals in Cameroon: An Appraisal of Current Linguistic Practices*”, was conducted by **MOUMBEKET MEFIRE MOISE LEOPOLD**, a doctoral (research) student, in the Department of English, the University of Yaounde 1.

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DEDICATION

This research work is dedicated to:

My late father,

PA MEFIRE ANDRE

and

My beloved mother,

MAMA NZIKOUO JULIENNE

ACKNOWLEDGEMENTS

This research work is successful, thanks to the support and encouragement I duly received from many people. Firstly, among other persons, I am very grateful to my supervisor, Professor Valentine Ubanako, who, despite his busy schedule, was still able to make-up time to critique and realise insightful contributions to this work. His technical inputs have helped to strengthen the depth of discussions in this work, thus, consolidating its scientific maturity and probity. Moreover, I am thankful to Professor Stephen Mforteh, the Head of the Department of English, for his moral support, most especially, the access he granted me to the English Departmental (ASED) Library. To add, I heartily thank Dr Walter A. Acha, for taking time to proofread and share some critical thoughts that have shaped the concepts and results elaborated in this research endeavour.

For the success of this work, I equally appreciate the invaluable support I got from the Minister of Finance, Mr Louis Paul Motaze, and his Secretary General, Mr Gilbert Didier Edoa; as they frequently encouraged and understandably granted me permission to attend to the exigencies of my doctoral course. Again, my gratitude goes to the authorities of MINEPAD, MINESUP, MINSANTE, MINEPDED and MINRESI; authorities of Yaounde I, II, III and VI councils; journalists [of *Cameroon Tribune*; *Cameroon Business Today*; *La Nouvelle Expression*; *Mutations*; *Le Quotidien*; *L'Anecdote*; *Infomatin*; *Le Messenger*; *Le Jour*; *L'Economie Quotidien*; *Crtv-Radio*; *Equinox*; *Vision 4*; *Canal 2*; *Spectrum Television (STV)*; and *LTM*]; and students of the University of Yaounde 1, through whose cooperation, the researcher succeeded to obtain the desired data for this research piece.

Lastly, my sincere accolades go to my beloved family, most especially to my lovely wife, Mrs Enyegue Blandine Brigitte *épse* Moumbeket and our children, for collaborating with me at all the critical stages of my doctoral course. I am very thankful to them for coping with my absence when they needed me most.

ABSTRACT

In this research work, the researcher had as goal, the investigation of the extent to which the current practice of the English Language in Cameroon's formal space could advance sustainable development (SD) in the country. It was, thus, the intention of the researcher to gather opinions from the central administration, local administration, domain of education and the media to verify whether the current status, attitude and practice of the English Language in Cameroon has the potentials to equip Cameroonians with the skills to interact and integrate globally, and gives them exposure to [inter]national development opportunities. The data analysed in this work comprised two hundred (200) copies of the questionnaire; twenty-four (24) (council authorities and journalists') interview forms; and nine (09) observation forms. To answer the research questions and verify the hypothesis, the researcher used the descriptive statistical method (DSM). The application of the DSM involved qualifying (describing) and quantifying the data above. In addition to the manual method, both analyses were facilitated by Google Forms; which is a Digital Humanities Tool (DHT) used to collect and quantify given data. The data was analysed to verify the tools and impact of language governance, as dictated by the Governmentality Theory, the framework of analysis adopted in this research work. In this context, the Governmentality Theory was used to investigate the effectiveness and adequacy of current English Language tools and practices in Cameroon, and the role they play in the attainment of the sustainable development goals (SDGs). At the end of the analysis, it was found that the current language policies enacted to institutionalise the English Language are inadequate and unproductive, and the current English practice in all official domains is ineffective. Bearing in mind that English is the lingua franca of international cooperation and communication (in the domains of education, politics, trade, and the media) and above all, the default language of modern science and technology, it was observed that the ineffective practice and/or marginalisation of English in Cameroon hampers national development in the sense that Cameroonians are being shaded from [inter]national development opportunities (like scholarships, training, employment, and partnership and funding programmes), worse still, they are deprived of scientific and technological knowledge and opportunities in English. These results were presented in tables and charts. While recognising English as a tool of [inter]national peace, education, adaptation and cooperation, it was recommended that authorities should put in place sufficient and practical English Language policy instruments that would spur the practice of English in Cameroon, thus, attending to the developmental needs of Cameroonians and their communities.

RESUMÉ

Dans ces travaux de recherche, le chercheur avait pour but de savoir dans quelle mesure le niveau actuel de pratique de la langue anglaise dans l'espace formel au Cameroun pourrait favoriser le développement durable (DD) dans le pays. Ce fut alors son intention de rassembler les positions de l'administration centrale, de l'administration locale, du domaine de l'éducation et des medias afin de vérifier si l'état actuel, l'attitude et la pratique de la langue anglaise au Cameroun a potentiellement équipé les camerounais avec les talents leur permettant d'interagir, de s'intégrer globalement et/ou s'exposer aux opportunités [inter]nationales. Les données analysées dans ces travaux étaient faites de deux cents (200) copies de questionnaire, vingt-deux (22) fiches d'entretien (avec autorités municipales et journalistes) et neuf (9) fiches d'observation. La Méthode des Statistiques Descriptives (MSD) fut celle utilisée pour répondre aux questions de recherche et pour vérifier les hypothèses. L'application de cette méthode impliquait alors la qualification (description) et la quantification des dites données. En plus de la méthode manuelle, les analyses furent facilitées grâce à Sciences Humaines Numériques (SHN) Google, outil collection et quantification de données. Ces données ont furent analysées pour vérifier les outils et l'impact de la gouvernance du cadre linguistique comme dictée par la Théorie de la Gouvernementaliste (TG), cadre d'analyse adopté dans ces travaux de recherche. Cette théorie fut utilisée dans ce contexte pour vérifier l'effectivité et la suffisance des outils actuels et des pratiques de la langue anglaise au Cameroun, ainsi que le rôle joué par ces derniers dans l'aboutissement des Objectifs du Développement Durable (ODD). Il a été établi à la fin des analyses que les actuelles politiques linguistiques adoptées afin d'institutionnaliser la langue anglaise sont inadéquates et improductives, et que l'actuelle pratique de la langue anglaise dans tous les domaines officiels au Cameroun est ineffective. Sachant que la langue anglaise est la langue de communication de coopérations internationales (dans les domaines de l'éducation, de la politique, du commerce, et même des medias) et, par-dessus tout, la langue par défaut de la science moderne et de la technologie, il a été observé que la pratique ineffective et/ou la marginalisation de celle-ci au Cameroun entrave le développement national dans le sens où les camerounais sont éloignés des opportunités de développement [inter]nationales (entre autres bourses, formations, emplois, partenariats et programmes de financement); pire encore, ces citoyens sont privés des connaissances et opportunités-tant scientifiques que technologiques-qui sont, pour la plupart, en anglais. Les résultats des analyses ont été présentés sous formes de tableaux et graphiques. Tout en reconnaissant la langue anglaise comme outil de paix [inter]national, comme outil d'éducation, comme outil de coopération; il a été recommandé aux autorités de mettre en place des instruments politiques pratiques et adéquats pouvant stimuler la pratique de la langue anglaise au Cameroun, afin de répondre aux besoins développementaux des camerounais et à ceux de leurs communautés.

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LIST OF ABBREVIATIONS

MT:	Mother Tongue
SD:	Sustainable Deve lopment
SDG:	Sustainable Development Goal
OL:	Official Language
OLP:	Official Language Policy
UK:	United Kingdom
ESL:	English as Second Language
FL:	Foreign Language
EFL:	English as Foreign Language
EIAL:	English as International and Auxiliary Language
EU:	European Union
L ₂ :	Second Language
OSS:	One-stop Shop
GLF:	Global Lingua Franca
EGLF:	English as Global Lingua Franca
LP:	Language Policy
LPP:	Language Policy and Planning
LF:	Lingua Francavv
ELF:	English as Lingua Franca
CPE:	Cameroon Pidgin English

FSL: French as a second language

OLA: Official Language Act

UNCED: United Nations Conference on Environment and Development

UNCSD: United Nations Conference on Sustainable Development

MINEPAD: Ministry of the Economy, Planning and Regional Development

MINEPDED: Ministry of the Environment, Nature Protection and Sustainable
Development

MINESUP: Ministry of Higher Education

MINRESI: Ministry of Scientific Research and Innovation

MINSANTE: Ministry of Public Health

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Language is culture, and culture is language. Language accommodates and expresses the culture of a given society. No human society can survive without language, and so, this expatiates Chomsky's (1957) analogy that language is the oil lubricating human activities in a given society. In addition to language being a conduit of information, it is a powerful tool used to realise "socialization, cultural transmission, sharing knowledge, power and politics, status, and so on" (Bohara, 2018, p. 90). Languages parallel one another in their communicative functions, nonetheless, they shift from one another in relation to their respective scopes of influence (in science, information, technology and entertainment), cultures, [inter]national status [as a standardised or unstandardised (official, second or foreign) language], popularity, diction and extra-linguistic components, and many others. The more a language culture carries and expresses a global virtue or need, the faster it becomes popular, powerful, and therefore, adopted by alien cultural groups. A language that exhibits potentials for the socio-political and economic advancement of individuals and nations, like is the case with English, gains international recognition and reputation.

Every national structure is composed of people from heterogeneous ethnic backgrounds; that implicate incongruities in socio-linguistic, religious, economic and political practices and/or beliefs. In such multicultural scenarios, language [policy] is the instrument used by policy makers to bridge the communication gap among ethnic groups and nations (Obiegbo, 2015). The choice of a common (official) language takes into consideration the socio-cultural, economic and political privileges welded to the adoption, acquisition and use of such a language. This is in cognizance of the fact that language is a vector of development at the level of individuals, states and nations. On motives connected to the above, many non-English speaking countries have not hesitated to adopt the English Language as their most favoured foreign language. The increasing

global interest in English as an international lingua franca, thus, takes manifest and adduces the ever-widening ‘expanding circle’ of Kachru’s (1985) concentric circles of the English model. The spread of English around the world has shaped its character as a global language having indigenous (local) identities that outnumber and stretch far away from its native speakers.

Discussions about the history of the development and spread of English cannot be mute about the role of colonisation. The empire-building ambitions of Great Britain, most especially after she lost her thirteen American colonies, her economic breadbasket on 4th July 1776, propelled her to colonise territories in Asia, Latin America, and above all, Africa. Colonisation, thus, developed into the imposition and use of the British culture, profoundly English Language, in these colonies. English Language assumed the status of Official Language (OL) (for the conduct of the colonial administration) and second language (L₂) (medium of instruction in schools). In the contexts mentioned above, English Language became a language of administration, education and business between the colonisers and the colonised people. In essence, colonisation played a great role in according English a global status that emanates from the scattered nature of its speakers and uses around the globe (Crystal, 2003). Sociolinguistic interactions between the British colonisers, the colonised and other non-British colonies have given rise to global statuses of English as a first (native) language, second language, and foreign (international) language respectively. These socio-cultural contexts are known to assign different, developmental (productive) roles to the global status of English Language.

For English to attain today’s universal status, it is thanks to technology. At the sidelines of the physical contacts that galvanised its spread during the colonial period, technology and its resultant internet which is a wireless, global communication circuit has facilitated the spread of English the world over. As Lestari and Setiyawan (2020) indicate, English is the default language of [modern information and communication] technology, so, using this instrument means a dapting to and using English Language as well. The strength of English Language as a key technological resource, thus, justifies the

different statuses of English Language in today's world: English as Second Language (ESL); English as Foreign Language (EFL); and English as Global Lingua Franca (EGLF) (Mansfield & Poppy, 2012; Bohara, 2018), inter alia. Cross-cultural communication online is a great booster to the continuum of English varieties around the world; which are commodious to the socio-cultural needs of their speakers. The use of English in these contexts focuses on the content (function), and so gives no premium to the grammatical and structural purity of its use. The indigenisation of English results in the infiltration of new, function-driven lexes from the contact culture and/or language.

The English Language is the world's dominant language of the 21st Century that has 1.75 billion (which is one in every four) speakers (British Council, 2013). This international code is what Crystal (2003) also refers to as a global language. A language is considered to attain an irrefutably global status when it assumes a new "special status" vis-à-vis a role that is recognised in the entire world (Crystal, *ibid*, p.4). The international (global) character of the English Language does not only emanate from the number of speakers she has amassed, but rather, apropos of the number of countries across the globe that continue to adopt and use it. English Language has been adopted internationally as either an official (second) language (for communication in government business, judiciary, the media and education) or a foreign language that is taught as a subject in contexts (schools) where learners have a Mother Tongue (MT) that is not English. In addition to being an official language (OL) to its native countries (Britain, USA, Canada, Ireland, Australia, New Zealand and South Africa), it is the main foreign language taught in over 100 hundred non-native countries in the world. Countries, thus, make English the favoured foreign language for strategic political motives, and also, the desire to enhance and sustain technological, cultural and commercial contacts.

As the de facto language of communication for interlocutors from heterogeneous backgrounds, English is an international linguistic currency in science and technology, education, commerce and diplomacy. When nationals encounter and communicate with their counterparts from other nations, in one of the spheres listed hitherto, their default

means of communication is English (Hamid & Nguyen, 2016). The use of English as the default language in international communication accounts for the prominence and/or importance she has got in the global world in recent times. The use of English as a linguistic device for successful international communication among alien nations points to the reason that President Joachim Gauck of Germany argues that English be made the working language of the European Union (EU). According to him, “One of the main problems [of] building a more integrated European community is inadequate communication within Europe” (British Council, *ibid*, p.6). It is thought that adopting English as EU working language will enhance commonality and a sense of belonging, and above all, multilingualism among EU member countries.

The growing interest in and pressure on English as a language for international communications in IT, science, education, policy, business and entertainment (Crystal, 1997) has propelled adjustments in language policies among nation-states. The implementation of pro-English language policies has gone a long way to expedite globalisation; with many countries using English Language to create global citizens (international relations) that impact sustainable national development. As an agent of globalisation, Hamid and Nguyen (*ibid*, p. 28) conceptualise that “English provides the linguistic and communicative infrastructure to globalization”, with the latter promoting “the cause of English by making the language imperative for participation in globalized networks, markets and resources”. The globalisation driver that English is, therefore, calls for its privileged, dominant position in international conferences on science and technology, education, business, tourism, international politics, and global warming and climate change. When nations embrace globalisation, the natural tendency is to embrace English Language in the formal fabric of the country as it is a gateway for international opportunities in employment and cooperation (Hashimoto, 2013).

Mark Robson, British Council Director of English and Exams, credits English as a language learnt and spoken by “the economically active, the thoughtful leaders, the business decision-makers, the young, the movers and shakers present and future” (British

Council, op. cit, p. 2). The statement above is an indicator that important subjects and decisions among world leaders, affecting the entire world are discussed in English; which has been dubbed “the ‘operating system’ of that global conversation” (p.2). The internationalisation of English endows the language with potentials for development at individual, national and/or regional levels. This development is guaranteed for future generations considering that it has been embraced by the global youth, for it meets their economic, educational, socio-cultural and professional needs and aspirations. English is considered one of the UK’s international assets that take her closer to alien cultures around the globe. To add, more trust-worthy diplomatic relations are created with former English students who return to their respective countries and ascend to leadership. It is tenable stating that English is reckoned a powerful factor and indicator of individual and [inter]national competitiveness, and above all, development.

On the economic platform, there is a steady rise in incentives that compel foreigners to learn and speak English. Increasingly, multinational companies like Nokia, Samsung, Renault and Mercedes, et cetera, have embraced English Language as a strategic productivity, competition and growth factor (Economist Intelligence Unit, 2012, cited in British Council, 2013, p.7). By this, workers are employed on a criterion of English Language competence that is catalytic for the realisation of their corporate expansion plans. In addition to English being a core criterion for employability, it is revealed that the United Kingdom (UK) government with its local and regional economies amasses an annual income of about £2 billion from the thousands of international students who go to the UK to study English. Based on the affirmation of Loren Griffith, Director of the International Strategy team at Oxford University, it is not fortuitous that “Today, most of the world’s best universities are in English-speaking countries” (British Council, 2013, p.7). Teaching and research in English Language are primordial in giving English universities this international reputation, and on this account, it is considered the ‘lingua franca of academia’. Jean-Loup Salzmann, chairman of the Conference of French University Presidents, equally reveals that English is

central in French medical laboratories: most researchers speak English, results are published in English, and visiting researchers and professors are addressed in English (The Times, 22 May 2013). From the postulations above, it is a truism that English is not just a language of international communication, but also development. So, this research work seeks to investigate how Cameroon's language policy [that accords English the statuses of second (official) and foreign languages] is a vector of sustainable development (SD); with which Cameroon could attain sustainable development goals (SDGs).

1.1 Research Problem

Taking cognizance of the cultural heterogeneity and/or linguistic plurality of Cameroon, the constitution spells out that English and French are the official languages (OLs) of Cameroon. Like French, English is meant to be a tool of national integration and unity. Nonetheless, it has been observed that French monolingual (dominance) in the Cameroonian administration, parliament, judiciary, defence and the media continually relegates to the background, the use of the English Language which is a global (international) language. English has been acclaimed as [international] business language, and so, its stigmatisation in Cameroon minimises the developmental opportunities open to Cameroon. In effect, if no consistent, concrete policy effort is made to improve attitudes towards the use of English Language, as is the case lately, its stigmatisation will exacerbate the socio-political and economic problems plaguing Cameroon, as national development is retarded by her disdain for the global developmental factor that English is. A language policy that is neither true to itself nor the international realities surrounding it hardly meets the developmental aspirations of its citizens and state. It would not be overemphasised that a national entity that fails to make full use of or adapt to English as international language (of technology, science, education, diplomacy, the media and business) is one that limits the ambitions and/or growth prospects of her nationals.

1.2 Motivation

English is the first and most predominant language in the global space, and so, the status and attitude a people exhibit towards this international language is a determiner of their pace and feasibility of individual and national development. In spite of Cameroon's constitutional provision that lays down English as one of the country's official languages (OLs), and therefore, instructing its use (like its French counterpart) in all areas of formal life in the country, until lately, official attitudes towards the language have been inhospitable (Fon, 2019). This has been a source of inspiration to the researcher to verify how the effective implementation of Cameroon's language policy apropos of revamping and/or revitalising the English Language in official circles (administration, parliament, judiciary and the media) can facilitate the attainment of sustainable development goals (SDGs) in Cameroon.

The need for the acquisition and performance of English increases by the day, bearing in mind that English is the international lingua franca that liaises heterogeneous cultures in contact on the global landscape. As a socio-political asset, English has gained primacy among the prerequisites that are outlined for [inter]national job opportunities and admissions into educational (academic) institutions, even in non-English speaking countries, say France, Germany, China and Japan, among others. The forgone factor is a justification for the daily choices made by Francophone Cameroonian parents, like their non-English cultured parents in the world, to educate their children in English Language: children are enrolled in English sub-system of education. This gesture is meant to prepare the Cameroonian youth for global citizenship and opportunities. In line with the virtues welded to a commendable performance in English Language, it was desirable of the researcher to investigate whether the national language policy persists in being biased against the institutionalisation of the English Language in Cameroon, the country would successfully emerge within the anticipated time frame, which is 2035. Moreover, it stands to show the lot of life-changing [inter]national educational and professional opportunities that show up before Cameroon and Cameroonians who can communicate in English.

Lastly, my M. Sc. research work (dissertation) investigated the feasibility of the One-stop Shop (OSS) in the enhancement of the business climate in Cameroon. The results obtained from this study revealed that the successful implementation of the OSS mechanism would go a long way to surmount administrative bottlenecks that continue to demonise the country's business landscape before indigenous and foreign investors. Administrative bottleneck manifests through the conscious, obdurate and consistent use of French in official documents (texts) governing business, and also in face-to-face discussions on business opportunities in Cameroon. French monolingual communication with local English-speaking and foreign investors who are learned in English, the global lingua franca (GLF), is, in fact, deleterious to the country's development. This unwholesome practice of suppressing the world's first language has been repellent to [inter]national business investors, and so, the researcher was motivated to (1) find out how Cameroon's language policy could be fully implemented, with English Language occupying its merited position in all aspect of national life; and (2) show how the effective use of the English Language would open more educational and professional doors for Cameroon[ians] in the global landscape, and therefore, enhance the much desired sustainable development (SD) in Cameroon.

1.3 Aim

The aim of this research work is to find out the role Cameroon's English language practice plays in the attainment of sustainable development goals (SDGs). It dwells on the analysis of some current practices (in the Francophone-dominated central administration, local administration, the domains of education and the media) vis-à-vis some policy statements (specifications) that seek to strengthen the use of English Language in all official arenas in Cameroon. It is to the effect that analysis would be conducted on the opinions (responses) of local council administrators, university students and journalists and observation regarding the effective implementation of effective bilingualism, notably the use of English in all official domains. Moreover, it is the intention of the researcher to sample public opinion as to whether the current status of

and attitude towards the English Language in Cameroon could equip Cameroonians with the English language skill to interact and compete for educational and employment opportunities on the international landscape. In essence, data analysis will show how the country gains more chances of achieving its SDGs if its language policy were effectively implemented; with the English Language assigned a compulsory and prominent role in all areas of national life. Findings will show how without the full implementation and protection of the English Language in all arms of the government, national integration will be hampered, peace would be jeopardised, international investments and business opportunities would shrink, and above all, there would be a worsening unemployment situation, considering that discriminatory projection of French at the malevolence of English would clip Cameroon[ians] from the entire world.

1.4 Research Questions

The success of this research is judged on the basis of the answers to some questions that direct the conduct of this work. These questions are related to the objectives above, and they include:

- i. What role does Cameroon's English language policy play in the attainment of SDGs?
- ii. In which domain(s) is the English Language neglected in Cameroon?
- iii. Does the empowerment of the English Language in Cameroon have any socio-political and economic implications?
- iv. Are the policy actions the government has taken to revamp and revitalise the English Language adequate and effective?
- v. Does the marginalisation of the English Language in Cameroon retard development?

1.5 Research Objectives

The focus of this research work is on the investigation of the varied ways Cameroon's language policy could empower the English Language to serve as a tool of SD in Cameroon. In pursuance of the aforementioned, this work has the following objectives:

- i. Appraise the role Cameroon's language policy plays in the attainment of SDGs
- ii. Identify the domain(s) in which English is neglected
- iii. Bring out the socio-political and economic importance of empowering the use of English in all sectors in Cameroon
- iv. Verify whether the policy actions the government has taken to revamp and revitalise the English Language in Cameroon are adequate and effective
- v. Appraise what the country loses by marginalising English in the formal domain

1.6 Research Hypotheses

In addition to the above, the conduct of this work was done under the guidance of a hypothesis. The word hypothesis is formed from the two Greek words 'hypo' which means "tentative or subject to the verification", and 'thesis' referring to a "statement about solution of a problem" (Singh, 2006, p.54). A hypothesis is, therefore, an intelligent guess or tentative statement that predicts a solution to a research problem under study. It predicts and/or guesses the solution to the problem, and so, this conditioned the action(s) taken and goals set by the researcher to study the problem scientifically (Singh, op. cit). The decisions to be taken relate to the type of data, the technique of selection of the population, collection and analytical tools; meanwhile, goals predict the solutions (answers) the researcher intends to get at the end of the research. Scientific investigations here were carried out on the assumptions that:

- i. An effective English LP plays a prominent role in the attainment of SDGs in Cameroon

- ii. Cameroon's current LP is indifferent to the effective implementation of the English Language in all national domains
- iii. The policy actions the government has taken to revitalise the English Language are inadequate and ineffective
- iv. The government has enacted LPs that are inadequate and ineffective
- v. The marginalisation of the English Language in Cameroon retards development

1.7 Delimitation of the Study

Cognizant of the goal of this work, which is the investigation of the function of Cameroon's English Language policy as a powerful tool that promotes SD, this research piece has as scope, the study of Cameroon's language policy vis-à-vis the use of the English Language in the social, economic and political domains in Cameroon. What is of importance for this study is not the entire language policy, but rather, aspects related to the legalisation and revitalisation of the English Language in Cameroon. This study does not include the importance of French or official bilingualism, nonetheless, they can be discussed complementarily. Moreover, bearing in mind that this research work is linguistic, the SDGs under study are those related to and/or implicating the use of the English Language. Out of the seventeen (17) SDGs, those considered in this research include: SDGs 1 and 2 on zero poverty and hunger via language policy; SDG 3 and 9 on good health, wellbeing, industry, innovation and culture achieved through language policy; SDG 4 related to quality education and by dint of early language immersion policy; SDG 5 and 10 implicating the use of language to propagate gender equality and social justice; SDG 11 that is equally connected to the use of language to solve poverty and famine problems; SDG 12 related to language use to advocate for sustainable consumption and production; and SDG 13 that calls for advocacy (involving the use of language) to galvanise climate action.

1.8 Definition of Key Terms

In this segment, the researcher has as task, the definition of some key terms that are basic, and therefore, important as they would enhance the understanding of some conceptual and theoretical notions reviewed and sustained in this research work. These important terminologies and their meanings are given below:

1.8.1 Language

Language is a very indispensable component of every human society, and therefore, a determiner of development. To recognise this importance, in pragmatic terms, Chomsky (1957) reckons language as the oil that lubricates all human activities in every society. As a medium of communication, it plays an active role in the provision of human needs and advancement of the entire society. Scholars have different views about what language is; while others focus on the semantic (communicative) aspect of language, others pay attention to its syntactic (structural) inbuilt. These ideological postures have brought about many differences (fluidity) in the definitions that linguists have given language over the years. Some of these definitions are stated and examined in the paragraphs that follow.

Language is, for Finegan and Besnier (1989), a “finite system of elements and principles that make it possible for speakers to construct sentences to do particular communicative jobs”. By this, language has to do with using a defined system of components and rules to communicate a message. This definition that dwells on the purpose of communication assumes that in the absence of an utterance of a string of words that culminates to sentences, no communication is existent. The phrase ‘communicative jobs’ gives premium to communication in every language use. To be able to interpret the sentences being uttered by a speaker, an interlocutor must display what Chomsky terms ‘grammatical competence’; that enables them to understand what the different sentence (syntactic) components are and/or mean.

Moreover, Verderber (1999) defines language as a collection of words with its system of use in communication that is contingent to speakers of a geographical area, community, cultural background or nation. It is, therefore, indicative that language does not exist in a vacuum, but rather, among a people, for their communicative needs in all aspects of their livelihood. For communicative to be effective, the said system of rules must be observed, else, the meaning (communication) is fractured. Verderber (*ibid*, p. 52) has specified some uses of language, which are to: designate and label; evaluate; discuss our experiences; and talk about language, *inter alia*.

Ferdinand de Saussure defines language from two perspectives. Firstly, language, according to him, is a system of bilateral signs. The signs referred to are ‘signifier’ which is the verbal or orthographic presentation of a word, and ‘signified’ which is the meaning(s) of the word. The notion of language as a semiotic system implies that language is a human entity that comprises a form and its content. Secondly, Saussure states that language is a social phenomenon; that belongs to and identifies a particular community. This definition drifts away from the structural to the functional aspect of language. Moreover, by the notions of ‘langue’ and ‘parole’, Saussure considers language as a social aspect that is used and/or produced at individual as well as community levels (Holdcroft, 1991). Parole relates to the actual speech (language performance) of an individual speaker in a particular context. On the other hand, langue refers to the system of general principles and/or a social currency that is available to a people for communication.

Noam Chomsky states that “language is a natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of the species” (Chomsky, 2002, p. 1). In this definition, every human being is biologically predisposed with potentials that enable them to acquire (and learn) and speak language. In this regard, language is considered an innate component in every human being, and it has a structure that to which every speaker must adhere for effective communication to take place.

Functionally, M.A.K. Halliday describes language as a ‘social semiotics’ (Halliday, 2003, p. 2); meaning it is a system of socially motivated signs (meanings) that are used by speakers to satisfy their communicative (socio-cultural and political) needs. Language is considered as a ‘meaning-potential’ (Halliday 1975, cited in Neddar, 2017, p. 58), which means that language is a medium and content of meaning. This definition falls within the scope of Systemic Functional Linguistics (SFL), in which language is theorised and studied from a functional perspective. This view allots three main functions to language: i) ideational metafunction which is the use of language to inform, seek, and caution people about a social phenomenon; ii) interpersonal metafunction which considers language as a tool used by human beings to express opinions (ideas) and relate with other people; iii) textual metafunction that relates to the manner and/or medium in which information is transmitted. Halliday’s function-driven theorisation of language parallels Sapir’s (1921, p. i) belief that “Language is not only a study of language and culture, but ultimately on the world of relations and influence”. This functional perspective appraises language apropos of its role in establishing and maintaining human relations, and the influence it exerts on human existence. This definition is quite striking because it forms the basis of this work.

1.8.2 Language Policy

A society, like Cameroon, which is multilingual in nature is constantly faced with the issue of language choice. Conflicts of interest among language users necessitate the enactment of an official policy that selects the language(s) to officialise (legitimise), and rules and contexts of their use. A language gains legality and vitality from language policy and language planning. Since the emergence of the sociolinguistic concept in the 1960s, there has been divergence among sociolinguists regarding what it is and should be. In this regard, Ricento and Hornberger (1996, p. 402) consent that there is “no prospect for a unified theory of LPP [Language Policy and Planning]”. To justify these differences, Ricento (2006b) states that there is no unified theory of language policy (LP), and therefore, definition because it is made up of complex issues that involve

language use in the society. In spite of this difficulty, Ricento (ibid, p. 11) recognises that “LP is not just an exercise in philosophical inquiry; it is interested in addressing social problems which often involve language, to one degree or another, and in proposing realistic remedies”. One of the manifestations of this lack of a unified theoretical paradigm on language policy is found in the appellation. While some linguists label language policy, others consider it language planning, and others refer to it as language policy and planning (Amir, 2013, p. 15). In another instance, some linguists continue to use the terms language policy and language planning interchangeably, nonetheless, there is a nuance between them, as would be clarified in the definitions and discussions that ensue.

Bernard Spolsky considers the concept of language policy from diverse perspectives, as it is a concept that has and involves many components. In one of these shades of thoughts, Spolsky (2004) describes LP as:

... the choice of a specific sound, or expression, or of a specific variety of language. It may be the choice regularly made by an individual, or a socially defined group of individuals, or a body with authority over a defined group of individuals (p.217)

What is concrete in the above definition is that LP refers to the choice of a particular language or dialect, at the individual, contextual or national level. In every language policy, there is a central authority regulating and implementing principles of its use in concerned sectors of societal and/or national life. This definition equally states that a LP empowers a particular language over others, as it is enacted to be used in contexts where others (unofficialised codes) are suppressed.

In another dimension, Spolsky (2009, p. 4) defines LP as a protean concept that “has three interrelated, but independently describable components”, which are practice, beliefs and management. Expatiating on the components above, Spolsky (2007, p. 3) refers to practice as “the observable behaviours and choices – what people actually do. They are the linguistic features chosen, the variety of language used.” As for beliefs, they

are the [socio-political, cultural and economic] ideologies on which the LP is based. In other words, beliefs are the values attributed to particular language varieties and their sociolinguistic variables (education, gender, class, region or ethnic group). It is the philosophy (thoughts) that accounts for the language choices made in a policy paper. Management on its part refers to the planning related to the choice, use and regulation of a particular language. It is implemented via the enactment of laws that legitimise and prioritise a language and its features over others in the same ecology; possibly as an official language (OL) (for official communication in the executive, parliament, judiciary and media) or as a medium of instruction (in school). Language managers attach values (virtues) to particular language varieties to strengthen and, thus, make them more popular. The components above, in fact, tally with the thoughts of Ferdinand De Saussure that LP is a social phenomenon that depends on the beliefs and behaviours of individual speakers in a language community (Spolsky, *ibid*, p. 2).

To continue, in his macro-level definition, Kaplan (2011, p. 925) advances that “A language policy is a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the society, group or system” In the same line of thought with the latter definitions, the terms ‘ideas’, ‘laws’, ‘regulations’, ‘rules’ and ‘practices’ reverberate with the notion of choice(s) vis-à-vis the empowerment of a particular language variety. To add, they equally complement the three LP components (practice, beliefs and management) advanced by Spolsky (2009). This definition raises the notions of ‘practices’, ‘body of ideas’ that stand for the beliefs, and ‘laws, regulations, rules’ that refer to language management [techniques].

Some linguists perceive LP as a language document that involves the use of implied mechanism of language imposition in education, administration and business. It is in this dimension that Shohamy (2006, p. 53) thinks that:

it is often the case that formal language documents become no more than declarations of intent that can easily be manipulated and contradicted. Yet, it is essential that these mechanisms, or policy devices, given their direct

effect and consequences on de facto language policies and practice, must be included in the general picture for understanding and interpreting LP.

Whether hidden or overt (direct), it is important stating that for a language document to be considered a language policy, it must exert some pressure (or impose a direct effect) on speakers in relation to the practices and beliefs pertaining to a particular language [variety]. Likewise, this definition considers rules and regulations as the “most commonly used devices that directly affect and create de facto language practices” (Shohamy *ibid*, 59). LP policy, therefore, must not be explicit. Spolsky (2005) reiterates that many countries do not have a formal or written language policy, yet it influences the language choices made in different contexts and command authority over other varieties in the same ecology.

As stated hitherto, language policy is used interchangeably with language planning, however, there is a nuance between them. Lo Bianco (2010, p. 143) arrogates the pioneer use of the term language planning to Uriel Weinreich, in New York, in the early fifties. Paralleling discussions on language policy, language planning has not yet got a standard definition among linguists (Lo Bianco, *ibid*, 145). Nonetheless, the most popular definition of language planning is that of Cooper (1989, p. 45) to whom “language planning refers to deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes”. In effect, language planning is a goal-oriented scheme that seeks to regulate behaviours vis-à-vis the importance and use of a particular language.

1.8.3 Language Planning

Moreover, Nahir (1977) appraises language planning as a language valorizing action that consists of eleven activities: purification, revival, reform, standardization, lexical modernisation, language spread, terminology unification, stylistic simplification, interlingual communication, language maintenance, and auxiliary-code standardization. By purification, language planning seeks to preserve the old variety of a given language.

Revival relates to planned actions that aim to valorise and endangered (dying) language (and/or variety). Reform and standardisation concern the enactment of laws that recognise and normalise a language variety. Lexical modernisation means the incorporation of new lexis, like the case with the Englishes, that satisfy the communication need of contemporary times. As for language spread, planning involves strategies put in place to ensure that the language gains more speakers (popularity) by migrating to alien communities. Terminology unification and stylistic simplification respectively refer to the adoption and standardization of specific terminologies across the globe, and the adoption of a simple (plain) style for formal use. Language maintenance is reminiscent of strategies put in place to prevent language loss, and finally, auxiliary-code standardisation planned actions aimed at legitimising a language [variety] as an auxiliary means of communication with foreigners.

Cooper (1996, p. 32), thus, considers language planning as “the allocation of languages or language varieties to given functions” in formal settings (education, administration and/or business). Spolsky (2005; 2009) considers planning, which he alternatively labels ‘management’ (‘engineering’ or ‘treatment’), as the third component of a language policy. The task of language planners (managers or engineers) is to assign different functions (values and contexts of use) to a language variety. Such a role is given to a language [variety] within a sociolinguistic setting, not to the global language. Language planning involves taking decisions, better still, giving directives (Spolsky, 2005, p. 2153) regarding the choice and contexts of use of a language [varieties]. This definition, in fact, intimates that language policy is the outcome of language planning. The symbiosis and/or overlap between language planning and its resultant policy explains why Ricento & Hornberger (op. cit) rather resort to the inclusive appellation language policy and planning.

Language planning has been described as a problem-solving exercise (Ricento, 2000, p. 206) that comprises three activities: ‘corpus planning’, ‘status planning’ and ‘acquisition planning’ (Cooper, 1989, p. 33). To start with, Hornberger (2006, p. 28) defines ‘corpus planning’ as:

... those efforts directed toward the allocation of functions of languages/ literacies, acquisition planning as efforts to influence the allocation of users or the distribution of languages/ literacies, by means of creating or improving opportunity or incentive to learn them, or both.

While ‘corpus planning’ dwells on attributing functions (as a medium of instruction or official language) to languages [varieties] via legal instruments, ‘status planning’, on its parts, valorise and vitalises particular languages by creating more [educational/ professional] opportunities that serve as motivation to present and prospective learners and speakers of that language. The third activity of language planning, ‘acquisition planning’ denotes “organized efforts to promote the learning of a language” (Cooper, 1989, p. 157). Such an effort is successful depending on the opportunities (incentives) that are connected to the learning and use of that language.

1.8.4 Mother Tongue

The concept of mother tongue (MT) is quite germane to this research work in that it is one of the global statuses to which English Language is attributed. Among the five human senses, the functioning of the auditory is precedent Sontag and Wallace (1936 as cited in Faizatul Faridy, 2017). The first and consistent voice and sound (language) the newborn hears and responds to is its mother’s. When a baby begins to respond to and communicate by producing sounds that resemble those of its mother, it becomes known as the mother tongue, better still, first language (L_1) (Crystal, 2003). Espousing the views of the behaviourist theorist, B. F. Skinner, who postulates that MT acquisition is very crucial in the growth of every human being, Holmes (2013) avers that MT preserves a local language and facilitates the learning of a second and a third language in the same ecology with the MT.

Skutnabb-Kangas (1982, p. 26) defines MT as an entity that has the following four characteristics: origin, competence, function and attitudes. Origin is a sociological component related to the language the speaker has acquired first. Competence is a linguistic attribute that concerns the (code) language in which a speaker has the best performance and/or knowledge. Function is a purely sociolinguistic aspect in which a language(s) is given uses or roles in different contexts. By attitude, a socio-psychology component, reference is made to the code with which a speaker identifies themselves and the native with which others identify them. In summary, Skutnabb-Kangas (ibid) perceives a MT as the first language a speaker acquires, uses most, with which he identifies, and with which they are identified by others. It is worth stating that a language may not fulfil all the criteria stated above.

Moreover, mother tongue is for Nishanthi (2020, p. 78) “the first language one learns as a baby, the language one grows up knowing, which is also known as the native language”. Every child first understands phenomena in their immediate environment via their MT. Being the first language a human being has contact with, a MT is not learnt; it is acquired from birth as the baby interacts and/or communicates with their mother and other members of the community. Added to the label ‘first language’, a MT is equally considered as a speaker’s native language. The label ‘native language’ does limit a MT to a vernacular or local language. In line with the latter, Rosidi (2010) crystalises the meaning of MT by refuting popular misconceptions aligning MT and vernacular. He argues that unlike MT, vernacular belongs to a particular domain, and has variants that limit the code to a particular region(s).

Furthermore, Ali (1995) defines the MT is the code a speaker acquires via social interaction with their mother and the community. This definition considers the MT as an acquisition (through instincts and/or senses), not as an act of learning that involves well-stated rules or principles. By this, the MT is an early process that starts from the time a person is born: it starts with the identification and response to sounds and signs made by their mother, and then other members of the community.

Saville-Troike (2012) also considers MT as first language (L_1) which he defines as the language that a person acquires during early childhood (about the age of three), continues to perfect and use it as they continue to grow among other speakers of the said language. These speakers are primarily their mother (and parents) and then the community. In addition to being considered L_1 , Saville-Troike (ibid) admits that linguists have not yet succeeded to differentiate between MT and first language, native language, and primary language, and so, they refer to the same concept; the first language one acquires from and communicates with their mother and community as they grow up. In effect, this author postulates that there is a likelihood for an individual to have two MTs; implying they were born in contact with and grew up speaking more than one (specific) language throughout their life. Saville-Troike (ibid, p. 4) conceptualises such an occurrence as simultaneous multilingualism. It is called ‘simultaneous multilingualism’ in that the languages are learnt concurrently. Nonetheless, in a scenario where one language is learnt after the other, it is termed ‘sequential multilingualism’.

1.8.5 Second Language versus Official Language

Stefánsson (2013) describes a second language (L_2) as any other language that is learnt after the first language (MT). The serial ‘second’ does literally refer to a single language learnt after the acquisition of the L_1 , nonetheless, it can be two or more languages that are learnt after the MT. This definition tallies with the one The Collins Dictionary (2022) advances: the code (language) that one learns after their L_1 . From the definitions above, it is indicative that, unlike the MT that is acquired (does not have a formal method, principles, school or teacher), the L_2 is learnt in a formal setting (classroom), governed by principles (rules). In addition to formal learning, one picks a second language by actively participating and interacting with those who speak it.

The concept of second language is for Crystal (1997) the sociolinguistic phenomenon of learning the non-native variety of a language for communication (medium of information) in education, administration or business in a country. This

definition draws a parallel between second language and official language. As a means of national communication, a second language is the most popular language (with more speakers) in a society that is multilingual, like Cameroon. The notion of second language is the status of the English Language in former British colonies [Ghana, Nigeria, Kenya, Gambia, Sierra Leone, Tanzania and (Anglophone) Cameroon, *inter alia*).

A linguist that has added another status or shade of meaning to the concept of second language is Muriel Saville-Troike. To him, a second language is “typically an official or societally dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively”. (Saville-Troike, 2013, p. 4).

In line with the latter definition, every society that has a second language uses it as an official language, thus rendering it the most dominant language in that community. A community’s second language is its language of formal communication in the government. By this, is used for official communication in the media, administration and, besides being the language of instruction in schools, it is equally a school subject.

As concerns official language (OL), Ridwan (2018, p. 72) appraises an official language as being “simply a language which may be used for government business”. When a language is decreed as a second language, the implication is that that language automatically becomes the medium of communication in the government. When a language gains the national status of official language, it, therefore, assumes its role as *lingua franca* (the language of communication) in a nation’s courts, parliament and administration. A country (like the linguistic experience in Cameroon) may have two official languages.

The notion of official language is the outcome of constitutional enactments in several countries around the world. In consonance with the definitions above, Choudhry and Houlihan (2021, p. 6) perceive an official language as “the language (or languages) used by the government to conduct official, day-to-day business”. When a government

(nation) adopts a language as her OL, that language gains a privileged legal status in the socio-political and economic affairs of that country; as it is enshrined in the constitution of the said country. Every OL, so to speak, has constitutional backing and/or regulations pertaining to the contexts of its use. The constitution of Cameroon, for instance, proclaims Cameroon a bilingual country with English and French being the two OLs; used in the administrative, parliamentary, judicial and media institutions of the country. What Choudhry and Houlihan (ibid, p. 7) consider “constitutionalizing an official language or languages” gives more recognition and power to a particular language(s) over others, especially national languages, in the same environment. OLs are meant to reinforce national integration and unity among the multilinguistic (heterogeneous ethnic groups) that constitute a nation in the like of Cameroon. The choice of OL equally incarnates the cultural and historical identity of a nation.

1.8.6 Foreign Language

It has been observed that as a baby continues to grow and interact in society, in addition to the mother tongue they use to satisfy their biological needs, they equally need and start learning another language(s) that enable them to meet their socio-cultural, political and economic aspirations. Such an additional language also facilitates for them societal integration and communication with non-native speaker of their language. This new language that is meant to ease communication with aliens, as is the status of English in about 100 countries like China, Japan, Korea, Turkey, Spain and Brazil et cetera, is learnt as English as foreign language (EFL) (Crystal, 2003, p. 5). A FL is a non-native variety of a given language, and is learnt and spoken in a distant environment from its speech community. In this regard, Moeller and Catalano (2015) define FL as one that is learnt mostly in the classroom and the society in which it is taught does not speak it. When a language, say English, is accorded the status of a FL, it, therefore, means that it is simply taught as a school subject.

Saville-Troike (2012) states that a FL is a language that is not popularly spoken in a learner's immediate (foreign) environment. The learning of a FL, Phillips (2007) explains, is motivated by the robust desire to interact and communicate extensively and advantageously on the global landscape. The motivation to learn a FL among many persons stems from the zeal to advance in education, a profession or a business. A FL serves as an auxiliary language that opens many doors of opportunities to the learner; as they can make more contacts in the target language. One of the concrete reasons that over 100 countries have adopted English as FL, for instance, is that, in addition to being the language of science, technology and business, English is equally the language for diplomacy: international relations and conferences are conducted in English. Countries that fail to adopt such an international lingua franca as FL live in isolation, and therefore, this retards the development of its nationals especially, and the nation as a whole. Hamid and Nguyen (2016, p. 28) concur with this by justifying that EFL enhances "economic and political competitiveness in the age of globalization and internationalization".

As intimated hitherto, a FL is the non-native variety of a language learnt and spoken away from its indigenous speech community. Those who learn a FL, say English, do so to attain the height of an international citizen (in politics, education, science or business). On the basis of this, Nishanthi (2018) perceives a FL as a language learnt and used by persons from heterogeneous socio-linguistic backgrounds to communicate. Globalisation has brought about contacts among nationals from different parts of the world, non-English speaking countries, to be precise. To attain to the individual and/or national needs of one another, effective communication can only be achieved via a FL like English. As Saville-Troike (*ibid*, p. 5) clarifies, the choice of a FL(s) in nation states is determined by historical, socio-cultural and political ties with the FL community, and the desire to widen commercial, cultural or technological contacts and/or opportunities. In essence, FL learning furnishes nationals with skills that will enable them to learn and cope with linguistic and cultural differences among acquaintances on the global terrain (Mansfield & Poppi, 2012).

1.8.7 Lingua Franca

The term ‘lingua franca’ (LF) has been taken for granted by different linguists, thus, resulting in differences in its definition. The semantic boundaries of the term ‘lingua franca’ have undergone much expansion over time. Initially, it was used to refer to some stabilised pidgin languages, and subsequently, to designate some kinds of vernacular languages, notably English (Brosch, 2015, p. 71). Out of the scope of vernacular and contact languages, Schuchardt (1909) is one of those who first perceived lingua franca as a non-indigenous phenomenon, and rather considered it “any trade language of wider diffusion” (p. 448). This definition, thus, inspired other sociolinguistic attributions to LF as a language of a globally expanding speech community. An endemic and globally acclaimed definition of LF proffered by [socio]linguists is the one advanced by UNESCO (1953, p. 46) as any language that “is used habitually by people whose mother tongues are different in order to facilitate communication between them”. This latter theorising is the contemporary status of English in the world, thus, English as lingua franca (ELF).

Some linguists have bridged the concept of lingua franca with vernacular. To this effect, European Commission (2011, p. 8) considers a “lingua franca as a vehicular language”. Going by this, a lingua spoken is a common code, spoken almost natively by foreigners? Based on the latter, Wodak (2011, pp. 229-230) considers a lingua franca as “[...] a common expression for a second language serving for the communication of people speaking different first languages”. When a language gains the status of a lingua franca, therefore, that language is capable of satisfying the communication needs of heterogeneous culture speakers in contact, as it serves as their means of communication.

Lewandowska (2019) describes LF as “merely the language of communication between people who do not share a common native language of communication”. Speakers or communities pick and/or adapt to a particular as LF because that language exhibits some socio-political or economic powers (influence) in the global world. The difference in speakers’ native language always has some effect on their performance in

the LF, leading to the emergence of different varieties of the lingua franca, as it spreads across its indigenous ecology. This change is definitely the fate of ELF in different parts of the globe. Worthy of notice is the fact that the concept of LF is considered parallel to the concept of international language. (Mansfield & Popp, 2012, p. 160). In concrete terms, when the English Language, for instance, transcends indigenous (national) boundaries, it becomes a LF, and, therefore, an international (global) language.

A lingua franca is a common language to interlocutors whose native languages (MTs) are different. As stated hitherto, the concept of LF has widely been tagged to English, considering that many persons now speak it either as a L_1 , L_2 , foreign language or as an auxiliary language. In this new and expanding global status, Tesi di (2015, p. 8) reveals that global opinions now “call English the new lingua franca the new language of commerce, of communication among people of different lingua-cultural backgrounds, an indispensable tool for mutual intelligibility, just like the first lingua franca was”. In the context of English, Seidlhofer (2011, p. 7) adds that EFL is “any use of English for communication among speakers of different first languages for whom English is the communicative medium of choice”. ELF implies that the English Language is an international language of business, diplomacy, science and technology, *inter alia*. The different status of English as a global language has endowed her with over one billion speakers worldwide (English for Students, 2011). In essence, ELF bridges multicultural speakers, and applies to situations where communication is difficult as interlocutors speak different MTs. Aligning with the latter, Jenkins (2009, p. 200) appraises ELF as a linguistic scenario where English is the common language that is chosen and used by speakers from different ‘linguacultural backgrounds’ in specific communication contexts. In addition to being a conduit of cultural transmission, English as lingua franca equally enhances international communication among persons and nations. In this context, the English Language is the neutral language used to ease international communication.

The global fame of English has been compared to the academic status of Latin. In this regard, ELF has been perceived variedly by different groups of linguistic researchers. English as lingua franca is defined as:

[...] a hackneyed, irrelevantly colorful word to mean a language of wider communication, used to bridge language barriers. It was not always this way around. In the High Middle Ages, when even little birds were said to sing “in their own Latin”, Latin was rather the cliché for a universal language, while lingua franca was a striking new turn of phrase (Ostler 2010, cited in Tesi di, 2015, p. 8).

In competition with and replacement for Latin as the global language of science, the English Language has extensively been acclaimed “the Latin of the new millennium”, better still, “the Latin of our age” (Ostler 2010, cited in Tesi di, *ibid*). The social variables associated with the use of Latin in the days of old have been attributed (transferred) to English. ELF, as was the case with Latin, is associated with social class (particular class of persons, professions or activities). Among the three categories of LFs advanced by Tesi di (2015, pp. 8-12), the global status of ELF is that of (i) a ‘natural lingua franca (serving the MT or second language of some communities); and (ii) planned lingua franca (used as the language of international communication in diplomacy, science and technology, business, and the media, *et cetera*).

Firth (1996, p. 240) defines ELF as “a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication”. In an ELF context, the English Language is considered a ‘contact language’. The notion of ‘contact’ in this definition is not a pidginised one, but rather, a language chosen by persons from dissimilar linguistic backgrounds for [international] communication. ELF is, therefore, the status of the English Language for the purpose of intercultural communication. The use of the English Language in this context is functional, not formal (structural), implying that ELF speakers do not pay attention to native-speaker norms (linguistic competence), but rather, on transmitting (negotiating) meaning, better still, the attainment

of communicative competence. From the definition above, it is important to reiterate that in the context of ELF, the English Language ceases from being the property or under the custody of native speakers, considering that [international] foreign speakers continue to outnumber native speakers.

1.8.8 Bilingualism versus Multilingualism

In today's world, it is almost impossible to find a society that is monolingual, bearing in mind that activities displace people, thus, causing them to be in contact with other languages and/or cultures. When two or more languages (cultures) are in contact, the immediate outcome is that it leaves the contact persons bi/multilingual (Crystal, 2013). In addition to the proximity that causes people to become bilingual, Baker (2011) postulates that other pull factors that cause people to acquire a second language (and become bilingual) include political and economic affinities and opportunities, employment, migration or mixed marriages, among others. Bilingualism and multilingualism are sociolinguistic phenomena that have been conceptualised variedly by different researchers; on the bases of maximum (complete) or minimal (partial) proficiency in the second language.

The most popular definition of bilingualism is the one advanced by Bloomfield (1935, p. 56) as “the native-like control of two languages”. This perception appraises bilingualism vis-à-vis the ‘native-like’ competence (perfection) of a speaker in two languages. Bilingualism, in this regard, considers speakers’ strict adherence to the rule (norm) of both languages. The attribution of absolute/ perfect performance in two languages is also shared by Einar Haugen, to whom bilingualism refers to a linguistic practice in which “a speaker of one language can produce complete, meaningful utterances in the other language” (Haugen, 1953, p. 7). The notion of ‘native-like control’ has been debunked by linguists who think it is an illusion because the linguistic performances of most bilinguals are bedevilled by linguistic interferences between their

L₁ to L₂. Einar Haugen, in fact, complements ‘native-like’ competence in two languages with the notion of ‘balanced bilingualism’.

One of those who refute the consideration of perfect, complete or native-like performance as bilingualism is Macnamara (1967a) who considers bilingualism as the ability of a speaker to exhibit minimal competence in one of the four language skills (listening, speaking, reading and writing) in a language that is either their foreign or second language. From the aforethought, it is important stating that bilingualism is not necessarily a system, nonetheless, it is an aspect(s). In essence, Macnamara (ibid) conceptualises bilingualism as the exhibition or proof of a skill in a language that is not one’s MT.

Some definitions do not specify or impose the extent of a speaker’s proficiency in the second language to be considered a bilingual. One of such definitions is that advanced by Merriam-Webster online dictionary (2012) which defines bilingualism as “the ability to speak two languages or the frequent use (as by a community) of two languages”. Here, bilingualism is not linked to the use of a particular skill or the attainment of a particular performance. By implication, one that is able to make and understand utterances in the second language is considered a bilingual person. The latter definition is parallel to Edwards (2004), perceiving bilingualism vis-à-vis the ability to produce more or less utterances in a second or foreign language.

Moreover, Baker (2011) considers bilingualism as a speaker’s exhibition of the seven dimensions of ability, culture, context, age, use, elective bilingualism, and balance of two languages, pertaining to their performance in another language. By ability, Baker (ibid) theorises that bilingualism relates to the possession of competencies to use (speak) a second language that enable bilinguals to actively or passively perform in their L₂. In bilingualism, a speaker interacts with two cultures (of their L₁ and L₂), nonetheless, one (L₁ culture) may be dominant over the other (L₂ culture). The notion of context is discussed concerning the endogenous and exogenous communities in which a bilingual

lives. An endogenous community is a context whereby a person lives and interacts with two (or even more) languages including their L_2 on a daily basis. Meanwhile, an exogenous context is a community where only a speaker's MT is spoken, and so, the second language is got via formal learning. In the practice of bilingualism, Baker (ibid) holds that bilinguals use their L_1 and L_2 in two dissimilar domains. It is commonplace to find the L_1 used at home, meanwhile, the L_2 is formal domains (school, office, business, media, et cetera). In the practice of bilingualism, bilinguals acquire their L_1 (MT) from birth, while the L_2 (FL) is learnt much later between the ages of 12 and 13. As for elective (additive) bilingualism, speakers elect to add (learn) an L_2 to meet their job exigencies, not to live in the community of their L_2 . In another situation, circumstantial bilingualism, an L_1 speaker learns another language to be able to survive (cope) in the majority (second) language environment in which they live. Lastly, the balance of two languages means bilingualism is equitable proficiency in two language. Baker (ibid) considers this dimension as rare, justifying that there is a tendency for the L_1 to exercise dominance over the L_2 .

Being a contact phenomenon that exists in most countries, Mollashahi et al (2013, p. 4) describe bilingualism as “a state which a person is trained in a language other than their native language”. From the viewpoint above bilingualism is reckoned as a sociolinguistic fall-out from formal learning. This means that persons acquire the L_1 as they are born, and later in life, they learn a second language to meet up with stakes in their education, employment (opportunities) or businesses, et cetera. Mollashahi et al (ibid), in fact, distance themselves from opinions that generalise bilingualism as a contact phenomenon practised by every human being (Edwards, (2006). This is in consideration of the fact that bilingualism, to them, is acquired via training. If everyone were born bilingual, then there would be no need for the learning of English as a foreign (FL) or second language (L_2).

In addition to bilingualism, multilingualism is another phenomenon that occurs when languages (with their cultures) contact. It is universally perceived as the natural and

true state of every human being (Flynn, 2016). Bearing in mind that multilingualism is a concept that cut across disciplines like linguistics, psycholinguistics, sociolinguistics and education, it is no doubt that its definitions vary in perspectives. One of the most accredited definitions of multilingualism is that advanced by European Commission (2007, p. 6) as “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives”. Communities that are multilingual interact using all the languages on a regular (day-to-day) basis.

Saville-Troike (2012) refers to multilingualism as the ability to use more than two languages for communication. Multilingualism is considered a common sociolinguistic phenomenon in the world, and this justifies the prediction that at least half of the population of the world is multilingual. With this estimate, it is thought that it is quite difficult (and almost impossible) to find a genuinely monolingual society (Saville-Troike, *ibid*, p. 8). With this, the number of bi/ multilingual speakers in the world outnumbers those that are monolingual. Thus, multilingualism is one of the consequences and drivers of globalisation in the contemporary era.

To add, multilingualism is for Aronin (2019, p. 5) “the presence of several languages in one country or community or city”. By virtue of this opinion, multilingualism is at two levels; at the micro and macro levels. Micro multilingualism is linguistic pluralism at among individuals in a particular city, community, group or organisation. On the other hand, multilingualism at the macro level refers to the presence and use of three or more languages in a country. This definition aligns with King’s (2017), to whom

Multilingualism refers to the presence in a geographical area, large or small, of more than one ‘variety of language’ i.e. the mode of speaking of a social group whether it is formally recognised as a language or not; in such an area individuals may be monolingual, speaking only their own variety (p. 6).

Multilingual societies are not characterised by the presence and use of the native variety of a language. Most communities are rather rendered multilingual by the accommodation of different language varieties. Complementing other languages in the ecology, this is the situation of the English Language in Cameroon. It is important to note that it is not just the presence, but rather, the use of more than three languages that makes a particular community multilingual. This phenomenon is the current sociolinguistic status quo of Cameroon.

Lastly, Li (2008) avers that bilingualism is a [socio]linguistic situation where persons in a community can communicate in more than one language, either actively via speaking and writing or passively via listening and reading. Observable from the latter definition is the fact that it is mute to the minimum number of languages in a typical multilingual community. Again, multilingualism does not mean optimum performance (proficiency) in all the language skills, nonetheless, output (productive) performances (speaking and writing) and input performances (listening and reading) in more than two languages are considered multilingualism. In essence, the ability to understand more than two languages without necessarily speaking or writing them is recognised by some scholars as multilingualism.

1.8.9 Sustainable Development

Sustainable Development (SD) is the 2030 developmental agenda adopted by the UN General Assembly in 2015. A critical term in the concept of Sustainable Development is ‘development’; which the Oxford Advanced Learner’s Dictionary (2015, p. 400) defines as “the gradual growth of something so that it becomes more advanced [...] and stronger”. The term Sustainable Development was coined by the Brundtland Commission (United Nations World Commission on Environment and Development). The United Nations World Commission on Environment and Development (WECD) 1987 report, “Our Common Future”, gives a foundational definition for SD as “Development that meets the need of the present without compromising the ability of future generations to

meet their own needs” (Obiegbu, 2015, p. 83). This implies building capacities that advance the lives of nationals and nation-states, and above all, inculcating environmental practices (behaviours) that save and serve nature for the future generation(s).

SD is the United Nations agenda that seeks to mobilise resources to advance human life (socio-politically and economically) and the environment by 2030. It is a plan of action enacted to enhance national development and alleviate the socio-political and environmental challenges plaguing humanity. The United Nations, thus, defines SD as:

the organizing principle for meeting human development goals while at the same time, sustaining the ability of natural systems to provide the natural resources and ecosystems services upon which the economy and society depend. The desirable end result is a society where living conditions and resource use continue to meet human needs without undermining the integrity and stability of the natural systems (Ezeh & Udaba, 2020, p. 55).

In effect, SD is a framework that is built to improve the lives of people, the planet, prosperity and peace (National Council for Curriculum and Assessment (2018). The guiding principle behind SD is the development of competencies, provision of human needs, mitigation of poverty and conservation of natural resources for future use and/or conservation. This improvement, more than ever, is targeted from the different [socio-political, economic and cultural] angles around which human life evolves.

UNESCO (2015) defines SD as an agenda of an inter-governmental commitment to the universal plan of action to advance people, the planet and prosperity. Premium in the SD framework is the development and/or prioritisation of human interests in different countries of the world. This agenda is set to be attained by some seventeen [transformative] principles known as Sustainable Development Goals (SDGs). These SDGs are classified into the three spheres of SD, which are social, economic and environmental. The parties that monitor and drive (galvanise) this 2030 developmental agenda are all actors of the international community: member states (governments with their civil societies) and the entire system of the United Nations Organisation (UNO).

The entire UN system has, in fact, taken the commitment to address globally shared concerns to promote general interest.

1.8.10 Sustainable Development Goals

Ezeh and Udaba (2020) explain that SDGs is a UN universal agenda “seeks to address and resolve crucial global challenges in both developing and developed countries” (p. 53). Some of these common challenges plaguing developing and developed countries, among others, are at the levels of education, gender, employment, security and climate change and global warming. In prompt response to the SDGs, governments have taken the engagement to surmount challenges relating to the sectors outline hitherto. In a bid to tackle what Ezeh and Udaba (ibid, p. 54) term “the tripod global challenges” (environmental, economic, and socio-cultural needs of the 21st century) the SDG agenda aims to provide a more inclusive and authentic framework that promotes sustainable and equitable development in all countries. In line with this provision, the government of Cameroon especially and those of member-states, in general, are putting in place measures (policies) to attain these SDGs. The United Nations (2015) considers primordial in the SDGs, the consolidation of global peace and security at all levels of human existence, and the eradication of all forms of poverty which is the strongest setback in the attainment of the seventeen SDGs.

The seventeen SDGs are considered stimulants of concerted actions among UN member-states to promote development. These SDGs have been attributed diverse meanings and considerations. According to United Nations (2017, p. 3), the SDGs refer to:

[...] call for action by all countries—poor, rich, and middle-income—to promote prosperity while protecting the planet. They recognise that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, social protection, and job opportunities while tackling climate change and environmental protection.

The seventeen SDGs function in complementarity to bring about growth and address social needs. The set SDGs include: 1) No poverty; 2) Zero hunger; 3) Good health and well-being; 4) Quality education; 5) Gender equality; 6) Clean water and sanitation; 7) Affordable and clean energy; 8) Decent work and economic growth; 9) Industry, innovation and infrastructure; 10) Reduced inequalities; 11) Sustainable cities and communities; 12) Responsible consumption and production; 13) Climate action; 14) Life below water; 15) Life on land; 16) Peace, justice and strong Institutions; and 17) Partnerships for the goals.

1.9 The Language Ecology of Cameroon

The language ecology of Cameroon is multilingual; characterised by the coexistence and competition among existing languages. Cameroon's linguistic landscape is complex in nature, invested with two colonial languages; contact languages [lingua franca (Cameroon Pidgin English, Camfranglais and Fulfude)] and a vast repertoire of Cameroonian indigenous languages (Ekanjume-Ilongo, 2016). By virtue of its plurilingual content, Cameroon has widely been described as 'Africa in miniature' because, with the exception of the Khoisan families, Cameroon is host to three of the four language families in Africa (Afro-Asiatic, the Nilo-Saharan, the Niger-Kordofanian (Niger-Congo). Cameroon is a multilingual entity comprising two official languages (English and French), many indigenous (national) languages, and three contact languages or lingua francas (Cameroon Pidgin English, Franglais and Fulfulde), as will be discussed subsequently.

1.9.1 Official Languages

Colonialism is partly contributory to the multilingual situation of Cameroon. This contribution was chiefly through trade. In acknowledgement of this colonial role, Meinhof (2003, p. 1) avers that:

Pre-colonial migration, trade down the colonies, the radical displacements of slavery, the growth of print literacy and the decline of oral culture, arbitrary territorial changes under colonialism, industrial exploitation of natural resources, and the unprecedented rapidity of migration and urbanisation in the postcolonial period have brought language groups into contact and conflict, changing social and economic life and with it the shape, function and status of the languages within specific communities.

Before being colonised by France and Britain, Cameroon has been an attractive, thus converging ground for European missionaries, traders, explorers and imperialists between 1472 and 1945 (Atechi, 2004). This endowed Cameroon with different sociolinguistic (contact) experiences; with the Portuguese (the first European explorers in Cameroon), the Germans, and finally, the British and the French.

The defeat of Germany in the First World War, thus, led to the British and French colonisation of Cameroon. At the end of the war, the Versailles Treaty was signed by the allied powers in 1916 to punish Germany for causing the war (Essomba, 2013). In Versailles, the allied powers resolved that all German oversea territories, including German Kamerun, should be partitioned between Britain and France as Mandated Territories of the League of Nations, in which case the linguistic situation of the mandated Cameroons was equally affected. The formation of the United Nations Organisation (UNO) after World War II (WW II), the territories became Trust Territories of the UN, still under Britain and France. To ease administration, the British attached and administered their mandated territory of British Southern Cameroons as an integral part of Nigeria. France, on the other hand, administered their fraction of the mandated territory (French Cameroon) as a ‘full-fledge colony’ Fon (2019, p. 56). During the trusteeship and mandate periods, Kouega (2009) states that the British and French imposed English and French as the official media of communication in their respective territories; of British Southern Cameroon and French Cameroon. These colonial languages became the languages of administration, education and commerce in the respective territories.

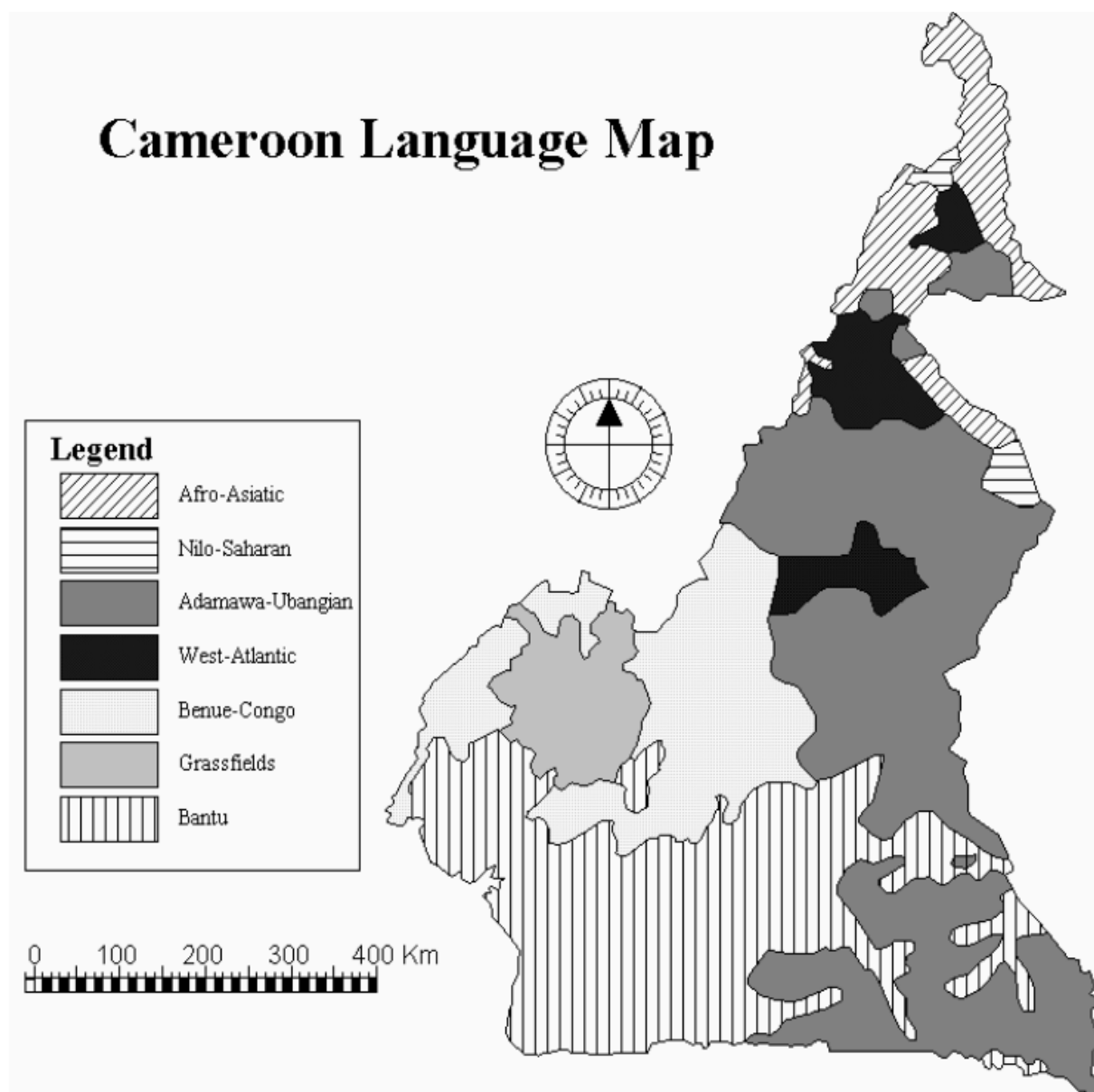
In an occurrence of language contact, one or two languages (cultures) will certainly dominate others. As is the scenario in most independent African countries, the founder fathers of Cameroon chose English and French because they considered them cultural assets to the country; as they may link Cameroonians to English and French-speaking communities worldwide (Essomba, 2013). The socio-cultural plurality inherent in this bilingual structure, in fact, opens [bilingual] Cameroon[ians] to more and better opportunities in English and French communities in the Commonwealth and the Francophonie respectively, and many others. Among other opportunities and benefits, Commonwealth and the Francophonie communities have been offering scholarships to Cameroonian students and professionals; sharing expert knowledge; sponsoring projects; and organising exchange programmes involving Cameroonians. Being a powerful asset to Cameroon[ians], bilingualism partners Cameroon with the Commonwealth and Francophonie in domains like educational and cultural exchanges, dialogue and cooperation, and communication, *inter alia*.

The official bilingual status of post-colonial Cameroon was legitimised during the reunification of the two Cameroons: The Republic of Cameroon and the British Southern Cameroons. French Cameroon got her independence on 1st January 1960, as *La Republique du Cameroun*, with Ahmadou Ahidjo as pioneer President, the strong ties between both former mandated territories were renewed when British Southern Cameroonians (under John Ngu Foncha as prime minister), at a UN-organised plebiscite on 11 February 1961, chose to be granted independence by joining *La Republique du Cameroun*. To concretise this union and also guarantee the protection of the British and French linguistic heritages, a constitutional conference was held in Foumban, Noun Division in French Cameroon. This constitutional conference that was held on July 1961 led to the enactment of a federal constitution that went into force on 1st October 1961, christening Cameroon a bilingual country, with English and French as the two official languages.

1.9.2 National Languages

The linguistic ecology of Cameroon, as stated hitherto, is complicated by the existence of between 247 and 250 national (local) languages. Fon's (2019, p. 60) opines that there are close to 250 ethnic groups in Cameroon has been considered by scholars as credible given that it concords with arguments that quantify Cameroon's linguistic situation as being made up of 250, indigenous languages [(Ethnologue, 2005); (Echu, 1999; 2003); (Kouega, 2007; 2008)]. The parity between the ethnic groups and the Cameroonian indigenous language, in fact, attributes a language to an ethnic grouping. The extrapolated estimates of national languages (of between 279 to 300) in Cameroon have been challenged by Wolf (2001); who argues that it is not a concrete reflection of Cameroon's language ecology because linguists sometimes falter by considering the dialects (varieties) of some indigenous language as discrete languages.

As Oviedo and Maffi (2000) ascertain, Cameroon is a Sub-Sahara country found in one of the eco-regions or biodiversity hotspots in the Equatorial Forest (of West Africa). The country is host to most African languages (Rosendal, 2008). In this regard, the cultural values of Cameroon are complemented by approximately 250 indigenous languages spoken by the 250 ethnic groups in the country. As habitat to most African languages, Echu (1999) cited in Ekanjume-Ilongo (2016, p. 155) confirms that the living 350 national languages in Cameroon belong to three of the four major language families [Afro-Asiatic, the Nilo-Saharan, the Niger-Kordofanian (Niger-Congo)] in Africa. The majority of the indigenous languages, serving as MT in their respective communities, thus belong to the Niger-Kordofanian. It is worth stating that no Cameroonian indigenous grouping speaks a language that falls under the Khoisan family. Bird (2001, p. 3) justifies the dominance of linguistic codes belonging to the Niger-Kordofanian family with the explanation that it is the language that is inhabited by three large ethnic groups in the country, which are "Adamawa-Ubangian, West-Atlantic and Benue-Congo (which includes the Grassfields and Bantu groups)". The [indigenous] communities hosting these main language families are presented in Figure one below.



Source: Dieu and Renaud (1983) as cited in Acha (2021, p. 40)

Figure 1: Cameroon Language Map Showing the Distribution Principal Families

Facts got from Figure 1 indicated that language groups of the Niger-Kordofanian phylum occupy the rainforests in the southern part of Cameroon through the central grasslands. On the other hand, the northern deserts of the country are dominated by languages that belong to the Afro-Asiatic and Nilo-Saharan phyla. Worthy of notice is the fact that these

250 national (local) languages that fall under the three phyla identified above, in a nutshell, are used as MT (L_1) by approximately 22 million indigenous Cameroonians, in diverse socio-political, economic and cultural contexts (Kouega, 2007b).

Besides the national currency of Cameroon Pidgin English and Camfranglais, Ethnologue (2015) identifies nine Cameroonian indigenous languages as languages of wider communication (LWCs). By LWCs, consideration is made of languages that have spread nationwide, and are lingua francas in particular regions of Cameroon. The indigenous languages under consideration as LWCs include *Kom* and *Lamso* in the North West Region; *Bamun* spoken in the West and North West Regions; *Duala* spoken in the Littoral and South West Regions; *Medumba* spoken in the West, Littoral and Centre Regions; *Ewondo* spoken in the Centre and South Regions; *Bulu* spoken in the South Region; *Shuwa Arabic* spoken in the Far North Region; and *Fulfulde* in the Adamawa, North and Far North Regions of Cameroon. As LWCs, Chumbow (2012) discloses that these indigenous languages have the privilege of speech that is limited to private domains like the media, religion (bible translations, church and mosque sermons and announcements), adverts, commerce and politics, etcetera.

1.9.3 Existing Lingua Franca

Coexisting and competing with the 250 indigenous (national) languages and two official languages in the linguistic landscape of Cameroon, as discussed above, are lingua francas. The linguistic ecology of Cameroon is equally inhabited by two lingua franca: Cameroon Pidgin English (CPE), Camfranglais and Fulfude. The government of Cameroon has relegated these lingua francas to informal domains. Despite the socio-political and economic role of these lingua francas, the national policy of Cameroon still stigmatises them as taboo languages in the official businesses (activities) of the state. This discrimination is worrying to linguists who consider the CPE as a discrete language that has gained the status of MT among some Cameroonians (Ekanjume-Ilongo, 2016), and therefore, deserves preservation.

1.9.3.1 Cameroon Pidgin English

The origin of Cameroon Pidgin English (CPE) can be traced back to the Slave Trade era, from 1400-1800 (Kouega, 2007b). The arrival of the English Baptist Missionaries and traders in 1845 marked the advent of formal education in Cameroon, with the English Language being the medium of instruction. The use of English, thus, alienated the indigenous people. To facilitate communication between the missionaries and traders, and indigenous Cameroonian communities, a contact language known as pidgin emerged. When the Germans later annexed Kamerun from 1884-1914, it was realised that this English-based pidgin had gained much popularity among the colonised peoples of Kamerun. Because of their adaptation to and easy communication in pidgin, the colonised peoples of Kamerun even resisted all efforts made by the German colonisers to ban the language and introduce German. The speakers of this pidgin increased especially when the Germans opened many plantations in the coastal region, wherein it became the *lingua franca* among the plantation workers. Interactions among forced labourers were conducted in this English-based pidgin, bearing in mind that these indigenous peoples came from heterogeneous socio-cultural and linguistic backgrounds. With time, this Pidgin English gained more ground in the domains of commerce and the Christian religion.

As a blend of indigenous [Cameroonian] coastal languages and a colonial language, CPE has English as the superstrate (the most dominant linguistic constituent), with indigenous Cameroonian languages being the substrate (minority linguistic constituent). The dominance of English inputs in this pidgin falls in line with Ayafor and Green's (2017, p. xxi) assessment of CPE as "the second-largest English-lexifier contact language". This assessment implies that most of the lexical stock of CPE is borrowed from English, meanwhile, its syntax (structure), parallel to other pidgins, is that of indigenous Cameroonian languages.

CPE has different labels among linguistic researchers. While some scholars have named this English-based pidgin ‘Cameroon Creole’, ‘Wes-Kos’, and ‘West African Pidgin English’ (Ayafor, 2006), others, most especially Todd and Jumban (1992), on their part, name it *Kamtok*. Ekanjume-Ilongo (ibid) clarifies that *Kamtok* is a derivative of the tag ‘Cameroon-talk’. Ekanjume-Ilongo (ibid, p. 156) reiterates that it is anomalous to consider CPE and other counterpart pidgin varieties (Nigerian Pidgin English and Ghanaian Pidgin English) as “a simplified form of the English Language used mostly by non-educated people in some of the former British colonies of West Africa”. This fallacy has led to pejorative “non-scholarly appellations such as ‘bush English’, ‘bad English’ and ‘broken English’ ”. Among these names, ‘Cameroon Pidgin English’ (CPE), literally translated from its pioneer appellation ‘Pidgin-English du Cameroun’ in Féral (1989, p. 44), is the most popular among [linguistic] scholars. The terminology ‘Cameroon Pidgin English’ identifies this pidgin as the English-based pidgin spoken in Cameroon; different from the varieties spoken in other West African countries (Nigeria and Ghana). It has been observed that CPE has its varieties in different parts of Cameroon, thus, contributing to the complex [multi]linguistic ecology of Cameroon.

Complementary to its ‘hegemonic status’ in the English-speaking North West and South Regions of Cameroon, the CPE is considered to be the most widely spoken lingua franca in the country (Neba et al., 2006). Following the migration and/or spread of English-speaking Cameroonians to other French-speaking parts of the country, CPE has and is successfully gaining much prominence in the cosmopolitan [Cameroonian] cities of Douala, Yaounde and Baffoussam. By virtue of the latter, Kouega (2001) indicts the fact that this language (CPE) is still being stigmatised in official circles (administration, parliament, judiciary, schools and even the media) wherein it is forbidden among particular groups of persons, say school children. There are heightening calls advocating for the formal recognition and preservation of Cameroon Pidgin English.

In essence, it is recommended that CPE should be institutionalised as a medium of instruction, especially in urban centres where it serves as MT or L₁ to many Anglophones (Mbufong, 2001). In conformity with the above, Neba et al. (2006, p. 41) advance that seventy percent of the Cameroonian population speaks some form of Cameroon Pidgin English, with five percent speaking it as their MT (L₁). Advocacy for the officialisation of the CPE is quite prompt given that the CPE, as Ubanako (2015, p. 510) appraises, ‘is an autonomous language that has attained maturity’, and has a dictionary composed by Kouega (2008).

As stated hitherto, from its base in the North West and South West (Anglophone) Regions, CPE has spread to francophone cities like Douala, Yaounde, Baffoussam and Mbanga, thus, giving rise to new varieties. The existence of these variants justifies Ubanako’s (ibid, p. 511) impression that considers these offshoots as part of a dialectal continuum that begins as an acrolect, then mesolect and, finally, basilect. To buttress this thought, Ekanjume-Ilongo (ibid) avers that CPE has five (05) variants, as in table 1 below.

Table 1: Variants of Cameroon Pidgin English

S/N	CPE Variant	Speech Community
1	‘Grafi Pidgin English’	Grassfield region of Cameroon
2	‘Liturgical Pidgin’	The Catholic Church
3	‘Francophone Pidgin English’	Douala, Yaounde, Bafoussam, Manga, et cetera
4	‘Coastal Pidgin English’	The South West Region of Cameroon
5	‘Bororo Pidgin English’	Bororo cattle traders.

The ‘Grafi (derivative of Grassfield) Pidgin English’ and ‘Coastal Pidgin English’ respectively spoken in the English-speaking regions of the North West and South West are the most unique and popular variants. In consonance with Mbufong (ibid), this variant is unique because it functions as L_1 or MT to some of its speakers, and so, use it to meet their communications need in religion, culture, business and politics. ‘Liturgical Pidgin’ refers to the variant that is used to preach sermons in the Catholic Church. To add, the ‘Francophone Pidgin English’ variant resulted from the spread of the first two variants and contact with the lay French spoken by Francophones who may not be literate in the English language. This variant is spoken in informal contexts like markets, churches and the neighbourhood. The last is the ‘Bororo Pidgin English’ variant. It is the business language for Bororo cattle traders in the North West and South West Regions and those in the Adamawa, North and Far North Regions of Cameroon.

From the existence of these variants, it is indicative that “CPE is no longer perceived exclusively as a lingua franca of the Anglophone population (or regions), but as a language with a possible national dimension” (Féral, 1980, p. 46). To buttress this argument, Ayafor (2000, p. 2) states that in the mid-1970s, the lexicon of CPE was predominantly (eighty percent) English; followed by that of indigenous languages with fourteen percent; next French with five percent; and one percent from other languages. With the present dispensation characterised by increasing interaction between English-speaking Cameroonians and nationals from the rest of French-speaking regions, better still, the emergence of the social media, there are great chances that these quotas will change.

In summary, the quick adaptation and spread of CPE have caused the language to gain national currency. This has inspired Mbangwana (2004) and Atechi (2011) to reckon the English-based pidgin variety as the language with the largest number of speakers on the national territory. Its pivotal role in the socio-political and economic lives of its speakers in particular, and Cameroon in general has been at the centre of this widening speech community. In addition to serving as Mother Tongue to many a Cameroonian in

the North West and South West Regions (cf. Neba et al., 2006, p. 51), this lingua franca equally plays a profound role in driving national cohesion and integration. With the use of CPE, Cameroonians that are illiterate in this official language can freely interact and express their views on the radio, television, markets, churches and markets, et cetera. In effect, it facilitates communication among English-speaking and French-speaking Cameroonians, and other tribal groups in Cameroon.

1.9.3.2 Camfranglais

Sutton (2013) appraises Camfranglais as a mixed bilingual language resulting from the contact between English and French, and other languages. This opinion contends divergent views that consider Camfranglais a pidgin, cf. Nkamta and Ngwenya (2017). Camfranglais traces its origin to the reunification of the two Cameroons (British Southern Cameroons and La Republique du Cameroon) in 1961. When these two entities reunited, the colonial languages, English and French, which were respectively spoken in British Southern Cameroons and La Republique du Cameroon were institutionalised as the two official languages of the unified structure. A unified country meant more interactions between Anglophones and Francophones. The English Language was and is enacted English as second official language in the Francophone sub-system of education, and studied as a foreign language (subject) in school. With this, Francophone students with elementary knowledge in English Language blended English and French in neighbourhood discussions to form a mixed language which Professor Ze Amvela, in 1989, labelled ‘Camfranglais’.

Unlike CPE which is spoken by all ages and social groups, Camfranglais is rather spoken by youths with one or more languages in common. It is on this basis that Kouega (2007b, p. 511) considers Camfranglais a ‘composite language’ that is an offshoot of contacts among speakers of more Languages: English, French, CPE and indigenous languages in Anglophone Cameroon. The composite nature of Camfranglais, in effect, converges on the condition(s) bilingual mixed languages must be fulfilled, proposed by

Thomason's (2001, p. 259). Camfranglais is created and used by bilinguals who share two or more languages with their interlocutors, therefore, refuting thoughts that liken Camfranglais to pidgin and Creoles, meant to fill a communication gap. This mixed bilingual language, in effect, accredits the linguistic creativity of the Cameroonian youth in discussing identity issues, in-group subjects, and secrets (Sutton, *ibid*, p. 7).

Ngefac (2010), on his part, describes Camfranglais as a bilingual mixed language that is used as a social code by French-speaking youths, most especially secondary school and University students (of both English-speaking and French-speaking backgrounds) in some major cities in Cameroon. In espousal of the latter thought, Kouega (*ibid*) opines that Camfranglais is an esoteric language with which the Cameroonian youth encodes and discusses in-group and taboo subjects, thereby consolidating their secrets and/or privacy from non-group members.

Refuting claims of Camfranglais as a contact language (pidgin), Ngefac (2010, p. 153) states that it is 80 % French (it is predominantly French in lexicon and also, purely French in syntax), with a marginal (2 %) proportion of English. Refuting the statistical claims above, Biloa (1999) cited in Sutton (2013) argues that Camfranglais has varieties, and so, has forms with a lexicon and syntax that are preponderantly Cameroon Pidgin English. Moreover, Tanda and Chia (2006) project a more local and/or narrower view of Camfranglais; as a sociolect that is a blend of Duala and pidginised English. Camfranglais speakers are rather considered as imitating the language blend exhibited by Lapiro de Mbanga, a popular, prolific Cameroonian artiste.

1.10 Structure of the Work

The layout of this work is made up of six (6) chapters. The first chapter discusses background aspects on which the work is based. Chapter One, thus, introduces the work; states the research problem; research objectives; questions and hypotheses, and proceeds to introduce some fundamental concepts that implicate the role [English] languages play in SD. Furthermore, discussions in Chapter Two focus on the review of theoretical

frameworks and related concepts on the bases of which the researcher would be able to understand and analyse the problem under investigation. Chapter Three identifies and discusses the research methodology that the researcher has adopted. The methodology is underpinned by aspects like methods of data selection and collection; framework of analysis; and presentation of results. In addition, Chapter Four marks the start of analysis (analytical chapter) in which the researcher analyses the frequency of the English Language in official (policy) documents and communiqués, and their impact on the attainment and/or enhancement of the SDGs. In Chapter Five, the task at hand is the analysis of the interview forms and questionnaire administered to workers (in the government, NGOs and the private sector) journalists and stakeholders of some government ministries. These interviews and questionnaires are some sort of opinion polls that aim to verify public impressions about and attitudes toward the use of the English Language in Cameroon, and possible developmental impacts of English. Chapter Six is the last chapter of this research work. This final chapter summarises discussions on the key findings obtained, relating to how the discriminatory use of the English Language in Cameroon impedes SD. In this chapter, discussions are geared towards verifying the hypotheses and providing answers to the research questions. The researcher equally makes some recommendations on how Cameroonian policymakers could empower the English Language to galvanise SD in the country, and therefore attain the SDGs.

1.11 Conclusion

This chapter is the foundation of this research work. It identifies and discusses some background aspects that facilitate the comprehension of the problem under study. In succinct terms, this chapter focused on describing, defining and delimiting the research problem, and so, gave focus to the researcher on the tasks to be accomplished at the different stages of this work. The background aspects and concepts discussed in this chapter are, thus, intended to specify the research problem and clarify the task of the research in this research piece. In a nutshell, these discussions are evocative of the ways or techniques the national language policy of Cameroon could foster SD via the

empowerment of the second official language (the English Language) in all spheres of national life. These preliminary discussions shade light and converge on the theoretical and conceptual reviews on the connection(s) between [English] language and sustainable (national) development, done in Chapter Two.

CHAPTER TWO

REVIEW OF THEORETICAL AND CONCEPTUAL LITERATURES

2.0 Introduction

In this chapter, salient theoretical, conceptual and empirical aspects are encapsulated. In it, reviews are done on the theoretical framework and conceptual, and empirical literatures that are related to and crystalise the functionality of [English] language [policy] in the realisation and/or activation of sustainable development, and therefore, attainment of the SDGs. Discussions here open with the presentation and elaboration of Michel Foucault's Governmentality Theory; which is the theoretical framework that has been adopted in this research work. The tenets of this theory form the basis and/or prescribe the depth and trend of empirical analysis that would be conducted in the latter part of this work. The next phase of the review dwells on empirical literature: previous research studies on the manifestation and extent of the problem. The review of empirical literature pays attention to works that discuss the contributions of government actions (policies) and languages (most especially the English Language) to sustainable development in nations and communities, with Cameroon being the main focus. In the review of both literatures, considerations will be given to establishing the role of government (language) [in] and the correlation between language and socio-political, economic and cultural development.

2.1 Governmentality Theory

Politics-oriented as its name suggests, governmentality is a theory used to analyse, understand and justify a government policy action(s). The governmentality theory was propounded by the French linguist, Michel Foucault. In studying power relations between a government and the governed, this theory prescribes that citizens and whole nations can only attain developmental goals if they are governed via positive means (techniques). This theory is appealing to this work in that it informs and/or guides the researcher on

identifying and appraising the [d]efficiency of Cameroon government policy actions towards the empowerment of the English Language in all spheres of national life. In this analysis, attention will equally be paid to the bearings or fallouts of such [d]efficient policies on the socio-political, economic and cultural development of Cameroonian citizens especially and the national entity at large. In the paragraphs that ensue, discussions will dwell on defining the governmentality theory, and then proceed to elaborations on its application (operationalising tenets).

2.1.1 Defining Governmentality Theory

The term governmentality is Foucault's (1991) neologism involving a blend of the words 'government' and 'rationality', although 'mentality' is equally considered as a constituent in this coinage. Governmentality, therefore, investigates rationalities and/or mentalities (practices) of the government vis-à-vis the formation of good subjects or citizens. Before delving into the definition of governmentality, it is important discussing Foucault's (ibid) perception of the constituents above. To start with, the term 'government' is for Michel Foucault "the conduct of conduct": that is to say, a form of activity aiming to shape, guide or affect the conduct of some person or persons." (Burchell et al., 1991, p. 2). Foucault (ibid) considers [government] rationality as, and thus, uses it interchangeably with the expression "art of government" (Burchell et al., ibid). By "art of government" consideration is given to government as an activity or practice that is carried out in a particular manner (involving tools and institutions). In succinct terms, government rationality is:

a way or system of thinking about the nature of the practice of government (who can govern; what governing is; what or who is governed), capable of making some form of that activity thinkable and practicable both to its practitioners and to those upon whom it was practiced (Burchell et al., 1991, p. 2).

By 'thinkable' and 'practicable', the practice of (activities) of government should be concrete and feasible, and above all, capable of being performed with precision. In effect,

for an art of government to be rational, it must have been implemented and/or practised by the government on the governed. In all these, Michel Foucault, cited in Burchell et al. (ibid, p. 90), summarises that the “objective of the exercise of power is to reinforce, strengthen and protect the principality”. The governmentality theory, in effect, examines the ‘tool’ or government practices that reinforce, strengthen and protect a particular policy or philosophy.

The term governmentality was subsequently adopted as an interdisciplinary paradigm known as governmentality studies. Studies in governmentality sprung from two of Foucault’s courses in Collège de France entitled “Security, Territory, Population” (taught between 1977 and 1978); and “The Birth of Biopolitics”, taught from 1978 to 1979 (Fimyar, 2018, p. 4). In these courses, Michel Foucault established the symbiosis between thought and power. Through governmentality, analysis shifts from the problems of the territory to those of the population (the governed). Governmentality is a framework used to evaluate government actions and their impact on the governed. By government actions, reference is made to policies enacted, and the instruments (techniques) and procedures of their implementation. Michel Foucault, thus, defines governmentality as:

The ensemble formed by the institutions, procedures, analyses and reflections, the calculations and tactics that allow the exercise of this very specific albeit complex form of power, which has as its target population, as its principal form of knowledge political economy, and as its essential technical means apparatuses of security (Foucault, 1991, pp. 102-103).

From the definition above, salient aspects that warrant elaboration include ‘target population’, ‘political economy’ and ‘apparatuses of security’. By the notion of ‘target population’, Foucault (1991), in fact recognises the eighteenth-century shift in power from territorial sovereignty to the regulation of the population (and its phenomena). In his 1978 lectures, Michel Foucault associates the notion of population with ‘biopower’. Rojo and Percio (2019, p. 6) describe biopower as “a set of procedures and regulations that

manipulate the biological features (for example, the birth rate and fertility) of human species, and thus, shape a political strategy for governing an entire population”. Foucault theorises that the notion of power is understood vis-à-vis control over-population variables. Population regulatory instruments are encoded with power, given that “a population gives birth to a mass of judicial, political, and technical problems that have a disruptive effect in the field of economic reflection and practice” (Foucault, 2007, p. 107). In addition, the notion of population also includes social relations. To solve these problems, the governing entity needs to apply tools and procedures, which is the focus of this work. Another prominent term or notion in the definition above is ‘political economy’; which denotes practices (policies) that endow nationals and the national entity as a whole competitive in all spheres of life. Lastly, ‘apparatuses of security’ relate to techniques (actions and procedures) that are formulated to enhance the proper management of the population and political economy.

In addition to the aspect in the definition above, Doherty (2011, p. 71) presents Michel Foucault’s 1st February 1979 lecture that refers to governmentality as a term that encompasses two other aspects. The first aspect considers governmentality as:

The tendency which, over a long period and throughout the West, has steadily led towards the pre-eminence over all other forms (sovereignty, discipline, etc.) of this type of power which may be termed government, resulting, on the one hand, in the formation of a whole series of specific governmental apparatuses, and, on the other, in the development of a whole complex of savoirs.

In the instance above, governmentality considers power not a declaration of sovereignty over a national entity, but rather, as the development of a series of specific techniques to conduct the conduct of subjects. These apparati are designed and/or meant to solve particular problems affecting the lives of subjects. The second aspect of governmentality is that it is “The process, or rather the result of the process, through which the state of justice of the Middle Ages, transformed into the administrative state during the fifteenth and sixteenth centuries, gradually becomes ‘governmentalized’”(Foucault, 2007, p. 108).

By virtue of the aforementioned, governmentality refers to processes (procedures) put in place by a government to influence the lives of the masses. These processes could be administrative, parliamentary or judiciary. In this work, the process underpins policy actions, at all levels, that affect the stakes of the use of English in Cameroon. With recourse to the governmentality theory, the researcher seeks to investigate the adequacy of the “array of technologies of government” (Rose, 1996, p. 42) that are implemented to empower the English Language in Cameroon, and in another direction, evaluate the impact of these ‘technologies of government’.

A clear and salient conceptualisation of governmentality is advanced by Cruikshank (1999, p. 4) who has defined it as an approach that examines “the forms of action and relations of power that aim to guide and shape (rather than force, control, or dominate) the actions of others [...] or oneself”. In this definition, governmentality is reckoned as an approach that analyses the diverse actions taken and relations created to subjectify (influence the lives of) the governed with attributes of good citizenship (law-abiding and development-oriented). The framework explores government use(s) of non-coercive powers (legislation, decrees, institutions, memoranda, communique and notices, et cetera), not brute or military force, to govern and bring about socio-political, economic and cultural change(s) in a national entity. In effect, this approach studies the patterns in which government policy actions conduct the conducts of the governed towards individual and national development.

Moreover, Senellart (2007, p. 495) explains that the term governmentality is no longer a shallow interpretation of governmental practices that are constitutive of political regimes, as it now concerns the way in which one conducts people’s conduct”. This perspective, therefore, considers governmentality as an analytical instrument for the investigation of relations of power between a government and the governed, and the developmental significance of such relations. It, thus, analyses the non-violent means adopted by the government of Cameroon to enforce her English Language (official bilingual) policy.

Furthermore, Lemke (2000) perceives governmentality as an approach that explores the relations between forms and rationalities of power and the processes of subjectivities (formation of governable subjects or citizens) and the subjectification (formation) of individual existence by reflecting on the particular aspects of who can govern, what governing is and what or who is governed and how governing will be done. In essence, governmentality plays a diagnostic role of evaluating processes (procedures) put in place to mould good citizenship, and the instruments put into force.

With the passing of time and the unfolding of new power-related concepts and attributes, so do linguists, most especially the proponent of the governmentality theory, Michel Foucault, advance novel and inclusive definitions of the concept. From another perspective, governmentality refers to:

[...] the line of force, that for a long time, and throughout the West, has constantly led towards the pre-eminence over all other types of power – sovereignty, discipline and so on– of the type of power that we can call ‘government’ and which has led to the development of a series of specific governmental apparatuses (appareils) on the one hand, [and, on the other] to the development of a series of knowledges (savoirs) (Foucault, 2007, p. 108).

As seen above, governmentality is power that transcends sovereignty and discipline (conercive powers). Nonetheless, it is the government of a state and the power she wields over and the influence of their conducts (behaviours) towards desired socio-political, economic, cultural (linguistic) phenomena. As Bailey (2021, p. 25) puts it, “is the quality or state or condition of being governmental (as function is to functionality, or mode to modality)”. By virtue of this, governmentality is believed to be a government mentality or rationality (Foucault, 1991, p. 1). This, therefore, implies that the tools or apparati (laws, policies, actions, practices, discourses and institutions) enacted by the government to render the governed governable are driven by a sense of purpose: the attainment of a particular developmental objective.

By and large, from the aforementioned definitions, it is indicative that governmentality is the embodiment of analysis of all the actions taken by the government to put in place new socio-political orientation and/or solve a language problem, as is the context in this work. This goes as far as involving the creation of institutions and the adoption of varied techniques and procedures to guarantee a balance in a particular aspect of power. Basically, Michel Foucault's governmentality is a concept that relates society and its institutions, with the aim of connecting governments (political power) and the citizenry (subjects). In this work, therefore, this theory is adopted as an analytical instrument to critique the extent to which Cameroonian language policy documents and resulting [government and public] practices have empowered the English language as an asset for SD.

2.1.2 Governmentality and Language Policy

Governmentality is an interdisciplinary paradigm that spans from exploring government exercise of power over the governed to language policy issues that create subjectivities. This approach has gained more fame in the 21st century as it is a theoretical perspective that has potentials for the understanding of power in many disciplines, most especially in language policy also known as language governmentality (Pennycook, 2006) or linguistic governmentality (Urla, 2019). For the purpose of clarity, Urla (ibid, p. 262) defines linguistic governmentality as “an assemblage of techniques, forms of knowledge, and experts that seek to guide, rather than force, the linguistic conduct and subjectivity of the populace and/or the self”. It is a critical approach that examines the different techniques and patterns LPs and/or practices marginalise languages and communities. Cameron et al. (1992) claim that the application of governmentality to language research was done by scholars from the United Kingdom, and they were inspired by Critical Discourse Analysis (CDA), which was in its heyday then. These scholars were curious to find out how language is a mechanism and tool used to govern, therefore, make the population governable. In essence, governmentality studies shape the way language scholars

approach studies of interviews, communicability, and above all, language planning and policy issues.

The trend of discussions in this segment gives premium to the rational[ity] of language policies within nations. In other words, it is directed towards optimising practices, techniques and discourses in language policies and how they prioritise the socio-political and economic well-being of the population (subjects or governed), to make them more governable and productive. Language is, thus, perceived as a tool and mechanism of power; used to conduct a population. At the centre of discussions here is the problematisation of language [policy] and how it is related to the technologies of power (an embodiment of laws, practices, discourses, institutions, knowledge, subjects, and objects) and its developmental implications.

To start with, Heller (2010) takes a keen interest in the commodification of language, knowledge of the economy and the growth of the service sector in which languages are being assigned language a more pivotal role in different types of work in the society. Commodification is a more capitalistic approach to the study and/or perception of language. LP and (and even language advocacy) trends have drifted from the protection of the rights and essential cultural identities of minority languages and cultures to the protection of a language(s) as a country's vital economic asset. In this light, LP no longer gauges the importance of language vis-à-vis its pride among other indigenous or national languages in the territory, nonetheless, it is valued in terms of profit[ability] attached to it in the socio-political, economic and cultural spheres of a given country.

Communicative ideologies, practices and inequalities, as Briggs (2005) postulates, are salient tools of governance; used to conduct the conduct of the population and that of the self. It is important to state that when scholars in sub-fields of anthropology were gaining increasing interest in governmentality in the 1990s and early 2000s, linguistic anthropologists (researchers) in North America rather focused on theorising social

variables like class, profession, education and ideological power exhibited control, as they influenced attitude towards language and linguistic choices made by speakers in varied contexts. Power categories like class, domination, symbolic capital and hegemony also take manifest in language choice(s) and practice. At the advent of the introduction of governmentality in language studies, Bauman and Briggs (2003) explain that the attention of linguistic researchers drifted to uncovering semiotic mechanisms in language ideologies that activate language hierarchies and hegemony, social exclusion and inequalities, and realise ethnolinguistic recognition.

As an analytical lens, Urla (2012a) opines that governmentality studies shade light on novel perspectives on language ideologies and practices, which in turn, influence the beliefs inculcated in language planning and policy. The tool of analysis that governmentality is, in fact, regulates how people (speakers) think about and act upon themselves, and their language. In crystal terms, potentials that a language(s) exhibits in an environment, thus gives a sense of pride and/or authority in the speakers, and so empowers them in all aspects of [inter]national life: establish new friends (relationship), do business and open them to more educational and professional opportunities that are not available (closed) to speakers of less powerful languages. In effect, the governmentality framework explains the empowerment of language in relation to the political economic interests of a country's industrial capitalism that drive their language projects, notably in the domains of education, orthographic policies and standardisation, as is the case with American English. Governmentality studies question language planning models that overlook the role of linguistic populations in the designation of language visions.

According to Rose and Miller (1992, p. 182), "Governing a sphere requires that it can be represented, depicted in such a way that both grasps its truth and represents it in a form in which it can enter the sphere of conscious political calculation". A concrete domain in which the representation of the truths [of statistics] about language is done to inform and influence political decisions in language testing. The understanding of power

in this domain has given technologies of knowledge (tools and procedures), most especially norms, classifications and statistics, different techniques and criteria of language assessment and ranking. In this regard, linguists have considered critical analyses of language testing regimes as one of the tools governing and/or regulating education, and language learning in particular (Hogan-Brun et al., 2009).

Moreover, the governmentality framework avails linguistic researchers with epistemological tools to analyse and/or question how language ideologies and technologies of power in diverse discourses shape the conduct of subjects (Rampton, 2016, p. 307). Governmentality research on migrants, racialisation and economically marginalised, thus, problematises (lays bare) how a social problem(s) is constructed in discourses. Problematisation here is a referent for the construal of power inequalities vis-à-vis social class, race, education and language. This equally incorporates an analysis of the patterns in which language hierarchies and social classes are positioned as per governmentalising practices that spell out techniques of subjectification (making a population governable).

Urla (2019) examines the distinctive logics of linguistic governmentality (techniques and forms of expertise) that are meant to guide, govern and shape the linguistic conduct and subjectivity in individuals and the entire population. Also included in this logic is the LP conceptualises and attributes values to a language(s). At the centre of analysis here is the study of knowledge, techniques and forms of expertise, not involving the use of coercive instruments, that are used to shape the conduct (behaviour) of populations to make them good citizens. Governmentality, so to speak, considers language assessment, grading, ranking and policy as constituents of techniques of subjectivity (control, guidance and shaping the conduct of the population or individuals).

Investigating the language management techniques, practices and discourses of Pakistani school authorities regarding indigenous languages and linguistic diversity, and its effects on learners' perceptions, Manan et al. (2016) advance that 90 % of the children

who speak over the sixty (60) indigenous languages in Pakistan do not have access to education in their MT. This work investigates the language practices and beliefs of diverse agents in eleven (11) low-fee English-middle schools, and their impact (influences) on the students. With recourse to governmentality (bottom-up) approach, the focus is on the agents (students) impacted by top-down language policies in Pakistan. The results of this research indicate that consistent teaching of heterogeneous-background students in English and Urdu only, thus, subjects the indigenous languages to physical endangerment and negative vitality. This practice, by implication, vitiates the worth (value) of indigenous languages as socio-economic, political and cultural assets. More, students are influenced to marginalise indigenous language; not used in education. The Pakistani language policy is considered as a tool that ‘conducts the conducts’ of indigenous speakers vis-à-vis the power and ascendancy of English and Urdu over the sixty indigenous languages in this ecology.

In addition, Pertot et al. (2009) stipulate that of late, the Welsh language policy agenda has encouraged the use of Welsh in the domains of work and economy (shops, markets and companies) via the implementation of innovative language policies and laws, techniques of marketing, promotion and persuasion. This advocacy is taking place in an ecology (Wales) where there is a conflicting relationship between English and Welsh; as the latter is relegated to local issues (with no pride attached to it), meanwhile, the former is the dominant language of education and [inter]national business. The essence of this new policy is to institutionalise and nationalise bilingualism, and above all, elevate the status and prestige of the Welsh language in every aspect of national life. Improving the status and use of Welsh is to nurture a concrete, symbiotic and productive relationship between the Welsh language and socio-political and economic development in the country. In a nutshell, the governmentality framework shows how the Welsh Government’s (2012, p. 16) policy is desirous of expanding the scope of Welsh usage to “daily lives at home, socially, or professionally” with the aid of different techniques of power: regulating texts, laws and practices.

Lastly, Mouton and Barakos (2015) consider LP as complex issue, and governmentality an analytical framework that shows power as not only being a top-down control exercised by government agents. Nonetheless, the context-specific needs and wants of corporate bodies also re-create unequal power relations that impose some disparaging and demotivating consequences on minority workers' involvement in business. With the aid of governmentality tools, it is observed that the promotion of bilingualism [inclusion of Welsh) in business goes a long way to “bring about critical shifts in valuing language as symbolic or material gains” (p. 4). As a matter of fact, governmentality (techniques and procedures of governance) shapes ‘linguaging’ in which the minority (Welsh) language worker as a self-governing and governed subject whose identification is skill-based. These skills are considered as a gem for the growth of the corporate bodies they represent and/or serve.

2.1.3 Analytical Perspectives of Governmentality Theory in LP Research

The governmentality theory offers diverse perspectives for critical analysis of different aspect of social policy, with the focus here being on language policy (LP). With recourse to the governmentality framework, LP research is capable of investigating the rationalities, better still, mentalities of government practices vis-à-vis the governed. As echoed above, rationalities and/or mentalities involve paying critical attention to the practical and technical aspect of LP. By practical aspects, reference is made to concrete LP actions or the implementation of LP prescriptions. On the other hand, the technical aspects are the tools, laws, discourses and institutions put in place to render the governed subjective (governable) and productive.

To start with, governmentality is a political framework that problematises human existence that identifies with a given polity (territory) and socio-cultural space and, at the same time, examines the means of government intervention in these problems. Intervention is driven by the zeal to make a political vision(s) practicable by connecting what is ‘desirable’ with what can be made ‘possible’ (Rose & Miller, 1992, pp. 181-182).

The government rationalities that propel intervention are neither uniform nor university, nonetheless, they are polity-specific and change from time to time, depending on the ambitions and/or socio-political, economic and cultural exigencies of the population (governed). In essence, governmentality studies dwell on the peculiarities and rationalities of government responses to particular problems plaguing their population. The dimension of government intervention (action) may be moral, to uphold truths about the governed and what they should be, nonetheless, it does not analyse the truths or falsity of government rationality (practice or action). The scope of governmentality holds as premium, the exploration of the objectivity of a government policy. In summary, governmentality theory, Cooper (1994, p. 439) opines, has the potentials that reject an ‘essentialist subjectivity’ in preference for governable subjects that are created via a network of connection and/or relations. These relationships are created between the governed and the government (procedures, tools and discourses), and other populations.

Moreover, governmentality is versatile as it is not limited to the analysis of institutions or political power within a territory. Conversely, it broadly appraises the ‘art of governing’, particularly in studying the strategies put in place to ‘conduct the conduct’ of a population, to make them governable (Foucault, 2003d, p. 138). By ‘conduct the conduct’, considerations are given to well-intended, concrete strategies put in place by the government to direct the conduct (behaviour) of the population towards a particular [social, political or economic] developmental goal. In the governmentality approach, authority (sovereignty) over a territory is considered as a single form of government among others in the same environment: there also exists language and developmental governmentalities, which are central in this research work. Lemke (2000) reckons this as a more comprehensive meaning of government rationality, given that it goes beyond addressing personal problems to incorporating and regulating the conduct of other individuals (groups) via particular techniques, strategies and discourses. These individuals (governed) equally participate in the rationalities of the government. In this regard, Cruikshank (1999, p. 91) indicates that:

Building self-esteem is a technology of citizenship and self-government for evaluating and acting upon ourselves so that the police, the guards and the doctors do not have to. Consent in this case does mean that there is no exercise of power; by isolating a self to act upon, to appreciate and to esteem, we avail ourselves of a terrain of action; we exercise power upon ourselves.

As emphasised in the excerpt above, governmentality framework gives much attention to the exploration of the role played by (involvement of) a population (citizens) in shaping their subjectivity (socio-political and economic lives) with recourse to techniques or apparatus of social well-being. This shared responsibility is reminiscent of Newman's (2001, p. 11) emphasis on governance as a "shorthand label" that explains a specific set of changes in the manner of influencing the attitude of a population (citizenry). Interest is paid to the practices that promote the active involvement of private and voluntary sectors, and citizens in networks, partnerships and co-governance. From this active involvement and shared responsibility, it is worth stating that the 'art of governing' is increasingly being encapsulated in the apparatus of the state, and so, the state co-exists with other stakeholders to shape the behaviour and satisfy the [developmental] needs of the population.

Another salient perspective in governmentality studies is the examination of governance that strategies, fundamentally, for productivity, creativity and assistance. This is the trend or conduct that a population and makes her governable, thus, a subject. It is important clarifying that Foucault's (2003d) concern was not on the analysis of power, but rather, on the different techniques and/or apparatus used to make human beings subjects (governable). In the process of subjectivity, "Power [...] is a more intimate phenomenon. It knows the individual better, it does not act on individuals at a distance and from the outside. It acts on the interior of the person, through their self" (Miller, 1987, p. 2).

Governmentality, in fact, scans through the procedure(s) and techniques adopted by government to exert an intrinsic influence in the lives of the population and make them governable. Power in this case is not repressive; it englobes the “management of possibilities” and the [cap]ability and capacity to “structure the (possible) actions of others” (Foucault, *ibid*, p. 138). Power here is not coercive, and it is exercised over free persons who equally have the capacity to act and/or participate in their governance. This, therefore, culminates to Rose et al.’s (2006, p. 100) argument that governmentality studies rebut:

The idea of resistance derived from the analytical framework of agency versus structure that has haunted so much contemporary social theory. After all, if freedom is not to be defined as the absence of constraint, but as a rather diverse array of invented technologies [...] such a binary is meaningless.

The governmentality framework, so to speak, advances resources for the analysis of technologies (laws, discourses or strategies) invented to make a population governable.

Finally, the governmentality theory has principles (or tenets) that realise a moral appraisal of what could be termed the form of a good and democratic government. When an instrument is subject to governmentality analysis, a conscious effort is made to shun normative assumptions about governance. With this, Dean (1999, pp. 37-38) comments that:

An analytics of government is thus in the service not of a pure freedom beyond government, or even of a general stance against domination (despite some of Foucault’s comments), but of those ‘moral forces’ that enhance our capacities for self-government by being able to understand how it is that we govern ourselves and others. It thus enhances human capacity for the reflective practice of liberty, and acts of self-determination this makes possible, without prescribing how that liberty should be exercised.

A governmentality analysis gauges citizens' exercise of freedom and participation in the rationality (activities, choices and technologies of power) adopted by the government to influence the destinies of her citizens. As stated earlier, these rationalities are meant to advance the socio-political, economic and professional welfare of citizens. At the heart of governmentality is the assessment of techniques the government has implemented to empower the population towards the attainment of a developmental goal. This empowerment equally takes the form of regulatory and 'liberatory' tools that bring the governed into the governance continuum (Author and Cooper, 2008).

2.1.4 Instrumentalisation of Governmentality

This work adopts Foucault's multi-layered conception of governmentality, in which language governance is not considered only at the level of the state (Johnson 2013b, p. 119), but equally, as "something that goes on whenever individuals and groups seek to shape their own conduct or the conduct of others" (Walters, 2012, p. 11) without the use of force. It has been desirous of Foucault cited in Rampton (2016, p. 307) not to consider his analytics (governmentality) as a theoretical paradigm, but rather, as a 'tool kit' of governance. It is on these grounds that Johnson (2013a, p. 41) further complements that "power is not just contained in the policy text alone, nor is it perpetrated solely by the will of the state, but is enacted (or, perhaps performed) in micro-level practices and discourses". 'Micro-level practices, therefore, implicate the implementation and/or practice of language [policy] in a way from the governing centre [by the population]. They are languages practice (strategies, regulators, activities, programmes and discourses) at the bottom that reinforce and inform the policies (authority) at the top. By dint of this, the governmentality framework is operationalised in this work as follows.

2.1.4.1 The Dispositif

Foucault coined the term 'dispositif' otherwise known as 'apparatus' to refer to the different webs of relations to conduct the behaviours and attitudes of the governed. As Mouton and Barakos (op. cit., p. 5) define, "dispositif is a network of relations, an

apparatus of control that operationalises governmentality”. These relations exist at these different strata of the art of language governance (or policy): between government (LP) on the one hand and the governed, techniques of power, procedures, discourses (laws), impact and development on the other. To crystallise the term ‘dispositif’, Foucault (1980, p. 194) postulates that it is an “ensemble consisting of discourses, institutions, architectural forms, regulatory decisions, laws, administrative measures, scientific statements, philosophical, moral and philanthropic propositions”. In plain terms, ‘dispositif’ encompasses all concrete [policy] actions and activities, void of the use of force, put in place, and implemented from top to bottom, to cause Cameroon’s language policy, most specifically, the practice of English Language to impact the lives of the governed (Cameroonians) constructively.

In line with the theorising above, focus will be on the different techniques or strategies the government of Cameroon has adopted to legislate (legitimise) the use of English Language in all aspects of national life. The trend will be on the examination of English promulgating aspects like texts (the constitution, decrees, communiques and memoranda), institutions (for instance, the National Commission for the Promotion of Bilingualism and Multiculturalism, translation units, national inspectorates for the promotion of bilingualism, national linguistic centres bilingual schools, et cetera) and activities (for example, the National Bilingualism Week and Day) among other. Of profound interest to the researcher is the relationship between these apparatuses, the effective practice of the English Language in Cameroon, and the developmental impact; that is how these material and material components coexist to exercise language power and realise sustainable development in Cameroon.

2.1.4.2 ‘Languaging’

‘Languaging’ is a process (procedure-driven) tenet of governmentality. It relates to ongoing discursive and non-discursive processes through which LP stakeholders and their agency (material components of a language policy) are conducted, shaped, recognised

and organised. In broader terms, ‘linguaging’ is a phenomenon that construes language as an entity that is oriented towards an ideology and social class. Every language exhibits potentials of control (power) and a community of speakers who form its organisational structure; in which their language is a veritable economic (capitalist) asset.

By and large, in a multilingual context like Cameroon whereby a language(s) is legitimised and officialised, and, thus, empowered over others, the tendency is that the officialised code exhibits dominance and threats over the non-official languages. Even in situations where two or more languages are legitimised, with one of them being a minority language (spoken by a minority group), it is commonplace to find the latter category being marginalised and/or dominated by the majority language (and oftentimes more powerful) group. This latter situation, in fact, characterises the stake of the English Language in Cameroon whereby until lately, it has been under the domination of French, the majority language with which the country’s constitution has legislated as the two official languages (Wolf, 2001; Echu, 2003b; 2004; Kouega, 2007b; Anchimbe, 2011; Ngefac, 2010; Fon, 2019; Essomba, 2013). In essence, in the analytical section(s) of this work, focus will be on the application of the governmentality frame (approach) to the analysis of the technologies of power (material and ideological matters) enacted by the government of Cameroon.

2.2 Language Policy and Language Planning

This research work is not the pioneer in investigating language policy and planning, and its role in promoting socio-political, economic and cultural development in a nation. Discussions in this segment, therefore, gear at reviewing the concepts and previous research endeavours in the domains of LP and planning, and how they enhance sustainable development (SD), and by extension, contribute to the attainment of the sustainable development goals (SDGs). This will unfold with the presentation of the LPs of Nigeria, Canada and Cameroon. Nigeria is the lone English-speaking neighbouring country to Cameroon, with both of them having the same colonial (sociolinguistic)

heritage [as former British colonies] and cultural plurality. This English feature, in fact, imposes the certainty that there are overlappings in the LPs of both countries. As for Canada, her LP is germane to this work, given that she is the lone sister bilingual country to Cameroon; in which English and French have been institutionalised as official languages (OLs). By virtue of this, their language policies have shared components and destinies. The last trend of discussions would be on SD and other concepts related to the attainment of the SDGs.

The concepts of language policy and planning (LPP) are overlapping notions whose definitions have already been advanced in the earlier part (Chapter One) of this work. Reminiscent of LP is a framework outlining the linguistic vision and mission, and/or philosophy of a country regarding the use of a language. On the other hand, language planning relates to the techniques and measures put in place to influence the use of a language, and to realise policy (principles and decisions). In crystal terms, community-oriented activities meant to regulate and empower a language fall in line with LPP. In a multilingual context like Cameroon, where languages compete with one another, LPP, thus, comes up to guarantee representation and protection of all, if not a specific language(s) and/or culture(s) (Chríst, 2007). Language is a hallmark of one's indigenous or national identity, so, LPP is designed to vitalise (add more value or uses to) and, therefore, preserve heterogeneous identities of different groups of speakers and equally promote national unity. At the core of LPP is “who plans what, for whom and how” (Cooper, 1989, pp. 29-31).

Before delving into discussions on the peculiarities of the LPs above, it is important stating that Kloss (1969) has postulated four main types (models) of LPP: status planning, corpus planning, language-in-education (acquisition) planning and prestige (image) planning. These LPP models are reviewed below.

- Status Planning

In this policy and planning, a status is given to a language(s); as a second language, official language, foreign language or international auxiliary language in a particular society. When planning or attributing a status to a particular language, decisions are equally taken vis-à-vis aspects of the language that should be taught; who should learn and teach the language and in what context(s) that language has to be used, et cetera. Summarising the aforementioned constituents of status planning, Baldauf (2004, p. 3) stipulates that there are four aspects involved:

1) their status for their own communicative purposes, 2) their role as second languages – as a lingua franca or as a language of instruction, 3) their role as immigrant or ethnic minority languages and 4) the degree to which promotion of second language impacts on linguistic or language rights. All of these aspects need to be taken into account when making status planning decisions.

The above elements clearly define the scope of status planning, ranging from the tools persons and contexts involved. What is concrete is that status planning classifies language under different domains of use and “the standing a language has within a given society” (Grzech, 2013, p. 296). Societies do assign different roles and functions (for instance, as a medium of instruction or OL) to languages via regulations and laws (Lo Bianco (2010).

- Corpus Planning

This has to do with the development of a language system (for instance British and American Englishes). It involves aspects like devising or adapting an orthography, coining new words (jargon) in a particular domain (say science and technology), borrowing from other (resourceful) languages and fixing the norm of grammatical language use. In line with Baldauf (ibid), corpus planning deals with activities that are driven towards organising and shaping the nature (structural and internal components of a

given language. This organisation, in fact, hinges on the status that has been accorded a language, and so, sacrifices the social (communicative) function of a language.

Lo Bianco (*ibid*, p. 2) criticises and, so, problematises this language planning method on the grounds that modern “approaches to LP are more interested in a social context than linguistic code”. This approach has continued to receive constant criticisms from linguists who argue that a language (and its internal structure) cannot be detached from its social context.

- Language-in-education Planning

Also referred to as acquisition planning or acquisition policy, language-in-education planning refers to policy procedure(s) related to the development of school curricula for a language as a second or foreign language or as a language for special purposes. Cooper (1989) avers that acquisition planning delineates and operationalises the language teaching policies of a particular country. Policies regulating the teaching of English as a second language (L₂) or foreign language could be motivated by humanistic considerations or responses to the socio-political and economic needs of the language learner.

This type of LPP constitutes the main and only category in many polities, considering that language in education is more serviceable and sustainable to its learners; and revitalising and protective of the language itself. The best technique to revamp and revitalise a language is to plan its teaching in schools; either as a second or foreign language. This policy is more strategic and sustainable because it prepares the language learner for different professions and activities in their country especially, and the world at large. In a nutshell, language-in-education planning relates to policy actions regulating language access, personnel, the curriculum, methodology and materials, and evaluation, among others.

- Prestige Planning

Prestige planning is enacted to influence the way a particular language is perceived in a given society. It is also known as image planning because its primordial aim is to improve upon the image or perception of a given language in a given society. In prestige planning, different policy actions and/or decisions are taken to revitalise a language, by assigning more value to it. When image planning makes a language valuable, it, therefore, implies that that language has become a socio-political, economic and cultural resource to its speakers. The change in perception that image planning activates towards a given language is not recognised by its speakers only, but by non-speakers as well.

In the examination of LPs in Wales, Malaysia and Québec, Ager (2005) intimates the probability that three main activities or components underpin prestige planning in polities. The first of these is how the relationship between the new (improved) image of a language and the ethnic (civic) identity of its speakers activates prestige. In other words, this concerns the different ways in which the culture (socio-political and economic values) of a given language [community] impact its social image. The second pillar of image elevation of a language (that makes it prestigious) is the method of implementing and manipulating language policies. Policy statements, actions and tools used to manage a language equally create a profound impact on the perception of that language. When a policy, for instance, is oriented towards the affinities between the English Language and some outstanding careers or cultures, the response is that more persons will realise the prestige in learning (acquiring) that language. Lastly, the motive and activities of language planners and communities being planned for equally determine the depth of prestige accorded a language(s). As far as prestige planning is concerned, what is of importance, for Haarmann (1990), is the fact that it is driven towards the esteem associated with the aesthetic and intellectual attributes of a linguistic code(s).

To condense the LPP models expatiated above, it is worth recalling that LPP initiates and directs language practices in politics. These LPP frameworks are expressive of the visions and missions of national governments, and their benefits. Also, worthy of clarification here is the fact that none of the four main types of LPPs is unique to a particular country, especially to those that would be reviewed subsequently in this work. Most language policies are eclectic: they adopt and condense the strengths of the four LPP types discussed above into one system (national entity or policy). In related discussions that ensue, the focus will rather be on the key aspects of the LPs of Nigeria, Canada, and above all, Cameroon.

2.2.1 Language Policy of Nigeria

As Ogunmodimu (2015, p. 154) indicates, “Nigeria is an example of a multilingual, pluralistic and heterogeneous African state with a history of British colonization.” Coupled with her vastness, covering about 356,669 square miles, and by virtue of her multicultural and plural linguistic nature, Nigeria has been described by scholars as country that is composed of three nations (Danladi, 2013, p. 4). This ‘nations’ is a referent for the three large regions (ethnic groups) that make up the national territory named Nigeria. What is interesting in this situation is the fact that the languages (and cultures) of each of these three constituents, better still ethnic groups (nations), strive for survival and national recognition. These ethnic constituents include the northern region with Hausa being the main language; Yoruba in the western region and have the Yoruba language as the code; and the Igbo group found in the eastern region, of which case they speak the Igbo language. In this heterogeneous language situation of Nigeria, there is the need for a neutral (and most preferably, a foreign) language that is capable of uniting all the three ethnic factions, whose nationalistic zeal continues to threaten the peace and stability of Nigeria. With the English Language being the most effective unifying factor, Danladi (2013, p. 4) opines that a language policy that enacts English as the second and official language (OL), thus, “becomes the extraordinary measure to determine values, norms, basis of conduct and loyalties between the forged nations”.

Nigeria is a former British colony, and so, there is no doubt to the fact that the English Language was the language for official businesses [in the administration, education and courts] during this period. The introduction of an exogenous or European (English) language has added enormous complications to the multilingualistic situation of Nigeria (Ogunmodimu, *ibid*). From this linguistic diversity, language is certainly a primordial marker of individual and group (ethnic) identity and a form of social-political asset for interactions among persons from heterogeneous sociolinguistic groups. Cognizant of this linguistic plurality and the socio-political, economic, cultural and cognitive role of language in a national entity like Nigeria, debates continue to arise as to which language(s) should be formalised and/or legitimised to function in the lives of the people of this dynamic nation (cf. Bamgbose, 1992; 2005; Akinnaso, 1992; Banjo 1995; Oyetade 2003; Aito 2005).

English occupies a central position in the language policy of Nigeria. As Danladi (2013 6) has stated, “English is widely practiced and occupies a prominent function both at the workplace, in the media and as a medium of instruction in schools along with the three crucial indigenous languages as well”. Danladi (*ibid*, p. 4) quantifies the linguistic plurality of Nigeria as being composed of 450 languages; a figure which Eno-Abasi (2003) neither refutes nor aligns with, as he advances that “we cannot promptly specify the number of languages spoken in Nigeria” (p. 135). Perceived differences among these languages hinder effective communication and coexistence, thus validating the prominence of the English Language in the public (national) lives of Nigerians. Reacting to Okonwo’s (1994) alarm cited in Danladi (*ibid*) that the more than 400 ethnic groups project the interests of their individual groups at the detriment of the stability and development of the state, Adegbite (2004) predicts that the English Language would unite and, by extension, coordinate communication at inter-ethnic and [inter]national levels: administration, parliament, judiciary, education, business and the media. In this unifying role, scholars consider English as the greatest legacy bequeathed to Nigeria by her British colonisers. This has elicited [socio-political] arguments to the fact that English

should be accorded the status of a national language (MT) in Nigeria, considering that “No Nigerian language can perform scientific and technological needs ... Because no-one is perfect” (Kebby 1986, cited in Danladi, 2013, p. 7).

In addition to English, the LP of Nigeria promotes trilingualism and trilingualism; involving the teaching and learning, and speaking of the three outstanding Nigerian (regional) languages other than their mother tongue. The implication of this policy is that coupled with the English Language, the three regional languages function as official languages in their respective regions. As spelt out by the Federal Ministry of Information (1979, p. 277), this agenda is intended to enhance a ‘federal character’, which means “to promote national unity, strengthen national loyalty and give every citizen of Nigeria a sense of belonging to the nation”. Without necessarily being literate in the English Language, the LP gives Nigerians the feeling of national belonging as they are free to discuss the formal business of the[eir] regions using the lingua franca of that region. Hausa, Yoruba and Igbo, for instance, are respectively spoken in the North, Yoruba land, and Igbo. Nonetheless, English is the norm reserved for some fundamental aspects or activities. In essence, the LP of Nigeria prepares and produces trilingual citizens who are fluent in English, their MT and one of the regional (popular) Nigerian languages, also known as languages of wider communication.

In addition to the enactment of English and indigenous languages in the LP of Nigeria, French has been given a special status. French is no longer taught and learnt as a foreign language; it is taught as a second [official] language. The teaching and learning of French as L₂ in Nigeria is unique, given that Nigeria is not a former French colony. As concerns the current language policy, the National Policy on Education (1998) cited in Salisu and Dollah (2015, p. 128), thus, states that:

Government appreciates the importance of language as a means promoting social interaction and national cohesion, and preserving cultures. Thus every child shall learn the language of the immediate environment. Furthermore, in the interest of national unity it is expedient that every child shall be required to learn one of the

three languages: Hausa, Igbo and Yoruba. For smooth interaction with our neighbours, it is desirable for every Nigerian to speak French. Accordingly, French shall be the second official language in Nigeria and it shall be compulsory in schools.

As seen above, LP is a tool for national integration, adaptation, cohesion and the preservation of [local and alien] cultures that are spread across the national territory. The changed status of French from foreign to second [official] language sparks a competition between English and French in school. Like English, French is a compulsory language that is taught in schools. An additional second language, in fact, threatens the existence and survival of the national languages in the ecology. This statement has heightened the advocacy for the learning and teaching of French; an improvement of the ‘less-privileged status’ Owhotu (1990, cited in Danladi, *ibid*) arrogates to French and Arabic. From the policy statement above, it would not be an overstatement to clarify that the LP of Nigeria legislates quasi-official bilingualism. Out of these two officialise exogenous languages, what is remarkable is that the National Policy on Education (*ibid*) simply makes a superficial statement linking Arabic to Islam; as it is considered a medium of instruction in religion and moral instructions (Akinaso and Ogunbiyi, 1990). The policy equally exhibits persistent, yawning silence (akin to stigma) on the regulation (use) of Nigerian Pidgin in formal business.

2.2.1.1 Nigeria’s Language Policy on Education

The origin of Nigeria’s language policy on education could be traced as far back as the colonial era. As Musa (2010) reveals, it started form 1927 when the British Advisory Committee in charge of native education in tropical Africa came out with the recommendation that native languages should be used as media of instruction in the lower years of primary education; that is lower primary. Before advocating the use and teaching of indigenous Nigerian languages in education and some aspects of official business in the regions, Nigeria’s National Policy on Education first had as its goal, the officialisation of the English Language as the second and/or official language of the

Federal Republic of Nigeria (Jalaludeen and Sadiya, 2016). In conformity with Obanya (2004), this maiden LP initiative prescribed both the teaching and learning of English as a subject, and as a medium of instruction in education and national business (in the administration, parliament, judiciary and the media) in Nigeria.

Nigeria was granted independence in 1960 (Ogunmodimu, (ibid), nonetheless, Salisu and Dollah (2015, p. 127) aver that her government started taking a keen interest in, and thus, started making policy statements about the teaching of English and indigenous language from the 1970s. In a maiden official document (titled *Federal Republic of Nigeria National Policy on Education (NPE)* published in 1977 and revised in 2004, the federal government of Nigeria laid down a LP for the entire nation (Salisu and Dollah, ibid). In this first LP document, it was stated that:

a) In primary School, which lasts six years, each child must study two languages, namely:

- i. His mother tongue (if available for study) or an indigenous language of wider communication in his area of domicile, and
- ii. English language.

b) In Junior Secondary School (JSS), which is of three years' duration, the child must study three languages, viz:

- i. His mother tongue (if available for study) or an indigenous language of wider communication in his area of domicile
- ii. English language, and
- iii. Just any one of the three major indigenous languages in the country, namely, Hausa, Igbo, and Yoruba, provided the language chosen is distinct from the child's mother tongue.

c) In Senior Secondary School (SSS), which also lasts three years, the child must study two languages, viz:

- i. An indigenous language, and
- ii. English language.

From the statements above, it can be observed that from inception, the language policy of Nigeria has been very keen on the use and teaching of English and indigenous languages in Nigerian schools. In this case, it specifies the levels (from primary school through junior to senior secondary) in which the teaching of English Language and the MT are introduced to Nigerian children. Unlike the scenario in most post-independent African countries, notably Cameroon which is the case study in this work, the foundation of this LP was laid on linguistic egalitarianism and protectionism. It was meant to galvanise and enforce the teaching of indigenous (like their English counterpart) in schools, and this went a long way to protect and valorise Nigerian national languages. Also observable in the aforementioned statement is the fact that there is no policy statement regulating or referring to the use of English and indigenous languages in tertiary education.

Moreover, LP statements on education in Nigeria are contained in several sections of the Federal National Policy (1977), which was later revised in 2004, and duly accorded the status of the constitution of the Federal Republic of Nigeria. Different LP aspects regulate different aspects pertaining to the practice of language(s) in education. From a constitutional standpoint, the language provisions in Nigeria's LP in education are given below.

- i. Government appreciates the importance of language as a means of promoting social interaction and national cohesion; and preserving cultures. Thus every child shall learn the language of the immediate environment. Furthermore, in the interest of national unity, it is expedient that every child shall be required to learn one of the three Nigerian languages, Hausa, Igbo, and Yoruba.

(NPE, 2004, Para. 10a)

- ii. For smooth interaction with our neighbours, it is desirable for every Nigerian to speak French. Accordingly French shall be the second official language in Nigeria and it shall be compulsory in Primary and Junior Secondary schools but Non-vocational elective in the Senior Secondary School.

(NPE 2004, Para 10b)

- iii. Government shall ensure that the medium of instruction is principally the mother tongue or the language of the immediate community....

[Early Childhood/Pre-Primary Education (NPE Para 14c)]

- iv. The medium of instruction in the primary school shall be the language of the environment for the first three years. During this period, English will be taught as a subject. From the fourth year, English shall progressively be used as the medium of instruction, and the language of the environment and French shall be taught as subjects.

[Primary Education (NPE, Para 19e and 19f)]

- v. Junior Secondary School (NPE, Para. 24a):
- Core Subjects (Languages): English, French and Language of immediate environment.
 - (The language of the immediate environment shall be taught as L1 where it has orthography and literature. Where it does not have, it shall be taught with emphasis on oracy as L₂.)
 - Elective (Language): Arabic.

vi. Senior Secondary School (NPE Para 25c):

- Core Subjects (Languages): English language, a major Nigerian Language
- Electives (Languages): Literature in English, Arabic, or any Nigerian language that has orthography and literature.

From the excerpts above, it is quite tenable to say that Nigerian LP in education, espoused by the Federal constitution has, in fact, made concrete efforts to regulate the different (indigenous and foreign) languages striving and competing for survival and/or recognition in the ecology. Despite the aforementioned policy provisions, Oyinloye et al. (2019, pp. 484-5), still display dissatisfaction with what they consider “palpable apathy to the use of the indigenous languages”, most especially in secondary schools in Nigeria. This pedagogic shortcoming is inimical to the existence of the indigenous language competition with the English Language.

National Policy on Education (NPE) (2013) recognises the role Nigerian languages play a key role in communication, thus, in the development of individual Nigerians, and then, the unity and stability of the country. In Section One, Paragraph Eight of the National Policy on Education (NPE) (ibid, p. 8), it is reiterated that:

In addition to appreciating the importance of language in the educational process, and as a means of preserving the people’s culture, the government considers it to be in the interest of national unity that each child should be encouraged to learn one of the three major languages other than his own mother-tongue. In this connection, the government considers the three major languages in Nigeria to be Hausa, Igbo and Yoruba.

This statement consolidates the privileged position, and therefore, the teaching and use of one of the major ethnic (indigenous) languages in the school milieu. This strengthens and endows these regional codes with power and resilience.

The national LP on education classifies languages vis-à-vis the number of speakers that language has and the role(s) that have been assigned that language. In line with the

aspects just raised, Adegbite (2003) points to different labels that are given to Nigerian languages in education, and they are presented below.

- Dominant official language: It is a situation where English is being spoken by a small population of speakers as most of the population speaks the regional dialect.
- Major ethnic languages: These are regional lingua francas that are proposed, but not used as official languages. They are Hausa, Igbo and Yoruba
- A trans-national language: It is a proposed second official language, thus, French
- Main ethnic languages: They are used in network news, and include Angas, Edo, Efik/Ibibio, Fulfude, Kanuri, Ebira/ Igala, Idoma, Ijo, Nupe, Tiv, etc.
- Minor ethnic languages: Examples include Fula, Ikwere, Itsekiri, Jukun, Kalabari, etc.
- Restricted lingua franca: This refers to Pidgin English
- Languages for religious and personal use, for instance, Arabic, Latin and German.

In addition to the labels above, the LP on education categorises languages in terms of ethnography, therefore, dominant, deprived, endangered and dying (Bamgbose, 1993). In line with the above, English is considered the dominant language; meanwhile, the deprived languages are Hausa, Yoruba and Igbo (because they command ethnic/ regional authority, yet they are not legitimised as national official languages, like English); and minority languages are those that experience rare and casual usage, and in informal contexts only.

2.2.1.2 Status and Function of the English Language in Nigeria

Like their relationship with the English Language that has been legitimised as the OL and/or L₂ of post-independent Nigeria, the over 500 languages that coexist and compete in this territory are languages of unequal status (Jalaludeen and Sadiya, 2016). While Hausa, Yoruba and Igbo have been attributed pseudo-official languages in their respective regions, most of the minority languages simply serve as MTs, whose uses are limited to the home and closed (local) community cycles. As indicated in National Policy on Education (1998) of Nigeria cited in Salisu and Dollah (2015, p. 128), English has been given the status of OL and second language. As the OL of Nigeria, English is the official code or medium of communication in the administration, parliament, judiciary and the media, thus implying that national life is conducted predominantly in English. As concerns English as second language, it is not only adopted as a medium of instruction in schools, but also taught as a [compulsory] school subject.

In addition to the national spheres above, Odebunmi (2005) adds that English is the only means (medium) of interaction and communication among Nigerians from heterogeneous ethnic and linguistic backgrounds. This, in essence, is a pointer to the national or universal status that Nigerian LP has accorded the English Language. It is important to recall that the nationalisation of English in Nigeria's national and educational policy undermines the survival and existence of majority, worse still, minority indigenous languages. In effect, English in Nigeria is a language of wider communication and ethnographic inclusion.

The national status of English, as discussed above, aligns with the most primordial role of English in this country; which Jalaludeen and Sadiya (2016) project as the integration of the Nigerian nation that is composed of three large ethnic groups: Hausas, Yoruba and Igbos. As stated hitherto, Nigeria is a country whose ethno-heterogeneity has rendered her linguistic ecology more complex. This nation that has three semi-autonomous and competing states with their languages, the Hausas in the North, Igbos in

the East and Yorubas in the West, leads policymakers to the conscious thought that the choice of or officialisation of one of these dominant languages could be a cause for a national rift (Jalaludeen and Sadiya, 2016). In addition to three dominant [regional] codes, the multiplicity of minority languages spread across a 20 km radius, in fact, accentuates this linguistic heterogeneity, and so, hinders effective communication. This difference forms the basis for the adoption of the English Language as the bridge between the non-intelligible language communities. Odebunmi (2005) reiterates that English is the only medium of interaction and/or communication among Nigerians of asymmetric ethnolinguistic heritage. This makes English national and dominant over other languages in Nigeria.

Among other functions, Jalaludeen and Sadiya (ibid) posit that English equally has the status and/or role of a contact language among different ethnic compositions and an international [and auxiliary] language in Nigeria. Even though Hausa, Igbo and Yoruba have been given a semi-official status in their respective regions, for the motives cited above, English still experiences the most preponderant usage in the domains of education, commerce and diplomacy. Like other competing languages (Nigerian Pidgin and the three dominant ethnic languages), the English Language has been assigned “five dominant roles in Nigeria: official, educational, mass media, religious observance, and interpersonal relations” (p4). These five roles, two of which are also shared by Danladi (2013, pp. 5-6), therefore, make the English Language an interface between Nigerians and their cosmopolitan (multilinguistic) landscape.

2.2.2 Language Policy of Canada

The LP of Canada has profound implications in this research work, bearing in mind that Canada, like Cameroon, is a bilingual country. Burnaby (2008, p. 1) describes Canada as a two-language country with a relatively small population of 30 million. Legally created in 1867, practices parliamentary democracy, and has ten provinces and three territories. Canada is a federation whose constitution has given the federal government authority

over autochthonous issues; and provincial governors responsible for education matters. Nonetheless, immigration burdens are the joint responsibilities of the federal and provincial governments. Though different in practice, the content of Canadian bilingualism parallels that of Cameroon, as both countries have some similarities in administrative structure and, above all, enact English and French official language policies. Some critical aspects of the Canadian language experience that are relevant to this research work are discussed subsequently.

2.2.2.1 The Canadian Linguistic Landscape and Origins

Canada is a country vested with long-term rights in two [official] language communities: English and French speakers (Churchill, 1998). Membership in each of these communities is by means of either being a Canadian citizen or resident, not one's mother tongue, ethnic origin or other sociolinguistic factor(s). The Canadian language experience is characterised by the predominant and harmonious existence of English and French, and so, it is within the ambits of Canadian law that a speaker(s) can either speak English or French or both languages. It is in this regard that Churchill (ibid: 1) advances that:

Canada is known throughout the world as a bilingual country and is often cited as a model democracy. In the more than two centuries since Britain took possession of New France and other French colonies, Canada's society has developed in relative harmony and produced a country where, on the eve of the 21st century, two great language groups - English-speaking and French-speaking Canadians - still manage to live together in relative harmony and prosperity.

The concept of living-together in Canada is a product of democratic practices from the early 1960s to the present day, which has culminated in some key policy decisions governing language use and the protection of minority languages and groups. By the expression 'democratic', reference is made to all policy (legal) efforts driven towards giving the two main languages, English and French, an equal status. Though referred to as a bilingual country, the constitution of Canada does push for bilingual citizenship; as

Churchill (*ibid*, p. 9) advances that 67.1% of her population speaks only English; 15.2% speaks only French; 16.3% speaks both English and French; and an infinitesimal 1.4% speaks neither of the official languages. The official language (OL) community of Canada is further summarised as having 98% of its population that speaks either one or both OLs; both English and French language communities existing in all provinces and/or territories in Canada; and over two million Canadians living as OL minorities in provinces (territories) where the majority speaks the other official language. This is the status of French in other provinces, but for Quebec. According to the 2001 statistics presented by Burnaby (2008, p. 1), 59% of the population reported English as their mother tongue, 23% French, less than 1% Aboriginal languages, and 17% other languages. These figures still follow the trend of English majority language, and the peculiarity that Quebec has started experiencing threats of English dominance, considering that most Quebecois immigrants are embracing English because of its global socio-economic and political advantages. Drawing from the statistics above, French is undoubtedly the minority [official] language community in Canada.

The cradles of the coexistence of English and French communities in Canada date as far back as the 1500s (Churchill, *ibid*, p. 5). The first permanent settlement was the creation of the French colony by Champlain, in 1608, in the present-day city of Quebec. Following the French colonial example, was the British settlement at Cupids, Newfoundland, in 1610. Furthermore, the British defeat of the French in the Seven Years' War, in fact, compromised French authority over and owner of Canada. The French defeat in this war, thus, resulted in her losing her territories in Canada to the British as part of a peace deal signed in 1763. This Anglo-French conglomeration, thus, sparked and/or witnessed a century of British and French debates and strife that culminated to the 1867 formation of the Canadian Federation, as a means to resolve disputes between these two, heterogeneous cultural groups. Impending protests of the British colonies in America propelled her to resolve to a policy of tolerance to French coexistence, and this led to the endorsing and enacting of the Quebec Act of 1774. This

accord recognised and endowed English and French languages with official status in the judicial system of Canada, therefore, marking the origin of this novel bilingual and bicultural entity named Canada, with English and French as the two official languages; with equal status.

British and French trading interests caused the area around the northwest of Quebec to be disputed. The French enjoyed trade domination (advantage) in most regions to the disfavour of the British. Nonetheless, the northern shores of Lake Ontario and Montreal (which later became the centre of British administration) experienced considerable growth in British commercial interests. To arrest this tense atmosphere and competition over Quebec, the Constitutional Act was passed in 1791 dividing the Province of Quebec into Upper Canada in the West (which later became the province of Ontario) and Lower Canada in the East. This act resulted in the extension and legitimisation of English and French in the newly created legislatures.

The bilingual state known as Canada developed from the federation of the four provinces of New Brunswick, Nova Scotia, Ontario (formerly Upper Canada) and Quebec (formerly Lower Canada), under the Constitution Act or British North America Act of 1867 (Churchill, *ibid*, p. 6). This act was enacted and, thus, legitimised the use of English and French in official debates, the records and journals of parliament, the Quebec legislature and all courts in Quebec (or all of Canada). Worthy of notice is the fact that this act guaranteed Roman Catholics in Ontario and Protestants in Quebec the rights to religion and the operation of tax-support schools. These religious bodies legitimised and strengthened the use of English and French. The English Language was adopted by the Protestant school boards as the sole medium of instruction in Protestant elementary and secondary schools in Montreal and Quebec City. Conversely, French was taken as the language of education in Catholic schools in some Catholic elementary (grades 1-10) schools in Ontario. It is important to clarify that the 1867 Constitution Act dropped the bilingual option in debates in the Ontario Legislature, and did not equally introduce it in New Brunswick, which was experiencing a profound surge in French speakers. To

contain this lapse, the parliament extended the provisions of this act to some newly created territories and provinces west of Ontario. Nonetheless, provisions for the use of French in provincial legislatures and laws were later extra-legally dropped by English-dominated legislatures, and reintroduced because of the numerous legal suits by minority-French speakers in the 1970s and 1980s. The actions of the majority English speakers and the counter-actions of the majority French-speaking communities, in essence, consolidated the use of English and French in Canadian institutions.

2.2.2.2 National Language Policy of Canada

The dynamics characterising the formation and existence, worse still, the Anglo-franco identity crises that confronted the Canadian federation, in fact, called for legislation that protects both the majority English culture (community) and the minority French community and/or culture. The national language policy of Canada advances official bilingualism, which means the legitimisation of English and French as the two OLs of the Canadian Federation. This official bilingual policy has been realised through different national events and experiences. Initially, the legalisation of language rights was rarely prioritised in the constitutional actions taken to secure the rights of English and French-speaking communities in Canada (Commissioner of Official Languages, 1992, pp. v-ix). 20th Century evolutions in secularism, industrialisation, and massive immigration, among others, boosted the legislation of English as the medium of instruction in schools in most provinces. On the other hand, church-run schools in Quebec were conducted in French. In none of the scenarios did the federal government fully recognise the official equal status of English and French in parliament, federal courts, and the legislature and courts of Quebec, and, so the other language (OL B) with her speakers was marginalised in the different OL communities.

Industrialisation, immigration, and a low birth rate among Francophones after 1945 rather favoured the growth and status of English in Canada. This was greatly beneficial to the French-speaking community, most especially in Quebec wherein most

non-French-speaking immigrants embraced English as their L₂. English became the dominant language of business in Montreal, Quebec, and this provoked the “Quiet Revolution” organised by the French to gain more linguistic and economic power in Quebec particularly and Canada as a whole. This revolution pressurized the federal government to create the Royal Commission on Bilingualism and Biculturalism from 1963-1971, “which made an elaborate study of political, cultural, and economic use of all languages in Canada, except the Aboriginal languages” (Burnaby, op. cit., p. 3). According to Commissioner of Official Languages (1992, pp.14-17), the works of this commission, among others, involved language training for civil servants, and eventually, measures taken to equilibrate the statuses of English and French as the [official] languages of business in the federal civil service.

Churchill (1998, p. 1) explains that “Much of current Canadian practice in the field of official languages is a product of public policy decisions taken in the short period from the early 1960s down to the present”. These policy decisions encompass the official language laws, policies and institutions that are in its demography and the federal structure of government in place. The Official Languages Act of 1969 is the main fallout of the Royal Commission on Bilingualism and Biculturalism. It is in this act English and French are clearly specified or recognized as the OLs of the Canadian Federation; and have an equal status in all the provinces [and territories] of the country. In addition to decreeing that English and French have “equality of status and equal rights and privileges” in the parliamentary and government businesses of Canada, the Official Languages Act also makes it imperative for federal institutions to render their services in English and French (Commissioner of Official Languages, 1992, pp.14-17). This is to ensure the equitable use both OLs, and the respect of the linguistic rights of English and French-speaking communities in the national capital and in [bilingual districts]. To guard against the abuse of language rights, the Royal Commission on Bilingualism and Biculturalism equally created the office of Commissioner of Official Languages to implement, regulate and promote egalitarianism between the use of English and French in

the entire Canadian federation. In acknowledgement of the role above, Burnaby (2008, 4) qualifies the Commissioner of Official Languages as “official languages ombudsman”. It is worth stating that the Official Languages Acts legislate the use of English and French in federal institutions, and therefore, institutionalising and legitimising official bilingualism as the norm in Canada.

The federal government has created diverse institutions and programmes to promote official bilingualism (the equitable use of English and French) in Canada. According to Beaty (1989, pp. 190-191), these programmes scaffold the Official Languages Act by promoting “a more general climate of respect and support for Canada’s official languages in other jurisdictions and in [the] Canadian society as a whole”. These programmes, thus, strengthen the practice of official bilingualism by:

- *Supporting minority groups [English in Quebec and French elsewhere] in their attempts to achieve provincial recognition of their legal rights and their special linguistic needs*
- *Fostering and helping to finance minority language education*
- *Giving similar financial encouragement to the effective learning of English and French as a second language country-wide; and*
- *Supporting the efforts of national, private and voluntary organizations to develop their own capacity to do business in both official languages (Beaty, ibid).*

From the above statements, it could be summarised that these scaffolding programmes are created to support and protect the linguistic rights and identities of minority language communities; notably, the English in Quebec and the French in other parts of the Canadian federation.

The respect and protection of the rights of minority language communities was first done in the 1982 constitution, and this has opened a new chapter in the evolution of minority rights in Canada. This 1982 Constitution Act, in fact

[...] incorporated the term ‘official languages’ into the Canadian Constitution by a declaration that English and French are the official

languages of Canada and New Brunswick for matters pertaining to Parliament, the New Brunswick legislature, their legislation and their courts (Churchill, 1998, p. 22).

The Canadian Charter of Rights and Freedoms, as Hudon (2016) clarifies, is another key aspect of the Constitution Act that gave more constitutional guarantee to the practice of official bilingualism in Canada. In precise terms, Section 16 of the Charter establishes English and French as OLs, and confers an equal status on both languages in all federal institutions in Canada; Section 23 states the right of citizens to be served and/or communicated to in the two OLs; Section 23 specifies the right of members of minority OL communities in every province and territory to have their children receive primary and secondary education in their respective minority language, for instance, English in Quebec and French in other provinces.

The legal foundation of the official LP of Canada is the Official Language Act (OLA) enacted in 1969. To fit global and national evolutions and respond to socio-political issues affecting the federation, the Canadian parliament effected two remarkable modifications in the OLA in 1988 and 2005. In the modified version, Article 34, Part V (entitled “Language of Work”) stipulates that “English and French are the languages of work in all federal institutions, and officers and employees of all federal institutions have the right to use either official language in accordance with this Part” (Gazzola, 2021, p. 7). This part simply gives federal officers and employees the discretion to use the OL with which they are more comfortable in communicating. Laying emphasis on the latter, Article 35 states that:

[...] every federal institution has the duty to ensure that (a) within the National Capital Region and in any part or region of Canada, or in any place outside Canada, that is prescribed, work environments of the institution are conducive to the effective use of both official languages and accommodate the use of either official language by its officers and employees; (b) and that in all parts or regions of Canada not prescribed for the purpose of paragraph (a), the treatment of both

official languages in the work environments of the institution in parts or regions of Canada where one official language predominates is reasonably comparable to the treatment of both official languages in the work environments of the institution in parts or regions of Canada where the other official language predominates (Gazzola, ibid).

Article 35, in fact, provides for “designated bilingual regions” wherein working environments must create a conducive atmosphere for the use of both OLs, but federal officers and employees must accommodate and/or be receptive to the use of one of them. By virtue of this law, it is the right of officers and employees to be supervised in the OL of their choice, not necessary that of the supervisor[y authority]. This constitutional provision also applies to training, professional development [services], documents and work instruments which must all be provided in the language choice of the officer(s) and employee(s). This, thus, guarantees respect for minority [second] language rights.

Since the enactment of the Official Language Act in 1969, the government of Canada has taken several policy initiatives to improve the practice of official bilingualism in Canada; aimed at respecting minority language rights, guarantee peaceful coexistence (living-together) between the majority Anglophone and minority Francophone communities. It is in this dimension the Supreme Court of Canada passed a verdict in 2009 emphasising the importance and/or right of both OL communities to equal quality services in English and French (Hudon, 2016, p. 5). This ruling instructed the federal government to take necessary measures to ensure that Anglophones and Francophones contribute equally to the delivery of national services. This verdict came as a timely measure to abate the marginalisation that was decried by the minority French community, especially those in Quebec. Reacting to the ruling of the Supreme Court of Canada, the Treasury Board Secretariat made public an analytical grid that would guide federal institutions to apply the norm of substantive equality in all their programmes and services. In furtherance of effective bilingualism (or equality between English and French), Hudon (ibid) reveals that the [Canadian] House of Commons passed a bill in May 2012 stating fluency in English and French as a prerequisite for the appointment of

officers of parliament. This bill was introduced to guard against marginalisation and/or the infringement of [minority] language rights.

To sum up discussions here, it should be understood that the Official Language Act of Canada is not an ossified policy document; considering that the federal government has made it a duty to make compelling adjustments in it, especially to arrest a crisis. Hudon (ibid, p. 6) recalls that the OL policy framework was reviewed in summer 2005 and lastly on 19th November 2012. The latter policy truncated the number of policies from three to one, and directives from six to three. This new framework has one unique policy that is imperative and applicable to all federal institutions and three directives that, unlike policy, are simply guidelines, and so, are elective. In clear terms, these directives guide the implementation of equality in OL use in (i) people management; (ii) communication and services; and (iii) OLs regulation. Worthy of emphasis is the fact that all federal institutions are subservient to this policy and three directives, but for law-making institutions: the Senate and House of Commons with their respective institutions, for instance, the Library of Parliament.

2.2.2.3 Canadian Language Policy in Education

The adoption and/or use of English and French as the official languages of Canada started in 1967, as a result of the groundworks of Royal Commission on Bilingualism and Biculturalism that was created to reconcile English and French [cultural] communities in Canada, and so, equilibrate the use of English and French in the life of the federation. The works of this commission culminated in the enactment of the Official Language Act in 1969, institutionalised and legitimised an equal status for English and French, and above all, an imperative for their use in all federal institutions. As Takam and Mbouya (2018, p. 22) indicate,

[...] the Official Languages Act of 1969 paved the way for Minority Official Language education and Second Official Language instruction

[...] through Bilingualism in Education Program (1970-1979) and Official Languages in Education Program (from 1979)

In line with the findings and recommendations of this Royal Commission, some Anglophone provinces innovated their educational acts towards more use of French as the language of instruction in schools (Commissioner of Official Languages, 1992, pp.14-15). This innovation, thus, triggered a proportionate change in the attitude and use of English and French in education. By this, some schools in Anglophone provinces began to embrace French, and it was taught as L₂ to Anglophones, to enhance effective communication with the Francophone minority. On the other hand, cognizant of the dominance (universality) and economic advantages of English, it was taught as L₂ to the French-speaking communities in Quebec especially and Canada in general. To foster this second language-learning programme, the federal government has created the Intergovernmental Cooperation for Second-Language Learning, even though, education matters under the management and control of each province or territory. This cooperation was created to:

[...] help provincial and territorial governments, directly or through the Council of Ministers of Education, Canada (CMEC), provide the residents of each province/territory with the opportunity to learn English or French as a second language and with opportunities for cultural enrichment through knowledge of the cultures of the other official-language community (Canadian Heritage, 2013).

Formed in 1967, the Canadian Council of Ministers of Education was created by provincial and territorial ministers for education, the deliberation of educational issues at stake; cooperate in the realisation and/or attainment of educational projects and programmes; and represent the interests of provinces and territories in national organisations, the federal government, and foreign governments and international organisations (Council of Ministers of Education, Canada, 2013). It is the responsibility of the federal government to partner and cooperate with the provinces and territories, and assist them to improve and consolidate the quality of minority language

education and L₂ teaching and learning in Canada. Canada (2013) has indicated that the vision of this cooperation is contained in the policy document titled *Roadmap for Canadian Official Languages 2013-2018*.

As Burnaby (2008) recalls, the federal government initiated the Official Language in Education (OLE) programme between 1970 and 1971. This programme could not be imposed on provinces, mindful of the fact that education is the responsibility of provincial governments. To cause the OLE programme to go effective, therefore, the federal government, as recommended by Royal Commission, supports provincial governments with funds. It is to this effect that the federal government has been funding English education for the Anglophone minority in Quebec and French education for Francophone minority communities in the other provinces, and also, improving second official language instruction in the entire federation.

Even though the federal government contributes to the costs incurred in the provision of quality second [minority] language instruction, each provincial government, say Ontario, fixes educational objectives, develops content, sets priorities and evaluates programmes for minority language education and L₂ instruction (learning) (Ontario, 2009). To realise quality second [minority] language instruction, the Government of Ontario (2013a) designed a policy and planning document, *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 (Framework)*, to guide schools and boards to use many opportunities that will enable learners to attain the summit of their successes in French as a second language (FSL). This framework strengthens the core priorities of education in Ontario: optimum students' achievement; minimal gaps in learners' performances; and increased public confidence in government-funded education (Ontario, *ibid*, p. 3). In summary, this framework aims at improving learners' confidence, proficiency, and achievement in French as L₂; motivating more students to study FSL; and increasing the commitment of students, educators, parents and communities to in FSL.

To add, community engagement to the learning of FSL, as Ontario (2013b, p. 13) expatiates, means that French is “the language of communication in all classroom interactions so that students [would] receive constant exposure to the language in a variety of situations”. This new curriculum assigns the teacher responsibility to use and adapt learners to appropriate and effective instructional strategies and assessment methods that would enable learners to attain their second [minority] language goals (p. 12). In addition to other stakeholders of the school community, the teacher plays a central role in the success or failure of second language instructions in Canada. Being the main beneficiaries of L₂ instructions, it equally behooves students to be responsible for their learning, improvement and achievements in the L₂. Particularly, this is very important because the mastery of “skills and concepts connected with learning in the FSL curriculum requires ongoing practice, personal reflection, an effort to respond to feedback, and commitment from students. It also requires the willingness to try new activities, take risk in using French, and work respectfully with peers” (Ontario, 2013b, p. 11). For students to be successful in minority language instructions, therefore, they must be fully engaged in all learning activities they are exposed to by teachers. L₂ learners are also encouraged to be involved in extra-curricular activities in which they can listen to, speak, read and write the L₂. In tune with the above, minority language instructions are designed to be more practical.

- Core French Programme

The Core French Programme is designed to develop in learners, basic communication skills in French, and to enhance their understanding of the internal structure and culture of the language. Core French has been made mandatory for all English-speaking learners in grades 4-8 in elementary schools. Students go through French instruction every year from grades 4-8, and must have accumulated a minimum of 600 hours of French instruction by the time they complete grade 8.

- Extended French Programme

This programme is meant for grade four, even though, it is the discretion of school boards to implement it in the fourth grade or after. What is of great importance here is not when the programme is started, but how well the programme requirements and goals are met. In Ontario (2013b, p. 15) for example, the implementation of the Extended French Programme means that:

French must be the language of instruction for a minimum of 25 per cent of the total instructional time at every grade level of the program and provide a minimum of 1260 hours of instruction in French by the end of Grade 8. The program must include the study of French as a second language and the study of at least one other subject taught in French. That subject must be selected from the following: the arts, social studies (Grades 1 [sic] to 6) or history and geography (Grades 7 and 8), mathematics, science and technology, and health and physical education. Entry points and number of hours for Extended French programs can vary between school districts, allowing for flexibility in program delivery.

By the time a learner completes grade 8, they must have had a minimum of 1260 hours of instruction in French. In the secondary school, the concept of French instruction, as Ontario (ibid) explains, means that teaching and learning take place in FSL, and at least one subject (from the arts, social studies in grades 1 to 6; history and geography in grades 7 and 8; or mathematics, science and technology, and health and physical education) is taught in French. In the end, schools that successfully implement this programme may award their students certificates of Extended French.

- French Immersion Programme

The most remarkable developments brought about by the Official Language Act (of 1969) was the introduction of 'French Immersion' programmes to the entire Canadian federation. Lapkin (1998) clarifies that different versions of this immersion programme are being implemented in different provinces and territories. In generic terms, the French

Immersion Programme unfolds from the first to the seventh grade, nonetheless, it is also discretionary for school boards to decide the class in which to start in the elementary or secondary school. For this programme to be effective, in Ontario (ibid, p. 16) for instance,

French must be the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program and provide a minimum of 3800 hours of instruction in French by the end of Grade 8. French Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. These two subjects must be selected from the following: the arts, social studies (Grades 1 to 6) or history and geography (Grades 7 and 8), mathematics, science and technology, and health and physical education. Although the French Immersion curriculum is written for a Grade 1 start, many immersion programs starting in Grade 1 provide instruction in French in all subjects (i.e., for 100 per cent of total instructional time) until Grade 3 or 4, when students begin to study English. Instruction in English may then be gradually extended to include other subjects. By the end of Grade 8, students may receive up to 50 per cent of their instruction in English.

What is remarkably unique in the different versions of this programme is that, like English, French is taught as a subject (FSL) and as a medium of instruction; meaning 50 percent of lessons are taught in French. Ontario (2014, p. 16) explains that students in the French Immersion Programme “...accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction. Schools may grant a certificate in French Immersion if the student fulfils these requirements”. At the secondary school, there is parity in the structure of the Extended French and French Immersion Programmes vis-à-vis their implementation.

2.2.2.4 Benefits of Official Bilingualism to Canada

The Canadian English-French bilingual experience succeeds and gets improved on a constant (progress) basis, thanks to the support and collaboration of parents and youths,

and above all, the mutual trust and optimism of both OL (English and French) communities. Since the enactment of the OLA of 1969 that concretised the practice of official bilingualism, and by extension, biculturalism in the Canadian federation, Churchill (1998) acquiesces that many socio-political and economic benefits have accrued, nonetheless, Vaillancourt and Coche (2009, p. 6) appraise them as 'hard to define'. The appraisal of these benefits is very much related to the provision of federal services in the minority OL, French, in addition to the English majority OL. The provision of federal services in English and French by the Canadian government continues to yield the following gains:

- Increase in the demand for federal services by the English majority language speakers and the French minority language speakers
- It guarantees effective and quality federal services, considering that federal officers and employees do not waste time interpreting and even filling (for instance, tax) forms for clients
- The practice of effective bilingualism in Canada guarantees or secures lucrative jobs for interpreters and interpreters who set their offices out of the federal, provincial and territorial headquarters to serve unilingual Canadians in different services
- English-French bilingualism in Canadian Federation facilitates job and geographical mobility for bilingual Canadians in and out of the Canadian Federation
- Official bilingualism has helped to abate social hostilities and instabilities between English and French-speaking communities. The establishment of equality between the English majority and French minority OLs, in fact, gives assurance of coexistence, understanding, integration and cohesion between the heterogeneous English and French linguistic and cultural communities in the Canadian federation
- Lastly, Churchill (ibid) sustains that English-French bilingualism in Canada is an economic asset, bearing in mind that, with these two languages, her citizen would

have direct access to international markets. It is factual that “more than 30 countries have English and 25 have French as their official languages, guaranteeing long-term commercial and industrial exchange opportunities” (p. 74). This also makes Canada a tourist hub (attraction) for nationals from English and French-speaking communities.

2.2.3 Official Language Policy of Cameroon

The dynamics characterising European history, most especially after the end of World War I (WW1), thus, left a sociolinguistic landmark of Cameroon. English and French were the languages used in the administration, education and courts in the respective British and French Cameroon territories. When French Cameroon was granted independence in 1960, French was adopted as her OL, and when British Southern Cameroons was granted independence in 1961 by joining the latter to form the United Republic of Cameroon, both entities took constitutional dispositions and/or engagements to retain their colonial heritages. In this direction, English and French were legislated as the OLs of Cameroon and accorded an equal status throughout the new unified structure (Kouega, 2009).

It is a usual occurrence that when two or more languages are in contact, a code or two exercise dominance over others. The Cameroon OL experience is similar to the situation in other post-colonial African countries. In line with Essomba (2013, p. 23), Cameroonian authorities chose English and French because these exogenous languages would be cultural assets that “may give more opportunities to the country to the open world”. The cultural plurality characteristic of this bicultural and bilingual entity is a source of connection between [bilingual] Cameroon[ians] and English and French communities in The Commonwealth and The Francophonie respectively. To give more meaning and credibility to these affinities, these cultural communities have been granting scholarships to Cameroonian scholars; sponsoring projects; and organising exchange programmes from which Cameroonians continue to benefit. In a nutshell, it is factual that

official bilingualism is a gem for the educational, professional and diplomatic development of Cameroon[ians]. Complementary to the discussions above, Essomba (ibid) affirms that with this English-French LP, Cameroon[ians] ‘have and maintain external partnerships guaranteeing exchanges, dialogue and cooperation, and communication’ with other countries of the same linguistic character.

Cameroon’s LP expresses the political agenda of her government. The bilingual LP of Cameroon is legislated in République du Cameroun’s (1996) constitution, and this binding instrument accords an equal status for English and French in the whole territory, and in all facets of national life. In the inaugural speeches of Ahmadou Ahidjo, Cameroon’s pioneer president, cited in Ayafor (2005, p. 127), he reiterates that Cameroon’s official bilingual policy aims to guarantee i) “practical usage of [...] English and French throughout the national territory”; and ii) the training and upbringing of citizens that can use English and French interchangeably and perfectly. The latter goal, as Acha (2021) analogises, aligns with Bloomfield’s (1933) traditional definition of bilingualism: the possession of native-like proficiency in two languages. The perfect use of French and English in Cameroon, as sanctioned by law no. 98/004 of April 1998 of the République du Cameroun (1998b), is designed to weave “national unity and integration” between the bicultural and bilingual [Anglophone and Francophone] communities in Cameroon; and equally, and above all, to consolidate the cultural heritage of the minority OL (Anglophone) in Cameroon.

The bicultural and bilingual content of the OL of Cameroon, in fact, legitimises official bilingualism in Cameroon. Citing Cameroon’s pioneer President Ahmadou Ahidjo, Gonondo and Djiraro Mangué (2016, p. 38), indicates that French and English are the two OL, and so, would practically be used throughout the national territory, in all aspects of formal life of the nation. The reinforcement and institutionalisation of English and French as Cameroon’s OLs, and with an equal status, is enshrined in her constitution. As cited in Chiato (2006, p. 44), Cameroon’s constitution is very categorical on the fact that:

The official languages of the Republic of Cameroon shall be English and French, both languages having the same status. The state shall guarantee the promotion of bilingualism throughout the country. It shall endeavour to protect and promote national languages.

The excerpt above, thus, reinforces the equality in the use of French and English in Cameroon. In essence, to respect the linguistic rights of the minority OL (English) community especially and the majority French-speaking community at large, the use of both languages in the country's administration, parliament, judiciary and education, etcetera, is mandatory.

The enactment of an English-French bilingual policy in Cameroon was driven by the philosophy of national unity and integration between the minority Anglophone and majority Francophone linguistic and cultural groups in the new unified structure, Cameroon. In furtherance of national unity and integration, Ahmadou Ahidjo cautioned that the institutionalisation of the two exogenous languages, English and French, is political expedient. The officialisation of English and French guards that the plethora of indigenous Cameroonian grouping in Cameroon

[...] must in fact refrain from any blind and narrow nationalism and avoid any complex when absorbing the learning of other countries. When we consider the English language and culture and the French language and culture, we must regard them not as the property of such and such a race, but as an acquirement of the universal civilisation to which we belong. This is in fact why we have followed the path of bilingualism since ... it offers us the means to develop this new culture ... and which could transform our country into the catalyst of African unity. (Anchimbe, 2011, p. 36).

In the spirit of the cautionary statement above, scholars, cf. Fonlon (1969); Essambe (1999; 2008); Echu (2001; 2003; 2004); Kouega (2001); Ayafor (2005), have acknowledged that an official bilingual policy was sanctioned to forge and protect national unity and integration between the British and French heterogeneous institutions and/or cultural identities in bilingual Cameroon: administration, parliament, judiciary, education and the media.

In robust contention against an exogenous language policy, Bird (2001) predicts that a federal constitution that endorses an English-French bilingual threatens the survival of about 250 indigenous languages that serve as MTs to close to 250 ethnic groups in Cameroon (Fon, 2019, p. 60). The officialisation of these two colonial languages (English and French) in Cameroon was designed to suppress the above indigenous languages that were perceived as a danger to national integration. Ahmadou Ahidjo thought that empowering them as the country's OLs languages was akin to nursing local nationalism among these ethnic groups, thus disintegration. In a bid to promote an official English-French LP that welded all the ethno-linguistic groups in Cameroon, all national (indigenous) language literacy schemes in the country were officially suspended. To realise this national unity agenda, Bird (ibid) reveals that Cameroonian authorities raided the national language school created by Chief Djoumessi and impounded school materials like books, duplicators and typewriters.

2.2.3.1 Stakes in the Practice of English in Cameroon

Scholars from diverse disciplines are very disgruntled with the lopsided nature of Cameroon's bilingual policy vis-à-vis the use of and/or attitudes towards the minority OL and, by implication, her Anglophone community. It is with disgust that Acha (2021, p. 27) opines that "the meaning and extent of true bilingualism still remains contestable, its effective practice/ implementation is still a subject of wide sociolinguistic debate in Cameroon". Drawing from the latter, discussions on the disproportionate nature of Cameroon's OL policy focuses on the ineffective (biased) implementation, thus, marginalisation of the minority OL (English) and community in Cameroon.

Criticisms against the practice of bilingualism in Cameroon pertain to the fact that policymakers, and by extension, the Francophone majority government in Yaounde disfavours the English (Anglophone) community in Cameroon in all facets of national life (Fonlon, 1963; Echu, 2001; 2004; Esambe, 1999; 2008). This sociolinguistic bias is eroding Ahidjo's (1965) vision of national cohesion and integration. The discriminatory

use of the English Language in official business, for Essomba (op. cit.), is a sharp pointer to the failure of Cameroon's LP to wield national unity between the two dominant language and cultural groups in the country. The official language policy has received wide criticisms for its engrained indifference towards Francophone biased and overbearing attitudes that continue to stigmatise and frustrate English-speaking Cameroonians in all domains of national life. Ineffectiveness in Cameroon's English-French LP manifests itself in what Fon (2019, p. 59) considers the "francophonisation of the Cameroonian administration" in which most and/or important information is transmitted in French. The English-French LP of Cameroon is still dormant in most domains of national life, considering that most Francophones override the country's bilingual policy and/or constitution via a conscious and consistent exhibition of individual bilingualism, that challenges national bilingualism.

Moreover, it is commonplace to find the dominance of French over English in the central administration (Echu, 2004a). Investigating the language of administrative communication in Cameroon, Echu (ibid) finds out that most official documents (presidential decrees, laws, circulars, communiqués, banknotes and coins) are prepared and published in the majority OL, French. It has been observed that the persistent nature of the marginalisation of English in the Cameroonian formal space, has in fact, rendered, better still, legitimised French monolingualism as a tacit language policy in bilingual Cameroon. Even in scenarios where the administration attempts to translate the French version of official documents, Ngefac (2010) is disgusted by the fact that such [translated] versions are fraught with language (grammatical) errors that misrepresent the meaning(s) constructed in the original French document. This unreserved discrimination has been frustrating to the English-speaking minority Cameroonians. Consequently, this has been the basis of Anglophone radicalism against the Francophone-dominated administration, and eventually, nationalism. The infringement of the minority [official] language rights of Anglophone Cameroonians orchestrated via the non-translation of the OHADA law, and Francophone infiltration and/or erosion of the English sub-system was

the immediate cause of the 2016 Common Law (Anglophone) lawyers' and teachers' strike that has mutated into the Anglophone nationalism (armed conflict) that is on-going in the English-speaking regions of Cameroon. Anglophones have judged French monolingualism as constitutional, considering that it is a mark of gross disrespect of their language rights, which is intended to impose French on Anglophones. These discriminatory practices are in violation and endangerment of the linguistic, cultural and intellectual rights and identity of Anglophones, who consider this as attempts to assimilate them (Simo Bobda, 2001 as cited in Ngefac, 2010).

The practical weaknesses identified in the official bilingual policy of Cameroon span from its conception right up to the implementation. Echu (2004) and Nkwain (2010) argue that the vague constitutional provision that "English and French shall be the official languages of Cameroon" has rendered the LP weak, optional and docile. Simo Bobda and Tiomajou (1995) cited in Ayafor (2005, p. 127) have outrightly described it as "non-concrete" because it has failed to spell out the procedures or tools of implementation of the two OLs. The majority French-speaking community has taken advantage of the technical lapse(s) inherent in this bilingual policy to impose French on the Anglophone minority in almost all domains of national life. Rosendal (2008, p. 46), in fact, expresses discontent with this unjust OL practice which she terms "linguistic assimilation"; because French is the "language that is required for employment in government and the civil service". This is eroding the English culture (institutions) and Anglophone identity in Cameroon, as most Anglophones are obliged to abandon English to assimilate French to be able to participate in the affairs of the state.

Still exposing French dominance over English, Ayafor (2005, p. 129) states that the English culture and institutions in Cameroon are on the verge of assimilation by and/or extinction by "French-styled" centralised administration and territorial management that implant the political and economic capitals (with major institutions) in the Francophone regions of Yaounde and Douala. This is considered frustrating to Anglophone students and civil servants from the North West and South West Regions

who must leave their respective regions and abandon their first OL to conduct administrative or professional businesses in Yaounde. This tendency to displace Anglophones towards the French-speaking regions for diverse purposes has been interpreted as political moves to assimilate and eventually destroy the English cultural heritage and identity in Cameroon.

Research has proven that education in one of the most outstanding domains (sectors) in which Cameroon's English-French LP has gone dysfunctional (Kouega, 2001; Echu, 2004b; Esambe, 2008). The practice of official bilingualism in education, most especially in the supposed bilingual universities, has been ridiculed as 'theoretical' by Rosendal (2008, p. 29). The results of Kouega's (2008) sociolinguistic study on the practice of bilingualism in tertiary education in Cameroon reveal a biased scenario in which 80 % to 100% of courses offered in the [bilingual] state University of Soa are taught in French. This hegemonic practice is what Atindogbe and Dissake (2019) have termed "Jungle Bilingual Education" (JBE), and is characterised by a chaotic scenario in which "Students are 'thrown' in classrooms and compelled to take lessons in a language they may not understand, and answer questions in their language with the risk that the evaluator does not understand" (Atindogbe, 2019, p. 9). This sad experience concords with the one presented by Echu (2004b) in which 80 % of university lectures in Cameroonian state universities are dispensed in French. This French dominance in pseudo-bilingual universities leaves a damaging effect on the academic performances of Anglophone students whose lectures and examinations are preponderantly in French. Atindogbe (ibid, p. 12) has concluded that the adoption and use of two exogenous (foreign) languages plus jungle bilingualism (marked by the dominance of minority English speakers) has degenerated into "education insecurity"; which is a blend of linguistic, learning and knowledge 'insecurities' for the English minority language [speaker] and/or culture.

2.2.3.2 Cameroon's Official Bilingual Policy in Education

Since Reunification, Cameroonian ministries of education have always received considerable attention from the government. The government continues to incur heavy costs as she continues to put in place resources to guarantee the success of her education agenda, most especially, quality and effective bilingual education. The prioritisation of effective official bilingualism, according to Yaro (2020), accounts for the fact that the ministries of basic and secondary education have always been among the ministries with the highest proportion of the state budget, for instance, 19.7% and 16.3% in 2010 and 2011 respectively (p. 39).

One of the main challenges facing Cameroon since reunification is to institute an englobing LP that is capable of satisfying the needs of English and French-speaking Cameroonians. In response to this want, official English-French bilingualism was adopted, and a bilingual education involving the use of English and French as media of instruction in the respective educational sub-systems was equally legislated. The advent of Cameroon's bilingual education policy can be traced from Fonlon's (1963) seminal article on bilingualism, "A case for Early Bilingualism", in which he proposes the teaching of French and English to Cameroonians at the earlier beginning of the primary school. This policy intended to make English and French the media of instruction in schools in the [defunct] federated state in which they respectively dominate: English in West Cameroon and French in East Cameroon.

A more comprehensive framework on the type and depth of official bilingualism in Cameroonian schools was proposed by Cameroon's pioneer president, Ahmadou Ahidjo. In his 1964 address to the nation, President Ahmadou Ahidjo cautioned that:

It is not enough that West Cameroonians learn French as a second language as can be done in other countries, Nigeria for example. It is not enough that East Cameroonians learn English as a second language, as can be done in France. On the contrary, from primary school

onwards all children must learn to express themselves fluently in both languages” (Yaro, 2020, p. 41).

Even though this policy prescription contravene the 1963 UNESCO report spelling out the use of English and French in their respective institutions, the president went further to create the immersion programme that kick-started with the Molyko experiences in which both English and French-speaking Cameroonians studied 50 % of their subjects in English and the other half in French. This programme was quite commendable, cognizant of the fact that it groomed Cameroonian scholars whose performances were and are equitable in both OLs.

2.2.3.2.1 Policy Actions to Institutionalise Bilingual Education in Cameroonian Schools

Bearing in mind the strategic role official English-French bilingualism plays in weaving national unity in Cameroon (Echu, 1999; 2005), the government of Cameroon has been taking necessary, concrete steps to make English-French bilingual a reality in Cameroonian schools; in both sub-systems. Before delving into these policy tools, it is important to state that education is the pioneer sector (domain) that witnesses the implementation of official bilingualism. It is in this context that the government created the first bilingual school in 1963 (Ayafor, 2005). In his inauguration speech during the opening of the first bilingual school in the country, Bilingual Grammar School Molyko-Buea, Ahidjo (1962) outlined the objectives of these bilingual schools as being to:

- Consolidate national unity via self-respect for each other linguistic and cultural background
- provide opportunities for all Cameroonians to evolve educationally
- Recreate a microcosm of the Cameroonian society in which students would live together and interact
- Produce highly bilingual Cameroonians who would be models to other Cameroonians

- Produce highly bilingual citizens who would, in turn, promote English-French bilingualism in domains such as education, translation and the civil service
- Produce a core of bilingual personnel that would champion the training of and would be trained as translators and interpreters

The opening of bilingual schools necessitated the training of bilingual teachers who taught in these bilingual schools.

In furtherance of effective bilingualism in Cameroonian secondary schools, Kouega (199) discloses that by 1966, English and French languages had already been introduced in all secondary general and technical schools in the country. In practice, English was introduced and taught as a subject in all French-medium schools, meanwhile, French was equally taught as a subject in English-medium schools. In addition to this, bilingual schools were created in the cities. In these bilingual schools, an effort was made to teach a subject already taught, say to Anglophones in their English medium of English, in the second OL, say French; and the reverse is true for Francophones.

As concerns the primary school, English-French bilingualism was to be introduced in all classes from 1975, in order to lay a concrete bilingual foundation for every Cameroonian learner, for further studies (Ahidjo, *ibid*). This policy was later accompanied by the creation of government bilingual primary schools (*écoles publiques bilingues*) in the French-speaking cosmopolitan centres of Yaounde and Douala, as early as 1967. The medium of instruction in these government bilingual primary schools (that replicated government primary schools in the Anglophone regions) was English, and so, French-speaking pupils were encouraged to enroll in them. On the other hand, French-medium schools (*écoles French-speaking*) were created in the English-speaking provinces, and many English-speaking pupils attended them. Until the 1980s when government and private bilingual schools were created in other parts of the country, Government Bilingual Primary School Yaounde was used as the reference for bilingual education in Cameroonian primary schools.

The launching of ‘operation bilingualism’ in the wake of the unitary state, in fact, tallies with the West Cameroon Education Policy of 1963 in that it advocated the training of OL teachers and the introduction of English and French as subjects on the syllabus of primary schools (Cameroon, 2015). To attain this aim, a centre for the teaching of English and French, Centre d’Enseignement et de Formation Bilingue (CEFOB), to train bilingual teachers. Such bilingual student-teachers spent an additional year studying English and French that would be taught in bilingual schools. The government suspended the training of bilingual teachers in the 1990s when she shut down her colleges for the training of primary school teachers.

Among the measures and/or tools put in place to implement the teaching of English and French in Cameroonian primary schools, is Law No. 98/004 of 14th April 1998, laying guidelines for bilingual education on the national territory. As a matter of fact, Part 1, section 3 of this law states that “the State shall institute bilingualism at all levels of education as a factor of national unity and integration”. It is in application of this law that so many ministerial decisions and/or manifestos have been launched to enhance and improve upon the practice of official bilingualism in schools. Remarkable of these decisions is No. 62/C/13 MINEDUC/CAB of 16th February 2002, which orders the teaching of English and French as compulsory subjects in all primary schools, from classes one to six. This law equally makes English and French compulsory subjects in both the written and oral parts of the First School Leaving Certificate Examination and the Certificat d’études Primaires.

Among others, the defunct Ministry of National Education took an important decision that was meant to awaken consciousness about the importance of bilingualism in schools. Decision no.: 1141/B1/1464/MINEDUC/IGE/BIL of 28th October 2002, instituted every 2nd February as National Day of Bilingualism in all Cameroonian [government and private] schools from the 2002-2003 academic year. In addition, this law provides that each French-speaking secondary school chooses a day of the week and names it ‘Bilingualism Day’, meanwhile every English-speaking secondary school

chooses hers and labels it ‘Journée du Bilinguisme’. On a ‘Bilingualism Day’, students and the staff are expected to communicate in their second OL during particular moments and activities of that day. Sanctioned by Decision no.: B1/1464/MINEDUC/IGE/PGP/BIL of 2nd December 2002, the activities of ‘Bilingualism Days’ are coordinated and animated by bilingualism clubs: ‘English Club’ and ‘French Club’ in the respective French and English sub-systems (Yaro, 2020, p. 45).

In spite of the efforts put in by the government of Cameroon to boost effective bilingualism at all levels of education, scholars (Kouega, 1999; 2007b; Echu, 2003b; 2004a; 2004b; 2005; Ayafor, 2005) have described this policy as a failure. Coupled with growing awareness about the spread and growing importance of the English Language on the globe, Kouega (1999) points out that many French-speaking parents are disappointed with the failure of Cameroon’s bilingual education policy. It is to this effect that they have been exhibiting a positive change in their attitudes towards English by registering some of their children in English-medium schools. This practice does not fall within the framework of any bilingual education programme in Cameroon.

2.2.3.2.2 Models of Bilingual Education in Cameroon

Borrowed from the indigenous Canadian experience (Modjo, 2020), immersion is the bilingual policy implemented in Cameroon’s educational domain (schools). The implementation of official bilingualism in Cameroonian schools, labelled the Molyko-model (Yaro, *ibid*, p. 47), marked the beginning of the immersion programme in Cameroon. Echu (2004) postulates that the immersion programme in Cameroon has given rise to two other sub-categories: “voluntary” and “non-voluntary”. Voluntary immersion refers to the awakening among Francophone parents who personally enroll their children in the Anglophone sub-system of education. Non-voluntary immersion, on the other hand, relates to the coincidental situation in which Anglophone and Francophone children respectively pursue their studies in the French and English sub-systems because of the geo-political circumstances in which they find themselves. This latter group is

characterised by Anglophone children whose parents work in French-speaking cities like Koutaba, Ngaoundal, Loum, and Edea; and children of Francophone civil servants (parents) in English-speaking cities like Bamenda, Buea, Limbe and Mbengwi.

Modjo (2020) has observed that the growing importance of the English Language in the world has caused Cameroon's immersion programme to be more beneficial to the Francophone minority than to the Anglophone minority OL group in the country, thus, fragilising government vision of 'living together' (national unity and integration). Substantiating this growing Francophone awareness about the importance of English, Echu (2005, p. 665) discloses that the enrolment of French-speaking children in the English sub-system of education surpasses that of English-speaking Cameroonians in Francophone primary and secondary schools in the country. Examining the academic performances of French-speaking children in this experience, Echu (ibid) states that their performances in the English sub-system are very satisfactory, as English has proven to be a commendable and adaptable academic tool to these learners. This practice, in fact, renders the immersion programme a lopsided educational policy that benefits the French-speaking majority, therefore, challenging the original foundation/ philosophy of this Canadian-bred immersion programme.

Immersion is a bilingual education policy in which new language learners are taught all or most of their subjects (courses) in the second OL, and so, Modjo (2020, p. 390) categorises [the implementation of] Cameroon's bilingual policy in education (immersion programme) as follows:

- Total English Immersion Education

In this category, children of Francophone parentage are enrolled in English-medium primary and eventually, secondary schools. The French-speaking learners in this context study English both as a subject and as a medium of instruction; and are found in English-speaking communities in the countries.

- Total French Immersion Education

This concerns English-speaking children who are registered and pursue the Francophone system of education. This implies that, like the counterpart above, French functions here as both a subject and as a medium of instruction. This practice takes place both in the Francophone as well as Anglophone regions of Cameroon. It is worth stating that learners in this category record commendable performance both in the French Language and other subjects taught in French.

- Partial English Immersion Education

This is a special bilingual education programme in which students in the French sub-system of education are offered supplementary (extra) English and Literature lessons (classes) that would enhance the acquisition of English, their second OL or foreign language. In this programme, non-linguistic subjects, for instance, Citizenship and Physical Education are taught in English. Learners, most especially students, are given more opportunities to practise English in extra-curricular activities such as clubs and bilingual competitions. This programme is unique in that it is implemented only at the levels of secondary and high schools.

- Partial French Immersion Education

Like the latter category, this is the special bilingual education programme in which secondary and high school students in the English sub-system of education receive extra and intensive lessons in French Language and Literature; to facilitate the learning of French, their second OL or foreign language. They are taught non-linguistic subjects (say Citizenship and Physical Education) in French. In addition, like their Francophone counterpart, they are given more opportunities to practise French in bilingual clubs and other extracurricular activities.

In furtherance of this partial immersion programme, and equally align with other government efforts to enhance effective bilingualism in the country, Cameroon's Minister of Secondary Education, Louis Bapes Bapes, in circular No.: .28/08/MINESEC/IGE of 2 December 2008, cited in Yaro (*ibid*, p. 47), instituted a special bilingual programme “which integrates the teaching of intensive French language in English-speaking [...] and intensive English language in French-speaking” general and technical secondary schools in the country. Though a laudable effort, Modjo (*op. cit.*) is dissatisfied that this programme cannot yield desired fruits [promotion of effective bilingualism] because it is not implemented “right from nursery and primary schools where children acquire the language effortlessly”. Implementing a language programme of this magnitude at a higher level is seldom effective; its implementation is often fraught with apathy and disdain from both students and instructors.

In spite of the constant talks about bilingual education in the country, Takam and Fasse (2018) are dissatisfied with the neglect of this policy in technical education schools in the country. While the researchers applaud the decentralised (regionalised) and clear bilingual policy application in Canada, they decry the centralised (or national) bilingual policy statements in Cameroon that render its practice vague and seeming unrealistic in technical schools in the country. They are opinionated that if the bilingual policies of Canada and Cameroon were to integrate specific second OL needs of technical school students in the curriculum, via a dual-curricular system, it would spur enthusiasm for bilingualism in tech-oriented students, thus galvanising professional mobility between both countries.

2.3.3 Policy Measures to Institutionalise English as Minority OL in Cameroon

Despite the lapses in the conception and implementation of Cameroon's official bilingual policy, Fon (2019) acknowledges that Cameroonian authorities have made some efforts to invigorate and vitalise English in the system. One of such actions is President Paul Biya's instructions to state officials “to ensure that official communications are

prepared and signed in English and French” (p. 59). The cautionary statements of Cameroon’s incumbent president are complementary to those of his predecessor. At the inauguration ceremony of the pioneer bilingual secondary school, Bilingual Grammar School Molyko-Buea, in 1962, President Ahmadou Ahidjo exhorted federal officers (workers) especially and Cameroonians in general to make practical use of French and English throughout the national territory. Added to these verbal pronouncements are some concrete actions taken by the government of Cameroon to vitalise and protect the minority official language and the Anglophone minority in Cameroon against hidden forms of domination (Fon, *ibid*). Worthy of clarity here is the fact that discussion on policy actions to enforce official bilingualism will consider or dwell on the measures to empower, protect and vitalise the minority OL, English, with her minority culture (institutions).

To start with, education is one of the institutions in which the foundation of Cameroon’s official bilingual policy is laid. In addition to President Ahmadou Ahidjo’s creation of the pioneer bilingual secondary schools in the country, Government Bilingual Grammar School Molyko-Buea and Government Bilingual High School (GBHS) Yaounde in 1962 and 1977 respectively, the government has been relentless in creating bilingual primary and secondary schools in all the ten regions of Cameroon. At the inception of these bilingual schools, Cameroonian students studied 50 % of their subjects in their first OL and the other 50 % in the second OL: Anglophones studied in French, meanwhile and Francophones studied in English. The Biya regime has been supportive to the latter efforts by decreeing English and French as compulsory subjects for students of secondary schools and higher education in all regions of the country. It is owing to this innovation that almost all French-speaking regions in the country have witnessed the creation of English schools. This has helped to consolidate effective bilingualism in the sense that many children of Francophone parents are pursuing studies in the English sub-system of education and vice versa (Echu, 2005; Ngefac, 2010). The cultural crisscrossing marks can be considered the radical phase in the implementation and

practice of official bilingualism in Cameroon that is yielding productive results. Like the initial goal of Cameroon's bilingual project (plan), contemporary bilingualism in Cameroon is grooming a new generation of Cameroonians who are eloquent, practical and confident in using English and French.

Another tangible effort put in place by the government to activate effective bilingualism is the creation of the Bilingual Training Programme (Pilot Centre) that coordinates Linguistic Centres in all the ten regional headquarters of Cameroon. Supervised by the secretariat general of the Presidency of the Republic, pilot linguistic centres are meant to train state personnel and interested members of the general public on the use of their respective second OL. In addition to creating the latter service to reinforce bilingualism in the administration, the government has created translation units at all levels of governance: Presidency of the Republic, National Assembly, Senate, Prime Minister's Office and all government ministries. At every level of governance, translation units ensure that all official documents are produced and published in English and French.

Gabsa et al. (2020) express satisfaction with what they consider government enactment of laws and decrees promoting Cameroon's English-French official language policy in the education domain (government primary and secondary schools, professional schools and universities) and ministries. These language policy tools or enactments have propelled administrative authorities in the external services to give firm instructions and/or issue service notes calling for the imperative use of English and French in their respective departments. In the effective implementation of Cameroon's bilingual policy, Gabsa et al. (ibid) have commended the ministries of education (basic, secondary and higher) for "making considerable efforts" towards the promotion and practice of the English minority and French majority OLs of Cameroon.

In furtherance of official bilingualism in Cameroon, President Ahmadou Ahidjo introduced the policy of 'regional balance'. The conception of the policy of 'regional

balance’ strategised and prioritised regional equity and balanced development that solves problems (all forms) of regional inequalities, most especially between Anglophones and Francophones in the country. The policy of ‘regional balance’ was further developed by the incumbent, President Paul Biya, who guarantees infrastructure, bilingual education and programmes that solve minority problems; as they attend to the socio-cultural, political and economic needs and aspirations of the people of the two English-speaking regions especially, and the other six Francophone regions to have a semblance of Yaounde and Douala, which are the respectively political and economic capitals of Cameroon. Concrete in this ‘regional balance’ policy is the creation of [bilingual] universities in almost all the regions, and Anglophone and Francophone Cameroonians enroll in these institutions of higher learning.

The government in place equally made concrete moves in March 2017 to respond to the language and institutional problems raised by Anglophone lawyers and then teachers. The OHADA law that was uniquely French was translated into English, and a presidential decree was passed creating a Common Law Bench at the Supreme Court and a Common Law Division in the National Advanced School of Administration and Magistracy in Yaounde (Fon, 2019, p. 62). Importantly, to guarantee the conduct of judicial proceedings in the English Language, and respect for the rights of the minority OL (English-speaking) community, Anglophones were appointed to head these new institutions. Also, to solve Anglophone teachers’ grievances as per the infiltration and/or imposition of French monolingual speakers (teachers) on the Anglophone sub-system of education, the government went forward to employ bilingual teachers who are capable of teaching in any of the official languages, and in either the English or French sub-system of education.

President Paul Biya’s creation of the pioneer National Commission for the Promotion of Bilingualism and Multiculturalism (NCPBM) in January 2017 is another positive step to implement practical and/or effective bilingualism in Cameroon. During the installation ceremony of the members of the NCPBM on 27 April 2017, Cameroon’s

Prime Minister, Philemon Yang, explained the responsibilities of this commission and its members as:

Submitting reports and recommendations on issues relating to the protection and promotion of bilingualism and multiculturalism to the President of the Republic and the Government; - monitoring the implementation of constitutional provisions establishing English and French as two official languages of equal status, and especially ensuring their use in all government services, semi-public bodies as well as any State-subsidised body; - conducting any study or survey and proposing measures likely to strengthen Cameroon's bilingual and multicultural character; - preparing and submitting to the President of the Republic draft instruments on bilingualism, multiculturalism and togetherness (Fon, 2019, p. 62).

The creation of this commission is laudable, nonetheless, it has been under criticism for simply being an organ that monitors and presents recommendations on bi/multilingualism-related aspects to the presidency of the republic. It is neither sanctioned with the powers to punish bilingual defaulters nor compel the President of the Republic to take a desired action vis-à-vis the respect and enforcement of the English-French languages and cultures (institutions) in the country. The ideal philosophy at the backdrop of this enactment is that it fosters what Gabsa et al. (2020, p. 218) conceptualise as “the bureaucratisation of official bilingualism”. This is explained as “the process by which governmental officials try to promote English and French in public circles”. The administration is the “public circles” referred to, and this takes into consideration proceedings in the Presidency of the Republic, Senate, National Assembly, Prime Minister’s Services and specialised ministerial departments with their respective external services.

From the discussions above, it is quite factual that the government of Cameroon continues to take diverse policy actions to make effective English-French bilingualism in Cameroon a reality. Since the reunification of British Southern Cameroons and La Republique du Cameroun in 1961, the government has not relented in passing laws that

vitalise and strengthen the institutionalisation of the two OLs, most especially English, the minority OL. Kouega (2003), thus, classifies these policy efforts under three periods: (i) the pre-1975 phase; (ii) the 1975-1996 phase; and (iii) the post-1996 phase. The third period is the present-day context, marked by radical policy measures to strengthen official bilingualism and restore the declining and/or failing national unity agenda of the state. Remarkable in this period is the creation of the NCPBM. Though timely, many and diverse, Ayafor (2005) hints that concrete policy efforts to promote effective English-French bilingualism in Cameroon are under the continual hindrance and unwillingness of some Cameroonians in the francophone-dominated administration to implement official bilingualism as instructed by the government and backed by the constitution.

2.2.3.3 Indigenous Language Policy of Cameroon

As stated in the introductory phase of this section, the language situation of Cameroon has been rendered complex by speculations of the existence of between 247 and 250 indigenous languages (Ethnologue, 2005; Kouega, 2007; Fon 2019). It is important to note that each indigenous language identifies with one of the approximated 250 ethnic groups advanced by Ethnologue (ibid) and the latter estimate of 250 indigenous languages proffered by Fon (2019, p. 60). These statistics lend credibility to the fact that indigenous languages live abreast of and compete with the two official languages, CPE and Camfranglais, and most prominently, serve as MTs to their respective speech communities.

The government of Cameroon has failed to officialise her worth of indigenous (national) languages, thus implying that none of them has been sanctioned as the language in the administration, parliament, judiciary or education. Despite this, the government has taken some insipid actions to preserve and protect these languages, but not for use in the country's formal (official) space. In this direction, a provision in Cameroon's 1996 constitution, as cited in Nkamta and Ngwenya (2017, p. 139), simply acknowledges that "efforts shall be made to protect and promote national languages".

This clause neither qualifies nor quantifies the magnitude, depth or type of the action(s) to be taken by the government. To realise this shallow ambition, the government proceeded to create the Department of Cameroonian Languages and Cultures at the Higher Teacher Training College Yaounde, to train student-teachers who will implement the teaching of national languages in secondary schools in the country. Many scholars have criticised this action on the grounds that this activity is still limited to the Francophone sub-system of education, and worse still, in few schools, most often, in the cities.

The initiatives of some private stakeholders, notably, Christian communities and NGOs, have been compliant with and complementary to current policy efforts to vitalise the status of national languages in order to preserve them. Linguists have commended these indigenous languages as carriers of Cameroonian cultures (Ngefac, 2010, p. 152), thus, explaining the government's motive for authorising that some experimental projects on research and the teaching of indigenous languages be carried out by private ventures: National Association of Cameroonian Language Committees (NACALCO); Summer Institute of Linguistics (SIL)-Cameroon; Cameroon Association for Bible Translation and Literacy (CABTAL); Operational Research Program for Language Teaching in Cameroon (PROPELCA) and many others. The 2004 Summer Institute of Linguistics (SIL) report reveals that 166 of Cameroon's indigenous languages have already been standardised; thirty-six (36) are currently taught as a subject in the primary school; thirty (30) have indigenous versions of the New Testament and translated Scriptures; and eighteen (18) have translated versions of the Holy Bible (Mforteh, 2007, p. 94). [Standardised] translations and teaching of indigenous languages, as indicated above, are government strategies to add importance and, so, safeguard Cameroon's rich stock of indigenous languages from marginalisation and eventual attrition.

In recent times, in addition to those in the two official languages, there is a remarkable increase in the number of television and radio programmes that are produced and broadcast in the indigenous languages (Sala and Ngefac, 2006). This awakening is

equally felt in the print media wherein culture-laden registers (food, belief, music, health or dressing) are used on a routine basis in diverse discourses in the press. Like Cameroon Pidgin English (CPE) which gradually gained currency in the Cameroonian newspaper, and indigenous languages are still to gain currency as their use is uncommon. In the rare situations in which local registers are deployed in news discourses, they are explicitly and implicitly meant to construct culture-embedded environmental meanings.

Policy efforts to empower the country's indigenous languages have been considered as half-hearted, shallow, and above all, inadequate. The socio-cultural and even political potentials of the approximately 250 national languages existent in the country are under-exploited, and sometimes threatened. In this regard, some linguists tend to blame parents for the discrimination indigenous languages face in education (Tadadjeu, 1990). Directly and/or indirectly, Cameroonian parents continue to make preferences to westernised education in a foreign [European(s)] for their children. In the course of these choices, they display bias against the initiation of their children into early childhood education, having a national language as a medium of instruction. In consonance with the latter discontent or accusation, to Ekanjume-Ilongo (2016) blames Cameroonian parents, most of whom introduce their children to nursery school education at the tender age of three. This practice is in denial of Chumbow's (1996, p. 5) counsel that "the early use of the mother tongue in education has significant long-term benefits with respect to maximising the development of the intellectual potential of the child". The English-French preferences Cameroonian parents make for their children as languages of education, is a mark of what Bokamba (2007, p. 41) categorises as the 'ukolonia' syndrome: the tendency for parents to think that every entity bearing Africanness is inferior, and vice versa western aspects.

Government reluctance to institutionalise Cameroonian indigenous languages, most especially, as languages of education is endangering (Neba et al., 2006). The language policy of Cameroon is simply "exolingualism" (Atindogbe and Dissake, 2019 as cited in Atindogbe, 2019, p. 8), thus, is invested with the use and teaching of the two

exogenous or foreign [English and French] languages that have been adopted as OLs, and by implication, the media of instructions in the respective English and French sub-systems of education in Cameroon. While legitimising and promoting English and French, the Cameroonian constitution, for instance, Law No. 98/004 of 14 April 1998, is quite expressive of the position of the government of Cameroon on the use of her indigenous languages in education. This law states that:

The education system shall be organised into two subsystems: the English-speaking subsystem and the French-speaking subsystem, thereby affirming our national option for biculturalism... the languages of education, therefore shall be English and French... the state shall institute bilingualism at all levels of education as a factor of national unity and integration (Ndile, 2016, 28).

The choice and legitimisation of English and French as media of instruction in the two sub-systems of education have gone a long way to stigmatise and, therefore, relegate national languages to formal milieux. The officialisation of English and French and its consequent marginalisation of Cameroonian languages has provoked Chumbow (2009, p. 27) to perceive Cameroon's [official] bilingual policy as a political tool of [un]planned "cultural assimilation" of the 250 Cameroonian indigenous languages and their respective cultures. Besides the administration, education, parliament and judiciary, the stigmatisation of Cameroon's indigenous language has pervaded the media, considering that native languages (say Duala) are marginalised in advertising (Nkamta and Ngwenya, 2017). Since the reunification [of the two Cameroons], English and French have gained a hegemonic status in the media. Scholars are unhappy with the fact that Duala is one of Cameroon's prominent languages of wide communication (LWC), with a large speech community, yet media casters are reluctant to use them in advertisements, even in communities where they are used.

Lastly, government indifference towards legitimising and/or officialising her indigenous languages has been interpreted as an aspect of the colonial legacy (Echitchi, 2019). The adoption of English and French as the country's OLs has frustrated the great

efforts made by the British missionaries to standardise and empower indigenous languages for use in administration and education. This frustration has taken the form of government closure of indigenous languages teaching programmes, notably in Bassa'a, Bulu, Duala and Ewondo, that was been implemented in some early schools like Collèges Liberman, Chevreuil, Retraite, Mimetala and Le Sillon. Since the officialisation of Official bilingualism was enacted in Cameroon, Cameroonian indigenous languages have been facing the constant danger of extinction.

2.3 The Concept of Development

Development is a concept that has received broad considerations and/or studies from the perspectives of meaning, interpretation, types and even theories (Mensah, 2019). Peet (1999) cited in Du Pisani (2006) defines development as an evolution in human capacity to initiate new structures, resolve and/or cope with new problems, adapt to current changes and strive to attain new goals in society. In a similar mindset, Todaro and Smith (2006) refer to development as a socio-political and economic condition in a society (country) relating to major changes in social structures, attitudes of governments and the governed, institutions, economic growth, reduction of inequalities and eradication of absolute poverty. From the definitions above, it could be inferred that development relates to the use of natural and human resources to provide the human, material, intellectual and even spiritual needs of persons and their communities. This qualifies development as a concept that is realised not only at qualitative and quantitative levels, but equally, at the levels of individuals and society (Ezeh and Obiageli, 2020). Development at the individual level encompasses “increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being”; meanwhile, societal development concerns “the utilization of its available resources to build a more viable and sustainable future for the citizens through the provision of basic amenities, science and technological advancements and other incentives for the well-being of the society” (p. 55).

In an attempt to articulate the drivers and obstacles of development, Mensah (ibid) deems it necessary to revisit Tipps' (1976) Modernisation Theory; which distinguishes between traditional and modern societies. According to this theory, traditional societies relate to societies that have cultures (beliefs, norms and values) that, in one way or the other, act as a hindrance(s) to development. Modern societies, on the other hand, are those that have a profound accumulation of capital and industrialisation that drives development. Tipps (ibid) cautions that the only condition for traditional societies to realise development is that they must change their attitudes and inculcate the culture(s) of modern societies: the introduction of modern technology that enhances economic growth.

In response to the undesirable consequences of capitalism, Cowen and Shenton (1996) have proposed an alternative approach to development, known as 'intention to development'. In this alternative approach, reference is made to:

[...] the apprehension of the destructive dimension of a process of development which... was the starting point for the modern intention to develop. Intention, here, was to give order to particular process of development, the development of capitalism ... whose destructive dimensions was poverty and unemployment of potential of productive power (Cowen and Shenton, ibid, p. ix).

Expatriating the excerpt above, Bilgin (2006) considers development as a Eurocentric concept that was developed at the backdrop of the early industrial capitalism in Europe. This explanation is tenable, given that it is an accurate fitting for or falls within the scope of Tipps' (1976) Modernisation Theory; in which capital and industrialisation are considered as prerequisites for an improvement in the lives of citizens. In essence, the concept of development was used as a tool to restore order during the social disorder that characterised the early 19th century, caused by capitalism in Europe.

Contrary to Eurocentric thoughts in which development is perceived as a historical and natural process that was conducted by government without any intentions, contemporary theorisations reckon development no more as a natural process, but as a

purpose-driven ideology that forms the basis of colonialism (Bilgin, *ibid*), and exploitation and domination of poor and powerless communities. A Eurocentric conception of development considers that “it is the society or an economy that ‘develops’”, nonetheless, in colonies, “it is natural resources that are ‘developed’” (Arndt, 1981, p. 460). From the above discussion, it is telling that ‘development’ is a manipulative Eurocentric concept that was applied to colonies, under the pretence and pretext of developing natural resources. Arndt (*ibid*) further clarifies that the term ‘development’ was used as a transitive verb to qualify the intended practices of European colonialists to develop natural resources and, in effect, assimilate the languages and cultures of all the indigenous peoples in the colonies. A case in point is Australia wherein the British made the indigenes believe that population increase was the only condition for the development of their [natural] resources (Bilgin, *ibid*, p. 16).

2.4 Sustainable Development

The concept of SD has gained currency in developmental discourses, most especially in economic and eco-discourses (Mensah, 2019). To start with, the concept of sustainability collocates with development or is applied to developmental studies. In this context, Thomas (2015) advances that it denotes the ability of human activities to satisfy human needs and wants without necessarily involving the exhaustion or depletion of the productive (natural) resources at their disposal. This definition is equally thought-provoking, considering that it raises questions about the manner and methods that humans should lead their socio-economic lives without depleting and/or endangering existing natural resources.

One of the most critical problems plaguing humanity in contemporary times, Hák et al. (2016) situates, is the transformation of global environments, societies and economies into sustainable ones. The sustainability of global spaces has as caution and vision the wellbeing of the present generation and the safety of future generations. In conformity with the postulations above, UNSD (2018b) indicates that current

sustainability theories have as a priority, the integration of socio-economic and environmental models in the search for solutions to the contemporary problems confronting the present generation. These remedies are conceived and implemented using methods that will make development beneficial to humanity. In crystal terms, the concept of sustainability, according to Evers (2018), targets the use of environmental models that focus on ecological integrity; economic models that intend to procure and exploit natural and financial capital sustainably; educational systems that continue to guarantee the self-esteem and welfare human; and above all, social systems that dwell on the improvement of political, educational, health and cultural (religious) systems.

Having presented the relationship between sustainability and development, discussions will proceed on the fused concept of sustainable development. Pigou (1920) traces the concept of sustainable development to the field of economics. Research and discourses about the capacity of the natural resources of the earth to continue to sustain human life gained currency when Thomas Malthus propounded the population theory in the 1980s (Mensah, *op. cit.*). The Malthusian theory, in fact, projected that the world's [human] population was and is still growing at a geometric progression, while natural resources at an arithmetic progression. This projection has pertinent implications for the ability of the earth's natural resources to satisfy the needs of this ever-booming human population. Eblen and Eblen (1994) caution that if urgent actions are taken to contain the steadily growing human population, the exhaustion of the natural resources of the earth is imminent, therefore, leading to abject hunger and misery.

As time progresses, Malthus' warning continue to receive little or no attention from policymakers who are convinced that technological advancements would abate the sufferings and misery projected by misery. Though logical, this conviction is challenged by the fact that technology depends on the declining and/or depleting natural resources of the earth; most of which are non-renewable (Paxton, 1993, cited in Mensah, 2019). In essence, the realities of the Malthusian population theory are beginning to confront humanity, and so, scholars like Kates et al. (2001) continue to make reflections and

statements about the sustainability of development vis-à-vis the need and wants of humanity.

In response to deepening natural resource deficiency that has culminated to a crisis, Goodland and Daly (1996) recall that the World Commission on Environment and Development chaired by the Norwegian-born Gro Harlem Brundtland, in what has become known as the 1987 Brundtland Report, entitled “Our Common Future”, in fact, made the first clarion call for SD in nations of the world. Paraphrasing the Brundtland Report, Mensah (2019, p. 7) states that SD is “development that meets the needs of the current generation without compromising the ability of future generation to meet their own needs”. Primordial in the Brundtland Report are the concepts of ‘needs’ of the world’s poor communities to which priority must be given; and ‘limitations’ of natural resources caused by technology and exploitation which have provoked the incapability of nature to satisfy the needs of present and future generations.

It is in cognizance of the salient points raised above that Jain and Islam (2015) consider the Brundtland Report as the main factor that propelled the holding of the 1992 United Nations Conference on Environment and Development (UNCED), also dubbed the Rio Earth Summit. The UNCED made a very important point on SD, and this is contained in a document, Agenda 21, that emerged from this conference. Agenda 21 of the UNCED evoked by Worster (1993) states that SD should be prioritised on the current agenda of all [member] countries. In furtherance of the agenda highlighted hitherto, Allen et al. (2018) complement that this policy document equally recommended the development and adoption of strategies at national levels to redress and fortify economic, social and environmental drivers of SD. It was still in the direction of the development of a national strategy to foster SD that, in 2002, the World Summit on Sustainable Development (WSSD), also known as Rio+10, “was held in Johannesburg to review progress in implementing the outcomes from the Rio Earth Summit” (Mensah, op. cit). It

was in this submit that a plan of action, dubbed the Johannesburg Plan, was drawn to implement the actions spelt out and/or recommended by Agenda 21.

Calls and actions for SD continue to draw international attention, considering that in 2012 (twenty years after the first Rio Earth Summit on development was held in 1992), the United Nations Conference on Sustainable Development (UNCSD) or Rio+ 20 was convened to deliberate on means to promote SD in nation-states (Allen et al., *ibid*). Deliberation in UNCSD focused on two SD themes, which are the consolidation of a green economy and the enactment of [inter/national] institutional frameworks to activate SD. The resolutions of this conference were contained in a document named “The Future We Want”. At the end of UNCSD, members reaffirmed their commitment to galvanise and reinforce SD in their respective communities. Major resolutions of Rio +20, as presented by Weitz et al. (2017), were that (i) members took the engagement to develop new SDGs that were to take effect from 2015; and (ii) members took the engagement to invest in SD in all domain of the global development agenda. It is in tune with this commitment that Ban Ki-Moon, the United Nations (UN) Secretary-General, stated in 2012 that SD was one of the five key priorities in the UN action agenda. In this statement, the UN Secretary-General equally underlined the frontline role SD should play in the development policies, programmes and agenda of [inter]national communities around the globe.

From the evolutions in the concept of sustainable development, it is also important to state that the SD provides a sociopolitical and economic mechanism that could be used by communities to interact with the physical environment without endangering the resources of future generations (Cerin, 2006; Abubakar, 2017). In accordance with the latter, Browning and Rigolon (2019) further explain that SD is both a concept and a paradigm that advocates that governments should improve the living standards of communities without causing damages and/or problems to the ecosystem; that would negatively affect the future generation(s). SD advocates caution against environmental

challenges like deforestation and pollution that could degenerate into climate change and the extinction of bio-species.

SD is a development-oriented paradigm that advocates positive societal transformation that hinges principally on social, economic and environmental resources or factors. Affirming the premise above, Taylor (2016) postulates that there are three main drivers, better still, pillars of SD, which include environmental protection, economic growth and social equality. In the discussions that ensue, efforts would be made to show how the latter concepts pivot and enhance SD in communities.

2.4.1 Environmental Sustainability

Environmental sustainability is a concept that relates to how capable the natural environment is productive, resilient and, above all, supportive to human existence. Brodhag and Taliere (2006) conceptualise environmental sustainability as ecosystem integrity and the capacity of the natural environment to sustain earthly life. This concept, in fact, dictates that natural resources must not be exploited at a faster rate than they can be regenerated, and waste must not be released more and/or faster than it can be absorbed by the natural environment (Evers, 2018). These cautions are given because the ecosystem has limits within which an ecological balance is attained and maintained.

Heightened calls for economic growth and technological growth are leaving untold damage on the natural environment in the form of consequential pollution (Du and Kang, 2016). The devastating consequences that accompany this growth make it imperative for adequate environmental actions to be taken to restore the declining environment. Current threats of the warming and changing climate have caused scholars to intensify calls for environmental sustainability. Du and Kang (ibid) indicate that the adverse changes in natural systems that are affecting humanity, among others, include warming of the atmosphere and oceans, diminishing ice levels, rising sea levels, increasing acidification of the oceans and increasing concentrations of greenhouse gases in the atmosphere.

Kumar et al. (2014) have shown the negative effects of climate change on biodiversity. The result of this study reveals that the steadily rising temperature affects the interval (duration) of reproduction in animals and plant species; migration patterns of animals; distribution of species and population sizes of biospecies. In the face of this climate change adversity and uncertainty, Campagnolo et al. (2018) exhort all communities that, to ensure sustainability, they must adjust to current climate (ecological) realities hitting the present generation.

2.4.2 Economic Sustainability

Lobo et al. (2015) consider economic sustainability as an economic system or a production system that satisfies the current needs of [present] consumers without endangering the natural resources of the future generation(s). There is guaranteed economic sustainability if market forces [of demand and supply] consider the scarcity of existing natural endowments of their respective community and strategies to minimise all harmful economic activities that compromise natural resources. Inasmuch as economic growth accompanies and realises technological development (Cooper and Vargas, 2004), and vice versa, in an attempt to replenish the natural resources worn-out by the latter, the economy can only be made sustainable on the condition that all ills accompanying industrialisation are contained. The exhaustible and non-renewable nature of some natural resources, thus, raises concerns about the beliefs that economic growth and technological advancement are capable of solving the problems engendered by depleting natural resources.

The three principal activities that economic actors (agents) carry out in an economy are the production, distribution and consumption of goods and services. What provokes curiosity in these activities is the fact that the instrument(s) used to guide and assess the economy vis-à-vis the impact of these activities rather indicates danger for future generations (Cao, 2017). If natural resources must be used to satisfy the needs of humanity, then they should be used sustainably. As Dernbach (2003) opines, the needs of

humanity (food, clothing and housing) continue to increase with the growing population, but the means and natural resources needed to satisfy these needs are static; cannot be increased. The endangerment of economic sustainability, according to Retchless and Brewer (2016), stems from the fact that global economic concerns and/or interests are tilted towards economic growth, at the expense of environmental cost: depletion and pollution that are ignored by most governments (UNSD, 2018c). In all, economic sustainability can only be feasible if decisions on environmental management are based on equity and financial availability, and other aspects of sustainability are equally taken into account (Zhai and Chang, 2019).

2.4.3 Social Sustainability

Social sustainability is explained by and/or analogous to notions like equity, participation, cultural identity, empowerment, institutional stability and accessibility. Benaim and Raftis, (2008), thus, that the concept of social sustainability considers concerns the development of people, given that it is all about people and their welfare. In concrete terms, Farazmand (2016) defines social sustainability by considering the relationship between social conditions (for instance, poverty) and the destruction of the physical environment. In this correlation, it is postulated that social sustainability should, by no means, lead to the meaningless destruction of the physical environment or economic uncertainty.

If social sustainability is people-oriented, Saith (2006) posits, it must advance the development of languages, cultures and communities in order that there would be an improvement in people's lives. A meaningful life, which is the result of social sustainability, relates to quality education, gender equality, proper healthcare and sustainable peace and stability in the world. Even though social sustainability is immeasurable and unobservable, unlike the case with environmental and economic systems, Everest-Phillips (2014) advances the condition that there is concrete evidence of

social sustainability if governments and communities do not impose conditions that render people incapable of satisfying their daily needs.

Some shades of opinion consider social sustainability as the provision of good conditions that enable people (communities) to satisfy their desired needs; rather, it is not the shallow thought that it is a social experience in which the needs of people and/or their communities are provided (Kolk, 2016). This implies that everything that prevents people and communities from providing their needs is considered a social ‘barriers’, and so, Pierobon (2019) thinks that they must be removed for those concerned to attain their full capacities and satisfaction. Summarising the scope of social sustainability, Guo (2017) outlines that it includes other notions in the likes of the rule of law, human rights, public participation, and gender equity and equality. These notions work together to restore and advance the course of peace and social stability that go a long way to realise SD in different communities.

2.5 Sustainable Development Goals

As Mensah (2019) opines, the concept of SD has been of great relevance in human development for a significant period of time. Its significance in the contemporary world is linked to the fact that the world’s population continues to experience an increase that is not accompanied by a proportionate increase in the natural resources that are meant to improve the well-being (lives) of human beings. Global concern for this need resulted in the Millennium Development Goals (MDGs) that later evolved into the Sustainable Development Goals (SDGs). Failure to achieve all the goals (social priorities) of the Millennium Development agenda within the fifteen years of its existence led to the introduction of the SDGs to continue the global development agenda in different communities in the world (Breuer et al. 2019). The SDGs, Taylor (2016) explains, are the 2030 development roadmap that calls on policymakers to take actions to enforce the protection of the planet, reduction of poverty and improve the wellbeing of [their] citizens (Taylor, 2016).

After its adoption by 193 member countries, the SDGs started in January 2016 (Mensah, *ibid*). At the point of its enactment, this global development agenda aimed to promote economic growth, guarantee the [social] inclusion of minority groups and ensure the protection of the biophysical environment. Alternatively, Breuer et al. (*ibid*) think that this development agenda was initiated to promote cooperation among national governments, the private sector, civil society organisations, academia and research, with the United Nations managing (regulating) these partnerships.

Hylton (2019) indicates that this 2030 development agenda, the SDGs, has five superordinate themes, otherwise known as the five Ps: people, planet, prosperity, peace and partnerships. These themes are spread across the seventeen (17) SDGs that are related to solving the main causes of poverty and including other aspects such as “hunger, health, education, gender equality, water and sanitation, energy, economic growth, industry, innovation & infrastructure, inequalities, sustainable cities and communities, consumption & production, climate change, natural resources, and peace and justice” (Mensah, 2019, pp. 11-12).

Moreover, assessing the uniqueness of the 2030 development agenda, Tosun and Leininger (2017) aver that the development objectives and targets of the SDGs are not only interdependent, but equally interrelated. By this, countries are free to prioritise different strategies to achieve these goals, nonetheless, they must complement one another’s action(s) via cooperation. To add, complementarity in this case also means that some goals are solved through others. To exemplify this, Le Blanc (2015) explains that co-benefits for health, biodiversity, energy security and oceans may accrue if climate change-related problems are remedied. In tune with the foregoing, Hylton (*op. cit*) states that the seventeen SDGs seek to attain a broad range of objectives that are summarised below:

- Eradicate poverty and hunger, guaranteeing a healthy life

- Universalize access to basic services such as water, sanitation and sustainable energy
- Support the generation of development opportunities through inclusive education and decent work
- Foster innovation and resilient infrastructure, creating communities and cities able to produce and consume sustainably
- Reduce inequality in the world, especially that concerning gender
- Care for environmental integrity through combatting climate change and protecting the oceans and land ecosystems
- Promote collaboration between different social agents to create an environment of peace and ensure responsible consumption and production.

As stated hitherto, there are three approaches to SD, which are economic, social and environmental. The objectives outlined above cut across these three approaches. In the same manner, these approaches are spread across the seventeen SDGs that Ezeh and Obiageli (2020: 56-8) present as follows:

- 1) End Poverty: End poverty in all its forms everywhere
- 2) Zero Hunger: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture
- 3) Good Health and Well-being: Ensure healthy lives and promote wellbeing for all at all ages
- 4) Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- 5) Gender Equality: Achieve gender equality and empower all women and girls
- 6) Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all
- 7) Affordable and Clean Energy: Ensure access to affordable, reliable, sustainable and modern energy for all

- 8) Decent Work and Economic Growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all
- 9) Industry, Innovation and Infrastructure: Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation
- 10) Reduced Inequalities: Reduce inequality within and among countries
- 11) Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient and sustainable
- 12) Responsible Consumption and Production: Ensure sustainable consumption and production patterns
- 13) Climate Action: Take urgent action to combat climate change and its impacts
- 14) Life below Water: Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- 15) Life on Land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss
- 16) Peace and Justice, Strong Institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- 17) Partnership for the Goals: Strengthen the means of implementation and revitalise the global partnership for sustainable development

All the SDGs play an important role in improving the wellbeing of people and their communities, nonetheless, this research work shall focus on goals that are attainable with recourse to language. In effect, consideration will be given to the correlation between language versus the reduction of poverty and hunger, and other aspects like quality education, good health, industrial, technological and cultural evolution, social equality and justice, and environmental care and protection.

2.6 Language as Tool to Attain the SDGs

Language is one of the productive tools deployed to achieve the SDGs. Leech (1974) has identified five main functions of language in society, which include informative, expressive, directive, phatic and aesthetic functions. As Ezeh and Obiageli (2020, p. 59) stipulate, these functional attributes could be exploited to achieve the SDGs in diverse patterns, as presented below:

- Creating the goals:

It is through language that the human mind is informed and expressed, and so, language is a productive tool with which the SDGs are conceived, expressed, directed and assessed. After the conception of the SDGs, different actions ensue to realise them and, thus, improve the wellbeing of people in different communities.

- Stating the goals:

The seventeen SDGs can only be known to the communities when they are expressed using language. Without language, the seventeen SDGs will remain mental perceptions. Language, thus, plays the role of transferring these SDGs from the mind of its conceivers to different communities in the world.

- Interpretation and understanding of the seventeen SDGs:

This function is closer to actions taken to realise these goals. A successful interpretation and understanding of these goals is attributed to language-related aspects, notably clarity, coherence and organisation. With these, community members would interact, engage and partner with governments to realise the SDGs. In essence, interpretation and its resultant understanding lead to the participation of persons and the unification of varied ideas that, in unique patterns, foster the achievement of this 2030 agenda.

- Executing the goals:

Language also plays a prominent role in the execution of each SDG, and this explains why a symposium was organised at the United Complex in New York on the 21-22 April, to review linguistic factors that could delay the execution and accomplishment of the SDGs. In a keynote address at the symposium, Suzanne Romaine stated that for the SDGs to be achieved, the role and/or importance of language should be specified. This role pertains to the importance of advocacies for SD.

- Evaluating the developmental process and making amendments:

As indicated in the foregoing, language is very useful in the assessment of the execution of the 2030 agenda in communities, and related proposals to restore order and implement good practices. It is with recourse to language that setbacks are expressed and new or more desirable developmental directions are taken.

In the quest for development in African countries, Chumbow (2009) considers linguistic diversity and pluralism as a powerful nation-building tool that should be developed and preserved. It is opined here that the stratification of languages in African states into public and private domains (usage) would be a guiding principle for language planning that maintains and consolidates the linguistic and cultural identities of the diverse ethnic groups in African countries. The implication of the aforementioned public-private planning is that the states would valorise national languages by assigning some functions to them. In essence, these social functions endow these languages with “functions that procure economic, social, and political advantages, thereby contributing to elevating the status of the ethno-linguistic communities” (p. 21). The claim here is that the constant use of a foreign (colonial) language(s) [spoken by a small fraction of the population] in education would reinforce the marginalisation and/or exclusion of non-speakers of the official language(s), who are the majority, from the development agenda of African states. The planning of African languages, including linguistic minority language(s), in fact, ensures the reduction of ethno-linguistic dominance and

democratised access to development-driven knowledge, thus inclusive national development.

The socio-economic development of national communities is the strategic role Mkwinda-Nyasulu (2014) attributes to language. Expressing consciousness of the fact that the main function of language is communication, the research, thus, thinks that “Where there is no language there is no development”, considering that “effective communication facilitates development. [And] Communication is an important prerequisite of development and this is manifested through language.” (p. 213). The forerunning statement buttresses the fact that communication is, itself, development and an aspect of development because transmitted information is developmental in one way or the other. The developmental information, also termed ‘goals’, that is communicated using language includes education, national unity and/or identity, and socio-economic development. Mkwinda-Nyasulu’s (ibid) point here is that a unifying language(s), better still a lingua franca, is instrumental in the advancement of socio-economic development: education, multiparty politics, national unity, millennium development goals, and gender and business in communities like his, Malawi.

Investigating the developmental factor of one of Cameroon’s lingua francas, Ubanako (2015) credits Cameroon Pidgin English (CPE) (like its West African counterparts) for adapting itself continuously to the socio-cultural, scientific and technological evolutions in the country especially, and in the world at large. In these changing and adapting circumstances, attributed to its autonomy and maturity, Ubanako (ibid, p. 510) conscientises that CPE has the potentials and capacity to express the local culture, scientific and technological knowledge in education and the media, and so calling for its official recognition. If the stigmatisation and social exclusion of CPE prevail in the formal space, the danger is that most speakers of CPE would be deprived of cultural, scientific and technical knowledge that is continually being accommodated in the two official languages, English and French.

Chibaka (2018) has been preoccupied with the role of languages in community (national) development. In this research work, the researcher discusses what she terms the “aggregate advantages of individual bilingualism” (p. 25) and societal multilingualism comprehensively. These advantages are evocative and/or representative of the ideal role that languages play in the attainment of the SDGs. These four advantages raised relate to the domains of (i) economic and business; (ii) sociocultural; (iii) education and academia; (iv) national security; and (v) health sensitisation. As concerns the importance of individual and societal bi/multilingualism in economic and business issues, it is stated that languages have the strength “... of promoting mobility of the labour force in a single marketplace, thereby fostering employment heights and subsequent economic growth in the society” (p. 26). This ideal, in fact, falls in line with European Commission's (2008a) explanation that language skills are an ability type that enhances economic growth in society. To add, this paper equally evokes the fact that individual and societal bi/multilingualism facilitates sociocultural integration (and adaptation) in the current era of globalisation, modernisation and technological advancement in which global culture contact and interact. In the field of education and academia, which reaps most from multilingualism, it is revealed that multilingualism enables FL speakers to engage in learning and conduct research in foreign communities using the indigenous language(s) of those communities. Also, multilingualism guarantees national security as defence and security personnel can liaise and collaborate with diverse communities on the globe on security issues. Lastly, multilingualism promotes the rapid and effective dissemination of essential and critical health information to targeted language and/or cultural groups. In effect, though related, the findings of Chibaka (ibid) are different in that discussions focus on the advantages of individual and societal bi/multilingualism, whereas the goal here is to investigate the extent to which the current LP of Cameroon can promote the attainment of the SDGs.

Sekar (2018) stipulates that English plays a vital role in the socio-economic upliftment of millions of Indians. English is a tool of economic empowerment in the lives of many, thus, justifying the exceptionally positive attitudes Indian parents display towards English, and so, desirous of their children's learning. English is a medium of instruction, not just in Madurai district (India), but in many school systems across the globe. With this, these parents consider English a carrier of educational opportunities for their children, and therefore, a catalyst of SD.

As far as the developmental potential of the English Language is concerned, Obiegbo (2015) believes that the English Language plays a significant political role in Nigeria. In a multicultural and multilingual national entity like Nigeria, it has been found that the English Language is a language that is free from indigenous cultural sentiments, and so, it is the primordial tool binding the heterogeneous cultural groups in Nigeria. It is strongly believed that Nigerian indigenous languages, most especially Yoruba, Hausa and Igbo, are breeders of indigenous nationalism. The government of Nigeria rather prefers English as the country's OL and by extension, the medium of instruction in schools because it has succeeded to weave national unity and integration among Nigerian, thus, leading to long and/or sustainable peace in Nigeria. In a meeting between Nigerians from foreign linguistic backgrounds, English is the chosen language of communication, therefore, endowing English with attributes of national integration and unity.

2.7 Conclusion

This chapter that discusses the theoretical, conceptual and empirical literatures is very important because it informs the researcher about the background and tenets of the framework chosen for this work, and above all, keeps him abreast with the previous studies in which language has been factored as a driving force of SD in Cameroon especially and other countries at large. In a nutshell, this chapter has revisited the theoretical considerations and applicability of the Governmentality theory, and then

reviewed related research works that investigate the role of language in the achievement of Agenda 2030: the SDGs.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the procedure that was adopted in this research. Methodology refers to the entire research plan or the steps that are followed to study a research problem systematically (Kothari, 2004, p. 8). In this direction, the steps in this study subsume specifications pertaining to the choice and type of data needed; the technique of data collection; sampling technique adopted; techniques of statistical analyses of data and presentation of results; and the conclusions are drawn. This chapter, in fact, contributes to the credibility and reliability of this research work, given that it unpacks the different stages involved and the tools used in this research process. Discussions on methodology are meant to direct and/or guarantee the replication of the procedure adopted in this research.

3.1 Research Design

It is worth recalling that this research work has as its goal, the investigation of how capable Cameroon's English Language policy could enhance the attainment of the sustainable development goals (SDGs). The data used for this purpose is invested with observable and attributable, and quantifiable and classifiable phenomena. Imbued with these variables, it, thus, necessitates that the researcher use both qualitative and quantitative methods to be able to analyse these categories and/or meaning exhibited by the data. By the qualitative method, the focus will be on the description and attribution of development-related phenomena found in the data, at the end of which some inferences would be made vis-à-vis the significance of English Language use(s) or practice(s) on SD in the country. The quantitative method, on the other hand, impinges on the aggregates of occurrences of phenomena emanating from classification. These aggregate frequencies,

as in the foregone method, pertain to responses or English Language practices that catalyse SD in Cameroon.

3.2 Population of Study

In research, the term population is not limited to people, but also to animals, trees, institutions, books, newspapers or cars that are either affected by or manifesting a problem under investigation (Singh, 2006). This research that investigates the potentials of Cameroon's English Language policy as a vector of SD, thus, leads the researcher to study this problem from diverse perspectives and parties. The population under study involves official notices, journalists, municipal council authorities and university students.

- **Public Notices**

Public notices were studied vis-à-vis their content (domain) and language(s) in which they were published. These public notices observed were those posted in centralised (ministerial departments) and decentralised administrative units in the nation's capital, Yaounde; which is supposed to be the melting pot of both official language cultures or transmitter of official bilingualism in Cameroon. Under study were public notices in nine administrative units: five ministerial departments and four local (municipal) councils. It was verified whether all public notices are in English and French, if not, which of the two official languages is dominant and/or marginalised in public notices. In a scenario whereby a public notice is in one language, the content or subject that is suppressed in or from which the other bilingual language [group] is deprived is under enquiry. This is critical to the researcher, given that the socio-political or economic domain from which a language group is deprived, no doubt, signals an impediment of SD in related field(s).

- Journalists

A portion of the primary data analysed in this research was obtained from sixteen (16) Cameroonian journalists; of French expression. These journalists were considered because the media organs publish information in the majority official language, French. Their responses showed often they publish information in English; the content and targeted audience of such information; and what significance they attach to [publications in] English vis-à-vis the attainment of the SDGs.

- Municipal Council Authorities

Municipal authorities were chosen because they are charged with the implementation of government policies, and the practice of official bilingualism as is the case here, in local (municipal) council offices and areas. In this regard, information was collected from eight council authorities from four chosen municipal councils in Mfoundi Division. Official documents and notices in the local government, for local areas, are conceived and designed by these municipal council authorities, and so, they are responsible for the official language practices in the council area. In the practice of official bilingualism, it is their duty to expose citizens to developmental opportunities and information in English. The responses of these senior staff state the frequency and contexts of the use of English Language in their respective councils, and how significant English is to their citizens.

- University Students

English is a global and globalising language, and so, it was important getting the impressions and opinions of university students about the practice of English in the University of Yaounde 1. Bearing in mind that most international scholarships, job opportunities and professional orientations, etcetera are in English, it was important to verify whether they have adequate exposure to English Language, and whether the current practice of English in the University of Yaounde 1 has the potentials to meet their developmental needs. The population chosen or included in this study comprised

Francophone students (in the Departments of History, Geography, Linguistics, Sociology and Anthropology) in the above university. In addition, eligibility for consideration as a potential part of the population is that the French-speaking must not be a freshman or woman. In clear terms, the questionnaire was administered to students from level two because they must have got some remarkable university experience as per the use of the English language in the university.

3.3 Choice of Data Source

In direct connection to the discussions above, the data for this study were observations got from public notices in some core government (administrative) units and peripheral institutions in Yaounde; interview responses of sixteen (16) Cameroonian Francophone journalists from the public and private media practising in Yaounde. The interview responses of eight (08) municipal council authorities in four municipal (local) councils in Yaounde equally constituted the data analysed in this research. Lastly, the questionnaire responses of two hundred (200) students from the University of Yaounde 1 were also considered. The choices of the aforementioned data [sources] are justified as follows:

- Government ministries are charged with the implementation of official bilingualism in their respective central and decentralised administrative units. In effect, observations of the use of English minority official language in these ministries give credible information (data) about the stakes of English Language (usage) in the Cameroonian administration.
- The Cameroonian media has the duty to propagate and exemplify the practice of official bilingualism in Cameroon, and so the responses of Francophone journalists are indispensable in verifying the extent to which they publish every important information in English and French, and the impact of their practice on SD.
- Municipal (local) councils are the local government that has direct contact with and attends to the developmental needs of the local population they govern. To

this effect, it was prudent to collect information from council authorities on the context(s) and effectiveness of the use of English in their councils, and how this is beneficial to the local population.

- Students are some of the stakeholders to whom the English Language is important. English is a global language that enables every student to meet their ambitions: get a scholarship or admission in a foreign university, get an international job or enroll in international professional and educational organisations, et cetera. As a result of this need, it was germane to get the impressions of university students pertaining to the effective use of English in the University of Yaounde 1, and how the current dispensation affects their ambitions and/or developmental needs.

3.4 Tools of Data Collection

The choice of research tool is primordial, and determines the reliability and credibility of the data collected and results obtained in a research work (Singh, 2006). Research tool is a synonym for what Kothari (2004, p. 95) terms “method of data collection”. Cognizant of the fact that the data needed for this work is primary (pristine), the research used three main tools that are suitable for this purpose. In conformity with Singh (ibid, p. 191), these tools were chosen because they are invested with potentials that “identify the presence or absence of certain aspects of a situation”, and above all, facilitate the description (attribution) and quantification of different aspects of the phenomenon under study. The data that was analysed in this research work was collected with recourse to the following methods:

3.4.1 Questionnaire

Questionnaires were designed to get firsthand information relating to the potentials and/or capabilities in Cameroon’s current English Language policy and practice that could enable the attainment of SD in the country. To this effect, two hundred and fifty (250) copies of the questionnaire were administered to both Anglophone and Francophone students in the University of Yaounde 1. Both language groups were

included in the population because it was necessary to verify whether the current practice of English as the second OL in the above university opens educational partnerships and other [developmental] opportunities in the global English-speaking world.

To get objective and credible information on the problem under study, the questionnaire contained both open and close-ended question forms. Open-ended questions (items) are wh- questions meant to get respondents' opinions and impressions about diverse aspects of the practice of English in Cameroon. These items elicit critical thinking from respondents, as they are free to reveal relevant information that has not been evoked in the questionnaire. On the other hand, the close-ended items are yes/no questions designed to simply affirm or negate opinions about the use of English as OL in the University of Yaounde 1.

The questionnaire was administered by the researcher himself, and with assistance from ten masters two students from the Department of English, University of Yaounde 1. The researcher started by drilling/ training the ten students on the procedure and techniques involved in the administration of the questionnaires. After randomly choosing the respondents from the three faculties (Arts, Letters and Social Sciences; Science; and Education), the purpose of the questionnaire was explained to them. Assurances were made to all respondents that their responses would be treated anonymously, and only for the purpose of this research. In addition, to be able to get objective and credible information [void of bias], they were given the chance either to accept or turn down the request to fill in the questionnaire.

3.4.2 Face-to-Face Interview

The conduct of interviews yielded profound results in this work. Interviews were administered on a population made of persons of the professional class. These professionals are very busy people who may not have enough time to fill in the questionnaire, and so, it was thought that simply engaging them in a verbal (oral) question-answer session would be more beneficial to this research. Interviews were

conducted on two groups of persons: journalists and municipal council authorities, all in Yaounde.

A total of sixteen (16) journalists were interviewed for this purpose. These journalists, who were of French expression and media, were interviewed to get information pertaining to how often they published news and/or important information in both English and French; and to verify whether every important information published in French also has its translated version in the English Language. The Francophone media was chosen for this work because they have a much wider readership or audience that should benefit from information published in English, and to check whether the important information they publish meets the ambitions and developmental needs of the English minority OL speakers in Cameroon. A list of the media organs from which journalists were interviewed is presented below:

Table 2: Media Organs of Journalists Interviewed

Media Organ	Mode of Transmission	Publication Language	No. Interviewed
<i>Cameroon Tribune</i>	Print	English and French	1
<i>Cameroon Business Today</i>	Print	English and French	1
<i>La Nouvelle Expression</i>	Print	French	1
<i>Mutations</i>	Print	French	1
<i>Le Quotidien</i>	Print	French	1
<i>L'Anecdote</i>	Print	French	1
<i>Infomatin</i>	Print	French	1

<i>Le Massager</i>	Print	French	1
<i>Le Jour</i>	Print	French	1
<i>L'Economie Quotidien</i>	Print	French	1
<i>Crtv-Radio</i>	Audio	English and French	1
<i>Equinox</i>	Audiovisual	English and French	1
<i>Vision 4</i>	Audiovisual	English and French	1
<i>Canal 2</i>	Audiovisual	English and French	1
<i>Spectrum Television (STV)</i>	Audiovisual	English and French	1
<i>LTM</i>	Audiovisual	English and French	1
Total			16

Among the media organs above, ten (10) are prints, one is audio and five (5) are audiovisuals. To add, only three (3) are state-sponsored, while the other thirteen (13) are private ventures. Again, eight (8) are bilingual media, while eight (8) are purely French publishers. The print, audio and audiovisual [news] organs in the table above were not chosen because of their popularity in Yaounde, but also because large following or audience throughout the national territory. In this regard, they are capable of creating a developmental impact in all the ten regions of Cameroon.

The second group on which interviews were conducted were municipal council authorities. Considering that these authorities conceive and implement programmes, and manage affairs in the local councils selected, the essence of this interview was to verify the language(s) used in official meetings, seminars, official documents and public notices. This was meant to verify and/or confirm the observations got from their notice

boards. Eight local administrators were administered this interview; with two interviewed from every council. Detailed information of the council personnel interviewed is presented in the follows table:

Table 3: Municipal Council Interviewed

Municipal Council	Council Area	No. of Personnel Interviewed
Yaounde I Council	Nlongkak	02
Yaounde II Council	Tsinga	02
Yaounde III Council	Efoulan	02
Yaounde VI Council	Biyem-Assi	02
Total	08	

These councils were chosen because they administer local populations that have considerable clusters (large concentration) of Anglophones living among and interacting with their Francophone counterparts in all facets of the society; notably schools, markets, sports and even politics. It is important to state that these local councils render services to these populations, and so, their language of communication is of great importance as it affects the lives of the local population in varied patterns.

3.4.3 Observation

This is the last tool (method) used to collect the data needed for this work. The observation method was necessary, as it justified and/or complemented the information gathered in the interviews, most especially at the councils. These observations were carried out in the four municipal councils whose personnel were interviewed. It is worth emphasising that this method is the most challenging, and so, it was administered by the

researcher himself, not students. The researcher did an observation of the notice boards of the selected council blocks and/or offices. It was aimed at verifying whether the English Language received a fair and equitable use, like its French counterpart, in local council proceedings, documentation and/or publications.

An Observation guide was designed to enable a focused and smooth conduct of this exercise. The different items of this guide enabled the researcher to verify whether all notices are produced and published in both languages, and if not, it verifies the subjects (domains) that are not published in English. The absence of an English version(s) of a document on a particular domain, in fact, signals the presence of a developmental impediment in that domain.

Table 4: Institutions Observed

S/N	Centralised Administrative Unit	S/N	Decentralised Administrative Unit
1	Ministry of the Economy, Planning and Regional Development (MINEPAD)	6	Yaounde I Council, Nlongkak
2	Ministry of Higher Education (MINESUP)	7	Yaounde II Council, Tsinga
3	Ministry of Public Health (MINSANTE)	8	Yaounde III Council, Efoulam
4	Ministry of the Environment, Nature Protection and Sustainable Development (MINEPDED)	9	Yaounde VI Council, Biyem-Assi
5	Ministry of Scientific Research and		//

	Innovation (MINRESI)		
Total			09

Before carrying out this observation exercise, the researcher introduced himself to the respective authorities of each ministry and council, stating the aim of the research and the procedure of the observation. A copy of the observation guide was presented to them for inspection and validation, at the end of which verbal permission was given approving the conduct of observation of their notice board.

3.4.4 Digital Humanities Tool

This research was carried out at a time when the Corona Virus continues to develop new and deadlier variants, and so, barrier measures are still in force. In this regard, to enforce social distancing and minimise crowds, and physical contact, authorities of the University of Yaounde 1 have put in place necessary dispositions to encourage online lectures. This, therefore, implies that the chances of meeting many students on campus were slim. Mindful of this dispensation, it was not possible to administer many paper questionnaires on campus. To solve this critical problem, and also follow barriers measures, the research employed a digital humanities tool (DHT). In addition, the bulky and unwieldy nature of the data (involving frequencies) equally necessitated to use of a computer-assisted method in the analysis (quantification) of the questionnaire responses obtained.

Before delving into discussions on the application of the DHT used, it is important to state what digital humanities (DH) means. Digital humanities, otherwise known as ‘humanities computing’ (Kirschenbaum, 2010, p. 1) or ‘eHumanities’ (Thieberger, 2013, p. 146), refers to the application of computational methods and/or software to the analysis of data in the humanities. According to Wikipedia as cited in Kirschenbaum (ibid, p. 2) DH is:

[...] a field of study, research, teaching, and invention concerned with the intersection of computing and the disciplines of the humanities. It is methodological by nature and interdisciplinary in scope. It involves investigation, analysis, synthesis and presentation of information in electronic form. It studies how these media affect the disciplines in which they are used, and what these disciplines have to contribute to our knowledge of computing.

As stated above, digital humanities is both methodological (procedural) and interdisciplinary in depth. Its scope encompasses the investigation of phenomena (problems), the classification of the data and, above all, the presentation of the results in electronic and numerical forms. It is applicable to research in all domains in the humanities, thus, DH. Humanities computing is not a new field, rather, it is an existing domain that has witnessed an innovation related to the introduction and use of computer technology (tools) to solve old problems in the humanities. It is this computational method in the humanities that has made DH an interdisciplinary field.

Moreover, Kim (2014, p. 115) refers to digital humanities as “the use of both digitised data in the form of language corpus and computational methods of data analysis involving concordancers and statistics software” in the humanities. From the definition above, it is worth indicating that varied computer software are adopted in the analysis of digitised data in the humanities. The latter culminates in the notion of the digital humanities tool (DHT). A DHT is a software (computer programme or infrastructure) equipped with a concordance(s) and statistics software used to analyse digitised data in the humanities.

Linguists have adopted and/or used varied computer technologies and methods to access and process data needed to solve existing problems in the humanities. Such data is analysed using techniques that are unique to the domain in question; and the results are published in a numerical form (Thaller, 2012). Cognizant of the adaptability of digital infrastructures to the humanities, Kim (ibid) considers linguistics, most especially corpus

linguistics, as an academic field that makes profound use or adaptation of computational methods and software to solve old problems.

In alignment with the discussions above, the digital humanities tool adopted and adapted to, and used to collect and analyse data in this work is Google Forms. The University of Wisconsin (2020, p. 3) refers to Google Forms as “a free Google application that allows you to quickly create and distribute a form to gather information. Form responses are saved in a Google spreadsheet in Google drive”. In other words, it is a questionnaire software [programme] that enables researchers to create fillable forms, quizzes, applications, and other documents that require their input/ information. As overtly stated above, this Google infrastructure was chosen because it is free and accessible on Google. Being a web-based tool, Google Forms could be accessed on the internet free of charge, using a device equipped with an internet browser. The researcher, thus, incurred no extra cost to procure this virtual data collection and analytical tool. In addition, Google Forms is more preferable than the manual method because its fast nature eases the collection and analysis of data and the presentation of results. In all, 150 Google Forms were sent out. To build the Google Forms that was used in this work, the following procedure or steps were followed:

- Step 1 : Open Google Chrome
- Step 2: Go to <http://drive.google.com> and create a Google Account
- Step 3: Log into your Google account and open the [Google Forms](http://docs.google.com/forms) website on <http://docs.google.com/forms>
- Step 4: If prompted, sign in with your Google account
- Step 5: Select *Go to Tools* and select *Create a Form*
- Step 6: Under *Start a new form*, select *Blank* (as indicated in the figure (2) below:

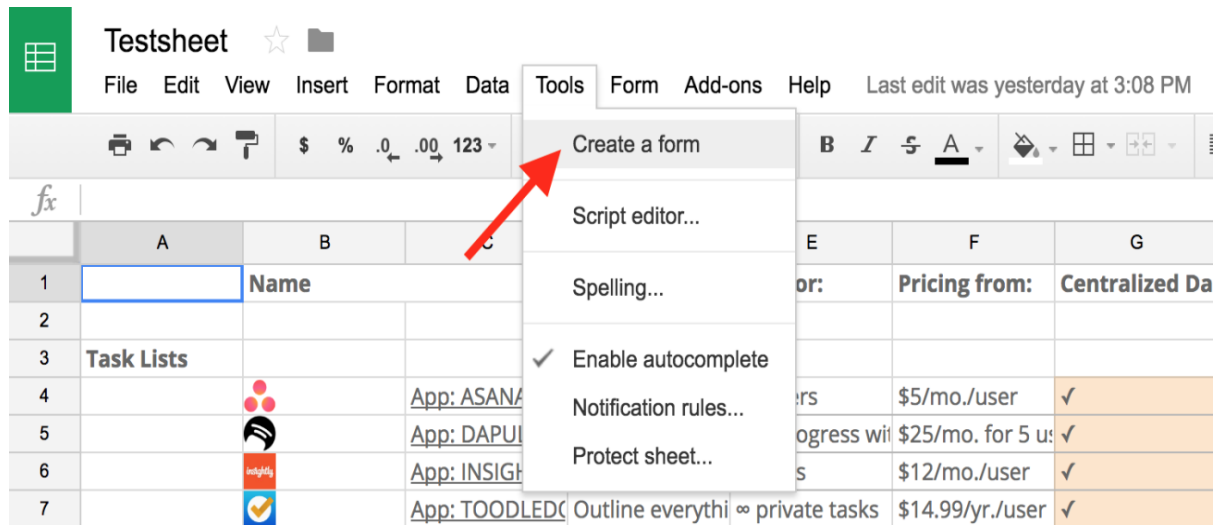


Figure 2: Steps of Creating a New Google Form on Google Forms

From here, the steps that follow involve inputting necessary details pertaining to questions related to the research problem under study and possible explanations and/or instructions to respondents.

- Step 7: Enter a title and optional description for your form

After opting for a blank (create new) form, a blank spreadsheet is displayed. This spreadsheet has the Forms editor that is used to fill in all necessary details. A new Google Forms spreadsheet has spaces for titles and descriptions, and related fields. A sample of a blank Google Forms spreadsheet is given below:

Figure 3: Blank Google Forms Spreadsheet

It takes a click to edit each form field on the spreadsheet and add or edit a question. The dropdown box next to the field is used to choose the different field types: multiple choice, checkboxes and short answer, et cetera.

- Step 8: Enter the text for the first question
- Step 9: Select the type of input you want to receive under the [drop-down menu](#)
- Step 10: If applicable, add choices for answers
- Step 11: To add more questions, select the + button on the right side of the interface

The inbuilt of Google Forms has many settings options that avail the researcher the chance to add more form fields as desired. The colour scheme of the form can be changed and its preview done by clicking on the top-right menu and selecting the option that is applicable. A sample of the options template is given below:

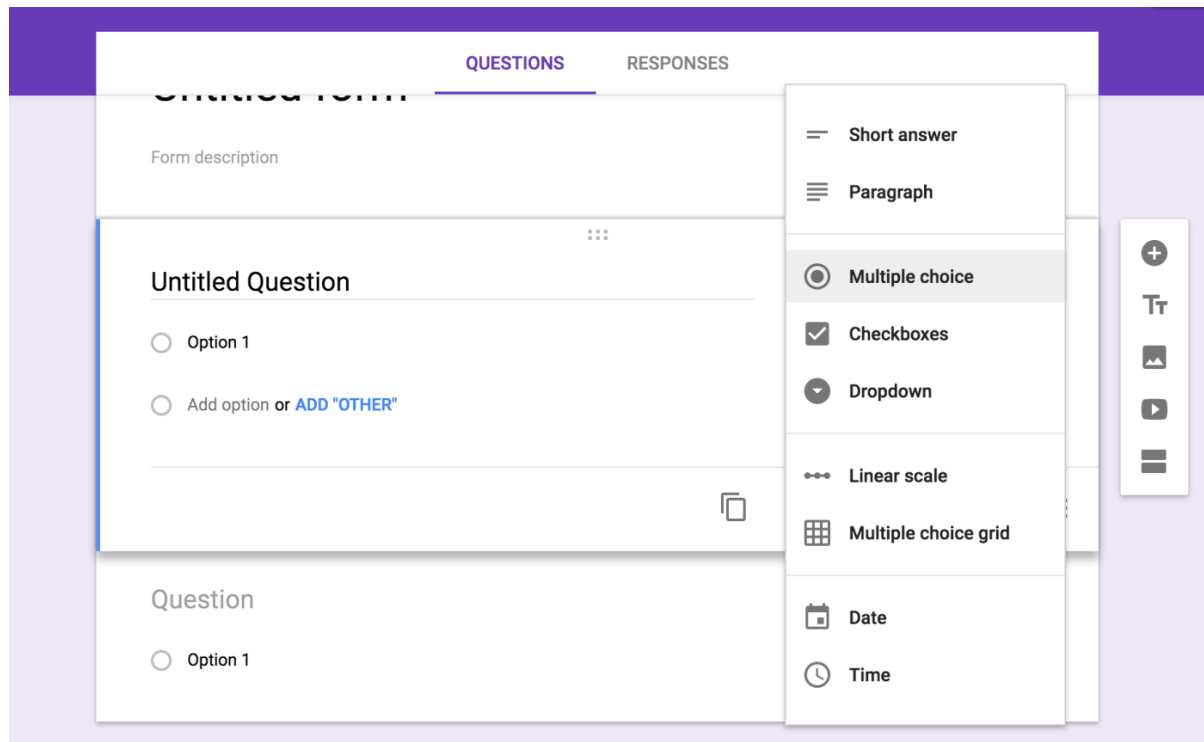


Figure 4: Google Forms Field Options

The floating toolbar on the right side of the template allows the user to add more form fields as desired. The *Short Answer* button, for instance, permits the researcher to pose yes/no questions or those that require brief information (name, telephone number or email). On the other hand, the *Paragraph* knob is for open-ended questions that warrant the explicit opinion or justification of the respondent. As for the *Multiple Choice* button, it creates a format for multiple choice questions, including their options (items). While *Short Answer* is given a line for input, *paragraph* is offered two lines and above.

- Step 12: When your form is complete, click the *Send* button in the top-right corner

After filling in all the options and effecting all necessary changes on the form, it is sent to respondents. To distribute or send out the form to the targeted audience requires a simple click on the *Send* button on the template. The form could be sent to the recipient via email or the user sends it to themselves, and in turn, forward it to other respondents via email or WhatsApp by clicking on their respective icons.

To verify the responses that have been obtained so far and link them to the spreadsheet, the researcher clicked on *Responses* tab in the form editor. A click of *Summary* tab, on its part, displayed a pie chart percentage of responses for each questionnaire item (question). To be notified of every new form submission, the *Tools > Notification Rules* was selected from the Google Sheet menu. The notification button is clicked upon, after which all changes effected are saved by clicking on the *Save* knob. The response spreadsheet of the form is accessed through Google Drive wherein the form is selected and desirable fields are clicked on.

At the end of the creation of this form, the software generates a link automatically. This link was shared to respondents via WhatsApp. A click on this link would open the questionnaire form for respondents to enter the information requested. Upon completion, they click on the ‘Finish’ button and their responses are sent to the data base for analysis.

3.5 Sampling Design

It is not possible to study every subject (the entire universe) affect by a problem or phenomenon under study because of constraints related to monetary and time costs (Singh, 2006, p. 81). To make research findings economical and accurate, the researcher had to select a sample that is representative of the whole universe or population. The selection of the population on which to administer the questionnaire, interviews and observation, thus, was done in a systematic manner (methodically). As Kothari (2004, p. 55) explains, the “selected respondents constitute what is technically called a ‘sample’ and the selection process is called ‘sampling technique’”. The expression “selection process”, thus, is suggestive of the fact that the selection of a sample(s) goes through some steps that must be rigorously followed. This selection process is carried out systematically to ward off bias, and so, render the results credible and reliable.

The challenges involved in meeting all university students on campus, for the reasons stated hitherto, in fact, necessitated the use of the incidental (accidental) and judgemental sampling techniques; which are all non-probability sampling types. To start

with, incidental (accidental) sampling refers to choosing a sample of the universe because they are the most frequently and readily available. This technique was employed to choose the observation sites and municipal council interviewees. To this effect, the observations were conducted on the available notices on the information boards at the time of this research, not some particular or selected ones. Again, bearing in mind the busy schedule of these authorities, it was not possible to interview just the staff of particular offices because availability would obviously pose an enormous challenge. The selection of journalists on whom to administer the questionnaire was equally done using this technique. It is worth stating that the interview was administered to any two available French-speaking journalists that were met in the [head] office of each news organ considered in this study.

As concerns judgemental sampling, it is a non-probability sampling type in which the selection of the sample [and size] is based on the judgement of the researcher. This technique was used to select the population to fill in the questionnaire. The questionnaire was not meant to be administered to every student, and so, it was incumbent on the researcher to judge and select students that were eligible for this study. It was administered only to Francophone students of level two and above. In situations where students were eloquent in English Language, the researcher verified and confirmed them Francophones when they confirmed that they are holders of the Baccalareat.

3.6 Method of Data Analysis

There were three main forms of data collected in this research work: information obtained from the pen-paper questionnaire, Google Forms, observation and the interview. Each of these data was analysed paying attention to the tools of language governance (language practices and policy tools) as postulated by the governmentality theory; which is the theoretical framework adopted in this research. To verify the effective use and socio-economic and political productivity of the use of English, the data was analysed using the mixed method advanced by Creswell and Creswell (2018). This is a research procedure which integrates quantitative and qualitative approach to analyse the data collected. This work adopted the explanatory sequential

[mixed method] approach; “in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to plan (or build on to) the second, qualitative phase” (Creswell and Creswell, *ibid*, p. 347).

The first phase of analysis was conducted in a qualitative pattern. As Creswell (2008, as cited in Krisnawati 2014, p. 26) states, the qualitative method is used “to explore and understand the problems of an individual or group” In this research, the qualitative method was used to identify developmental aspects pertaining to the use of English in Cameroon. In essence, descriptive details were given to the different components of the information obtained from the questionnaire, interview and observation. The focus of descriptions was on information relating to the interval of use of English; the type of information published and/or not published in English; tools regulating or institutionalising the use of English; and the functions of English in Cameroon, *inter alia*.

Furthermore, the next phase of analysis was quantitative. The quantitative approach implicated analytical processes in which numbers frequencies are attributed to the different aspects of the information obtained. The occurrences of the different questionnaire and interview responses, and observation details were assembled and classified, and numbers and percentages were assigned to them. The presentation of aggregates was done in tables and pie charts. As is the case with qualitative analysis, the purpose of the quantitative analysis was to obtain answers to the research questions posed and verify the hypotheses stated in the preliminary part of this work. In essence, the quantitative method was employed to consider the occurrences of the different components of the tool of [English] language governance projected in the data got.

3.7 Analysis, Presentation and Discussion of Key Findings

The analysis of the data collected is done in chapter four, meanwhile, the presentation and discussion of the main (key) findings of this research is the reserve of chapters five and six. The analysis was performed vis-à-vis the three data collection tools

(methods) employed: questionnaire, interview and observation. In response to the research questions and verification of the hypotheses, the analysis began with the description and then classification and rating of the relevant [paper and electronic] questionnaire responses obtained. The same procedure applied to the data got from the interview and observation methods used. It is worth clarifying that the analysis (description and classification) of the questionnaire would be done in Chapter Five, while that of the interview and observation would be in Chapter Six. Furthermore, the discussion of key findings, the final phase of this work, related to the in-depth analogies made to bring out the significance of the information got apropos of answering the research questions and confirming (validating) the hypotheses. In effect, discussions are geared at showing whether Cameroon's English Language policy and use (practice) of the English Language in Cameroon factors SD in the country.

3.8 Conclusion

Finally, Chapter Three, entirely of methodology, could be considered as the manual or guide for the conduct of this research. It states with precision, the research process, thus, the step that are followed by the researcher. In a nutshell, it describes the procedural fabric of this research ranging from the type of data needed; population type and selection method; data collection tools and application to data analysis, interpretation and discussions of the main findings. The totality of the components and/or procedure (steps) that was adopted and followed in this work, in fact, endows the major findings with validity, reliability, and above all, replicability.

CHAPTER FOUR

LANGUAGE GOVERNMENTALITIES AS SD TOOLS IN CORE GOVERNMENT INSTITUTIONS

4.0 Introduction

This chapter is strictly analytical, and so, actions are directed towards the analysis of the data collected for this study. Before delving into an in-depth analysis of the data collected, it is important noting that information is a great vector of development in a country. In this regard, Mkwinda-Nyasulu (2014) underscores the interdependence between language, information and [sustainable] development:

Where there is no language there is no development, and this is a fact. However, the mere presence of a language does not entail facilitation of the primary purpose of language which is communication. The primary purpose of language is communication. In turn, effective communication facilitates development. Communication is an important prerequisite of development and this is manifested through language. Language must be seen to be communicating the intended meaning as a vehicle to achieving set goals, and not an end in itself. These set goals in this case, would be education, national unity and/or identity, and socio-economic development. (p. 213)

In light of the above excerpt, language is the circuit through which information is transmitted to an audience. Such information facilitates the accomplishment of their desired goals: education, national unity and/or identity, and socio-economic development. The existence and/or use of a unifying language like English to transmit information, Mkwinda-Nyasulu (ibid) reiterates, is a significant booster to SD in diverse spheres of national life. On the contrary, a nation that exhibits apathy towards the use of the global lingua franca that English is, thus, imposes developmental stagnation on its citizens. In a bid to provide answers to the research questions and validate the hypotheses, the researcher uses the Governmentality framework to analyse the data. This first phase of the analysis dwells on the interview and observation data collected from the nine core

government institutions under study. The data comprises responses from (i) sixteen (16) council staff interviews; and (ii) information from nine (09) observation sessions.

The notion of core services here is not a referent for the concept of centralised units of the government (in different ministerial departments), as evoked by Chofor (2019), though an aspect of it. This work rather considers core services as a combination of centralised units in ministerial departments from where government policies are conceived and then transmitted to their respective decentralised units in the Regions. This work, in effect, appraises municipal councils as a core government institution because it is the main and/or strategic government unit that governs the local population. Being a local administration, municipal councils, like those under study, govern by adapting government policies to the realities of their respective areas. In light of the discussions above, the data to be analysed in this section are the responses obtained from the council staff interviews and the observations (impressions) got from observing noticeboards in government ministerial units and local councils, all in Yaounde.

4.1 Analysis of Council Staff Interview Forms

Before delving into analysing this data, it is worth stating that sixteen (16) personnel were interviewed in the eight (08) local councils under study. By this, two (02) persons were interviewed in each local council. From the aggregate of responses obtained, it was found that most of the workers interviewed have served as senior staff (deputy mayors and unit heads) in the respective councils for up to ten (10) years. As a senior staff with this remarkable longevity, they have amassed enriching experiences convening and cheering staff meetings and council sessions, seminars/ capacity-building workshops, agro-pastoral shows and health campaigns, among others. Their responses are reckoned credible because they are considered as having a good mastery of administrative proceedings in the economic, social and political activities of the local council, and the language(s) used.

Among the sixteen senior council personnel interviewed, twelve (12) responded that they are not minimally bilingual in English and French, with only four (04) confirming average bilingualism in the two official languages. By implication, the ratio of French-monolingual is to English-French bilingual senior staff in these councils is 75 % to 25 %. In addition, the performance of the four (04) bilingual senior workers is between average and good. From these statistics, there are clear indications that the dominance of French-monolingual officials will greatly affect the language policy or practice of official bilingualism in these councils.

4.1.1 Language(s) Used in Meetings, Seminars or Public Information

This item was meant to verify whether the council authorities make any conscious effort to use the English Language in official activities at their respective councils. This item responds to the research question (iv); which seeks to find out if the practice of English is adequate and effective. Adequacy relates to the frequency of the use of English in government institutions, while effectiveness concerns its use in all official domains and activities. Out of the sixteen (16) personnel interviewed, the majority, twelve (75 %) indicated that most council proceedings, notably, meetings, seminars and public campaigns are mostly carried out, and above all, public information is published in French.

On the other hand, only four (04 interviewees, constituting 25 % affirmed that public activities like meetings, seminars and public campaigns are conducted in both official languages (OLs), English and French, and public notices are equally posted in both languages. This figure could be considered insignificant because these four officials revealed that the use of both English and French in one activity or information is very rare. These statistics are presented in Table five below.

Table 5: Language(s) of Meetings, Seminars or Public Information

Language(s)	Frequency	Percentage (%)
English Language	00	00
French Language	12	75
Both Languages	04	25
Total	16	100

What is peculiar in the presentation above is the fact that no respondent revealed or stated that English is the only language used in the above-mentioned activities. This, in essence, is indicative of the reservation or bias that council officials exhibit against the use of the global language in different activities in their respective local councils. Going by this situation, English is marginalised in the local councils involved in this study.

4.1.2 Regulation of the Use of English Language in the Local Council

This interview item sought to verify the instrument or rule governing the choice and/or use of the English Language in each council. This item is an extension of the latter, and sought to investigate the availability and effectiveness of a policy instrument(s) regulating and/or enforcing the use of English Language in each local council. The purpose was to verify whether it was lawful (obligatory) to use both languages, thus, English; it was the discretion of each authority to use English or not; or the use of English depended on the sociolinguistic composition of the audience (population). The responses and statistics pertaining to this are tabulated below.

Table 6: Rule Governing Use of English Language in the Local Council

Language(s)	Frequency	Percentage (%)
Lawful/ Obligatory	00	00
Choice of Official	14	87.5
Sociolinguistic Composition of Audience	02	12.5
Total	16	100

The figures in the table above attest to the fact that the use of the English Language, one of the country's OLs, is discretionary. Fourteen (14), that is 87.5 %, of the interviewees state that there is no rule or law enforcing the use of English in the local council, and so, it is the discretion of each local council official to conduct official (council) business in English or not. Moreover, a meagre two (02) interviewees, 12.5 % Of the sixteen disclosed that the choice and use of English Language in the local council greatly depends on the sociolinguistic composition of the audience (target population) of each activity or information.

By implication, English is used only when Anglophones constitute a significant proportion of a given population (audience) at an event. This poses a problem as officials may not be able to identify these Anglophones.

The preponderance of responses pertaining to the volition of officials to use English, in fact, implies that there is no instrument regulating the practice, thus empowerment, of the English Language in local councils. Inasmuch as the choice of English is not regulated, worse still, remains a choice, the language will continue to suffer from incognizance and insignificance in local councils.

4.1.3 Circumstances of the Use of English Language in the Local council

This item attempts to answer research question four (iv). The essence of this question was to verify the circumstances or contexts in which the English Language is used to communicate in local councils. This was a follow-up question to interviewees who confirm the marginal use of English, thus timid English-French bilingualism in local councils. Interviewees were given options from which they could choose more than one, and so, sixteen (16) responses were got vis-à-vis these contexts, as presented in the diagram that follows.

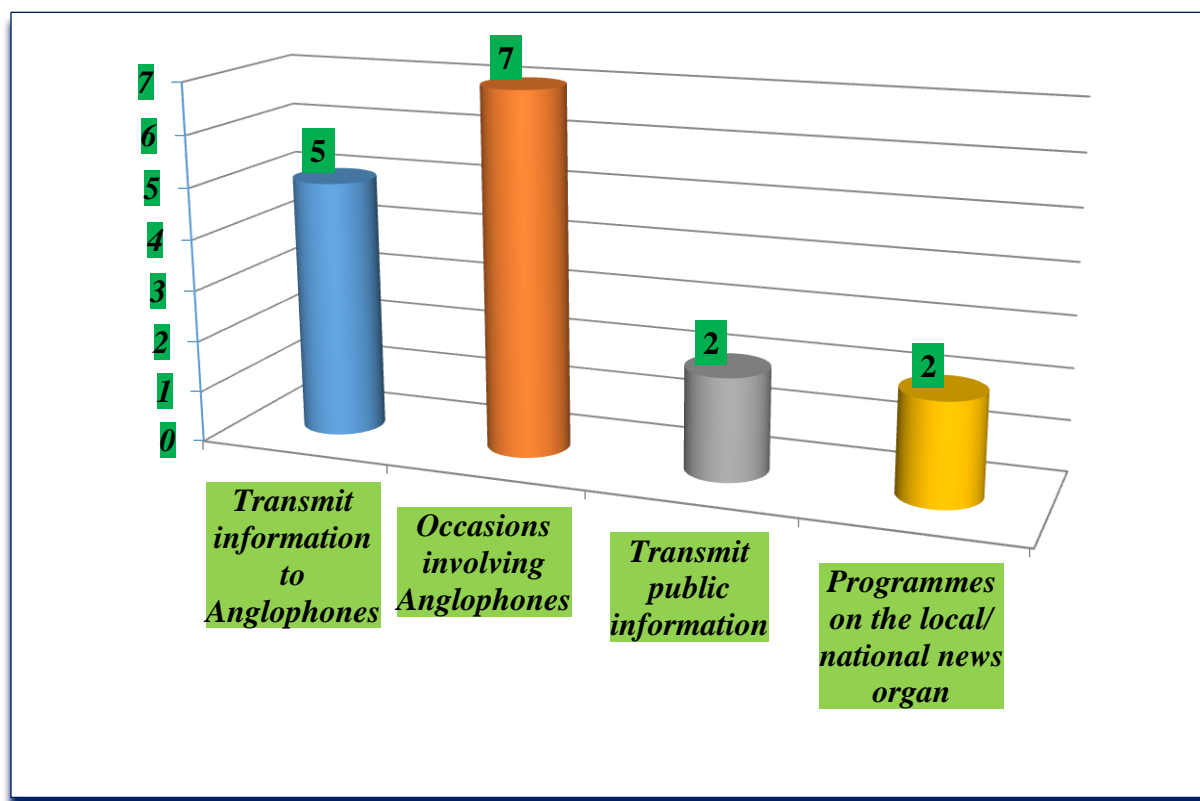


Figure 5: Contexts of Use of English Language in the Local council

As seen in Figure 4 above, the most dominant context in which English Language is used in local councils is in occasions involving Anglophones, with a frequency of seven (07), equivalent to 43.75 %. The more recurrent situation in which council authorities also confirmed the use of English Language, though timid, is to transmit information to

Anglophones. This situation has five (05) occurrences, making up 31.25 %. The use of English to transmit public (general) information and use in programmes in the local and national news organs were the least with a frequency of two (02), that is 12.5 % each.

Taking cognizance of the figures above, it is clear that the English Language is used in the local council in events involving Anglophone Cameroon, not to empower this official language that is a global lingua franca. In the absence of a significant number of Anglophones in council activities, English would not be used. The English Language is marginalised when it gets to transmit general information on the local and national news media. This discrimination, therefore, deprives Anglophones of vital developmental information.

4.1.4 Conviction that Effective Use of English Can Empower Development

In this item, the researcher sought to find out from local council authorities whether more and effective use of the English Language in their respective local councils could galvanise sustainable development in their council areas. This verification is an attempt to provide an answer(s) to research question (iii); in which the researcher intended to verify whether the empowerment of the English Language in Cameroonian institutions could yield any socio-political and economic development. In other words, the intention of this question was to find out if more and frequent use of the English Language in local council documents (and public notices), procedures and events could impact the lives of citizens in local council areas where the language is effectively used. All the sixteen (16) senior staff interviewed affirmed that more and effective use of the global language, which is one of the OLs of Cameroon, has the prospect of initiating and advancing sustainable development in local councils and their vicinities. The justifications of the local council authorities were grouped into three, and frequencies were assigned to them, as presented in the figure below.

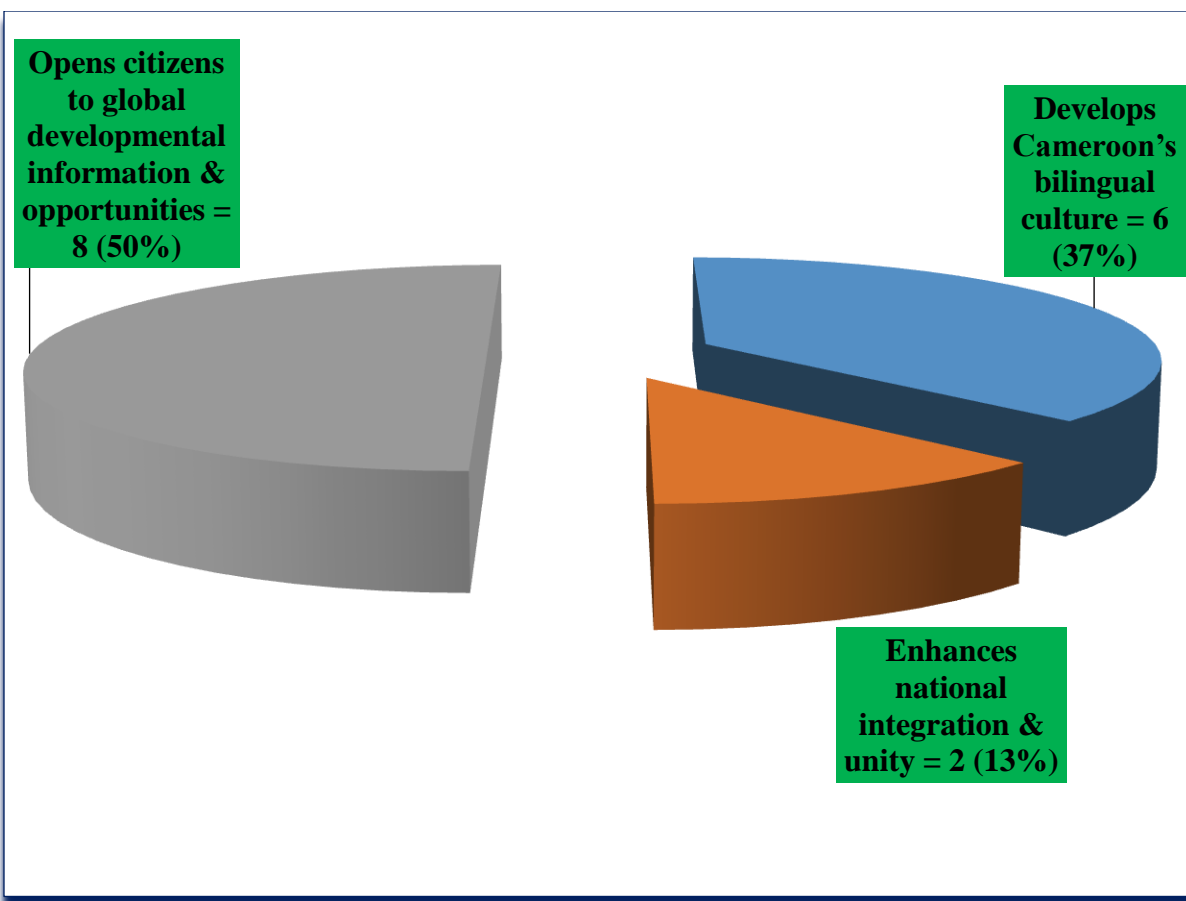


Figure 6: Justification that Effective Use of English Can Empower Development

Among the reasons advanced by council authorities for having the conviction that the effective use of the English Language in local councils could spark SD, the belief that continuous and effective use of English opens citizens to global developmental information and opportunities is more recurrent with eight (08) responses, thus 50 %. The conviction that more and effective use of English in local councils in Cameroonians could develop and promote the country's English-French bilingual culture ranks second with six (06) responses, making 37 %. The least justification with the frequency of two (13 %) is that the effective use of the English Language in local councils could enhance national unity and integration among English-speaking and French-speaking Cameroonians.

The fact that most interviewees stated that the English Language opens Cameroonian citizens to developmental information and opportunities in the world, in essence, implies they are conscious about the worth of English, not just between Anglophone and Francophone Cameroonians, but equally, pertaining to interactions with nationals from and educational and professional opportunities in English-speaking and English-friendly countries on the globe.

4.1.5 More Communication in English Would Attract Many Development Partners

This interview item is linked to and seeks to confirm the information obtained in the latter. The purpose was to confirm whether local council authorities are conscious of the fact that frequent and effective use of the English language in their councils not only opens citizens to international opportunities, but also, opens the doors of international cooperation (partnership) with other countries. This takes into cognizance the fact that that international business is conducted in the English Language. On this aspect, all the council authorities interviewed were unanimous on the fact that the regular and effective use of the English Language in all council communications would attract international developmental (funding) partners (countries, organisations and NGOs) to their local councils. This thought was justified with two categories of responses, as quantified in the table that follows.

Table 7: Justifications that English Would Attract Development Partners

Justification	Frequency	Percentage (%)
English is medium of international educational & technology	07	43.75
English is medium of international business and diplomacy	09	56.25
Total	16	100

The key responses got were in recognition of the fact that English is the medium of international business and diplomacy that was explained by nine (09) senior council staff, and that English is a medium of international education and technology as given by seven (07) interviewees. What is salient in and common to the two responses is the recognition that English is a global language. The global lingua franca that the English Language is means that it is the language that local council authorities should use to lobby for development partners (for projects, training, commerce, internships) and funding.

Going by this, English is a language of international interaction and cooperation, thus, the gem of development (construction, trade, professionalisation and employment) in Cameroonian localities.

4.1.6 The Creation of English Cultural Centres and Libraries Empowers the Youth

This interview item was still sought to answer research question (iii). By posing this question, the researcher sought to investigate whether council authorities are aware that the English Language could be valorised and/or taken closer to the youths of rural and semi-urban areas by creating English Language cultural centres and libraries. Creating and equipping English Language cultural centres and libraries would mean that the youth would have access to English Language resources, and this would go a long way to enhance their acquisition (learning) of English, and thus more contacts with and access to a plethora of developmental opportunities in the world wherein English is the global lingua franca. As concerns the responses got from the council authorities, statistics attest to the fact that all the interviewees confirmed that the creation of English Language cultural centres and libraries is a potential source of empowerment for youths in their respective local council areas. The explanations advanced by these authorities to justify their answers were classified into three main categories, as given in Figure 7 below.

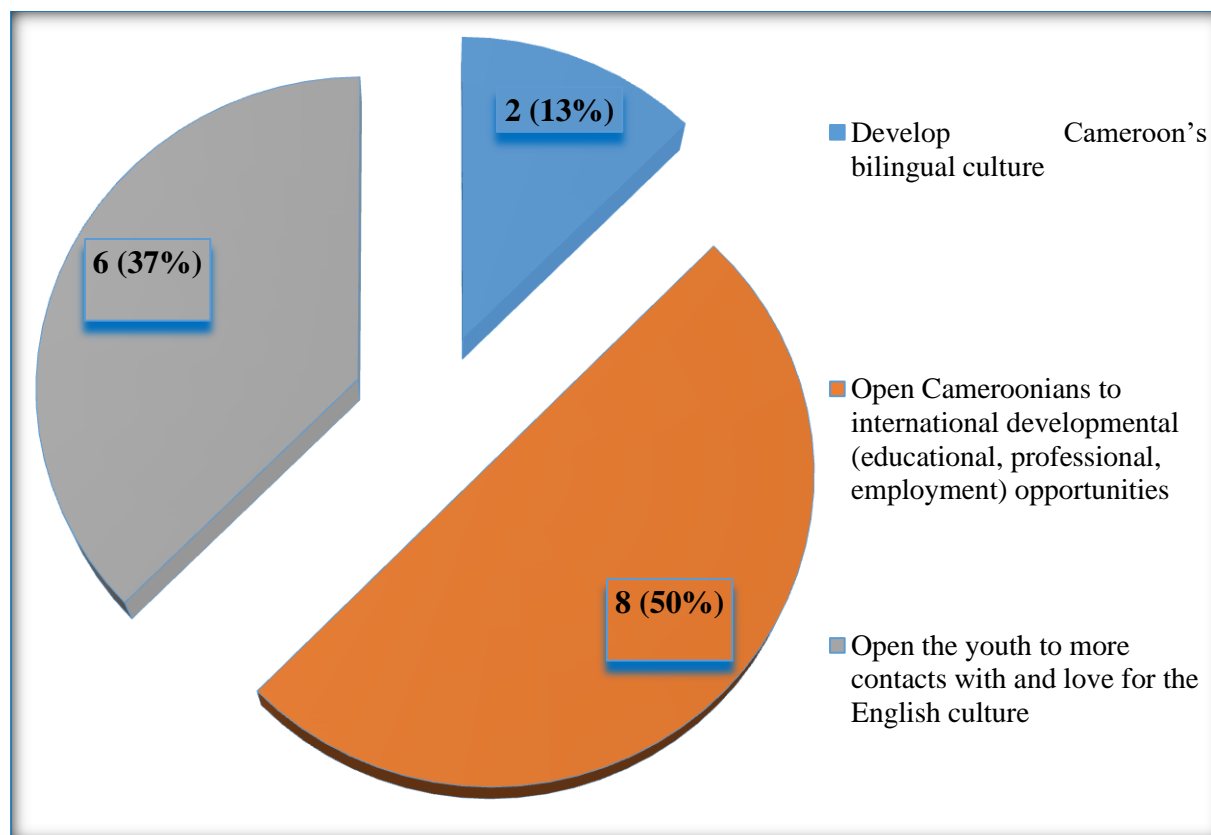


Figure 7: Justification for the Creation of English Cultural Centres and Libraries

Considering the statistics in Figure 7 above, it could be confirmed that eight (08), that is 50 % of the aggregate interviewees revealed that the creation of well-equipped English Language centres and libraries in council areas would go a long way to open the rural and semi-urban Cameroonian youth to more international opportunities (educational, professional, employment and funding) opportunities. Guaranteed access to English Language resources, thus, empowers the youth to participate in competitions and even apply for scholarships, training and funding programmes that would enhance development in themselves and/or their country, Cameroon. The second dominant response is that the creation of English Language cultural centres in council areas would endow the rural and semi-urban Cameroonian youth with more contacts with and love for the English culture. It is worth stating that more contact with the English culture would mean more contact with and opportunities for youth empowerment and development

schemes, and this category of response was given by six (37 %) of the interviewed population. The least of the responses, advanced by two (02), thus 13 % of the population, is that creating and equipping English Language cultural centres and libraries in council areas would promote effective bilingualism and, above all, develop the country's English-French bilingual culture.

The dominance of the category that the creation of modern English Language centres and libraries in council areas would open the rural and semi-urban Cameroonian youth to more international educational, professional, employment and funding opportunities, in effect, points to the fact that council authorities are aware of the global worth of the English Language. This makes English a developmental tool for Cameroonian youth.

4.1.7 Conviction that Consistent Refusal to Use English Effectively Hinders SD

This item reverberates with the determination of the researcher to confirm whether council authorities are aware of the fact that consistent refusal to use the English Language effectively in their respective councils poses a serious threat to sustainable development. English is a language of international cooperation, communication, business and diplomacy, and so, suppressing the use of this global language in local councils is akin to cutting the youth, men and women of these council areas from all international [developmental] opportunities that accompany this global language. In this item, the researcher sought to obtain an answer to research question (v); in which the researcher intended to verify whether the marginalisation of the English Language in local council documents, publications (notices) and activities retards sustainable development.

All the sixteen (16) local council senior staff interviewed confirmed that the consistent, reserved use of this global language in local councils endangers different facets of sustainable development in local council areas. As in the latter items, the

justifications given by these senior workers to sustain their thoughts were in four main categories, as presented in Figure 8 below.

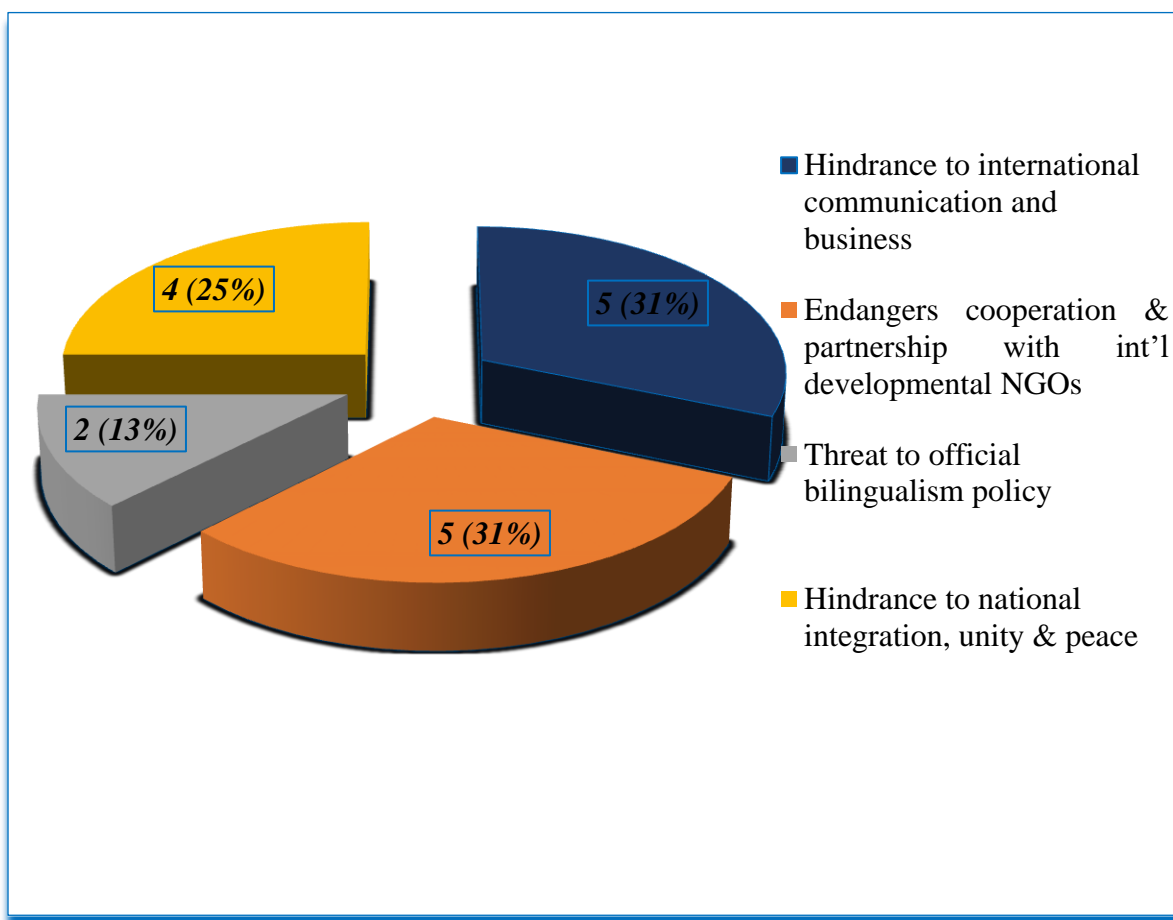


Figure 8: Justifications that Effectively Use of English Hinders SD

Information on the figure above reveals that out of the sixteen (16) justifications advanced by senior local council personnel, the majority, with a frequency of five (05) and a rate of 31 %, consider the consistent ineffective and/or timid use of the English Language in local councils as a hindrance to SD because this would, firstly, pose enormous undesirable consequences on international communication and business, and secondly, it would endanger cooperation and partnerships with international developmental NGOs. From the tie recorded in the majority justifications above, it is indicative that the ineffective use of the English Language in local councils would go a

long way to limit the international developmental opportunities that are open to local councils, with their respective populations (men, women and the youth). The second significant justification obtained is that the consistently ineffective use of the English Language in local councils would pose a real problem to the achievement of national integration, unity and peace in the country, with four (04) occurrences, that is 25 %. This response takes into consideration the fact that the reserved (timid) use of the English Language in these councils is a concrete marker of Anglophone marginalisation, thus a breeding ground for discontent and protests which, in turn, hamper government policy of national integration, harmony and peace between the two sociolinguistic and/or cultural groups in the country. The least of the responses, with two (02) occurrences of 13 % are marginal justifications that consistent refusal to use the English Language in local councils handicaps the country's official bilingual policy, and by implication, culture.

From the perspectives above, it could be said that responses acknowledging the global potential of the English Language are the most recurrent, meanwhile, those about the ineffectiveness of official bilingualism are sparse because of the consciousness and/or importance that council authorities attribute to English as an international language, thus a tool of SD in Cameroon.

From a general standpoint, the conduct of analysis on the sixteen (16) Council Staff Interview Forms points to the fact that the English Language is not a frequent code in local council documents (and notices), meetings, seminars and other activities. Even in the few instances where the language is used, it is used reservedly and unregulated by an official document. This timid use of this global language implicates the attainment of SD in the respective local council areas in the country.

4.2 Analysis of Observation Forms

Observations were also conducted by the researcher to confirm the data responses obtained from the councils. It is in this regard that nine (09) observation sessions were carried out in five (05) government ministries and in the four (04) local councils in which

interviews were done. It is worth recalling that these observations were done on the noticeboards of the nine government institutions identified hitherto. Observation was, in fact, designed to confirm and/or complement the data (responses) got from the interview and questionnaire methods. It was a good opportunity for the research to have a face-to-face experience with the realities of English Language use in the Cameroonian administration, and to gauge its factoring vis-à-vis the enhancement of SD in the country. The flow, availability and accessibility of information factors and/or determines the speed of development in a country.

These notices constitute what proponents of the governmentality theory term tools of governance; meant to influence and/or advance the lives of the governed. The government rationalities (rationale) of these notices resonate in their respective contents. The essence of their study is to verify how they are meant to advance the wellbeing of Cameroonian citizens. Bearing in mind that information is a powerful developmental resource, those uniquely produced and published in French point to developmental spheres (areas) from which the English-speaking Cameroonian may not benefit.

To do an effective evaluation of the situation, the researcher focused on observing the number [of signed and unsigned], subjects and types of documents and notices posted in English only, French only and in both English and French. The nine observations carried out recorded an aggregate of one hundred and two (102) notices. Analysis of the observation forms will be done vis-à-vis the data obtained from the noticeboard of each of the nine (09) institutions observed. The number, subjects and types of documents and notices posted in each of the institutions are quantified below.

4.2.1 Analysis of Noticeboard Data from MINEPAD

On the aggregate, eleven (11) notices were found posted on the noticeboard in the Ministry of the Economy, Planning and Regional Development; where the first observation was carried out. Among these notices, it was observed that some were signed and others were not. Nonetheless, the unsigned notices had official stamps appended on

them, and this implied the information contained in them was official, thus authorised for publication on the noticeboard of this ministry. In the ensuing analysis, discussions will focus on the number of documents posted in the English Language as compared to those of her French Language counterpart, the subjects published in them and the significance of all these vis-à-vis the enhancement of SD in Cameroon.

4.2.1.1 Publication Language(s) of Notices in MINEPAD

First-hand information got from this first phase of this observation revealed that the authorities of MINEPAD produce and publish public information in the two official languages. A major linguistic peculiarity of these notices is there were French-only notices, English-only and marginal English-French bilingual notices. The statistics of the notices posted in the different official language is given in Figure 9 below.

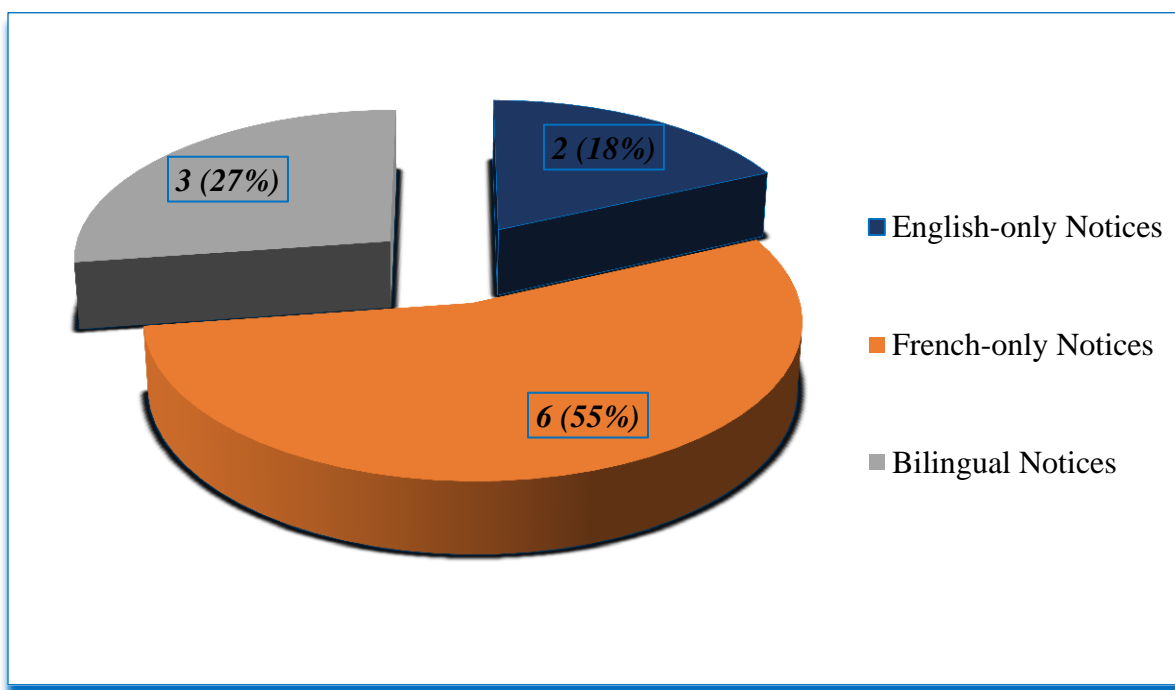


Figure 9: Publication Language(s) of Notices Observed in MINEPAD

From the figure above, it was observed that out of the eleven (11) notices on the noticeboard in MINEPAD, the majority of six (06), constituting 55 %, were produced and posted only in the French Language, implying they had no translated versions. The information published in French-only notices, indeed, failed to also cater for the developmental needs of English-speaking Cameroonians. Moreover, three (03) English-French notices were observed on the MINEPAD noticeboard. This number still went a long way to swell the number of French notices on this noticeboard vis-à-vis those in the English Language. Lastly, it was found that English is the less language in which official notices were produced and published. In this regard, out of the eleven notices posted on this board, only two (02) were English monolingual, thus, 18 %. Even when the three English versions of the bilingual notices are added to this number, it will still give an insignificant cumulative of five (05) notices in English.

The preponderance of notices in the French Language is suggestive of the carefree attitude that authorities of this ministry have towards SD in the country, given that the English Language, being a language of international communication, cooperation and opportunities, is a vector of [inter]national and individual development.

4.2.1.2 Types and/or Themes of English Notice in MINEPAD

On the aggregate, there were five (05) notices in the English Language on this board. In fact, this number was made up of the two (02) English-only notices and the three English versions of bilingual notices. The purpose of checking the contents (themes) of these notices is to take a record of the types of developmental information of which English-speaking Cameroonians are deprived. The five notices in English had three (03) main themes, as given in the table that ensues.

Table 8: Types and/or Themes of English Notice in MINEPAD

Type and/or Theme	Frequency	Percentage (%)
Communiqués	03	60
COVID-19 Control Measures	01	20
Educational/ training/ seminar/ scholarship opportunity	01	20
Total	05	100

From Table 7 above, it can be seen that the majority of the English notices on the board were communiqués, having three (03) occurrences, which is 60 %. In these communiqués was information related to policy actions and official proceedings in the ministry. Furthermore, English notices or information about COVID-19 and educational (seminars and professional) opportunities had a parity of one (01), that is 20 % each.

In effect, the insignificant nature of these figures is telling of the types of development information and opportunities that are hidden from English-speaking Cameroonians; worse still, they may not benefit from them.

4.2.1.3 Themes in French-only Notices in MINEPAD

Unlike the latter, the six French-only notices found covered seven (07) main themes that have a total of twenty-four (24) occurrences. Worthy of notice is the fact that some of these posts (notices) bore more than one subject, for instance, the notice on good governance likewise evoked youth and gender empowerment. The themes developed in these notices are linked to different aspects of development in Cameroon especially and the CEMAC sub-regional at large. For the reason stated before now, the aggregate occurrence of these themes will not tally with the number of French-only notices. These themes are quantified in the following table:

Table 9: Information on French-only Notices English in MINEPAD

Type and/or Theme	Frequency	Percentage (%)
Youth and Economic empowerment	03	12.5
Public Announcement (call for tender)	01	04.17
Professional Training/ seminar)	04	16.67
Job advert/ Opportunities in the Ministry	02	08.32
Gender Empowerment & Economic Development	04	16.67
Good Governance	07	29.17
Nature Conservation & SD	03	12.5
Total	24	100

As contained in Table 8 above, the development-driven subjects published in French-only notices include youth and economic empowerment; public announcement (call for tender); professional training/ seminar); job advert/ opportunities in the ministry; gender empowerment & economic development; good governance; and nature conservation & SD. Results have it that good governance is the most dominant of these themes, with seven (29.17 %) occurrences. It is followed by professional training and gender empowerment with 04 (16.67 %) occurrences each. The third recurrent themes developed uniquely in French are youth empowerment and nature conservation, which have a tie of three (12.5 %) occurrences each.

As stated hitherto, these themes are representative of the varied forms of developmental information that Anglophone Cameroonians may not have access to in MINEPAD. The occurrences of each of the themes may not be of any import to the researcher, but rather, the fact that the English versions of these developmental subjects

are non-existent. The fact that the information on nature conservation and job adverts has no English versions, for instance, implies that Anglophone Cameroonians are deprived of vital information on SD and employment opportunities respectively.

4.2.2 Analysis of Noticeboard Data from MINESUP

MINESUP is a French acronym that means Ministry of Higher Education. This ministry is the place where [inter]national educational and professional programmes and opportunities for the Cameroonian youth are conceived and transmitted to the public. It is the hope of every Cameroonian that MINESUP should adopt a language policy, better still effective bilingualism, that is capable of responding to the developmental needs and/or challenges of every Cameroonian youth. Its ability to carry out this mission will be assessed in relation to the use of English in this ministerial department.

A total of thirteen (13) notices were found on the noticeboard in the Ministry of Higher Education (MINESUP). Like the situation in the Ministry of the Economy, Planning and Regional Development, the notices on the board in MINESUP either had officials' signatures or official stamps of the ministry affixed on them. These stamps and signatures marked these notices and the information contained in them as official. Like the first case (with MINEPAD notices), the analysis focuses on the language matter of these notices; meant to verify the official language (OL) that is dominant in these languages, and the outcome of this dominance on SD in the country.

4.2.2.1 Publication Language(s) of Notices in MINESUP

In this observation session (in MINESUP), it was realised that the OL language practice was minimally bilingual. This ministerial department practices minimal bilingualism in the sense that a certain marginal effort is being made by authorities to produce and publish official notices in the minority OL, along with its French versions and/or counterparts. The statistics of MINESUP notices in the two OLs is presented in the figure that follows.

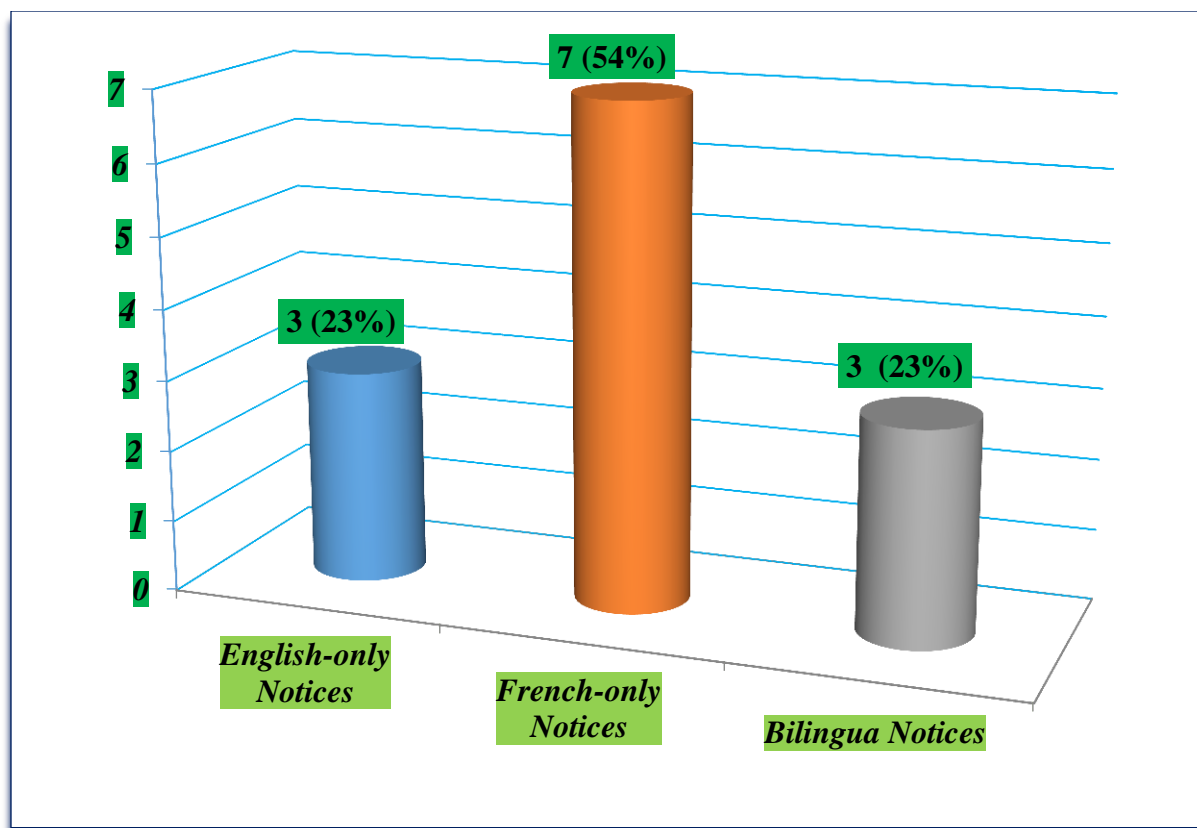


Figure 10: Publication Language(s) of Notices Observed in MINESUP

The trend in MINEPAD wherein French-only notices are alarming dominant still continues in MINESUP. It was observed that officials in this ministerial department have bias for French, but against the minority OL, English. Out of the thirteen (13) notices observed in MINESUP, most of them, with seven (07) occurrences, that represent 54 %, are produced and published in the French Language only. Moreover, notices produced and published in the English Language only and in the two OLs have three (03) occurrences each.

The dominance of French-only notices implied that Anglophone Cameroonians are deprived of some vital developmental information published in MINESUP. Bearing in mind that MINESUP is charged with nurturing and directing the academic (intellectual) and academic growth of the Cameroonian youth, the information published here is that which advances students (youths) individually. The type of developmental

content in which the English-speaking Cameroonian is not considered is quantified and discussed in the segment that follows.

4.2.2.2 Types and Themes of English Notices in MINESUP

The notices under consideration in this segment are the three English-only notices, coupled with the three (03) English versions of those produced in both OLs. Four (04) main types of notices were observed on the MINESUP noticeboard, and they include a university brochure, announcements, communiqué and a conference call. These notices bore six (06) main themes (subjects), some of which overlap in the different notices. The subjects identified are admission requirements; scholarship opportunities; launch of entrance examinations into professional schools; university staff recruitment; and professional seminar/ workshop, as presented below.

Table 10: Content of English Notices in MINESUP

Type of Notice	Theme
University brochure	Admission requirements
Announcement	Scholarship opportunity
Announcement	Launch of entrance examination into professional schools
Communiqués	Universities staff recruitment
Conference & Seminar Calls	Professional seminar/ workshop
Total	05

From the input in the table above, it can be seen that some little developmental information is made available in the English Language. Though insufficient, English-speaking Cameroonians are, to a limited extent, availed information on academic development and professional [training] opportunities.

From the dominant figures that pertain to the number of French-only notices, it is certain that English-speaking Cameroonians miss out on many developmental subjects in MINESUP, as will be discussed subsequently.

4.2.2.3 Themes of French-only Notices in MINESUP

The MINESUP noticeboard had seven (07) notices produced and published in French only, without their English (translated) versions. These notices that comprised a policy document, university brochure, a conference call, communiqués and announcements, centred on six (06) main subjects: university exchange programmes; national integration and peace; scholarship opportunity; entrance examination into professional schools; recruitment/ job opportunity; and professional seminar/ workshop. It should be noted that the notices in MINESUP have some similarities with the experience in MINEPAD; whereby some notices, for instance, announcements, contained more than one subject. The occurrences of these themes are given in Table 11.

Table 11: Themes of French-only Notices in MINESUP

Type of Notice	Theme	Frequency
University brochure	University exchange programmes	02
Policy document	National integration and Peace	01
Communiqués	Scholarship opportunity	03
Communiqués	Entrance examination into professional schools	

		02
Announcement	Recruitment/ Job opportunity	03
Conference & Seminar	Professional seminar/ workshop	01
Calls	Tree-planting	01
Total	07	13

As seen above, the seven French-only notices in MINESUP have seven themes, and were found in an aggregate of thirteen (13) instances. Information meant to enhance the educational and professional development of the Cameroonian student (youth) was the most dominant. Information related to scholarship programmes and job (employment) opportunities open to the Cameroonian youth was found in three notices each. Information on university exchange (partnership) and scholarship programmes had two (02) occurrences each. Other vital developmental information, though with one occurrence each, includes tree-planting, capacity-building, and national unity and peace.

The disparity between French-only and English-only and bilingual notices combined betokens that the English-speaking Cameroonian student may not be informed about a very substantial amount of important developmental information on the MINESUP information board that is produced and published uniquely in French. The absence of the English versions of this developmental information has very serious consequences vis-à-vis retarding the educational (intellectual) and professional growth of the English-speaking Cameroonian youth, as would be discussed in the subsequent chapter of this research work.

4.2.3 Analysis of Noticeboard Data from MINSANTE

MINSANTE is a French acronym that means [Cameroon's] Ministry of Public Health. Taking cognizance of the important role this ministerial department plays in transmitting vital up-to-date information about sicknesses and their control measures, the analysis will focus on appraising the language policy adopted in this ministry to make sure that important health information and/or directives are read, understood and followed (implemented) by speakers of Cameroon's minority OL, English.

4.2.3.1 Languages of Notices Observed in MINSANTE

In all, ten (10) notices were found on the noticeboard in MINSANTE, and information was produced and published minimally and maximally in English and French respectively, as represented in the table below. The data pertaining to the frequency of languages used is quantified in Table 12 which follows.

Table 12: Languages of Notices Observed in MINSANTE

Official Language(s)	Frequency	Percentage (%)
English-only Notices	00	00
French-only Notices	08	20
Bilingual Notices	02	80
Total	10	100

The statistics presented in the table indicate that eight (08) out of the ten (10) notices were produced and published only in French, without their translated versions (in English). Furthermore, only two (02) notices are published in both English and French. Unfortunately, there is no notice published only in English. The two bilingual notices introduce two (02) English notices which are translated versions of two more notices in

French. The bilingual notices, in essence, still increase the number of notices in French to ten (10).

From this observation, it is clear that notices in MINSANTE are almost entirely in French as there are no English-only notices as is the case with the French counterpart. The existence of more notices in French means that 20 % of developmental-driven information in this ministerial department is in French.

4.2.3.2 Themes of French-only Notices in MINSANTE

In line with Table 11 above, out of the eleven (11) notices observed on the MINSANTE noticeboard, nine (09) of them were produced and published only in the majority OL (French). This preponderance, in fact, means more developmental details (information) from which English-speaking Cameroonians are alienated. The eight notices observed here developed nine (09) themes; that are meant to foster good public health practices in the country. Most of these subjects overlapped and/or cut across the varied notices, and their occurrences are given thus:

Table 13: Information in French-only Notices in MINSANTE

Subject	Frequency	Percentage (100)
Recruitment of health workers	03	17
Pandemic control	03	17
Youth empowerment	02	11
Employment	02	11
Health seminar/ workshop	01	05.5

Scholarship opportunity	02	11
Ideal feeding practices	01	05.5
Immunisation/ vaccination campaign	03	17
Environmental protection	01	05
Total	18	100

The nine (09) themes identified in French-only notices occurred in eighteen (18) instances. Among the themes (information) observed in these notices, the most preponderant are those related to the recruitment of health personnel; pandemic control; and immunisation and/or vaccination campaign, each with a frequency of three (17 %). The second recurrent themes, with two (11 %) occurrences each are information related to youth empowerment; employment; and scholarship opportunity (professional growth). Other important themes observed include health seminars/workshops; ideal feeding practices; and environmental protection which have one (05.5 %) occurrence each.

The number and occurrences of the themes in French-only posts on the MINSANTE information board are telling of the magnitude of health information to which French Language has rendered English-speaking Cameroonians not privy. The rarity experienced with and related to this information in English, thus, hampers SD in the sphere of [individual and] public health in Cameroon.

4.2.4 Analysis of Noticeboard Data from MINRESI

Another French acronym used in this research work is MINRESI; which refers to the Ministry of Scientific Research and Innovation. This ministerial department is charged with initiating and coordinating different research ventures and/or procedures to give practical remedies to different problems (pandemics and flus) plaguing the country.

4.2.4.1 Language(s) of Public Notices in MINRESI

Bearing in mind that the default language of science and technology is the English Language, the researcher, in this analysis, seeks to verify the extent to which scientific proceedings and results are published in English; which is capable of attracting foreign sponsors or partners. Thirteen (13) notices were observed in MINRESI, and minimally bilingual in content. Record related to the use of the use of English and French is presented in the figure below.

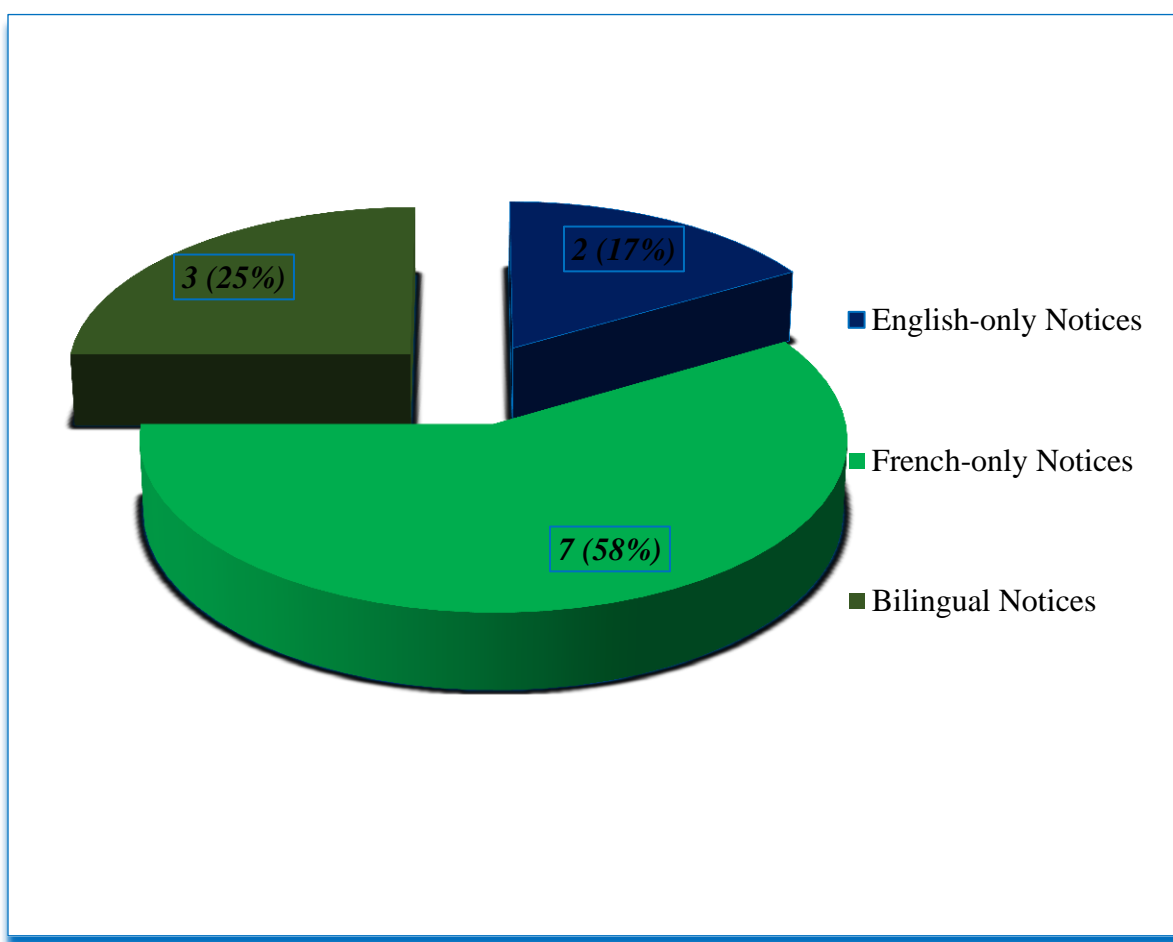


Figure 11: Language(s) of Public Notices in MINRESI

Information obtained from Figure 10 confirms that most notices found on the noticeboard in MINRESI were published in French only. To this effect, out of the eleven (11) notices observed, seven (58 %) were in French (without their respective translated versions in

English). Secondly, three (25 %) notices were produced and published in English and French. Lastly, there were only two (02) English-only notices.

This marked difference is indicative of the reserved preferences made towards the use of the minority OL in this ministerial department. In effect, this sparing use has bearings on the attainment of different aspects of SD in the country.

4.2.4.2 Themes in English Notices in MINRESI

There are five (05) English notices under consideration here. They are made up of the two (02) English-only posts and the translated (English) versions of the three (03) bilingual notices observed. It should be noted that most of the notices found on the MINRESI noticeboard were communiqués, and so, each was written and published to produce just a single message. It is to this effect that five (05) themes were observed in these communiqués. The five themes observed are: COVID-19 control; staff deployment; funding of youths' research projects; seminar/workshop on good research practices; and malaria research. These five notices are not sufficiently exhaustive, worse still, some of the information published in them, say staff deployment, is not beneficial to the general public; as it does not respond to the developmental needs of everybody.

4.2.4.3 Information in French-only Notices in MINRESI

The French notices under consideration in this segment do not include the three (03) bilingual notices observed. Rather, these notices are those that were produced and published in French, the majority official language. Nine (09) main themes were developed in these nine notices, and some themes were overlapping; meaning that some themes featured or were developed in more than one notice. Unlike the English themes discussed above, some of those published only in French have more than one occurrence. The information in French-only posts on the MINRESI noticeboard is quantified in the following table:

Table 14: Themes in French-only Notices in MINRESI

Subject	Frequency	Percentage (100)
Climate Change Mitigation and Adaptation Strategies	03	16.66
Creation, Protection and Importance of Community Forests	01	05.56
Research Grants for research projects	04	22.22
Ideal Food Production Techniques	01	05.56
Discovery of the COVID-19 Vaccine	03	16.66
Disease and Pesticide Control Method	02	11.11
Women's Empowerment in Scientific Research	01	05.56
Good Farming Practices	01	05.56
Seminar on Digital Research Method	02	11.11
Total	18	100

As contained in the table above, the nine subjects in French-only posts on the MINRESI noticeboard have an aggregate of eighteen (18) occurrences. Among these themes, information related to research grants for research projects ranked highest with four (04) occurrences, which is equivalent to 22.22 %. This preponderance was succeeded by two (02) themes, climate change mitigation and adaptation strategies; and the discovery of the covid-19 vaccine, with a frequency of three (16.66 %) each. The third recurrent information also had two themes: those related to disease and pesticide control methods; and seminar on digital research method, each having two occurrences, that is 11.11 %. These French-only notices also had four other themes that featured just once, for

instance, information pertaining to the creation, protection and importance of community forests; ideal food production techniques; women's empowerment in scientific research; and good farming practices had only one (05.56 %) frequency each.

The preponderance of developmental information related to the funding of research projects is not a coincidence in MINRESI, given that it is the prime mission of this ministerial department. The great disparity between English and French notices, worse still, the production and publication of very vital developmental information in French only, coupled with others, is a strong pointer to the elimination and/or exclusion of English-speaking Cameroonians from the SD plans and/or mission of this important ministerial department.

4.2.5 Analysis of Noticeboard Information from MINEPDED

MINEPDED is another French acronym that means Ministry of the Environment, Nature Protection and Sustainable Development. As its name suggests, this is the ministerial department charged with the conception, coordination (control) and assessment of environment-related projects that galvanise SD in the country. As part of its assessment duty, MINEPDED equally assesses the ecological impact of projects carried out in the environment, and communicates (transmit) their findings and/or observations to the government. In this regard, it weighs the differences between the SD benefits and the environmental impact of each project. As the conceiver and/or signal of SD opportunities and their ecological repercussions, it is expected that communications in MINEPDED should be dominantly in English, considering that environmentalism is a subject that continues to gain international currency, attention and funding from foreign nations, international organisations and NGOs.

In line with the mission of this research work, a total of ten (10) notices were observed on the MINEPDED information board. These notices, which developed diverse themes, were produced and published predominantly in French, and a few others in English. Most of these notices (themes) were published only in French, others in English

only and in both languages; still giving dominance to French notices over those in English. The statistics of the language and content of these notices are discussed in the segments that follow.

4.2.5.1 Language(s) of Public Notices in MINEPDED

As stated in the aforementioned, it was observed that the notices in MINEPDED were produced and published under some minimal bilingual conditions. Though quite minimal, the bilingual environment and/or policy of the country was taken into consideration, given that the notices were produced and published in French and English. It was found that some notices were published only in French, others in English only and some others in both OLs. The official language representation of these notices is given in the figure that follows.

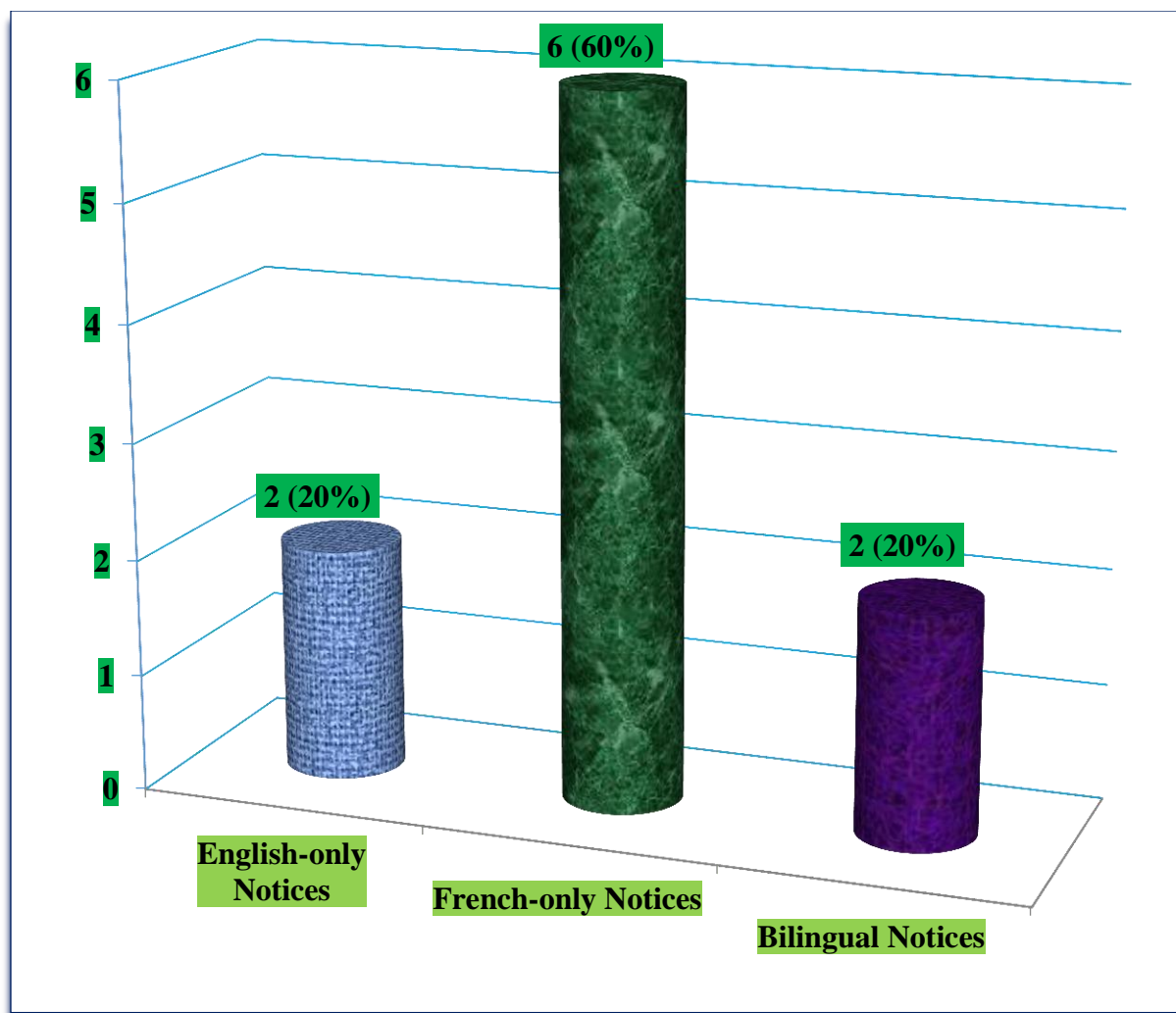


Figure 12: Language(s) of Public Notices in MINEPDED

Figure 11, thus, attests to the fact that the disparity between notices produced and published in English and those in French was quite significant. It was, in fact, observed that six (06) out of the ten (10) notices posted on the MINEPDED information were produced and published only in French, rating French-only notices at 60 %. To add, notices produced and published in English only and those in both OLs were at par with two (02) occurrences, culminating to 20 % each.

This gap, in essence, is a signal that English-speaking Cameroonians (with the global English community) are either not privy to or considered in development-activating information in this ministerial department. The types of SD information the English-speaking communities in Cameroon and abroad have missed out on is quantified in the following sub-sections.

4.2.5.2 Themes in English Notices in MINEPDED

As seen in Figure 12 (above), the English posts produced and posted in MINEPDED are the two (02) English-only notices and the two (02) [translated] English versions of the two (02) bilingual notices. In all, four English notices had been produced and posted on this noticeboard at the time of this observation exercise. In all, five eco-themes were observed in these English notices, and they include: global warming and climate change adaptation; the convention on ozone layer protection; the importance of community forests; conservation of pangolins and biodiversity; and competition on environmental awareness. It is worth stating that some of these themes are overlapping in some notices, that is, they occur more than one time. Environmental competition, for instance, features as a discrete notice and in the advocacy for pangolin protection. The frequencies of these themes are presented in the table below.

Table 15: Information in English Notices in MINEPDED

Subject	Frequency	Percentage (100)
Global warming and climate change adaptation	02	28.57
Convention on Ozone Layer protection	01	14.29
Importance of community forests	01	14.29
Conservation of pangolins and biodiversity	02	28.57

Competition on environmental awareness	01	14.29
Total	07	100

The five environmental themes in Table 14 galvanise different aspects of SD, and in different patterns. It was observed that information pertaining to Global warming and climate change adaptation and conservation of pangolins and biodiversity were the most recurrent, having two (28.57 %) each. Other development-driven information in the likes of the convention on ozone layer protection; the importance of community forests; and competition on environmental awareness respectively feature once.

What is of import here is not their frequencies, rather, it is the fact that their production and publication in English makes it possible for related developments, funding, partnership, awareness or job and research opportunities.

4.2.5.3 Themes in French-only Notices in MINEPDED

Discussions here will not consider the French versions of the bilingual notices observed on this noticeboard. Nonetheless, analysis takes into account, only the six (06) notices that were produced and posted in the majority OL, French, only. Like in a similar analysis conducted above, the enquiry of themes in French-only notices in MINEPDED is consciously done to assess the developmental information of which English-speaking Cameroonians are deprived, worse still, potential development partners (promoters) are not aware of. An aggregate of ten (10) developmental themes was communicated in French Language only, as seen in the table below.

Table 16: Information in French-only Notices in MINEPDED

Information	Frequency	Percentage (%)
Climate Change summit	02	10
Solar energy as alternative for wood energy	01	05
Creation and care for game reserves	03	15
Importance of eco-conservation in SD	03	15
Recycling of non-biodegradables	02	10
Urbanisation and Tree-planting	02	10
Funding of environmental projects	01	05
Nature conservation versus COVID-19 prevention	03	15
Donation and importance of dust bins	01	05
Locally made materials and SD	02	10
Total	20	100

As seen in Table 15 above, some themes featured in more than one notice, and so, had twenty (20) occurrences. Among the ten (10) themes developed in the notices, those related to creation and care for game reserves; the importance of eco-conservation in SD; and nature conservation versus covid-19 prevention were more preponderant with three (15 %) occurrences each. This was closely succeeded by information concerning Climate Change summit; urbanisation and tree-planting; recycling of non-biodegradables; and

locally made materials and SD having two (10 %) frequencies each. Other important information, with just one occurrence (5 %) each include solar energy as an alternative to wood energy; donation and importance of dust bins; and funding of environmental projects.

All the information evoked here factors SD in varied ways, and so, their number in French only renders English-speaking Cameroonians uninformed. This bespeaks the retardation of SD among English-speaking Cameroonians.

4.2.6 Analysis of Observation Data Got from Local Councils

The noticeboards under study here are those of the four (04) local councils in which interviews were conducted. As explained hitherto, this observation was carried out in a bit to verify and/or confirm the responses given by the senior council personnel interviewed. This pertains to the use of the minority OL to transmit [important] developmental information. In essence, the researcher sought to investigate the occasions (contexts) and consistency in which locals use the English Language to communicate important official information to their respective local populations, or what propounders of the Governmentality Theory refer to as ‘the governed’. Detailed analysis of the language situation in the chosen councils is conducted in the segments that follow.

4.2.6.1 Language(s) of Public Notices in Local Councils

Data obtained from the observation indicate that these councils make marginal use of bilingualism in the communication of important information to their jurisdiction. It is important to state here that there is a great disproportion between the English and French notices, worse still, the important information (themes) disseminated in the two OLs. In the twenty-eight (28) notices found on local (municipal) council noticeboards, like their counterparts in the ministerial departments analysed above, it was equally realised that there were posts produced and published in French only, others in English only, and some having versions in both English and French languages. The statistics of the language(s) of

official notices on the information boards of the local councils observed are given in the figure below.

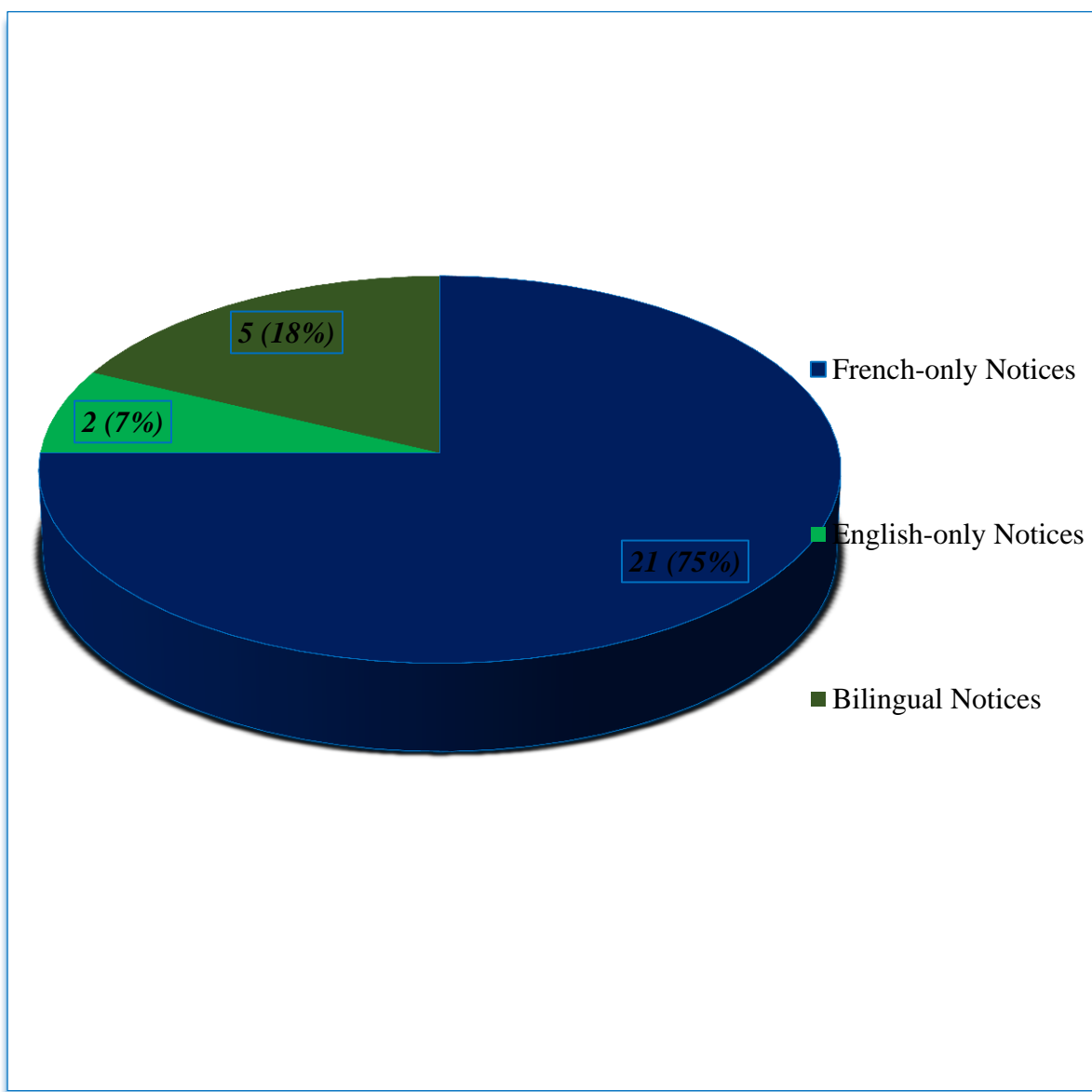


Figure 13: Language(s) of Public Notices in Local Councils

The data in Figure 12 reveals that out of the twenty-eight notices observed on the information boards of four local councils in the Yaounde vicinity, the majority, that is twenty-one (21) of them were unilaterally produced and published in the majority OL, French only. The second dominant group of notices in this category were bilingual

notices; which are those produced and posted in the two OLs, with five (05) occurrences, having as rate 18 %. The least usage, having just two (7 %) occurrences, was notices produced and published only in the English Language.

Worthy of clarity is the fact that the combination of the five (05) English versions of the bilingual notices and the two English-only notices, constituting seven (07) notices, still leaves English notices under the dominance of French-only notices. The ascendancy of notices (developmental information) in French is a strong signal of the fact that English-speaking Cameroonians and development partners in the English world have access to developmental opportunities for funding or follow-up.

4.2.6.2 Themes in English Notices in Local Councils

The notices are the signed or stamped posts, meanwhile, the themes are the information communicated in them. The themes are the useful information contained in each of these notices. The English notices subject to analysis in this segment are the five (05) English versions of the five (05) bilingual notices and the other two (02) notices produced and published in the English Language only. In all, the information in seven (07) English Language notices are analysed here. The information contained in them and their occurrences are presented in the table that follows.

Table 17: Information in English Notices in Local Councils

Information	Frequency	Percentage (%)
COVID-19 control protocol	04	22.22
Breast and cervical cancer vaccination campaign	04	22.22
Material assistance to IDPs	02	20.89
Labour Day celebration	02	20.89

Marriage banns	06	33. 33
Total	18	100

As seen above, seven (07) themes were communicated in the minority OL, English, by the four (04) local councils under study. Some of the developmental information above was overlapping in different notices, thus, justifying the differences in their occurrences. From the statistics, the majority of the developmental information in English was marriage banns (announcement), with a frequency of six (33. 33 %). Marriage announcements are dominant here because they were published in French and English, and on three out of the four council notice boards. Moreover, communication on COVID-19 control protocol and breast and cervical cancer vaccination campaign came second with four (04) occurrences each.

A peculiarity with these health awareness notices is that they were observed (found) on the information boards of all the [four] local councils; and were in both English and French. Their currency points to the importance and/or urgency of the information contained in them; for the good of the general public.

4.2.6.3 Information in French-only Notices in Local Councils

As evoked in Figure 12 above, French is the most dominant language in notices in the local councils studied. It is tenable that more notices in French, thus, means more information (themes) in French as well. The analysis here focuses on the twenty-one notices that were produced and published only in French; excluding the French versions of five (05) bilingual notices; that are put out in the two OLs. In effect, nineteen (19) themes were observed in these French-only notices on local council noticeboards, and in varied occurrences. This variation implies that some notices bore similar themes. The occurrences of this information are quantified in the following table:

Table 18: Themes in French-only Notices in Local Councils

Information	Frequency	Percentage (%)
Polio vaccination campaign	04	06.56
Empowerment/ valorisation of the rural woman	03	04.92
Recruitment of council workers	02	03.28
Funding of farming groups	04	06.56
Wildlife conservation	04	06.56
Assistance to vulnerable persons	02	03.28
Workshop on the production of local building materials	04	06.56
Workshop on appropriate fertiliser application	01	01.64
Construction of market sheds	02	03.28
Local Council partnerships and developmental projects	02	03.28
Public order	08	13.11
Agro-pastoral show	02	03.28
Trade fair	02	03.28
Clean-up campaign	01	01.64
Distribution of farming tools	06	09.84
Peace and national unity	03	04.92

Biometric voters' registration	04	06.56
Distribution of Didactic materials to schools	02	03.28
Rural development (electrification and construction)	05	08.19
Total	61	100

Input from Table 17 above reveals that the twenty (20) themes in French-only notices in local councils had sixty-one (61) occurrences. Out of the twenty themes found above, information about the maintenance of public order (social peace) ranked first with eight (08) occurrences, and a rate of 13.11 %. The second dominant information relates to the distribution of farming tools which occurred six (06) times, which is 09.84 %. This was followed by developmental information about rural development (electrification and construction) that had five (05) instances, thus 08.19 %. Moreover, important developmental themes that also had significant occurrences were information about Polio vaccination [campaign]; funding of farming groups; wildlife conservation; training on the production of local building materials; and biometric voters' registration which had frequencies of four (04), and rate 06.56 % each.

It is worth evoking that the twenty (20) themes in French-only notices relate to all developmental spheres of life: political, economic and social. Again, this number uncovers the developmental information [about agriculture, health, employment, nature conservation, etcetera) that is missing in English-speaking communities in Cameroon, and so, citizens are not able to take advantage of these opportunities and/or skills to develop themselves and their societies.

4.3 Conclusion

In the conduct of analysis of the interview and observation data, it was found that the English Language is practised quite sparingly in ministerial departments and the Francophone local councils in the nation's capital selected for this study. In addition to interviewees' acknowledgement of the developmental potentials of the English Language, yet marginal in implementation in the country, analysis of the observation data revealed that the current practice of English in core government departments is still seemingly optional and/or timid, as the majority of the notices observed on the noticeboards is produced and published in French Language only. This official French monolingualism serves as a great deterrent to socio-political and economic development and partners that could have been attracted, better still, spurred by effective implementation of this international Language in all domains of Cameroonian life.

CHAPTER FIVE

DEVELOPMENT-DRIVEN TOOLS OF LANGUAGE GOVERNANCE IN PERIPHERAL INSTITUTIONS

5.0 Introduction

In this chapter, the focus is on the conduct of analysis of data pertaining to the extent to which the current language governance tools empower the English Language, thus a factor of SD in Cameroon. The valorisation, effective practice and empowerment of a global and unifying language like English, in effect, tallies with Aristotle et al.'s (1954) perception of language as a medium used by individuals and corporate bodies to achieve different developmental objectives or realise diverse aspirations. In line with the latter statement, the analysis here aims to answer the research questions and verify the hypotheses stated in the preliminary discussions of this research piece. The data to be subjected to analysis herein constitutes: (i) sixteen (16) Journalists' Interview Forms; and (ii) two hundred (200) Students' Questionnaire. As spelt out in Chapter Two of this work, the procedure and depth of analysis of the data is dictated by the tenets of the Governmentality Theory, which is the framework of analysis adopted in this research. For convenience, the above data would be classified and analysed on the basis of their sources and the types of data collection instruments employed. Data analysis, in fact, seeks to investigate government policy actions and/or tools of governance put in place to valorise and empower the English Language in Cameroon. The essence of this is to gauge the extent to which the valorisation of English in Cameroon could impact the individual, professional, economic and socio-political lives of the governed positively, thus, advancing the attainment of the sustainable development goals. In succinct terms, the breadth and depth of analysis are desirous of the researcher to show whether the current practice of English in Cameroon makes the global language a tool of SD in the country.

5.1 Analysis of Journalists' Interview Responses

As stated hitherto, interviews were conducted with sixteen (16) journalists of the print, audio and audio-visual media, of both public and private institutions in the nation's capital, Yaounde. These media institutions report [inter]national news, and some of them have branches and/or correspondents in (almost all) the ten regions of the country. The information they transmit is expected to foster [socio-economic, political, educational, scientific and technological] development in Cameroon.

The English Language is a tool of both national and international development [and cooperation], and so, analyses are geared towards investigating the propensity to which the use of English in these peripheral institutions can promote SD in Cameroon. The analysis will take into account the formal situations (contexts) in which English is used; the frequency of its use as compared to that of French; and above all, the type of developmental information transmitted.

5.1.1 Language of Publisher's Name

The intention behind this research question was to verify the language in which each of the sixteen (16) media institutions under study is named. Out of these sixteen media organs, twelve (12) were private while only two (02) were public (government) institutions. Clarification about this dichotomy is meant to investigate how both private and public media institutions use the English Language to boost SD in the country. The researcher sought to make an analogy between the language of media name and their editorial language policy. It is clear that media institutions name their institutions in their language of publication. From the responses obtained, it was realised that each of these media organs under study named their institution in English, French or both languages. The statistics of naming language of these media institutions are presented thus:

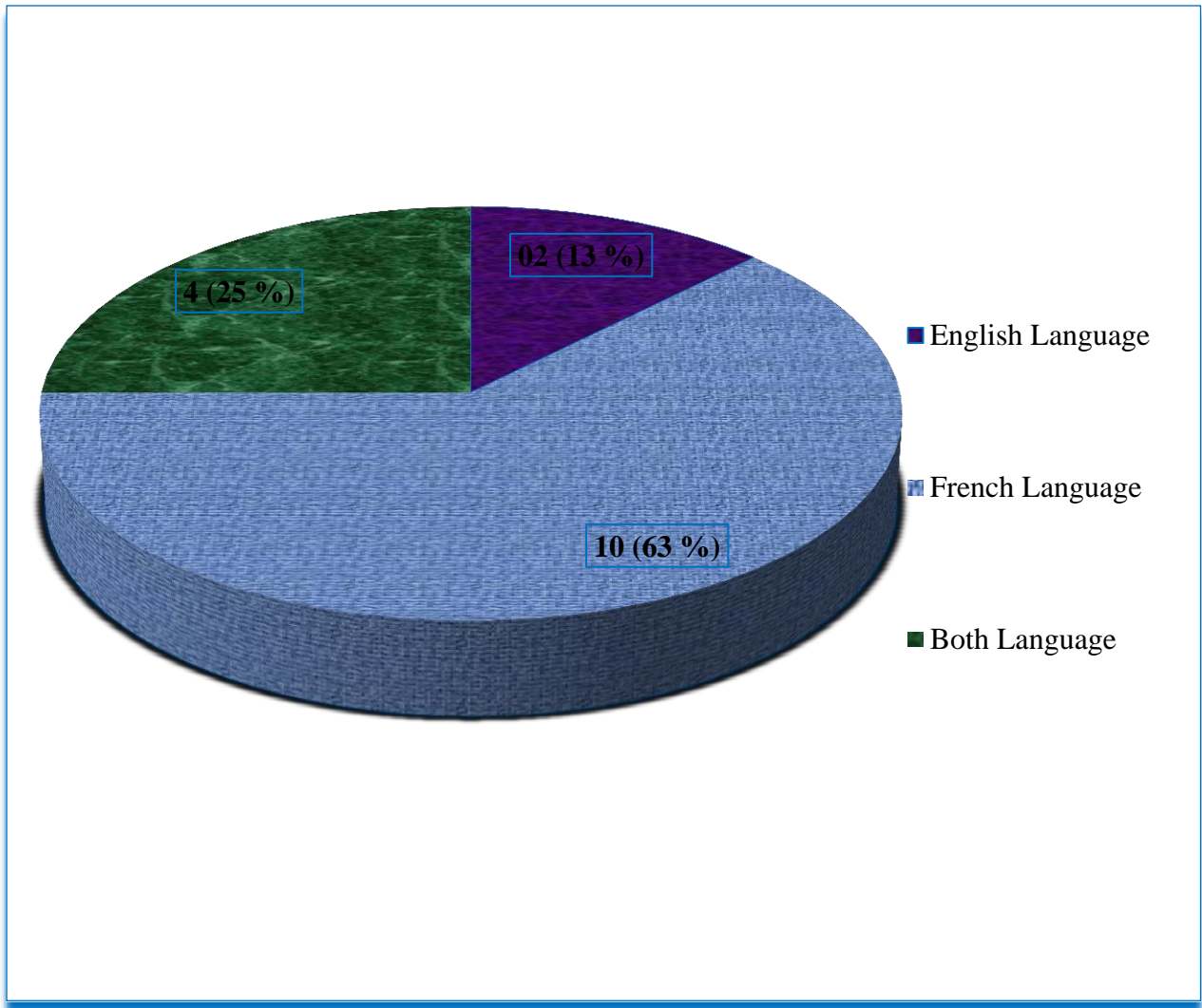


Figure 14: Language of Publisher's Name

Statistics from Figure 13 reveal that ten (10) out of the sixteen (16) interviewees stated that their institutions are named in French. Moreover, only four persons, 25 %, indicated that their organs are named in words and/or expressions that sound bilingual, for instance, *Vision 4* and *Canal 2*. As concerns those labelled in English only, only two (02) respondents confirmed, and they were journalists of Cameroon Radio Television (CRTV) and Spectrum Television (STV). The preponderance of French-named media institutions is an indicator of the attitudes of these news organs towards the English Language, and therefore, their respective language policies.

5.1.2 Availability of Slogan

Slogans announce the visions of their conceivers. An interview item related to the use of a media slogan was meant to find out the existence and language of the slogan of the respective media institutions and their significance on sustainable development in the country. In connection with this, eleven (11) respondents confirmed, while five (05) refused that their institutions have operational slogans. Among eleven who confirmed, there still existed different opinions vis-à-vis the language used in these slogans. What is clear is that the responses indicated that some slogans were in the English Language and others were in French. The language situation of these slogans is quantified in Figure 14 below.

5.1.3 Language of Slogan

It is deemed very necessary to investigate the language of sloganeering because, as justified earlier, slogans inform an audience of the values, mission and vision of an institution. These slogans bear and/or transmit diverse developmental information to the audience, and so, this explains why the language used in these slogans is very important in the analysis carried out in this research work. As indicated by the different journalists interviewed in this study, their media slogans were either in English, French or both OLs. The language of sloganeering stated by the sixteen journalists interviewed is presented in the figure that follows.

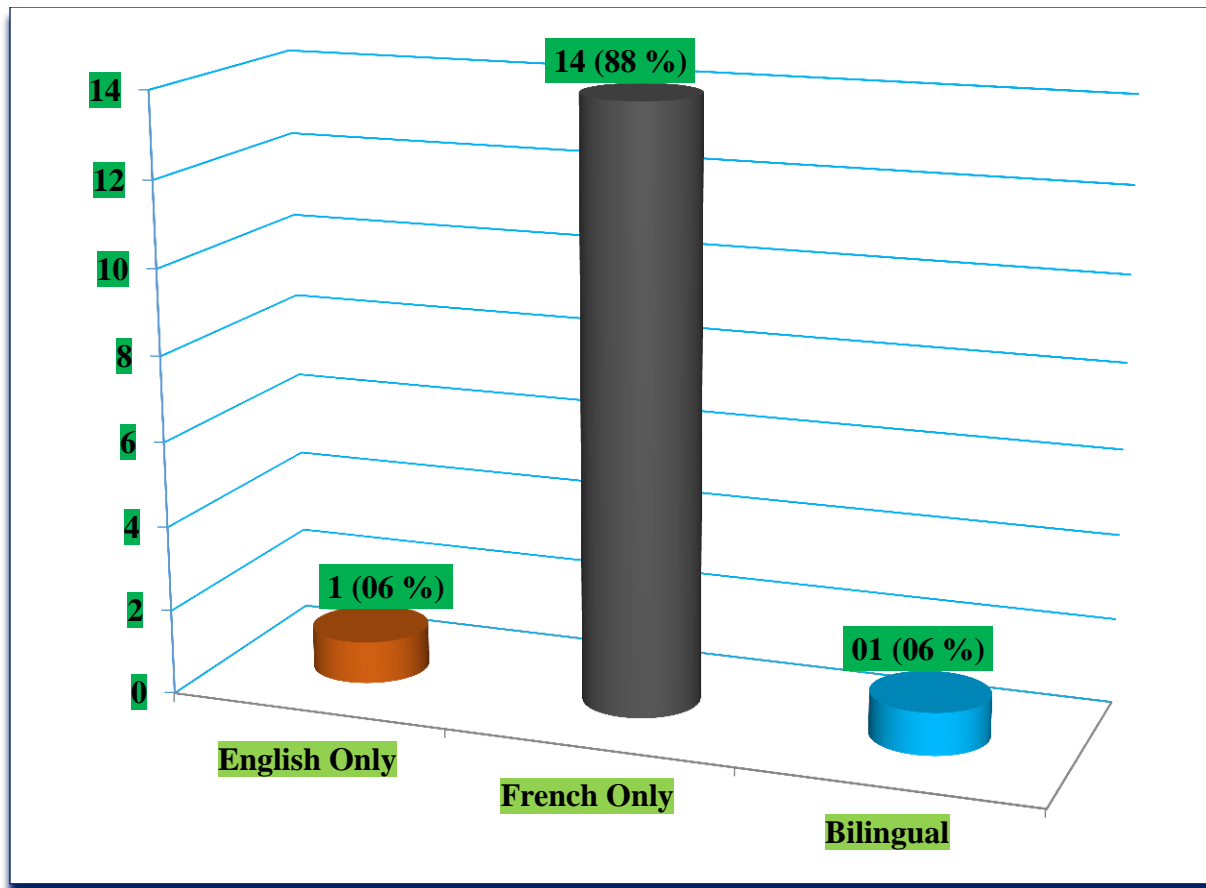


Figure 15: Use of an Institutional Slogan

As seen above, an overwhelming majority, fourteen (14) interviewees, indicated that their slogans were conceived and transmitted in French Language. Meanwhile, pertaining to slogans in English and in both OLs, only one (01) respondent each attested to this effect. From the preponderance of media sloganeering in French, it could be seen that English-speaking Cameroonians may not benefit from the developmental information borne in these French-only slogans. This information gap goes a long way to hamper SD in the areas English speakers miss out.

Simply analysing the language of sloganeering in the Cameroonian media without bringing out the significance or meanings encoded in these slogans is not sufficient. In effect, this interview item equally sought to know from the journalists, the intention of and/or information in these slogans; be they in English, French or both OLs. Respondents

were given the latitude to choose more than one option. In this vein, many journalists indicated that the slogans of their respective media institutions transmitted more than one developmental subject. On account of this, eight (08) themes that stand for the developmental information in these slogans were realised, and they appeared in forty-three (43) occurrences, as quantified in Table 18 below.

Table 19: Thematic Significance of Slogans

Thematic Significance of Slogan	Frequency	Percentage (%)
Economic Growth	03	06
Freedom of Speech	09	19
Socio-political and Economic Development	05	10
Peace and National Unity	05	10
Security and Good Governance	08	17
Nature protection	03	06
Education	05	10
Patriotism	05	10
Total	43	100

As seen in the table above, the majority of the responses, nine (09) and rate 19 %, advocate freedom of speech and unrestricted (free) flow of information in Cameroon. This freedom of speech, in essence, calls for the decriminalisation of media information (or practice) in the country. The second preponderant slogan information is security and

good governance, with eight (08) occurrences, at the rate of 08 %. Security and good governance are very primordial as they are variables that lay the foundation for socio-economic and political development in the country. Moreover, slogan significance (information) pertaining to socio-political and economic development; peace and national unity; education; and patriotism ranked third with five (05) appearance each. This tie, thus, is suggestive of the zeal that these media institutions have to advance SD in the areas encoded in their respective slogans. Interestingly, there is equally slogan information that crusades economic growth and nature protection.

What is significant to the researcher is not the amount of developmental information realised in the slogans, but rather, their language of transmission. The fact that most of these slogans are predominantly in French, as seen in Figure 15 above, in fact, means that this great developmental information that would have been a national currency may not catch the attention of [inter]national partners from the English Language community, and consequently, may not advance SD in the country.

5.1.4 Publication of Information in English

The information contained here is in response to the language(s) of publication in the respective media organs under study. It was also meant to determine the regularity with which the respective media bodies transmit information in the English Language. This is deemed germane in this work because it has been ascertained that information circulates much wider (more global) when it is disseminated in the global lingua franca that English is. In an attempt to verify the language policy of the different media institutions concerning the publication of information in the English Language, nine (56.25 %) of the sixteen (16) journalists confirmed that they do, meanwhile, seven (43.75 %) others stated that they do not, implying they produce and publish news entirely in French. As concerns the consistency of news publications in the English Language, the media organs involved gave different responses implicating different frequencies in the use of the English Language. This information is present in the figure that follows.

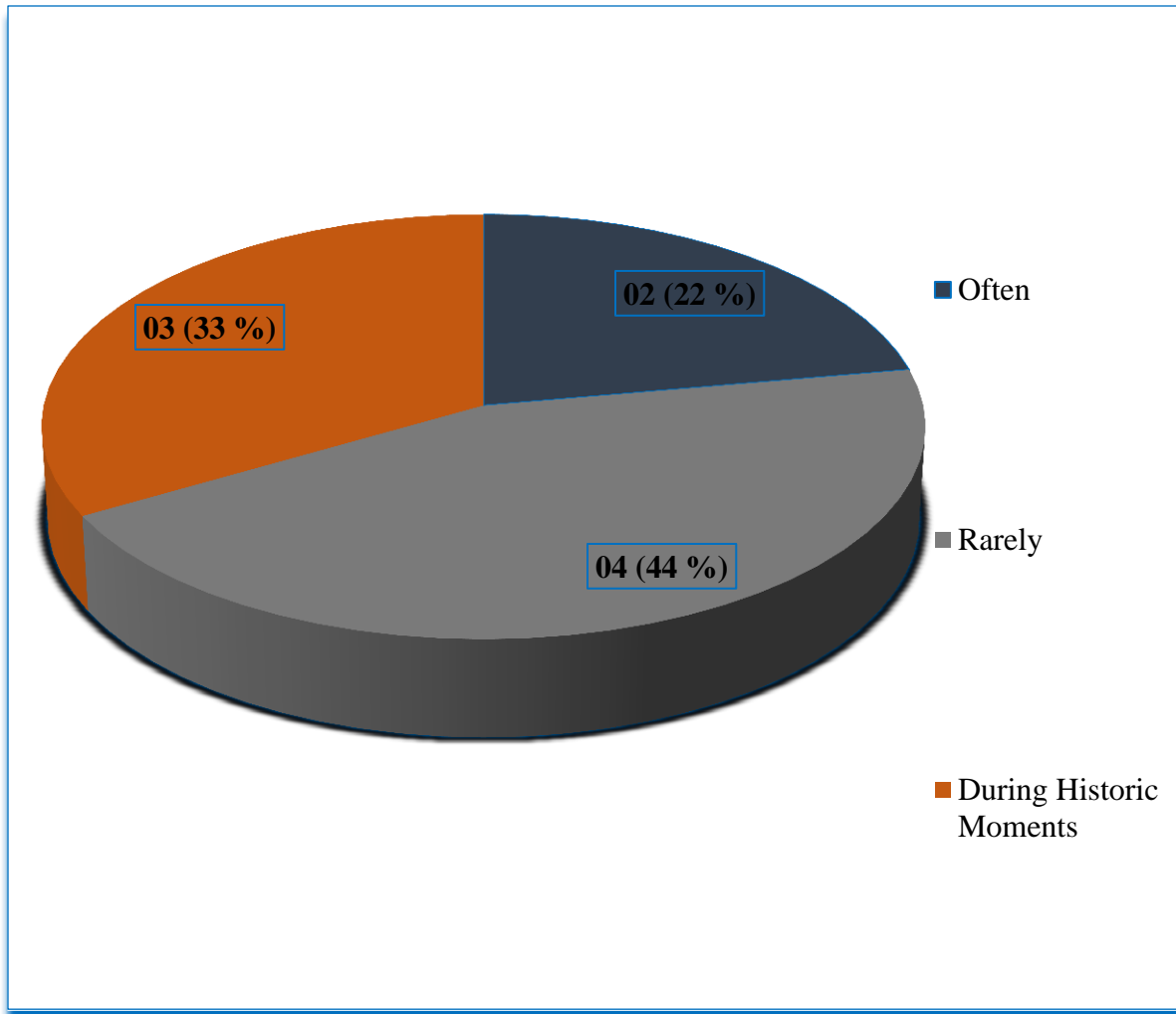


Figure 16: Frequency of Publication in English

Even among the journalists who confirmed that their media institution covers news in the English Language, a significant number revealed that English news is not a regular item in their casts or issues. In line with the latter, four (04) out of the nine (09) respondents who confirmed the publication of information in English stated that such information (reports) is rarely published. The second dominant group, with three (03) occurrences responded that information is produced and published (broadcast) in English only during historic moments (say climate change summits, National Day celebration, and political seatings, etcetera). The least in occurrence were two (02) responses of journalists stating that their media publishes developmental information in English very often.

The fact that 44 % majority attest to the fact that media institution rarely publishes developmental information in the English Language is telling of the significant amount of developmental news that fails to reach the English-speaking community. With this lack, English speakers can neither benefit nor participate in developing the fields announced in French only.

5.1.5 Information Covered in English

Seeking information about the publication language of developmental information is not sufficient, considering that the information (subjects) disseminated is equally of great import and/or implication to results obtained at the end of this research endeavour. In the enquiry of the subjects reported in English, the respondents were given the chance to select more than one theme. In line with this leverage, the nine (09) journalists gave eleven (11) developmental subjects (themes) that are published in the English Language. Some journalists chose two and even more themes, thus, resulting in an aggregate of 101 occurrences of these developmental subjects in the English Language. The details are presented in Table 20 below.

Table 20: Subjects Covered in English

Theme Covered	Frequency	Percentage (%)
Socio-political and Economic Development	09	09
Economic Growth	06	06
Nature protection	04	04
Social Justice	07	07
Peace and National Unity	12	12
Security and Good Governance	10	10
Empowerment of girls and women	08	08
Education and Conscientisation	11	11
Patriotism and Good Citizenship	13	13
Job Opportunities	08	08
Tourism	13	13
Total	101	100

The statistics in the table above reveal that out of the eleven (11) developmental themes published (reported) in English, the most dominant is information pertaining to patriotism and good citizenship, and tourism with thirteen (13) incidences each. The second dominant developmental theme reported in English is peace and national unity, having twelve (12) occurrences. In addition, English news on security and good governance ranked third with ten (10) instances. Other important information reported in English, as drawn from the table, include socio-political and economic development; empowerment

of girls and women; job opportunities; empowerment of girls and women; job opportunities; and social justice.

The worth of this information in English is that the development opportunities propagated would spread wider and even attract related partners, thus, attending to the developmental needs of all Cameroonians.

5.1.6 Importance of Publishing Pertinent Information in English

This item was included to gauge the consciousness of media practitioners about the importance of the English Language as a profound tool of international development (politics/ diplomacy, science and technology, communication, commerce, education and professionalisation, etcetera). In response to this awareness probe, all the sixteen (16) journalists responded in acknowledgement of the great importance of publishing developmental information in the global (international) language that English is. When asked to justify this unanimous affirmation, the respondents stated different reasons that the researcher grouped into three (03). Some respondents advanced more than one justification which, in effect, culminated in the twenty-seven (27) aggregate frequency; that is far above the number of (twelve) respondents interviewed. The occurrences of the types of explanations advanced by respondents are given in Figure 17 which follows.

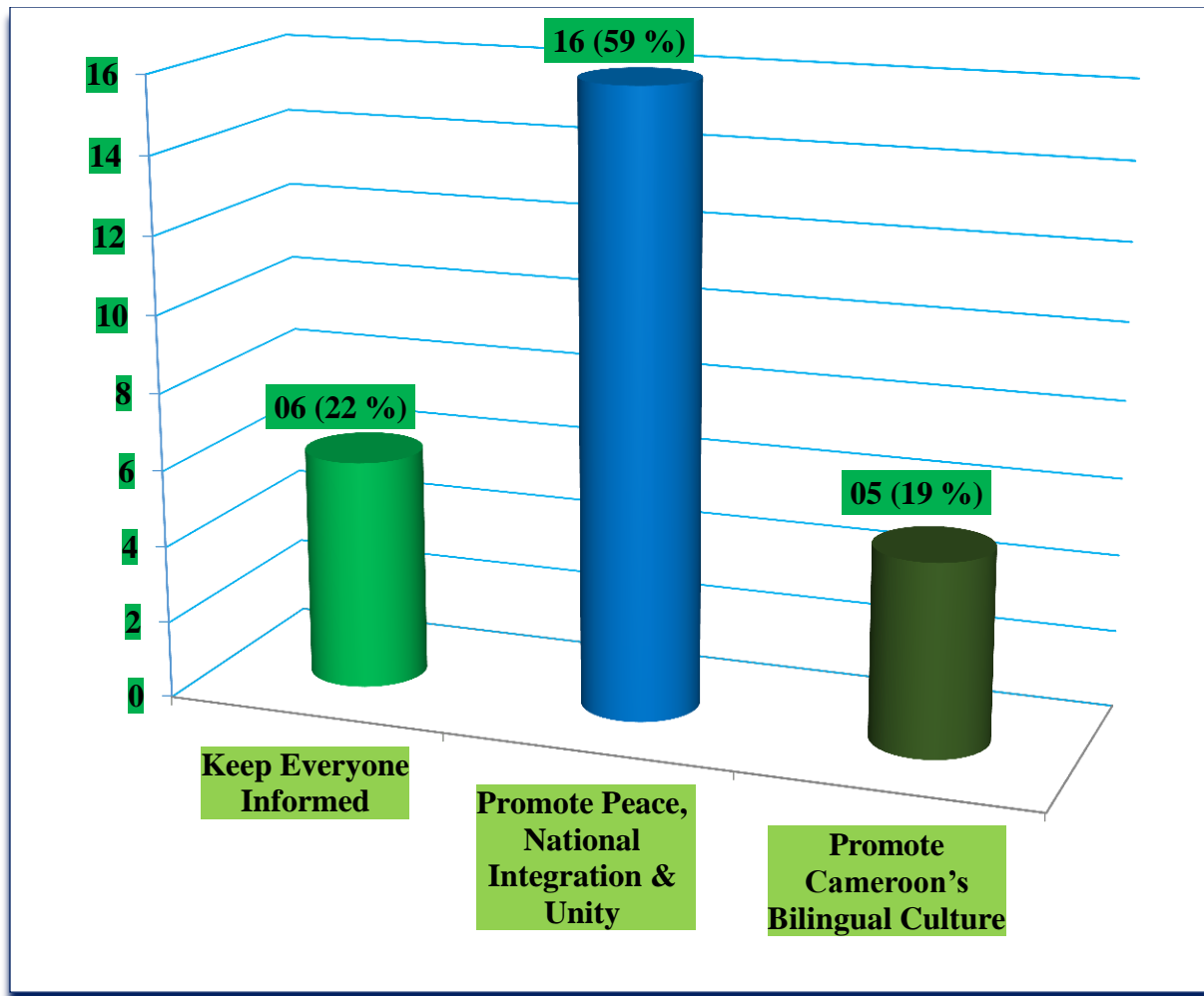


Figure 17: Importance of Presenting Information in English

As stated above, all the respondents affirmed that it is important to report developmental information in English. Responses under the category that the reporting of information in English is pertinent because it promotes peace, national unity and national integration were the majority with sixteen (59 %) occurrences. Moreover, five (05) responses fell under the category of explanations that reporting developmental information in English is important because it keeps everyone informed. Lastly, five (05) other responses are of the category that recommends information in English because it promotes Cameroon's bilingual culture.

All these explanations classified and quantified in Figure 16 above, in fact, are telling of journalists' consciousness about the fact that reporting information in English opens more development opportunities, not just to English-speaking Cameroonians, but equally, to their French-speaking counterpart and to the nation itself.

5.1.7 Coverage of Educative Programmes in English

In addition to enquiring about the language of reporting important information in the media, the researcher was, in this item, interested in knowing from the journalists whether their respective media institutions do educative reporting (programmes) in English, and the kinds of subjects reported in such programmes. With respect to this, out of the nine (09) journalists who confirmed the broadcast (publication) of important information in the English Language, seven (07) refused that their media organs produce and carry out special educative programmes (reports) in English. On the other hand, only two (02) respondents confirmed that their institutions do educative reporting in English. These two (02) respondents, who were given the possibility to choose more than one subject, chose thirteen (13) educative subjects that their respective news organs report in English, as quantified in Table 20 below.

Table 21: Subjects of Educative Coverages in English

Subject Covered	Frequency	Percentage (%)
Socio-political and Economic Development	07	05
Conservation, Valorisation and Protection of Biodiversity	10	07
Climate Change	13	10
Social Justice	05	04
Peace and National Unity	16	12
Security and Peace	10	07
Tourism	05	04
Science and Technology	10	07
Good Governance	16	12
Empowerment of girls, women and the Youth	10	07
Educational/ Profession Growth and Opportunities	13	10
patriotism and civic education	11	08
Job Opportunities	09	07
Total	135	100

The information in Table 20 points to the fact that news about peace and national unity, and good governance are the most recurrent educative subjects that are reported in English, with sixteen (16) incidents each. To add, English Language reports on Climate change and educational/professional growth and opportunities rank second with thirteen

(13) occurrences, which is equivalent to 10 % each. The third recurrent educative report in English is on patriotism and civic education which has eleven (11) instances, and then followed by educative reporting on conservation, valorisation and protection of biodiversity; security and peace; science and technology; and empowerment of girls, women and the youth with ten (10) occurrences each.

The appearances of educative reporting on socio-political and economic development; social justice; tourism; and job opportunities, though with marginal instances, are suggestive of the types of development-driven information that is propagated by the Cameroonian media.

5.1.8 More Development Opportunities Propagated by English Programmes

After enquiring about the types of educative subjects reported in English, the researcher was equally interested in knowing whether respondents were aware that the propagation of more information in the English Language would create and/or initiate many more development opportunities for Cameroonians. In response to this enquiry, all the sixteen (16) respondents accepted (recognised the fact) that the production and dissemination of more information in English would attract development partners from foreign nations, and this would greatly boost SD in different domains in Cameroon. The sixteen respondents identified six main domains in which development opportunities would be created for Cameroonians if the media is consistent in reporting important information in English. It was permissible for each respondent to give more than one developmental opportunity. The responses about the development opportunities are quantified in the figure that follows.

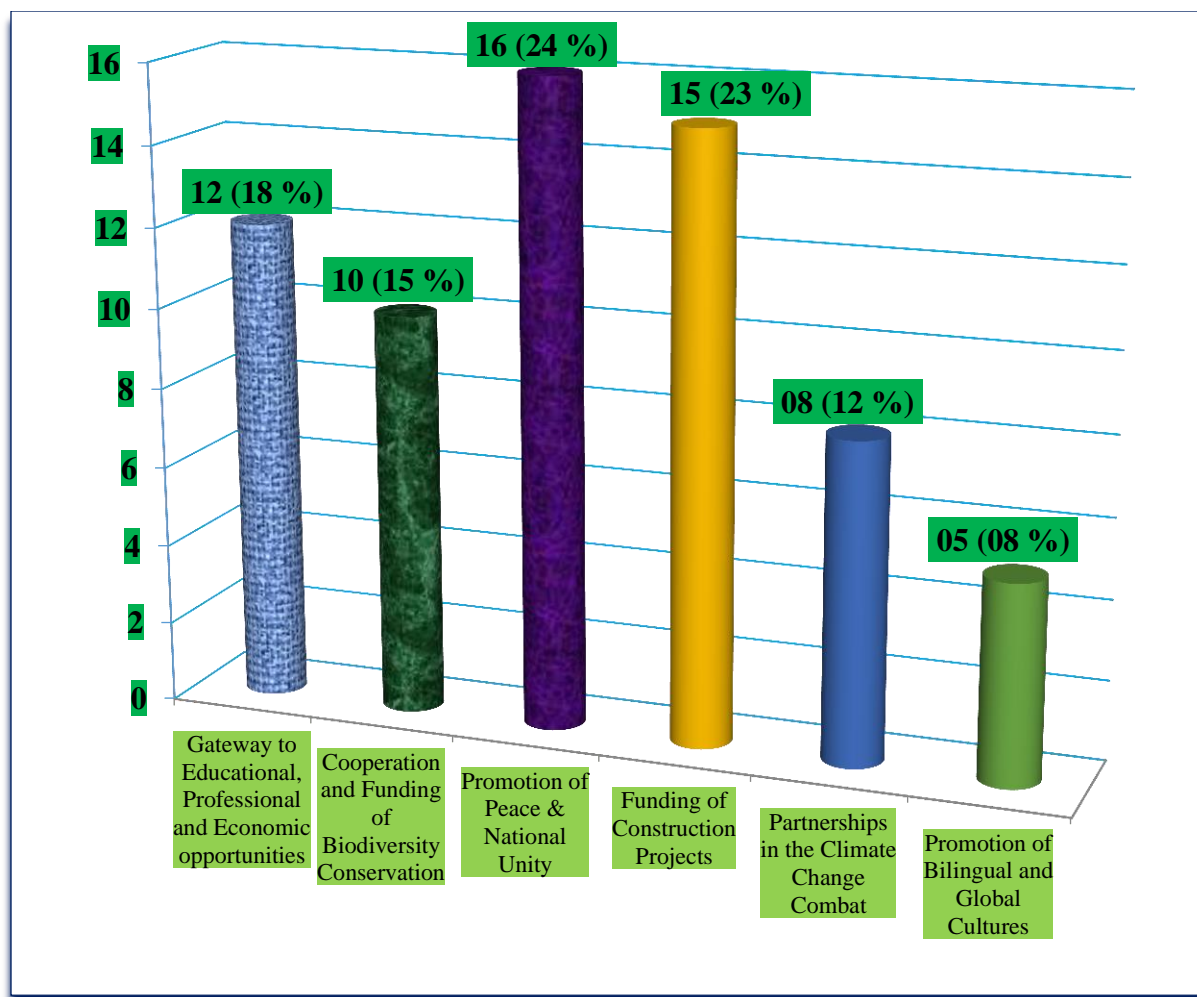


Figure 18: Domains of Development Created by News Reporting in English

The statistical inputs in Figure 17 above reveal that the most popular developmental opportunity (domain) that could be created by news reporting in English is the promotion of peace and national unity in the country, as it was suggested in sixteen (16) instances or responses. The second recurrent developmental aspect respondents thought could be brought about by English news is the funding of construction projects in the country, which was advanced in fifteen (15) responses. To continue, the third dominant opportunity is the creation of educational, professional and economic opportunities for Cameroonians, contained in twelve (12) responses. Other significant development domains advanced include cooperation and funding of biodiversity conservation;

partnerships Climate change initiatives; and the promotion of Cameroon's bilingualism and other global cultures that are existent in the country.

Taking into cognizance the responses obtained from the sixteen (16) media practitioners interviewed, it has been ascertained that when the media transmits information in English, it creates many developmental avenues for Cameroon. This is said on the grounds that English is an international (global) lingua franca, and so, information disseminated in it spreads to a wider (more global) audience. With English, the country can easily get into contact with development partners and Cameroonian citizens can also easily benefit from international opportunities communicated in the English Language; from international English-speaking communities.

5.2 Analysis of Students' Questionnaire

The questionnaire was administered to university students of the University of Yaounde 1, to enquire about the current language situation in the institution especially and Cameroon as a whole, and to get their impressions on how this status quo impacts SD. In pursuance of these views, two hundred copies of the questionnaire are being analysed. The researcher was interested in getting information about the regularity and contexts of the use of the minority OL in the nation's mother university; which is supposedly the cradle and/or an epitome of bilingualism in the domain of education in the country. It is normative that English ought to have the same status as French in formal operations in this institute of higher learning. Being an international language [of science and technology, education, cooperation and communication, business and diplomacy, among others], the essence of analysis is to decipher whether this institution currently implements Cameroon's English LP to the benefit of national development in varied domains of national life. The different levels of analyses are presented in the segments that follow.

5.2.1 Opinion about Government effective implementation of bilingualism

Bilingualism and the bilingual culture have been enshrined in Cameroon's constitution, and so, it is expected the English and French languages are supposed to be used equitably in all contexts in the country. In the domain of [tertiary] education, which is the concern of the researcher at this level, it is legislated that all official matters should be equitably conducted in French and English. In this questionnaire item, the researcher sought to verify from the students whether bilingualism is effectively implemented in their institution. In this, the main purpose was to enquire whether the contexts (situations) in which the majority OL, French, are used are the same for the minority OL that English is in Cameroon. The two hundred (200) university students' responses to this enquiry are quantified in Figure 19 below.

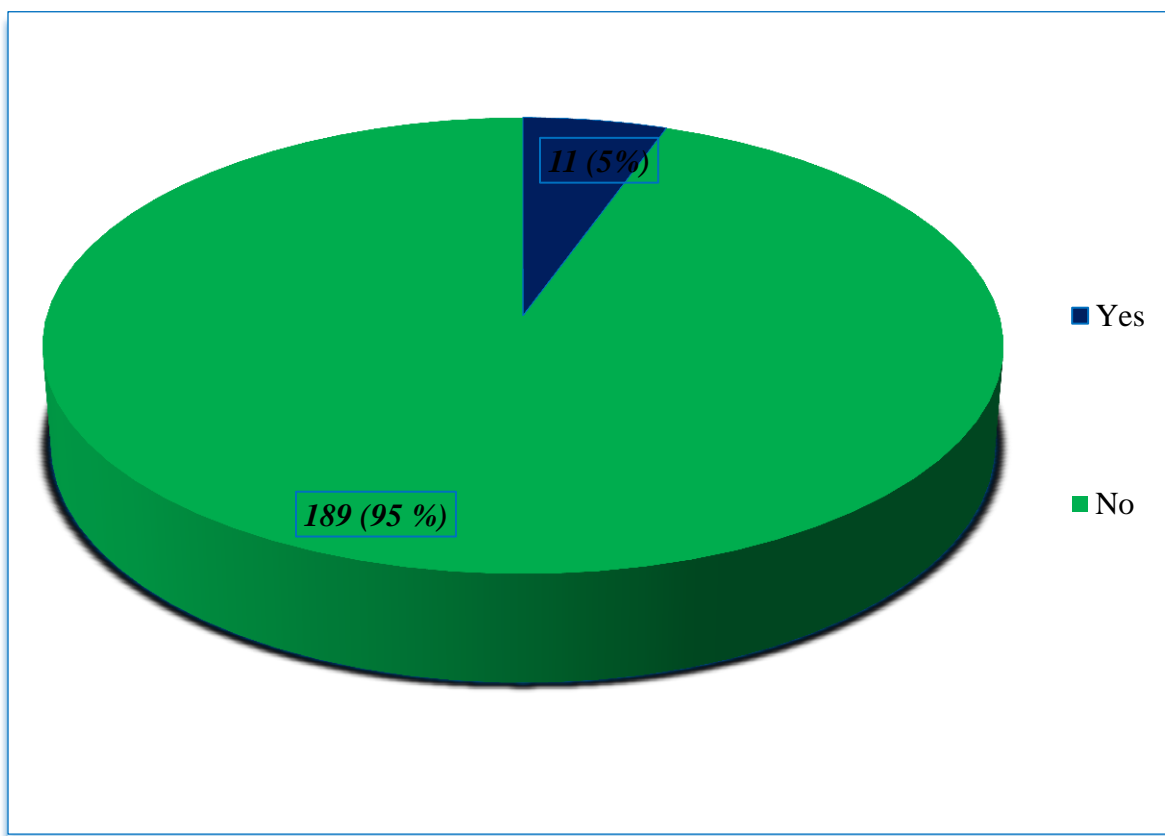


Figure 19: Views about Government Effective Implementation of Bilingualism

Figures from the figure above indicate that out of the two hundred students who reacted to this item, one hundred and eighty-nine (189), equivalent to 95 %, revealed that official bilingualism is not effectively implemented by Cameroonian government authorities. On the other hand, another insignificant group of eleven (11), thus 5 %, opines that the government's current implementation of English is effective. In the researcher's further enquiries about the reasons bilingualism is considered ineffective, their responses are that the English Language is not equitably practised with its French counterpart.

5.2.2 Sectors in Which English is Marginalised

This item is the follow-up item to the latter. After having indicated that English is used inequitably with French, the research made this supplementary to know the sectors (institutions) in which this global language is marginalised. The respondents were given seven options (national sectors) from which to choose, and they could select as many institutions as they thought them relevant to the question. These entities represent the different areas of national life; which are areas in which the use of the English Language is not optimal, or worse still, sparing. These areas are representative of the national domains that should champion the implementation of national policies that initiate and galvanise development throughout the national territory. The responses identifying the domains in which the English Language is sparingly used are quantified in the figure that follows.

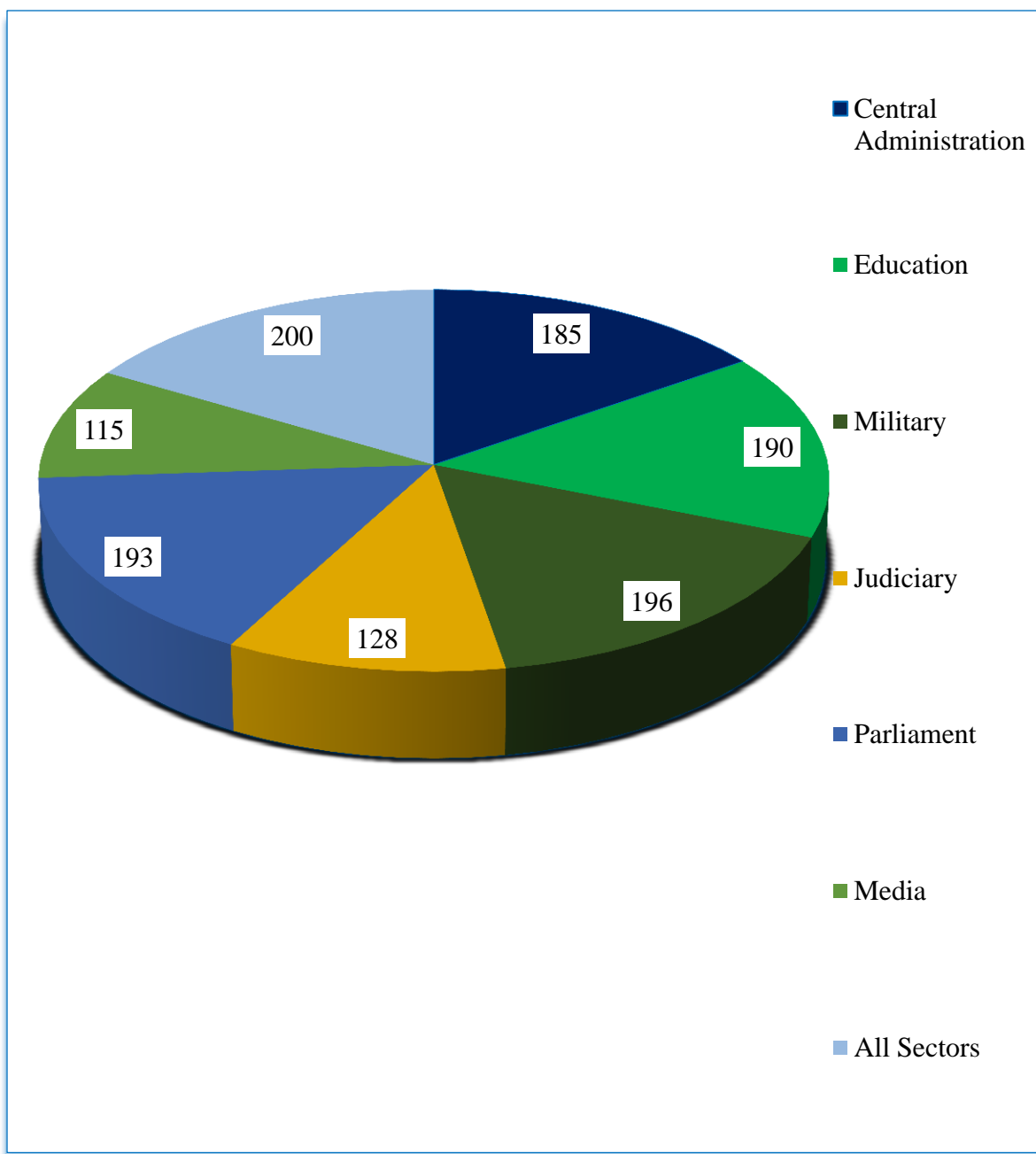


Figure 20: Statistics on Institutions in Which English is Underused

Entries in Figure 19 above point to the fact that out of the seven (07) options identified as English Language marginalised areas, responses that the global language is sparingly used in all sectors are the most recurrent with two hundred (200). This category of responses gives the impression that all the respondents are unsatisfied with the current implementation of the English LP in all areas of national life. The next category of

responses that has the second dominance is the one hundred and ninety-six (196) that considers the military as the national domain in which the relegation of the English Language is alarming. Moreover, one hundred and ninety-three (193) responses consider the parliament as the third national domain in which the implementation of this global language is skimpy. In addition, responses that considered education as a national institution in which the English Language is poorly implemented rank fourth with one hundred and ninety (190) occurrences. A significant number of responses equally identify the central administration, the judiciary and the media, respectively having 185, 128 and 115 instances, as areas in which authorities have a bias against the use of the English Language; in favour of French.

From the statistic above, it is clear that a global language that has the potentials to attract and stimulate development in Cameroon is not effectively practised in the official milieu. This is a factor that retards SD in the country.

5.2.3 Opinion about the Importance of Implementing Effective Bilingualism

In a country where the country's bilingual policy is disproportionately implemented, as confirmed by the statistics in Figure 19, it was equally important for the researcher to enquire if the respondents (students) are aware of the importance of implementing effective English-French bilingualism in all domains of national life. It should be emphasised here that this item is intended to find out students' awareness about the benefits of matching the implementation of the English Language to that of its French counterpart. To verify this consciousness, students were asked if they considered it important for the government to effectively practise English-French bilingualism in all domains and all the two hundred (200) respondents gave a unanimous affirmation. In a supplementary question to get their respective reasons for this affirmation, different responses were given; which were classified into four (04) and given in Table 22 below.

Table 22: Justifications for the Implementing of an Effective English LP

Justification	Frequency	Percentage (%)
English can open many diplomatic relations for Cameroon	65	32
English can open development opportunities for Cameroon	32	16
Development of a balanced bilingual culture	83	42
National unity, integration and peace	20	10
Total	200	100

Following that information in Table 22 above, it can be seen that eighty-three (83) majority of the students think that it is important for the government to effectively implement English-French bilingualism because it would advance the development of the country's bilingual culture. The second dominant category of responses, with sixty-five (65) incidents, is that which holds that the effective practice of bilingualism would initiate and foster diplomatic relations between Cameroon and international development partners, most especially her OLS national entities and cultural groupings: Commonwealth countries most especially. The third recurrent category of justifications falls within the thirty-two (32) responses to the effect that effective implementation of English and French would open many development opportunities for Cameroon. Such development opportunities are cooperations and developmental funds in the domains of education, science and technology, commerce, construction, national security, and so on.

These responses, in effect, shed light on the importance of fully implementing English equitably with French, considering that English is even more resourceful than French. The respondents' knowledge about the resourcefulness of the English Language would be verified in subsequent discussions.

5.2.4 Opinion on whether Effective Use of English Could Galvanise Development

In addition to verifying the essence of the effective practice of English-French bilingualism in Cameroon, the researcher also deemed it necessary to get university students' views about the developmental potentials of effectively practising the English Language in every domain of the national fabric. Like in the case above, all the two hundred (200) respondents were in unanimous approval of the fact that the effective implementation of bilingualism, most precisely the effective practice of the English Language, would enhance development in the national territory. The different respondents advanced diverse reasons for this agreement, and they were classified and quantified in the table below.

Table 23: Justifications that Effective Use of English Could Galvanise SD

Justification	Frequency	Percentage (%)
More developmental cooperation with the English world	62	31
More business opportunities for Cameroon	81	40
Opens Cameroonians to educational and job opportunities	19	10
Promotes national harmony and peace	38	19
Total	200	100

It was found that the majority, made up of eighty-one (81) which is 40 % percent of the population, justified that the effective practice of the English Language in Cameroon would promote SD in the sense that it would open more business opportunities for Cameroon[ians]. This explanation is possibly backed by the consideration that the English Language is a global language [of international business, communication, education, politics and technology, etcetera]. The second dominant explanation given by sixty-two (31 %) respondents is that the effective implementation of Cameroon's English LP would foster national development given that it could create more developmental cooperation between Cameroon[ians] and the English world. Cooperation here could mean academic, professional, cultural exchange programmes, and even funding opportunities. The third recurrent reason is that the effective use of English would go a long way to guarantee national unity and peace, with a frequency of thirty-eight (19 %).

In essence, from the responses in Table 22 above, it could be seen that the students are very conversant with the developmental potentials of the English Language in all domains of national life. From the responses above, it is clear that the judgements and/or impressions the students make about the current use of English in the country are informed and focused.

5.2.5 Opinions if Effective English LP Can Instrumentalise Peace and National Unity

Even though coincidental with the explanations advanced by the respondents themselves (in Table 23 above), the researcher was still interested, and so made a conscious effort to find out from the students whether the implementation of an effective English LP in Cameroon could be a tool that promotes peace, national integration and unity in the country. This falls in line with Gabsa et al.'s (2020) impression that 'In multilingual States [like Cameroon], language can act as a unifying factor depending on how the linguistic communities perceive and behave toward linguistic differences.'

By peace and national integration and unity, the researcher refers to the peace, harmony and tolerance that reign between members of the two linguistic and cultural groups, which is a powerful developmental factor in Cameroon, like in every other country in the world. An item on the effective use of the English Language as a tool to foster peace and national unity featured in the questionnaire, and all the two hundred (200) respondents gave affirmative responses to it. Furthermore, when justifications were requested, each of the two hundred students advanced a response(s) that is classified and their occurrences were summed up in the figure given below.

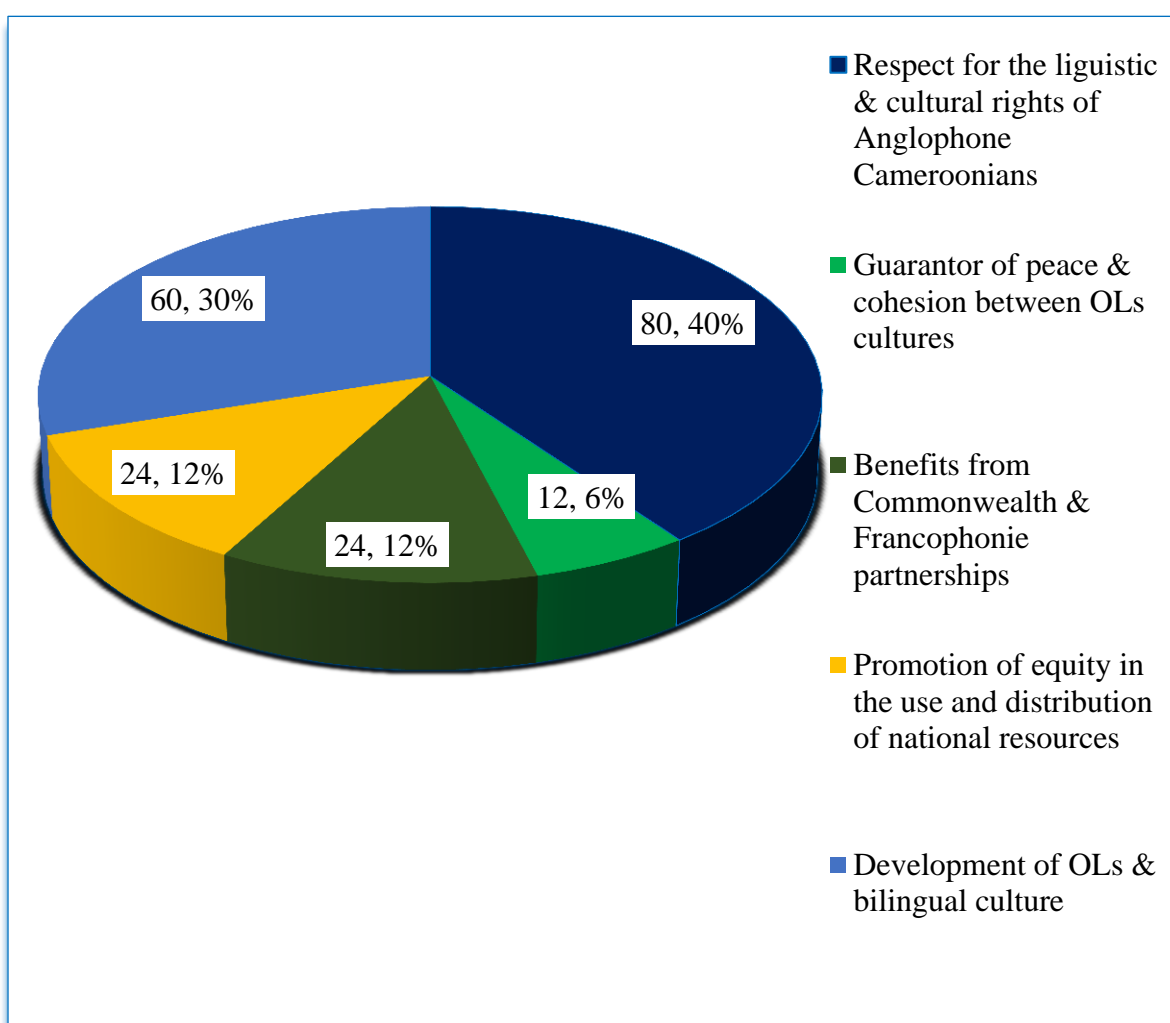


Figure 21: Views that Effective English LP Instrumentalises Peace and National Unity

Bearing in mind that all the two hundred respondents agreed that an effective English LP instrumentalises peace and national unity in Cameroon, a majority of eighty (80), constituting 40 % of the responses explained that this is so because it would mark respect for the linguistic and cultural rights of English-speaking Cameroonians. When these values are mutually respected, as stated in the country's constitution, peace and national unity is guaranteed between the two OL groups. The second dominant response, with sixty (60) instances of 30 %, is that the effective implementation of the country's English LP would go the extra mile to galvanise the development of the OLs and bilingual culture in Cameroon, which is very beneficial to Cameroonians (becoming bilingual teachers, translators and interpreters, and many other related professions). The third in recurrence is the justification that the effective practice of the minority OL, English, would enable all Cameroonians to benefit from Commonwealth partnerships and that it would promote equity in the use and distribution of the country's national resources, with an occurrence rate of 12 %, in twenty-four instances each.

When Cameroonians realise that the more English is used in the country, the more opportunities they get from English Language organisations and communities, better still, the more equitable allocations of natural resources are done in Cameroon, there would be no room for any agitation, thus peace and national unity between Cameroonians from both OL and cultural extractions.

5.2.6 Dominant language(s) in Official Business

By language(s) in official business, the researcher intended to find out the language choice or the dominant OL used in formal contexts like lectures, meetings, seminars, public notices and/or information in their departments, and so on. The language that is routine is the one that affects the socio-academic and professional lives of the respondents. In effect, all the two hundred (200) respondents stated that French is the language that is dominant in formal business (activities and information) in the different departments under study. The fact that lectures, meetings, seminars, public notices and/or

information in the respective departments are conducted dominantly in the majority OL, French, implies that exposure to the minority OL, English, is quite minimal and/or insignificant. The dominance or recurrent choice of French in official business in the University of Yaounde 1, thus, leaves the researcher with the impression that there is inadequate communication and development-driven partnerships between this university and international English-speaking communities (countries, universities and organisations).

5.2.7 Benefits of Effective English Language Implementation to Cameroon[ians]

This item constituted a follow-up question meant to confirm students' awareness about the importance of effectively using the English Language in all departments of the University especially and the national territory at large. In other words, in this item, the researcher sought to know students' impressions about the effective implementation of the country's English LP; that is what students (the youth), the government and the entire country stand to benefit if the English were used more frequently, at least equitably with the majority OL that French is. In response to the enquiry on this aspect, all the two hundred (200) respondents were positive on the fact that students, the government and the country would benefit a lot from any effort geared at effectively implementing the country's English LP in their respective departments and the entire country. When asked to justify their opinions, the respondents advanced diverse explanations that were grouped into six (06) and their frequencies are given, as in the table that follows.

Table 24: Students' Views about Benefits of an Effective English Practice

Justification	Frequency	Percentage (%)
Promotion of a balanced bilingual [cultural] development	11	05
Promotion of national integration and unity	13	06
Benefit of Commonwealth development programmes	60	30
Adaption and use of modern science and technology	41	21
Promotion of international communication and cooperation	41	21
Promotion of global citizenship and opportunities	34	17
Total	200	100

Out of the six (06) reasons given by the respondents for the importance of effectively practising the English Language in their respective departments and the whole country, the explanation that students, the government and other Cameroonians would benefit much from Commonwealth development programmes ranked first with a frequency of sixty (60), at the rate of 30 %. Moreover, responses that the effective practice of English is important because it would facilitate the adaption and use of modern science and technology, and the promotion of international communication and cooperation between Cameroo[ian universities] and English-speaking communities ranked second with forty-one (41) instances, which is 21 % each. The third frequent justification is that the effective use of English is important to Cameroonians because it would open

Cameroonians to global citizenship and many international opportunities (in education, professionalisation, funding, partnership, etcetera).

From the preponderance of explanations pertaining to benefits from English cultural developmental programmes in the Commonwealth, in a nutshell, implies the students were very conscious about the profound globalising and/or international cooperation potentials of the English Language.

5.2.8 Verifying whether Ineffective English Language Implementation Hinders SD

In this item, the intention was to verify from the respondents, the dangers of the ineffective or marginal implementation of the English Language in formal (official) contexts in the country. In response to the question pertaining to this item, all the two hundred (200) students gave a homogeneous affirmative that administrative apathy towards the effective implementation and/or empowerment of the English Language in Cameroon hinders socio-political development in the country. Like in the latter analyses, the respondents advanced diverse explanations; that were categorised into five and rated in the ensuing table.

Table 25: Views that Ineffective English Language Implementation Hinders SD

Justification	Frequency	Percentage (%)
Communication breach with foreign partners	48	24
Basis of socio-political strife between both OLs groups	35	17
Difficulties establishing trade partnerships	25	13
Hindrance to international diplomacy and cooperation	44	22

Inability to learn, understand and operate new technologies	48	24
Total	200	100

Among the five kinds of explanations given to support the view that ineffective implementation of Cameroon's English LP hinders SD, opinions related to breach of communication with foreign partners, and limitation in the learning, understanding and operation of new technologies are the most popular with forty-eight (48) occurrences, at the rate of 24 % each. Furthermore, responses highlighting that the ineffective practice of English hinders international diplomacy and cooperation between Cameroon and development partners in the English-speaking world rank second with forty-four (22 %) instances. The third preponderant justification is related to the category that ineffective English use in the country hinders national development as it is the basis for socio-political strife between members of the two language and cultural groups.

In all, the dominance of responses connected to challenging communication with foreign (English) development partners and hindrance in the learning, mastery and adaptation to emerging and evolving science and technology point to the fact that the respondents were aware of the national and global worth of the English Language.

5.2.9 Opinion about the Language that Can Boost SD in Cameroon

This item is an implicit comparison between the national and global developmental potentials of English and French. Cognizant of the fact that French has been identified by the respondent as the choicest language in diverse official milieux in Cameroon, discussions here literally echo the questionnaire item in which the researcher sought to verify the students' opinion about the language they think could factor SD in the country more. It was borne in mind that from the duration of dominance of French over English in all national domains in the country, the respondents could make a fair judgement about the depth of development the majority OL, French, has and would continue to initiate in

Cameroon, as compared to that of English. To start with, all the two hundred (200) respondents recognised the English Language as a better development factor or medium to Cameroon than French. The answers given by the respective respondents to substantiate their views are equally classified into six (06) and quantified as follows.

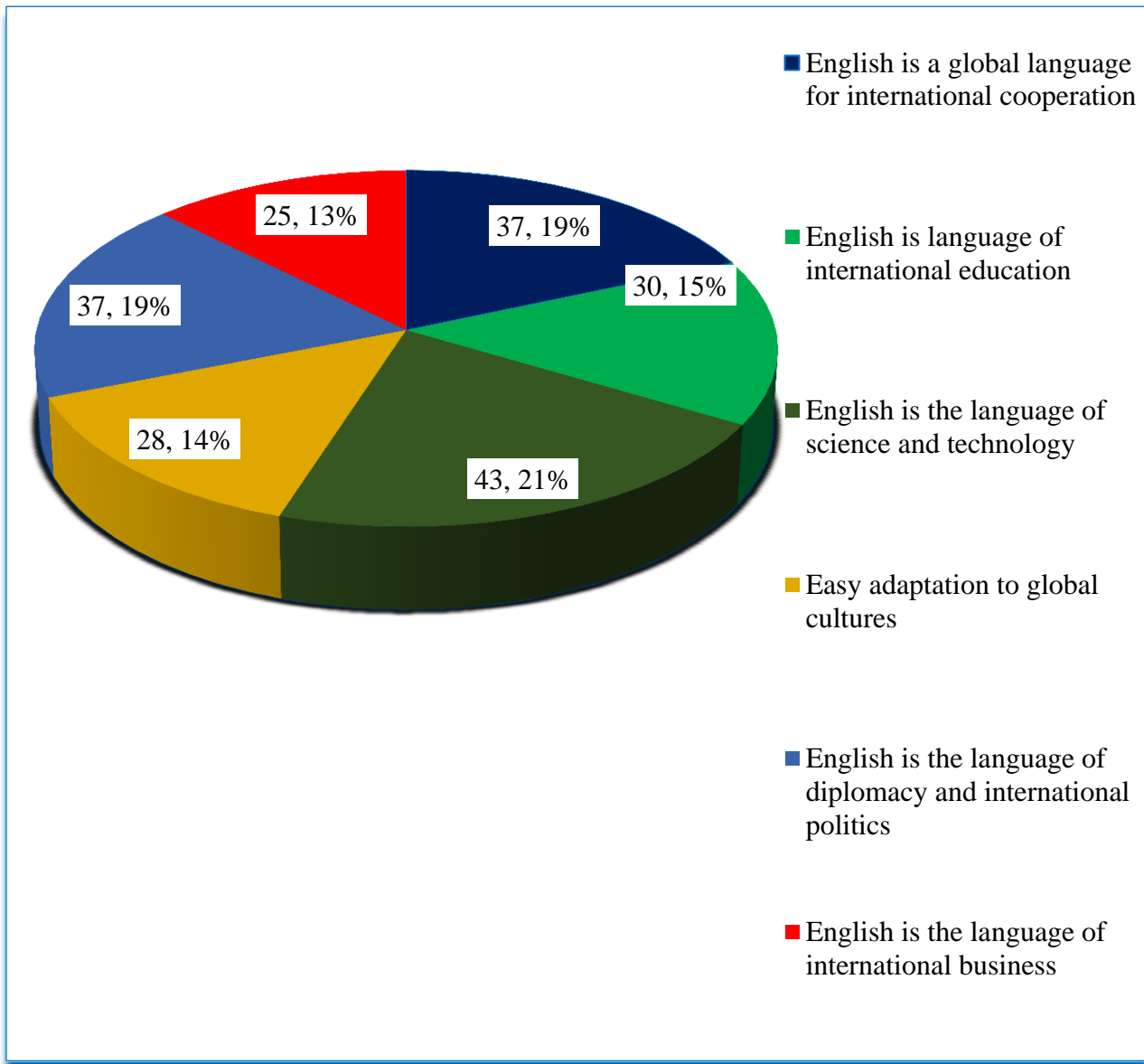


Figure 22: Opinion about the Language that Can Boost SD in Cameroon

The inputs from Figure 21 above point out that out of the diverse responses supporting the view that the English Language has better chances and/or potentials of patronising SD

in Cameroon, the most popular category of answers is that related to the thought that the English Language is a language of modern science and technology, with forty-three (21 %) responses. Justifications in which English is considered a global language and, therefore, the language of international cooperation, and the language of diplomacy and international politics rank second with thirty-seven (37) incidents, thus 19 % each. The third popular responses are those that fall under the category that considers the English Language as a powerful developmental factor because it eases adaptation to global cultures that interact with English, and they had twenty-eight (28) occurrences which is 14 %.

The dominance of responses explaining that the English Language is a developmental factor, therefore, considers the English Language as being capable of promoting scientific and technological development in Cameroon. With the consistent use of English, Cameroonians would easily use and adapt to different forms of modern technology, and above all, exploit feasible opportunities attached to its use.

5.2.10 Verifying if Ineffective English LP Hinders Technological Development

This item is complementary to Table 24 above: it verifies the impact of the ineffectiveness of Cameroon's English on technological development in the country. This item considers the fact that the English Language is the lingua franca of modern science and technology; and the latter is a great booster of SD in countries around the globe. Knowledge and skills in technology are communicated in the English Language, and so, a nation that envisions technological growth has to adopt the default language of technology, which is English. In response to the question on this item, the entire population under study agreed on the fact that technological development would be delayed if Cameroonian authorities are persistently indifferent to the effective implementation of the English Language in all spheres of national life. The explanations advanced by each of the respondents to support their view were grouped into three (03), and their frequencies are presented in Table 26 below.

Table 26: Justifications that Ineffective English LP Hinders Technological Development

Justification	Frequency	Percentage (%)
English is language of modern science and technology	90	45
Inability to adapt to, install and operate modern technology	58	29
Scientific and technological knowledge is in English	52	26
Total	200	100

Among the three groups of responses in the table above, it was realised that explanations related to the thought that the ineffectiveness of Cameroon's English LP would delay technological development because English is the language of modern science and technology ranked first with ninety (45 %) occurrences. This is succeeded by responses justifying that marginal practice of the English would hinder the advancement of modern science and technology on grounds that Cameroonians would be unable to adapt to, install and operate modern technology, having fifty-eight (58) instances of rate 29 %. The third preponderant category of responses, with fifty-two (52) occurrences at the rate of 26 %, are those that justify that scientific and technological knowledge is in English, thus, ineffective use of this technology-driven language would deprive Cameroonians of scientific and technological knowledge and skills.

It is worth stating that the three categories of responses give evidence of the respondents' awareness of the importance of the English Language in modern scientific and technological development in Cameroon. On the contrary, persistent refusal to effectively implement this technological lingua franca, as indicated by the two hundred (200) respondents, would go a long way to creating an obstacle to the evolution of modern science and technology in the country.

5.3 Conclusion

In all, from the analysis of the sixteen (16) interview forms administered to some sixteen Cameroonian journalists and the two hundred (200) students' questionnaire collected, results showed that most media institutions in the country publish [developmental] information predominantly in French, and even when some media outlets publish in both OLs, the practice of the English Language in reports is either marginal or rare; as compared to more dominant and more available information in French Language. Moreover, all the two hundred questionnaire respondents recognised the importance of the global language that English is as a significant factor of national development, but went further to disclose that the current situation of this language of international development in Cameroon is still ineffective or marginalised. As opined by the respondents, the non-implementation of Cameroon's English LP hampers SD in the country in varied patterns and dimensions.

CHAPTER SIX

GENERAL CONCLUSION

6.0 Introduction

In this last chapter, discussions are intended to provide answers to the research questions and verify the hypotheses. The researcher, thus, discusses the key findings obtained from the analysis conducted in the latter chapter of this research work. In these discussions, a conscious effort is made to interpret or give meaning to the figures quantifying the responses as obtained from the different instruments used: sixteen (16) Council Staff Interview Forms; nine (09) Observation Forms; sixteen (16) Journalists' Questionnaire; and two hundred (200) Students' Questionnaire. The content of these discussions takes into consideration the most recurrent responses vis-à-vis the use of the English Language in core and peripheral administrative institutions in Cameroon. In consonance with the analysis, the direction and depth of these discussions are aimed to answer research questions and verify hypotheses on whether the current practice of the English Language in Cameroon factors or boosts SD in the country. This chapter closes with further discussions on the significance and recommendations pertaining to strategies to better valorise this international language, English, as a vector of sustainable development in all domains of national life.

6.1 Summary of Key Findings

In this segment, discussions dwell on the summary of the main findings obtained in the analytical phase of this work. In this summary, the researcher seeks to present the outstanding figures got, and proceeds to attributing significance to and/or making impressions about the highest figures that denote the most preponderant responses got. The meaning(s) attributed to each of these responses, very much, depends on the aspect under enquiry. In effect, this summary is representative of the different results obtained in

the analyses of the four data categories conducted in the two previous chapters of this research work.

6.1.1 Council Staff Views about Language Governmentalities and SD in Cameroon

As stated before now, these interviews were conducted on sixteen (16) senior staff of some eight (08) local councils in the city of Yaounde. In reaction to the interview items posed, each of this staff gave much information that is germane to the subject under study: the degree to which the current practice of the English Language factors SD in different domains of national life. These senior council workers shared opinions pertaining to the implementation, frequency, and context of the use of the English Language and the impact of this practice on the attainment of the SDGs in the country.

To start with, the first aspect under analysis was related to the OL used in seminars, meetings and public information. On this, the majority of the personnel expressed the inadequacy and/or ineffectiveness of the implementation of the English Language in Cameroon, given that most council proceedings in the forms of seminars, meetings, public information and public campaigns are predominantly conducted in French. The prevalence of developmental information in French only over the English Language, in essence, denotes the marginalisation of the English Language, as council authorities make no conscious effort to valorise this global language by making it a privileged medium of important information.

Moreover, as concerns the tool(s) of language governance adopted in the local councils, it was found that the choice and/or use of the English Language in each of the local councils under study was not obligatory, as it is not regulated by any internal instrument (say communiqué or memo) in the council. Rather, local council authorities stated that the use of the English Language was a function of the volition of each council staff (authority), thus flouting the 2019 law on the compulsory use of both OLs in all formal spaces and outings. Given that most of these senior council staff are francophones, worse still, not bilingual in English, as indicated in the interview, the tendency is that

these authorities would simply overlook the use of and/or importance of communicating useful information in English. This discretionary use of English is detrimental to Anglophones, given that their access to developmental information in English very much depends on the goodwill of the council personnel publishing it. This is cause for retardation of personal or community development as Anglophones may not take advantage of developmental information published in French only due to ignorance.

Given that some respondents acknowledged the use of English in local councils, though timid and significant, further enquiries were done to verify the context in which this language of international development is used. On the aggregate, results have it that the most dominant context in which authorities use the English Language in council affairs is in local occasions involving Anglophones. This means that in the absence of Anglophones in a council activity, the use of the English Language is suppressed. The danger of this English LP dysfunction is that even Francophone Cameroonians are not able to benefit from developmental information that might have not been published because it is in English. In addition, developmental programmes may not attract the attention and/or interest of partners because it is not communicated in English; simply because Anglophones are not involved. This response is still reliable because the next preponderant response is that local council authorities use English to transmit information to Anglophones.

Furthermore, all the local council officials interviewed were unanimous on the fact that the effective practice of the English Language in local councils could galvanise sustainable [local] development in the country. Out of the three categories of justifications advanced for their conviction, the belief that continuous and effective use of the English Language opens citizens to more global developmental information and/or opportunities. Considering that information is an input for SD, the effectiveness of Cameroon's English LP would imply that, in addition to English-speaking Cameroonians, Francophones would be more literate in English, could interact with English partners

around the world, and so, are capable of exploiting diverse developmental (educational, professional and employment) opportunities that come their way.

In espousal of the latter point, all the sixteen (16) local council officials expressed their conviction that the frequent and effective implementation of the international language (English) in local council communications could attract many development [funding] partners (countries, organisations and NGOs) from the global English community. This unison in the positive responses attests to these officials' consciousness about the global worth of the English Language. In justification of this stance, the respondents said this is possible because the English Language is the medium of international business and diplomacy. In light of the above, the local council officials are conscious of the fact that the consistent use of English in local council communications could open and enhance many business opportunities and diplomatic relations with the English world. Going by this, English is a language of international interaction and cooperation, thus, a factor of development (construction, trade, professionalisation and employment) in Cameroonian localities.

To add, taking cognizance of the global worth of the English Language as a language of international development, the local council authorities were affirmative to the enquiry on whether local council officials are aware that the creation of English Language cultural centres and libraries would valorise the English Language in their respective council areas. In fact, they acknowledged that if English Language resource centres are created and made accessible to the youth, it would empower and open them to global development (educational, professional and job) opportunities in English and/or global English Language communities. With the creation of English Language cultural centres and libraries in the different council areas, Cameroonian youths would be capable of participating in competitions and also apply for scholarships, training and funding programmes that would enhance development in themselves and the whole of Cameroon.

In a contrary situation where the implementation of the minority OL is not effective, as is the dispensation with local council documents (and notices), meetings, seminars and other activities, all the sixteen respondents expressed the strong conviction that this would hinder sustainable development in their respective council areas in particular and the whole country at large. The English Language is an instrument of international development (education, cooperation, communication, business and diplomacy), and so, suppressing its use in a local council is very similar to detaching the youth, men and women of that council area from all international [development] opportunities that are connected to the effective practice of this global language. To explain this affirmative response, most of the respondents think that the suppression of the English Language in local council businesses has an adverse effect on SD because it would endanger international communication and business, and also, sever international cooperation and partnerships with stakeholders of international development, notably NGOs. Bearing in mind that international cooperation is conducted in the English Language, when councils do not communicate in this global language, it limits their chances of and/or access to international developmental opportunities.

From the discussions above, it is certain that the current practice of the English Language in official business in the eight (08) local councils studied is timid, and so, poses a danger to SD in diverse domains of national life. Having confirmed and also vindicated by the sixteen (16) interviewees, the currently ineffective implementation of the global language in local council poses a threat to international communication, and thus, hinders access to international development opportunities in business, science and technology, education and professionalisation, among others.

6.1.2 Observations about English Language Use and National Development

The observation of English Language practice in the nine (09) core administrative services was conducted on the basis of some guiding criteria set by the researcher. These parameters include the language[s] of publication; the ratio of English to French-only

notices; the dominant language of publication; and the themes developed in the French-only notices in the respective institutions duly observed. The observation of the implementation of Cameroon's English LP was done in five (05) ministerial departments and four local councils all in the city of Yaounde. These core administrative institutions include MINEPAD (Ministry of the Economy, Planning and Regional Development); MINESUP (Ministry of Higher Education); MINSANTE (Ministry of Public Health); MINRESI (Ministry of Scientific Research and Innovation); MINEPDED (Ministry of the Environment, Nature Protection and Sustainable Development); and four (04) local councils (Yaounde I, Yaounde II, Yaounde III AND Yaounde IV Councils). At the end of the observation, some pertinent information was got vis-à-vis the production and publication of notices in English-French bilingualism, as presented and discussed in the subsequent paragraphs. In this discussion, two key aspects would be presented, and they are the dominant language of notices, and the developmental information (themes) evoked in these dominant language notices in the nine (09) institutions under study. The discussions would be tilted towards giving the impact of the current language practice, that is the repercussions of not publishing information in English, on the attainment of SD in different domains of Cameroonian life.

In consonant with the goal of this research work, it was, first of all, important for the researcher to observe and/or verify the language(s) used in institutional communication, and then make an appraisal of the language of dominance, and its impact on SD in Cameroon. In the eleven (11) notices in MINEPAD; thirteen (13) in MINESUP; ten (10) in MINSANTE; twelve (12) in MINRESI; ten (10) in MINEPDED; and twenty-eight (28) notices in four local councils, on an aggregate of eighty-four (84) notices observed in the nine (09) core administrative services, it was found that fifty-five (55) were published in the French Language only. Worse still, this overwhelming number is cumulative on the eighteen (18) French versions of notices produced and published in the two OLs. In the results above, it could be seen that there were only twenty-nine (29) notices in the English Language; that is eleven (11) English-only notices and the eighteen

translated [English] versions of information published in both OLs. The gap of French-over-English dominance in administrative communication is a power pointer to the fact that English-speaking Cameroonians (with the global English community) are either not privy to or considered in development-driven information in the different administrative units. The disparity between English and French notices, in fact, is telling of the developmental opportunities of which English-speaking Cameroonians are deprived. The types of SD information the English-speaking community in Cameroon and abroad have missed out, as it is published only in French, is indicative of the inability of English-speaking Cameroonians to access and exploit developmental opportunities, and above all, the localised and limited nature of administrative communication that render tenders for funding and developmental partnership programmes appealing to potential stakeholders. In effect, this discriminatory language practice endangers SD, not just for these institutions, but for Cameroon[ians] entirely.

Added to the number of notices and the dominant language used in them, data was equally gathered on the quantity and type of developmental information (themes) elaborated in them. Discussions in this regard are meant to assess the magnitude and types of developmental opportunities that may not be known to Anglophone Cameroonians and the developmental programmes that may be inaccessible and/or incomprehensible to international development partners. Out of the fifty-five (55) French-only notices observed, sixty-one (61) themes were developed in notices on the noticeboards of the nine (09) core administrative institutions selected. Among these French-only themes, there were seven (07) in MINEPAD; seven (07) in MINESUP; nine (09) in MINSANTE; nine (09) in MINRESI; ten (10) in MINEPDED; and nineteen (19) in four local councils. A very significant amount of developmental information was overlapping in some of the notices found on the different noticeboards. The diverse information contained in these French-only notices relates to and empowers SD in related domains in Cameroon in particular, and the CEMAC sub-regional in general. What is striking here is the fact that the English versions of these developmental subjects are non-

existent. As stated hitherto, the themes evoked in these notices are representative of the varied forms of developmental information in the different administrative entities to which Anglophone Cameroonians may not have access. Discriminatory institutional communication practices in which information related to job adverts; educational (scholarship) programmes; research grants, technological innovation; nature conservation; funding schemes; ideal health habits; and security, peace and national unity, among others, for instance, and has no English versions implies that Anglophone Cameroonians are not considered in the dissemination of vital developmental information on opportunities in the respective domains above and many others. Besides retarding SD on the part of Anglophone Cameroonians, the persistent dominance of developmental information in French does not open Cameroon[ians] to international development opportunities, given that English is the language used at various levels of international cooperation.

It is important to note that the marked difference between French-only and English-only and bilingual notices combined is suggestive of the fact that the English-speaking Cameroonian student may not be informed about very crucial developmental information that is published by the different core administrative institutions uniquely in French. The inequity or overt absence of the English versions of this developmental information has very serious consequences vis-à-vis retarding the social, political and economic growth of the English-speaking Cameroonian youth and community. The great disparity between English and French notices, worse still, the production and publication of very vital developmental information in French only, coupled with others, is a strong pointer to the elimination and/or exclusion of English-speaking Cameroonians from the plans and/or mission of the various administrative arms, and therefore, related domains of SD in Cameroon.

6.1.3 Journalists' Opinions on English Language Implementation and SD

The media plays a prominent role in the dissemination of important information in the country. Such information that is either meant to educate or inform the population about critical subjects that advance the course of SD is spread in a particular language. English is a global language, thus, key to international opportunities. The researcher sought the opinion of some twenty (20) journalists from the print, audio and audio-visual media to verify the importance they attach this tool of international communication and/or development. Discussions here dwell on the frequency, context and/or subjects produced and published in the English Language in some media houses in the nation's capital, Yaounde. The responses obtained from these media institutions would be interpreted in relation to how they activate SD in Cameroon. In other words, discussions point to the different ways the current practice of the English Language in these media institutions impacts SD in diverse domains of life on the national territory.

Sloganeering is a productive tool adopted by the media to transmit important, life-sustaining information to the general public. Such slogans are meant to sway and/or mobilise the public towards a desired action and direction. In addition to confirming the use of slogans in the respective media institutions under study, it was found that an overwhelming majority of the media slogans were produced and disseminated in the majority OL, French, only. The two main implications of this French dominance in media slogans are that English-speaking Cameroonians are not involved and mobilised on the subject contained in French slogans in the media, and the information transmitted is not internationalised as it is not communicated in a global language. The impact of French monolingualism in slogans is that it causes SD to stagnate because the developmental subject advocated is not accessible to Anglophone Cameroonians, worse still, to international development partners who use and understand English as the language of international communication and cooperation. With this inadequate communication emanating from English LP dysfunction, international [development] partners would not

be able to comprehend and attend (respond) adequately to development-related advocacies in slogans.

Moreover, enquiries were not limited to the language used in media slogans; attention was equally paid to the subjects (information) advocated in these media slogans. This information is representative of the developmental salience of the media slogans used. It was realised that eight (08) developmental subjects are generated in the sixteen slogans. It should be recalled that the number of subjects advocated is less than the number of media institutions because some subjects are over-lapping. These eight developmental subjects are spread over forty-three (43) instances. The eight subjects transmitted in these slogans include economic growth; freedom of speech; socio-political and economic development; peace and national unity; security and good governance; nature protection; education; and patriotism. What is significant here is not only the most recurrent theme, but equally, the amount of developmental information that is not inclusive of, and therefore, engaging to English-speaking Cameroonians. This linguistic exclusion is akin to socio-political and economic exclusion, given that language is the tool for the advocacy of SD in diverse domains.

Nonetheless, all the journalists indicated that their respective organs publish important information in the English Language, but rather not on a regular interval. It was, in fact, found that the Francophone Cameroonian media landscape covers developmental subjects in English rarely. The majority of the media practitioners interviewed responded that English news is not a regular item in their respective publications. This practice is an indicator of the failure of the media to empower SD throughout the national territory, considering that with the dominance of information in French, they are responding to the developmental needs of Francophone Cameroonians only. They fail to take English-speaking Cameroonians to development opportunities and partners.

In spite of the dominance of the majority OL, French, in media reports, very few respondents also admitted that their media institutions transmit important information in English, though in an insignificant interval. On the strength and clarity of the latter, most of the respondents stated that their media institutions do not transmit important information in English regularly, nonetheless, they acknowledged the developmental impact of reporting in the English Language. This item displays the consciousness of these media pundits vis-à-vis the prominent and indispensable role the English Language plays in fostering [inter]national development. This sparing use of the global language that English is to transmit development-driven information, thus, signals the great number of developmental domains from which English-speaking Cameroonians are excluded, and to which international development partners are not attracted because it is not in English, and so, not comprehensible to them.

As indicated hitherto, all the sixteen (16) respondents agreed that it is important to publish more information in English. In acknowledgement of the fact that besides being the default language of modern science and technology, English is equally the [global] lingua franca in international cooperation and communication in education, commerce and diplomacy, among other domains. The journalists advanced three main categories of responses to justify the significance of using the global language that English is in the coverage of diverse subjects. In effect, the respondents explain that English should be used to transmit information in the media because its global character makes it an effective tool that could be used to advocate and consolidate peace, national unity and national integration; keep everyone (all Cameroonians and the international community) informed of existing developmental opportunities and needs; above all, promote Cameroon's bilingual culture. The promotion and/or implementation of Cameroon's bilingual culture, in turn, foster national peace, integration and unity between Francophones and Anglophones (and even foreigners) which are tools that make a country attractive to partners for development. What is of interest to the researcher is not the frequency of each justification, not even the most recurrent justification given, rather,

interest is on the content and the developmental significance of all the responses as they exhibit consciousness about the impact of the English Language in the attainment of SD in Cameroon.

To determine the strength and types of developmental information published in the English Language, the researcher deemed it necessary to enquire whether the selected media institutions produce and publish educative programmes in English. This research work considers educative programmes (reports) as media practices (outputs) that are meant to inform the audience, change and enforce a positive attitude in them and, above all, mobilise them to embrace or oppose a particular socio-political or economic phenomenon. Among the nine (09) respondents who confirmed their institutions publish important information in English, seven stated that their media institutions do not cover special educative programmes (report) in the global language (English), meanwhile, only two confirmed they carry out educative programmes in English. The non-coverage coupled with the insignificant number of educative programmes in English, in fact, bespeaks the exclusion of English-speaking Cameroonians from important information designed to influence public opinion: carry out positive public actions or react to opportunities. The two (02) respondents who attested to the fact that their institutions cover important subjects in the English Language identify some thirteen (13) educative subjects that their respective news organs report in English. Among the news reports covered, educative information about peace and national unity; good governance; Climate change; educational/professional growth and opportunities; patriotism and civic education; biodiversity conservation, valorisation and protection; science and technology; empowerment of girls, women and the youth; and job opportunities were very outstanding. These subjects are representative of SD in their respective domains, so, the strategic choice of the English Language to advocate development in these spheres could be explained by the reporters' consciousness that it is a tool of globalisation and international development.

After gathering relevant information about the coverage of important subjects in the world's most spoken language, it was also of great interest to the researcher to assess the consciousness of the respondents about the developmental potentials of the global language that English is. In succinct terms, the researcher got meaningful responses from the journalists pertaining to whether the coverage of more subjects in the English Language would generate or open Cameroon[ians] to proportionate development opportunities. All the sixteen (16) respondents agreed that the transmission of more information in English is capable of arousing the interests of international development partners, thus initiating and sustaining SD in diverse domains in the country. In effect, the respondents outlined six (06) main domains in which development opportunities would be created for Cameroonians if the national media reports important information consistently in English. The journalists stated that English news would galvanise SD in the forms of the creation of educational, professional and economic opportunities for Cameroonians; cooperation and funding of biodiversity conservation; promotion of peace and national unity; funding of construction projects; partnerships Climate change initiatives; and the promotion of existing bilingual and other global cultures in Cameroon. In consideration of the journalists' responses, the advancement of peace and national unity is the most outstanding development domain that the respondents thought it would benefit most from English reporting. Peace is a prerequisite and/or factor of SD, and so, consistently publishing development-driven information in the minority OL (English), equitable to its majority counterpart, would greatly balance information sharing and development opportunities that minimise discords between the two OL groups in Cameroon.

From the aggregate of responses obtained, it is evident that the transmission of important information in English has great potential to create and foster many developmental projects in Cameroon. Considerations here are given to the fact that English is a global language, thus communication in this globalising language spreads to a much wider audience. Through media reports in English, Cameroon[ians] can easily get

into contact with development partners and, also, easily benefit from international opportunities from international English-speaking communities that are communicated in English.

6.1.4 Students' Impressions about Language Governmentalities and SD in Cameroon

Like in every country on the globe, it is expected that the implementation and/or practice of the language in the country should enhance SD. It is expected that policy would put in place concrete measures that would empower and make the English LP very effective, and above all, capable of galvanising SD in all national domains; and should be beneficial to every Cameroonian. The Cameroonian youth, notably students, is expected to be the most profound benefactor of the effective practice of the English Language in tertiary educational institutions in Cameroon in general and the [bilingual] University of Yaounde 1 in particular. With the use of the questionnaire, the researcher was capable of gathering important information from two hundred Francophone students about the significance of implementing the country's English LP, and the developmental impact of such an effective English Language practice in the university. The main results about the developmental potentials and/or impact of an effective English LP are presented and discussed in the paragraphs that follow.

Enquiries in this section were unravelled with an assessment of students' opinions about the effective practice of English-French bilingualism in Cameroon. The purpose of this was to check whether Cameroon government officials use the minority OL equitably with the majority OL in official businesses and institutions of the country. Education is the backbone of the country's development agenda, as it grooms professionals and future leaders, and equally prepares and exposes them to national and global development opportunities. It is, thus, expected that the practice of the English Language in Cameroon's education sector should be optimum. Unfortunately, an overwhelming majority of the population indicated that the English Language is not effectively practised in the official circles of the country. This result conforms to those presented and

discussed hitherto. This sparing use of the English Language in official circles and compared to French implies that the latter suffers from enormous discrimination in contexts in which the former is very recurrent and dominant. The discriminate use of English, the language of international cooperation and developmental opportunities, in essence, results in the null exposure of Cameroonian students to global development programmes and opportunities.

After getting opinions that ascertain the disproportionate use of the English Language in official circles, the researcher equally obtained important information that indicates the sectors (official domains) in which English currently suffers from marginalisation. Most of the respondents indicated that the English Language is still being suppressed in the central administration and related domains: education, military, judiciary, parliament and communication (the media). Among these national domains, education was identified as the sector in which the marginalisation of this global lingua franca is alarming. Mindful of the fact that these sectors represent domains of SD, it is worth revealing that the consistent suppression of English in all sectors, thus, retards SD in the domains of education, law, international communication and international politics and cooperation, given that English is the language of global opportunities: employment and cooperations in education and professionalisation, diplomacy, and science and technology, etcetera. By not using English on a regular and consistent interval, policymakers are failing to expose the Cameroonian youth to global development schemes in related domains.

Taking into consideration the stakes and attitudes involved in the current implementation of Cameroon's English LP, as in the preceding discussions, it was equally necessary for the researcher to get students' views about the importance of implementing the country's English LP effectively. It is thought that the responses given would influence other subsequent responses given. All the two hundred (200) respondents agreed that the effective practice of the English Language in all sectors of national life would be beneficial to Cameroonians. Among the categories of

explanations given to support their views, most respondents hold that a full-scale implementation of the English Language is important for Cameroon because would enhance the development of the country's bilingual culture, and above all, open many diplomatic relations between Cameroon and English-speaking countries, organisations and even NGOs. Like the French Language that incarnates the French culture, English represents the English culture in Cameroon. In effect, the promotion of the English Language in Cameroon greatly valorises and institutionalises official bilingualism. This valorisation also brings with it developmental programmes from English, like French socio-political, economic and cultural organisations.

In specific terms, the researcher also enquired from the two hundred (200) respondents whether the effective practice of the English Language in all official circles could galvanise SD in Cameroon. All the respondents already attested to the importance of fully institutionalising the global language in Cameroon. This importance, in fact, tallies with the developmental potentials of the English Language. As justified by the respondent, the developmental aspect linked to the effective use of the English Language is the creation of more business opportunities for Cameroon. The prominence of this response is corroborated by the fact that English is the *lingua franca* of international cooperation in diverse domains including business. The more official communication is done in the English Language, the more international business partners, grants and other opportunities Cameroon and Cameroonians will have.

As indicated hitherto, peace is a very primordial factor of national development, and so, the researcher also verified the importance of the effective implementation of Cameroon's English LP to a profound developmental aspect, which is peace and national unity. All the two hundred (200) respondents confirmed that the effective practice of the English Language in all sectors of the administration would consolidate peace, harmony and tolerance between members of the two OLs and their respective cultural groups that are existent in the country. To justify this affirmative response, the majority of the students gave the explanation that effective implementation of English-French

bilingualism, thus the effective and equitable practice of the English Language like French, is a mark of respect for the linguistic and cultural rights of the two OL groups that live together in the country. If the English LP were to be implemented to its fullest, as enshrined in the constitution, it would serve as a powerful instrument to realise government policy of national unity and integration, and above all, living-together. Unfortunately, as revealed above, the majority OL, French, has continually enjoyed dominance in official matters over English. This lapse in the country's LP, in fact, gives room for agitation and eventual suspicion and conflict between English-speaking and French-speaking Cameroonians. This tense atmosphere is not wholesome to the development of Cameroon; given that it breeds fear, uncertainty and insecurity, which are strong repellents to national development and/or [foreign] investors.

Moreover, the researcher made enquiries about the dominant official language(s) in official matters in the respective department of the respondents. Official matters here denote language situations like meetings, seminars, lectures, public notices and/or information in their respective departments and the whole university at large. In this light, all the two hundred (200) students indicated that French has always dominated the English Language in the official contexts (activities) cited above. The simple fact that official activities in the respective departments are done dominantly in French is a strong indicator that the students have very little interaction with and exposure to the international language that English is. The implication of this biased practice of SD is that students have little or no contacts with the global English culture, and so, cannot take advantage of global [educational and professional] opportunities and developmental programmes in English, considering that their respective departments are indifferent to the implementation of the English Language. This limiting practice endangers the vision of education in Cameroon and, above all, the developmental prospects of the Cameroonian youth.

To confirm students' awareness vis-à-vis the developmental impact of the effective practice of the English Language in their respective departments, the researcher

also verified whether the practical use of English could be of any benefit to Cameroon[ians]. The totality of responses obtained reveal that all the two hundred (200) students agreed that the effective implementation of the globalising language would help meet the developmental needs of not only the English-speaking Cameroonian and regions, but the French-speaking counterpart, and the central and local government units as well. In justification of the preponderance of the affirmative response, the students gave diverse responses and/or benefits that were categorised into six: promotion of a balanced bilingual [cultural] development; promotion of national integration and unity; the benefit of commonwealth development programmes; adaption and use of modern science and technology; promotion of international communication and cooperation; and the promotion of global citizenship and opportunities. What is important here is not the most recurrent (popular) category of response, but rather, their ability to identify and advance the various domains in which the effective practice of the English Language would benefit Cameroonians and their communities. It is worth noting that the respondents are very informed of the link between the English-speaking countries, the Commonwealth and accruing development. This accounts for the dominance of the response that the effective use of the English Language would open Cameroonians to benefit from commonwealth development programmes. From this, it could be ascertained that the effective implementation of Cameroon's English LP would, among others, benefit Cameroonians in the areas above.

The researcher confirmed students' awareness of the developmental impact of effectively using the English Language in all national domains, most especially in education. He proceeded to verifying if the respondents are, on the other hand, informed of the dangers that ineffective English Language practice poses to SD in the country. In this regard, there was homogeneity among the two hundred (200) students that administrative apathy and lapses in the implementation of the English LP in the country impacts SD negatively. The respondents gave five categories of justifications to substantiate their affirmatives: communication breach with foreign partners; the basis of

socio-political strife between both OL groups; difficulties establishing trade partnerships; hindrance to international diplomacy and cooperation; and inability to learn, understand and operate new technologies. These responses are representative of the different patterns that ineffective English Language practice threatens SD in Cameroon. Among these dangers, the most serious are those that link this ineffectiveness to a breach of communication with foreign partners, and limitation in the learning, understanding and operation of new technologies. The respondents are aware that English is the language of international communication and the default language of science and technology. In effect, the suppression of the English Language in education, as is the case here, limits students in international opportunities and technological knowledge.

In an imminent ideal scenario in which the English Language is equitably used with its French counter in all domains, the researcher was interested in knowing the OL language choice that has the potential to boost practical and tangible development in Cameroon. In reaction to this enquiry, all the respondents recognised English Language as a better developmental factor in Cameroon. Six categories of explanations were advanced for these affirmative responses. These responses include the fact that English is a global language for international cooperation; English is the language of international education; English is the language of science and technology; easy adaptation to global cultures; English is the language of diplomacy and international politics; and English is the language of international business. The implication of these explanations is that the discriminatory use of the English Language slows down the development aspect in the respective justifications.

To add, after confirming the developmental potentials of the English Language, enquiries were made to verify from the students whether the ineffective implementation of Cameroon's English LP retards technological advancement in the country. This enquiry was made on the basis that English is the default language of modern science and technology. This was affirmed by all the two hundred (200) respondents, who, in turn, advanced three (03) categories of justification for this claim. The students explained that

the ineffectiveness of the country's English LP threatens technological development for three main motives: English is the language of modern science and technology; students (Cameroonians) will not be able to adapt to, install and operate modern technology; and scientific and technological knowledge is in English. From these explanations, one is left with the positive impression that the acquisition and effective use of the English Language would give Cameroonians an edge in adaptation and development in modern science and technology.

By and large, all the two hundred questionnaire respondents recognised the importance of the global language that English is as a significant factor in national development. Nonetheless, the respondents equally revealed the current situation of this language of global development in Cameroon as marginalised. The responses are also suggestive of the fact that apathy towards the implementation of Cameroon's English LP hampers SD diverse sectors and/or domains in Cameroon.

6.2 Verification and Confirmation of the Hypotheses

The trend of analysis in this work was directed by five predictive answers (findings) stated in the preliminary chapter. These tentative statements, known as hypotheses, are predictive of the type of data and the findings expected in them, in the course of analysis. In effect, these hypotheses are suggestive of the possible manifestations, causes and remedies of the problem under study; related to lapses in the current practice of the English Language in Cameroon and the dangers posed to SD in the country. Bearing in mind that the predications made in the hypotheses are contained and observable in the data analyses conducted in Chapters Four and Five of this work, discussions in this segment, therefore, will focus on verifying and validating the five (05) hypotheses stated at the start of this work. These discussions will be done sequentially, per related results obtained in the four main (council staff interview; noticeboard observation; journalists' interview; university students' questionnaire) data types analysed. The key findings obtained from the data would be valorised and attributed significant meanings to verify

and validate the hypotheses. These discussions pertaining to the verification and validation of the hypotheses would be done at the levels of the respective hypotheses, as presented below.

6.2.1 The Effective Implementation of the English Language Boosts SD in Cameroon

The prediction made in the first hypothesis is that the effective implementation of Cameroon's English LP would enhance SD in varied domains in the national territory. This hypothesis takes cognizance of the fact that the globalising potential of the English Language plus its default use in science and technology make it a tool of international development. It is suggested that English is an international language that has the potentials to initiate and speed-up development in varied domains in Cameroon. This hypothesis will be verified and confirmed by stating and elaborating on responses that explain the importance of the English Language as a factor of SD in Cameroon.

The main findings obtained from the interview of the senior local council staff attest to the fact that the English Language is a powerful tool of SD. All the council officials affirmed that the effective practice of the English Language in local councils in the country would consolidate local development in the national territory. In justification of their opinion, most of them stated that if the English Language is effectively implemented in the local council, Cameroonian citizens and even their localities would be open to more global developmental information and/or opportunities. In addition to developmental benefits from the Francophonie, French-speaking Cameroonians would equally benefit from developmental programmes and opportunities from English countries, partners and cultural organisations. In an expression of their consciousness that English is a language of international business and diplomacy, it was stated the frequent and effective practice of this international language in local council communications would attract many development partners (countries, organisations and NGOs) from the global English community. To add, all the senior council staff interviewed agreed that the creation of English Language cultural centres and libraries would help to empower the

English Language in their respective local council areas. The development this would possibly bring to citizens in local communities, as explained by the respondents, is that it would empower and open them to global development in educational, professional training and job opportunities around the globe. The creation of English Language cultural centres and libraries in local council areas would enable the Cameroonian rural youth to participate in competitions and also apply for scholarships, training and funding programmes that would develop themselves and their communities.

In acknowledgement of the fact that English is the language of international cooperation and communication, and, above all, the default language of modern science and technology, all the sixteen (16) journalists interviewed agreed that it is important to publish information regularly in English. The English Language, according to their explanations, is a potential tool of SD in Cameroon because its global character makes it an effective tool to consolidate national peace, unity and integration; open more international opportunities for Cameroonians; promote Cameroon's bilingual culture; adaption and use of modern science and technology; promotion of international communication and cooperation; and the promotion of global citizenship and opportunities. Considering that peace is a factor of national development, the effective practice of the English Language (like its French counterpart) would go a long way to minimise agitations and conflicts between the English and French cultural groups in Cameroon. Furthermore, the journalists also revealed that the English Language is a global language with potentials to advance SD in Cameroon. The respondents affirmed that the consistent coverage of more subjects in the English Language would generate proportionate development opportunities for Cameroonians in related domains covered. It was explained that the consistent coverage of developmental subjects in English would galvanise SD in six main patterns: the creation of educational, professional and economic opportunities for Cameroonians; cooperation and funding of biodiversity conservation; promotion of peace and national unity; funding of construction projects; partnerships

Climate change initiatives; and the promotion of existing bilingual and other global cultures in Cameroon.

The responses got from the two hundred (200) copies of the questionnaire administered to Francophone students of the University of Yaounde 1 reveal the important role that the effective practice of the English Language could play in promoting SD in Cameroon. All the two hundred students affirmed that Cameroon[ians] would benefit from the effective implementation of the country's English LP in all domains. These respondents explain that if policymakers make a conscious effort to practise this global language throughout the national territory and in every domain, it would facilitate the development of Cameroon's bilingual culture, and equally create many diplomatic relations between Cameroon and English-speaking countries, organisations and even NGOs. Moreover, all the two hundred respondents agreed that if English is effectively used in Cameroon, SD would be advanced in varied ways. The main SD aspect stated by the students is that the effective use of English in official circles would go a long way to foster and/or create more business opportunities for Cameroon. This result, thus, considers the fact that English is the language of international trade (commerce). Furthermore, the respondents gave an affirmative response that the effective use of English would consolidate peace and national unity and integration between English-speaking and French-speaking Cameroonians. The dominance of the majority OL, French, in all national domains, thus, causes discords between the two OL groups. The equitable use of English with French would bring about tolerance, national unity and integration, and so, peace would continue to reign.

From the discussions above, it is evident that the English Language is a tool of national development in Cameroon. It is an international tool that could galvanise SD in diverse domains and forms: peace, national integration and unity; adaptation to modern technology; and creation of many international opportunities for Cameroon[ians].

6.2.2 The Current Language Practice Marginalises English in National Domains

This hypothesis was suggestive of the fact that the current practice of the English Language in all national domains is discriminatory, and therefore, ineffective. The repercussions of this ineffectiveness are presented as hindrances to the attainment of SD in Cameroon. The threats that the ineffectiveness of Cameroon's English LP poses to national [sustainable] development are interpreted from the varied forms of data analysed in chapters four and five of this work, as presented in the discussions that follow.

It was found that current administrative proceedings and activities in local councils discriminate against the English Language. The first aspect of this ineffectiveness and/or discrimination is clear in the responses of senior local council officials stating that seminars, meetings, public information and public campaigns in the councils are predominantly conducted in the majority OL, French. As indicated earlier, this marginalisation endangers SD in the country, given that it marks the tacit exclusion of English-speaking Cameroonians from local and even national development plans and projects published in French, and equally renders funding projects and developmental partnerships unattractive to foreign developmental stakeholders.

Moreover, some of the council staff interviewed revealed that the English Language is used in official council matters, though occasionally and timidly. From verifications about the context[s] of this timid use, it was found that the global language is used only in events or occasions involving English-speaking Cameroonians. With this odd practice, even French-speaking Cameroonians cannot benefit from developmental projects from English partners. This is an aspect of linguistic discrimination, for English is used only in particular contexts, and not in others. This discriminatory language practice retards SD profoundly.

As concerns the information obtained from the observations conducted on noticeboards in the core administrative services (ministerial departments and local councils) chosen, it was realised that the majority, fifty-five (55) out of eighty-four (84) notices observed were published uniquely in the French Language. These French-only notices were cumulative on the eighteen (18) French versions of notices produced and published in the two OLs. This dominance of French bespeaks the marginalisation of English. This institutionalised inequality between French and English transcends to an imbalance in the development of OL cultures and institutions in Cameroon; as profound attention is given to French affiliates in Cameroon. In addition, the production of more notices in French, in essence, meant more developmental information in French as well. The publication of important developmental information in French only threatens SD, not only in Anglophone regions, but throughout the national territory.

At the end of the interviews administered to journalists, the findings also conformed to the predictions made in the hypothesis; relating to the discriminatory use of the English Language in Cameroon. It should be recalled that slogans are powerful tools used to transmit important [developmental] information. Unfortunately, most of the journalists responded that their slogans are developed and published only in French. The use of French-only slogans in the media, thus, means more developmental information in French; excluding Anglophone Cameroonians, most especially those who are not bilingual. The journalists indicated that even when the English Language is used in their respective media institutions, it is rather on an irregular interval. With this consistent relegation of the English Language, it could be ascertained that the Cameroonian media has failed to use this international language to mobilise SD throughout the national territory. Also, most of the journalists indicated that their institutions do not produce educative programmes and/or subjects in English, only in French. The dearth of education information in the English Language means international development stakeholders and English-speaking Cameroonians are not informed about development opportunities and stakes in the country.

The results obtained from the university students' questionnaire hold that the English Language is also highly marginalised in the university milieu. In response to the ineffective implementation of Cameroon's English LP, most of the students stated that this international language is marginalised in the formal (administrative) space of the country. From this, it is worth noting that the use of English is suppressed in contexts where French is privileged with dominance. To concretise this response, the students revealed that English is marginalised in the central administration, notably in the ministerial departments of education, defence, judiciary, parliament and communication. Among these ministerial departments that are representative of national [developmental] domain, it was found that the marginalisation of the English Language is more acute in the domain and/or sector of education. Bearing in mind that education and the other sectors advance national development in their respective spheres, the non-implementation of English, in effect, limits the growth of Cameroonians in the different domains in which English suffers discrimination. Coupled with the contexts above, the students indicated that the English Language is marginalised in official matters (meetings, seminars, lectures, public notices and/or information) in their respective departments and the entire university, as French made the norm. This discrimination leaves an adverse effect on the exposure and development opportunities that are available to university students.

6.2.3 The Current Language Governmentalities are Inadequate and Ineffective

By language governmentalities, reference is made to the current administrative or language policy instruments put in place by the government of Cameroon to institutionalise English, and therefore, galvanise SD throughout the national territory. The results obtained from the different data point to the fact that the current administrative (policy) tools enacted are proving inadequate and ineffective, considering that the English Language continues to suffer institutional marginalisation in the country. In confirmation of this hypothesis, the inadequacy and ineffectiveness of Cameroon's LP tools are discussed in the findings below.

A contrary practice that indicates the ineffectiveness of Cameroon's LP prescriptions in local councils is the fact that the French Language dominates its English counterpart in official matters: seminars, meetings, public information and public campaigns. Another indicator of the ineffectiveness of the LP instruments is that, contrary to Cameroon's language policy statement that English and French have an equal status in all national domains, the responses obtained from local council authorities rather indicate that there is no official and/or legal instrument regulating and enforcing the use of the minority OL, English, in the council. It is to this effect that the practice of the English Language is not obligatory in the local council, and so, is used out of the volition of the local council authority coordinating a particular activity. Findings also indicated that even when authorities make the effort to use the English Language in their respective local councils, it is used timidly, worse still, limited to few contexts; meaning this effort to practice English is not made in every local council activity. The English Language is mostly used in contexts or activities including Anglophones.

Furthermore, the results got from observing the nine (09) core administrative services revealed that administrative communication in ministerial departments and local councils is dominantly in French. This French dominance attests to the fact that the authorities in these institutions are indifferent to the use of the language of international development that English is. From the indifference highlighted above, it is evident that the implementation of Cameroon's English LP is inadequate and ineffective. To add, the imbalance between the number of developmental information on the noticeboards in French and that in English goes a long way to reiterate the ineffectiveness of the language governmentalities that have been enacted so far.

The results obtained from the journalists' interviews, likewise, confirm the ineffectiveness of the country's LP instruments. Firstly, the preponderance of French media slogans bespeaks the inadequate implementation, thus, marginalisation of the English Language. In addition, the journalists equally indicated that their respective media institutions publish developmental information in English, nonetheless, on an

irregular interval. This selective use of the English Language is a pointer to the ineffectiveness of LP tool in the Cameroonian media landscape.

The feedback from the students' questionnaire has it that the language policy efforts and/or instruments enacted by Cameroonian authorities are, like in other national domains, ineffectively and inadequately implemented in education. The student population stated that the implementation of English Language in official circles is not equitable to that of the French Language. This linguistic discrimination is suggestive of the ineffectiveness of Cameroon's OL policy [instruments]. It was also observed that the English Language is greatly marginalised in the central administration and its related domains, like the judiciary, education, military, parliament and the media. It was noticed that education is the national domain in which the suppression of the English Language is most alarming. In espousal of the latter, the results revealed that French is the dominant language in official language situations (meetings, seminars, lectures, public notices and/or information) in the different departments of the University of Yaounde 1. The current lack of interest that results in the sparing use of the English Language in bilingual universities, in fact, translates into ineffectiveness of the English LP in all domains of national life.

6.2.4 Cameroon's Current English Language Policy and Practice Retards SD

After verifying and/or confirming the positive impact of an imminent effective practice of the English Language in Cameroonian, the researcher also thought it important to verify the impact of the current practice of the English Language on SD in the country. In other words, this hypothesis contained the relevant prediction that the current practice of the English Language or the ineffectiveness of the current English LP of Cameroon lacks the potentials to activate SD in all national domains of the country. In essence, results pertaining to the ineffectiveness of Cameroon's English LP and its accompanying disastrous impact on SD are discussed herein.

From the information gathered in the council-staff interviews, it is clear that local council authorities use the English Language sparingly. The discriminatory use of this international language, in effect, results in the publication of very little developmental information in English; considering that French exercises dominance over English in council activities. To council staff even confirmed that the valorisation of English via the creation of English Language resource centres would create and/or open global development (educational, professional and job) opportunities for the rural youth. From this, it could be inferred that the marginalisation of the English Language leaves adverse effects on SD in different domains in Cameroon. To add, the council staff were affirmative that in a dispensation wherein the practice of the English Language is ineffective, like the current situation in local council activities and documents (and notices), sustainable development would experience profound setbacks.

The result of the observation conducted on the noticeboards of the core administrative services has proven that the current implementation of the English LP in these institutions is not adequately implemented; to advance SD in their respective sectors. Coupled with the fact that French is the dominant language of institutional communication, more developmental information in these institutions is produced and published in the majority OL, French. The preponderance of developmental information in French, therefore, implies that, firstly, English-speaking Cameroonians are not informed of developmental opportunities open to them, and so, cannot take advantage of them. To add, such developmental information in French is not attractive and/or comprehensible to international development partners whose lingua franca for international cooperation is English.

The main results got in journalists' interviews indicate that the currently timid practice of the English Language does not promote national development in Cameroon. To start with, the fact that most media slogans existent in these institutions are in French means that more developmental information in the media is published in French. The consequence of this practice is that Anglophone Cameroonians may not be informed to

take advantage of such opportunities. It was equally realised that eight (08) developmental subjects are contained in these French-only slogans, and this is suggestive of the magnitude of developmental information that is or could be missed out by English-speaking Cameroonians because it is communicated only in French. The few publications noticed in English are not very significant, given that they are not only marginal, but also less frequent to foster sustainable development in the country. Moreover, the remarkable dominance of educative programmes in French, likewise, the absence of such programmes in English suggests that developmental information is hardly communicated in English, hampering SD. The journalists also acknowledged the developmental potentials of English, meaning that SD is greatly constrained when media communications are continually carried out in French only.

As confirmed by the questionnaire responses, the current implementation of Cameroon's English LP in education retards SD in related domains. Responses that validate the marginalisation of English in the domains of education, military, judiciary, parliament and the media, in essence, signal the retardation SD in the domains of education, law, international communication and international politics and cooperation, among others. All the respondents also affirmed that the effective practice of this international language would be beneficial to Cameroon[ians], considering that this language has the potentials to enhance the development of the country's bilingual culture; create more business opportunities for Cameroon; and also, open diverse international cooperation and partnerships between Cameroon and English-speaking countries, organisations and even NGOs. This response is suggestive that the timid implementation of the English Language in Cameroon, rather, obstructs international cooperation and partnerships between Cameroon and the English community. Furthermore, it was confirmed that the consistent and effective implementation of Cameroon's English LP guarantees peace and national unity, which are powerful tools SD. Contrarily, the ineffective and/or inadequate implementation of English is the cause of division and conflicts between the majority French and minority English OLs groups in the country;

and this goes a long way to hamper SD in diverse national domains. In confirmation of this hypothesis, the last salient point raised by respondents is that the current administrative indifference towards and inadequacies in the practice of English endangers the attainment of SD in Cameroon. According to the respondents, an important national domain in which the ineffective implementation of the country's English LP would affect negatively is technological advancement, considering that English is the default language of modern science and technology.

From the discussions above, it could be seen and/or confirmed that the English Language, being a tool of international development (cooperation, communication, commerce and politics), is a driver of SD in Cameroon. Unfortunately, this powerful tool of international development is marginalised, thus, ineffectively practised in Cameroon. This wanting practice poses a threat to SD in Cameroon, given that Cameroon[ians] may not benefit from developmental partnerships and programmes from the English world, given that communicating important developmental information consistently in French may render developmental schemes incomprehensible, and therefore, unpopular and attractive to foreign partners whose lingua franca is English.

6.3 Recommendations

The key results discussed above reveal that the current practice and/or implementation of Cameroon's English LP is both inadequate and ineffective. The shortcomings of this current practice pose a real danger to SD in all its forms and domains. Having ascertained that the current lapses in the practice of the English Language hinder SD in Cameroon, it, therefore, becomes a responsibility for the researcher to advance some important recommendations; that would greatly improve the practice of the English Language in Cameroon. Bearing in mind that English is a global language, thus the lingua franca in international cooperation and communication, its effective implementation would ease, for Cameroon[ians], communication and cooperation with foreign development partners

and adaptation to modern science and technology. These recommendations are made to different actors involved in the implementation of the English LP; and the initiation and management of development in Cameroon.

6.3.1 Recommendations to Government Ministries

All national policies in Cameroon are conceived and designed in the central administration, thus, government ministries. These policies are designed in ministries and then transferred to the decentralised administrative services (regional, divisional and sub-divisional delegations) under their respective ministerial departments for implementation, nonetheless, under the supervision of the former. It is worth noting that if the implementation of the English language is ineffective, it will set adverse precedence for the practice of the English Language at the base of the administration; in the decentralised administrative services. In essence, to initiate an effective practice of the English Language at the base, the ministries should produce all official information equitably, in English and French. If this is done, it will encourage administrators [in Francophone zones especially] to use the English Language regularly, and this will go a long way consolidate national peace and unity in Cameroon, and above all, open the governed to global developmental partners and opportunities in English.

To encourage the use of English that would galvanise SD in Cameroon, every ministerial department should make the use of English very obligatory in every official communication and activity. Also, they should give incentives (like prizes) to the most efficient and effective English-French bilingual administrators and personnel in their respective ministries. They could as well organise English programmes on a regular interval. If all these are done, they would encourage administrative communication and activities in English, and this would make developmental programmes attractive and/or interesting to foreign partners.

6.3.2 Recommendations to Local Council Authorities

It is strongly recommended that authorities of local councils (in French-speaking communities especially) should promote the use of English by employing more bilingual workers, or sponsoring their personnel in bilingual training course(s); at the Pilot Linguistic Centre, for instance. The use of English in all communication, activity and campaign would be beneficial, not just to Anglophones, but equally to Francophones, as they would either be informing or sensitising (educating) the general public. Developmental information published in English, say a job advert, would inform and open the entire population to that opportunity.

The authorities of local councils (in French-speaking communities especially) could also galvanise SD in their localities by establishing or creating English Language cultural centres. If these centres are furnished with learning resources and facilities, it would encourage the local population to learn English, and so, benefit from the privileges and opportunities (scholarships and training programmes, for example) that come with or are communicated in English.

6.3.3 Recommendations to Managers of Education

A recommendation is considered for the domain of education because it is the backbone of society. Every educational system has the duty to inculcate the philosophical foundation and values of the country, professional orientations and morals in its citizens. English is the language of international development (cooperation, communication, education, commerce, diplomacy, and science and technology), and so, it is very strategic for education stakeholders (especially authorities of bilingual universities) to effectively implement the use of the English Language in all official communications (notices and official documents) and activities (meetings, seminars and campaigns) in their respective institutions. The adequacy of administrative instruments and effectiveness of the implementation of English would foster the development of the entire educational system and the student, as it is a tool for cooperation and partnerships between Cameroonians and

foreign universities that use English as the common language. To add, the consistent use of the English Language would also open university students to global scholarships in English, and above all, make them adaptable to evolutions in modern science and technology (whose default language is English).

6.3.4 Recommendations to Media Practitioners

The media handle has a duty to inform and educate citizens of countries. It is incumbent on the media to transmit developmental information to the general public. Having evidenced that the English Language is an international language, and with more potentials for development in countries, it is important for the Francophone media in Cameroon to transmit more developmental information in English. The transmission of developmental news in English would generate an atmosphere of equity, love and mutual trust between Francophones and Anglophones; which, in effect, promotes national unity and integration, and above all, peace, which are all factors of national development.

Finally, the dissemination of developmental information uniquely transmitted in French would either mean that the developmental needs of English-speaking Cameroonians are disregarded (as they may not be informed of the opportunity announced) or the solicitation for developmental partnership or funding may not be appealing and/or attractive to foreign partners. The Francophone Cameroonian media, thus, should transmit more developmental information in English; it would benefit both Anglophones and Francophones, and their respective communities.

6.4 Suggestions for Further Research

Bearing in mind that the scope of, the methodology used, and the difficulties encountered in the conduct of this research work, it is obvious that it would not be able to solve all the problems related to the phenomenon under study, that is, the effective implementation of the English Language and its instrumentalisation of SD in Cameroon. The limited nature of the data and the analytical procedure (and/or framework) adopted has brought to

consciousness, other epistemological gaps and/or problems that are worthy of enquiry. It was on the basis of the aforementioned that the researcher has deemed it necessary to advance some suggestions for future research, as presented below.

- English Language practice as a tool of employment in Cameroon
- Effective English-French bilingual as an instrument of national development
- Shortcomings of Cameroon's English LP as a danger to SD
- The practical importance of the English Language to Cameroon[ians]
- Cameroon's official bilingual policy and practice as preservation of OL cultures and civilisation

6.5 Limitations of the Study

This research work is an output of human effort, and so has its lapses. These lapses could have been engendered by the difficulties faced by the researcher at the different stages of the conduct of this research. It is possible that methodology, content, structure, quality of results and time of completion of this research piece could have been compromised by [some of] these difficulties. In effect, the difficulties encountered in this research stemmed from human, material, financial and epistemological shortcomings, as would be discussed herein.

The first problem faced by the research was in the choice of data for this study. It was challenging for the researcher to choose data type that has the potentials to exhibit the problem under study. The researcher needed data from which he could make an analogy between Cameroon's [English] language policy specifications, current practices and their impact on sustainable development. To solve this problem, the researcher had to do a thorough search and scrupulous reading of Cameroon's language policy instruments (the constitution, decrees, memos and communiqués) enforcing the institutionalisation of the English Language in every official domain. Moreover, analogies were made between

these LP specifications (statements) and the current practices in the central administration, educational institutions, local councils and the media.

Moreover, the collection of the intended data posed a real problem to the researcher. It was neither easy to meet and/or persuade local council authorities and journalists to accept the interview nor cause university students to answer the questionnaire. Most of them complained that they were busy and/or tired. The strategy put in place by the researcher to get this data was the recording of the interview responses in order to make every session brief. As for the student, the researcher used Google Forms so that they could fill in at their leisure time.

The fact that the researcher could get the desired responses and the amount of data envisaged for this study was equally frustrating. At the level of the questionnaire, it was observed that some respondents gave information that was either irrelevant to this study or submitted an empty (unanswered) questionnaire. Worse still, out of the two hundred and fifty (250) copies of the questionnaire administered to students, fifty (50) were not submitted, and so, the researcher worked on what was available, that is two hundred (200) copies.

6.6 Conclusion

From the discussions above, it has been ascertained that the English Language is a strategic tool of [inter]national development in Cameroon especially and the world at large. English is the language of international cooperation, education, trade and communication. It is also the default language of science and technology, and so, if the government of Cameroon puts in place adequate tools of language governance (language policy instruments) to regulate the effective implementation of this international language in all the facets (domains) of national life, it will, therefore, be creating more avenues for international cooperation (partnerships) with foreign developmental partners (countries, organisations and NGOs, among others) that have an affinity with the English Language and/or culture. The effective implementation of the English Language in Cameroon

would groom Cameroonians as global citizens, thus opening them to international opportunities that are predominantly in this global language, English.

As observed in the analytical phase of this research work, the current practice of the English Language in Cameroon still faces serious challenges in the form of marginalisation. The information obtained from the survey points to the fact that, unfortunately, this international language is still under the dominance of French; as it is seemingly stigmatised in the central administration and its related domains; of education, military, judiciary, parliament and the media, where the use of French is recurrent. The persistent suppression of the English Language, notably in the domain of national education and others, has an adverse effect on the attainment of SD in the country. In effect, the discriminatory use of the English Language would mean that international cooperation and communication in diverse developmental domains between Cameroon[ians] and foreign partners would be greatly constrained, given that English is the lingua franca driving international partnerships. Worse still, English is the default language of modern science and technology, and as a result, the inadequate and ineffective implementation of Cameroon's English LP would mean that Cameroonians are deprived of a bulk of knowledge in modern science and technology and the opportunities that accompany it. The inconsistencies and irregularities facing the practice of English in Cameroon, in fact, signal the failure of policymakers to expose the Cameroonian population to global development opportunities in different domains, thus, retarding their growth and that of their communities.

In all, Cameroonian authorities should put in place adequate language policy instruments that transcend from mere prescriptions to obligations and practical methods (strategies) that guarantee the effective practice of the English Language at all levels of national life; as this would also advance Cameroon's bilingual culture and promote national peace, unity and integration (which all factor and attract development throughout the national territory).

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APPENDICES

Appendix 1

Questionnaire for Students

Dear student,

I am a research student in the Department of English, University of Yaounde I. This questionnaire is designed to get your opinion about the effective use of the English Language as the second official language in Cameroon. Please, provide accurate responses to the questions below. This is an academic exercise, and so, I promise that your identity will be treated with anonymity, and your responses will be used only for the [academic] purpose indicated.

Name: TEFOKOU wilfried

Sex: Male ☒ Female ☐ Other ☐ Student of Level: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒

Department: GEOGRAPHY

Region of origin: West region

1. Are you bilingual in French and English? Yes ☒ No ☐
 2. If yes, where did you learn English? (You can choose more than one)
 School ☒ Internet ☒ Films ☒ Language centre ☐ Community ☐ Anglophone community ☐
 3. a) Do you think the government of Cameroon is making full/ effective use of English in all aspects?
 Yes ☒ No ☐
 b) If no, in which sector/ domain is English neglected in Cameroon?

4. a) Do you think it is important for the government to make full/ effective use of the English Language in all domains of national life? Yes ☒ No ☐

b) Why? Because it favours unity, national unity, integration

5. a) Will effective use of English bring any development(s) to Cameroon[ians]? Yes ☒ No ☐

b) How? by allowing individuals to apply for better jobs and raise their standards of living, so it will help the country to develop business, research

6. a) Will the promotion of effective English-French bilingual promote peace, national unity and integration in Cameroon? Yes ☒ No ☐

b) Why? Because the both English and French are connecting languages for Cameroonians. It favours communication between francophones and anglophones

7. In which language(s) are most of your courses taught; meetings/ seminars held and information transmitted in your department? English ☒ French ☒

8. a) Do you think if more of English were spoken in your department/ Cameroon than French it would be beneficial to you, the government and Cameroonians? Yes ☒ No ☐

b) Why? Because it would ameliorate my expression in English, because it would promote national unity and integration.

8. a) The ineffective implementation/ use of English in Cameroon hinders development in the country.

Yes ☒ No ☐

(b) Justify your response: because without English we cannot easily understand new technologies

9. If the government were to promote the use and speaking of English like French, which language do you think would create more international (diplomatic, economic and education) partnerships for Cameroon?

English ☒ French ☐

Justify your response: Because English is the most used in the world and favours therefore communication with the rest

10. a) To you believe that if government authorities continue to neglect English it will hinder technological development in Cameroon? Yes ☒ No ☐

Justify: Because new groundbreaking technologies such as the computer came from an English-speaking country. The computer program is mostly English.

Thanks for your collaboration!!

Appendix 2

Questionnaire for Journalists

Dear Sir/ Madam,

I am a research student in the Department of English, University of Yaounde 1. This questionnaire is designed to get your opinion about the effective use of the English Language as the second official language in Cameroon. Please, provide accurate responses to the questions below. This is an academic exercise, and so, I promise that your identity will be treated with anonymity, and your responses will be used only for the [academic] purpose indicated.

Name of journalist/reporter: M. Bateck Sidney

Sex: Male ☐ Female ☒ Longevity in the profession: 0-5year ☒ 6-10years ☐ 11+ years ☐

Name of Publisher/Broadcaster: CAMEROON TRIBUNE

Sector of Publisher: Public ☐ Private ☒

1. In which language is the name of your publisher (newspaper or broadcaster)?
English ☐ French ☐ Both Languages ☒
2. a) Has your news publisher (broadcaster) any slogan? Yes ☒ No ☐
b) If yes, in which language is it written? English ☒ French ☐
3. What is the significance of the name or slogan of news publisher? (You tick more than one)
Empowerment of girls/ women ☐ Economic growth ☒ Freedom of speech ☐ Development ☐
National unity ☐ Politics/Peace/Security/Governance ☐ Nature Protection ☐ Education ☐
4. a) Do you publish or broadcast news in English? Yes ☐ No ☐
b) If yes, how often? Often ☒ Rarely ☐ During historic moments ☐
5. If you publish in English, on what subject(s) (You can tick more than one)
Advertisement ☒ Empowerment of girls/ women ☒ Economic growth ☐
Peace/ patriotism ☒ Job opportunities ☐ Technological innovation ☒
National unity ☒ Nature Protection ☐ Tourism ☐
6. a) Is it important to publish same information on a pertinent subject in English and in French? Yes ☒ No ☐
b) If yes, why: Because Cameroon Bilingual and BSA population needs to be informed in the language they understand.
7. Do you think that the information you publish is read and understood by Anglophones?
Yes ☒ No ☐ Justify your answer: Because the feedback increases from our views.
8. a) Do you think your language(s) of communication/ publication/ news serves the personal/ national developmental needs of both English and French-speaking Cameroonians? Yes ☒ No ☐
b) Justify your answer: Because of the quality of information that we echo out to the public every day.
9. a) Do you organise educative programmes or publish educative information in English? Yes ☒ No ☐
b) If yes, on what subject? (You can tick more than one)
Educational opportunities ☒ Jobs/ professions ☒ Insecurity ☒ Peace ☒ Youth education ☒
Good governance ☒ Patriotism ☒ Nature protection ☐ Tourism ☐ Health education ☒
10. a) Are you convinced that if you produce and publish more information in English it will open more [developmental] opportunities to Cameroonians? Yes ☒ No ☐
b) Why do you think so? Because the information we publish help the Anglophone public to have informed decisions.

Thanks for your collaboration

Appendix 3

INTERVIEW FORM FOR COUNCIL STAFF/ PERSONNEL

Dear Sir/ Madam,

I am a research student in the Department of English, University of Yaounde 1. This questionnaire is designed to get your opinion about the effective use of the English Language as the second official language in Cameroon. Please, provide accurate responses to the questions below. This is an academic exercise, and so, I promise that your identity will be treated with anonymity, and your responses will be used only for the [academic] purpose indicated.

Name of Municipal Council: YAOUNDE II COUNCIL (TSINGA)Name of Personnel: MOHAMA OUSSANI WAZIRI (Optional)Sex: Male ☒ Female ☐ Post Held: Mayor ☐ Deputy Mayor ☐ Municipal Councillor ☒Longevity in the post: 1-5 Years ☒ 5-10 Years ☐ 10+ years ☐ Region of origin: Far North

1. Your responsibility in this Municipal Council is to organise, preside-over and/or carryout (You can choose more than one option):

Staff meetings and council sessions ☐ seminars/ capacity-building workshops ☒ Trade fares ☐
Clean-up campaigns ☒ Sport competitions ☒ Health campaigns ☒ Agro-pastoral shows/ exhibitions ☒

2. a) Are you bilingual in French and English? Yes ☒ No ☐b) If yes, grade your performance in English: Excellent ☐ Very good ☐ Good ☒3. a) Which language(s) is used in meetings, seminars or to transmit public information in your council?
English ☐ French ☐ Both English and French ☐b) If it is in both English and French, how frequent is the use of English in your council?
Regular ☐ Rarely ☐ Sometimes ☒c) The use of English in your Municipal Council is: A rule/ obligation ☐ The choice of each personnel ☒

4. At what occasions/ under what circumstances is English Language used in your Municipal Council?

To transmit information to Anglophone ☐ In occasions involving Anglophones ☐To transmit public information ☐ In programmes on the local/ national news organ ☒5. a) Do you believe that using more of English than French in your Municipal Council would bring more development in your council area (jurisdiction)? Yes ☒ No ☐b) Why do you think so? English is a science and opportunity that Anglophones and Francophones is not fear because we are not learning English (50%) and French (50%). It is important to use both language6. b) Are you convinced that if your Municipal Council uses more English in council communications she would get more developmental partners (NGOs) and funds from the English world? Yes ☒ No ☐b) Justify your response: If our Municipal Council is bilingual we will get more developmental partners. we need to put,7. a) Do you think opening an English Language Centre, English cultural centre and/or English library in your council area would help the English and French-speaking Cameroonian youth? Yes ☒ No ☐b) If yes, how? because Cameroon has to create a school center in our Council so that we can teach and also learn both languages.8. a) English is a global language, do you believe that the reluctance/ refusal/ hesitation to use it in your Municipal Council will or may hinder development in your council area? Yes ☒ No ☐b) If yes, how? English is the language with is more important in the world. so Cameroon need to replace French and english system by bilingual system.

Thanks for your cooperation!!

Waziri

Cheikh Mohama Oussani
(Waziri)
1er Adjoint au Maire

Appendix 4

OBSERVATION GUIDE

Name of Institution: MINISTRY OF HIGHER EDUCATION (MINESUP)

Hierarchical order: Central Administration ☐ External Service ☐ Local Council ☒1. No. of: (i) Signed public notices found 6 (ii) Unsigned public notices found ☐ Total No. ☐2. a) Number of signed notices in: English only 0 French only 6 Both Languages 0b) Bearers of the signatures: Minister ☐ Secretary General ☐ Director ☐ Sub-director ☐
Chief of Service (Unit Head) ☐ Mayor ☒ Deputy Mayor ☐ Council Treasurer ☐
Council Secretary General ☐ Other (Give the post): _____3. Number of unsigned notices in: English ☐ French ☐ Both Languages 04. Types of notices in English: Communiqué ☒ Job opportunities ☐ Policy (laws) ☐
Public Announcement ☒ Gender empowerment ☐ Youth empowerment ☐ Security ☐
Educational opportunity ☐ Others (name it): _____5. Types of notices in French: Communiqué ☒ Job opportunities ☐ Policy (law) ☒
Public Announcement ☐ Gender empowerment ☐ Youth empowerment ☐ Security ☐
Educational opportunity ☐ Others (name it): _____

6. Subjects/ themes of notices in English only:

- i. NOTHING
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____
- vii. _____
- viii. _____
- ix. _____
- x. _____

7. Subjects/ themes of notices in French only:

- i. There are two notices titled COMMUNIQUE
- ii. one entitled NOTE DE SERVICE
- iii. one entitled NOTIFICATION DE LICENCIEMENT
- iv. Another called "liste du personnel contractuel de la
- v. commune d'arrondissement de Yaounde C"
- vi. Another called "liste du personnel décisionnaire de la
- vii. commune d'arrondissement de Yaounde C"
- viii. _____
- ix. _____
- x. _____

8. Supplementary observation(s): We can observe that none notice is written in English

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