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Annual Report

20 12

Working Together in Language Development

The 280+ languages in Cameroon are a true gold mine, a rich expression of cultures that knit together the social fabric of Cameroon. Instead of ignoring them and trying to base development in a language and culture that is foreign, it is possible to use local languages as a bridge. As a child appreciates his culture, masters his mother tongue and is secure in his identity, he will succeed in finding his way through the global world. He will learn international languages, but he won't forget where he comes from. His roots will be an inspiration for all activities leading to a development adapted to the local reality.



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A Word from the General Director

Together, we can!



This slogan is not just an alignment of meaningless words, but we believe it is the way forward in the dynamic of mother-tongue development in Cameroon. The African proverb "One hand cannot tie a bundle!" implies the importance of the association of a large number of key actors in language development projects. This is why it has always been our priority to develop new partnerships.

Since its installation in Cameroon in 1969, SIL has built fruitful partnerships with many organisations, for example, with the Federal University of Cameroon, with which we worked to train a new generation of linguists, who contributed to the research and development of many languages. In the same line, the recent partnership agreement signed with Plan Cameroon will enable us to improve development through multilingual education in a minority people group, the Baka people from the East Region, thus allowing for positive changes in the lives of their children.

Likewise, through increasing public awareness and mobilisation, SIL continued working to involve the linguistic communities of Cameroon, key actors in the development of the mother-tongue. We facilitated access to Scripture,

education, and sociocultural development. All these actions were enabled by the interest and strong support of the Cameroonian government. Their involvement and interest in language development projects deserve to be appreciated.

We know we are serving a just and noble cause in developing languages and it has been a recurrent theme mentioned in all our annual reports. To strengthen this objective, SIL desires to improve in creating opportunities for Cameroonians to practice their new linguistics skills in an environment adapted to their specific needs. SIL is determined to continue



to help linguistic communities to be better equipped to efficiently lead all their language development work.

Another challenge in this fast changing world is the dynamic of communication. Its objective is to inform more and more about our vision and our priorities in terms of objectives, to help the interest in mother tongue development grow around us. We will take on this challenge in 2013, a year in which we are looking forward to work TOGETHER even more!

Bert Visser
General Director, SIL Cameroon

Administration in Cameroon as of December 2012:

General Director:
Nelis van den Berg
Bert Visser

Director of Administration and Finance:
David P. Anderson

Personnel Director:
Joe Rider

Director of Language Services:
Lawrence M. Seguin

Director Bamenda Region:
Ria Hedinger

Executive Committee:

Chairman:
Ray Kapteyn

Vice-chairs:
George Shultz
Chris Jackson



Inside SIL

SIL focuses on languages that are yet unwritten. People who speak these languages often live in geographic, social, and economic isolation. Studying these languages results in practical help for local people and contributes to the broader knowledge of linguistics, anthropology, multilingual education and ethnomusicology. SIL publishes its research and widely distributes it to libraries, universities, governments, and international agencies.

As a leader in the research of the world's endangered languages through language survey, SIL facilitates language development to prevent the extinction of language and culture.

Present in Cameroon since 1969, SIL's staff shares a Christian commitment to service, academic excellence, and professional engagement through literacy, linguistics, translation, and other academic disciplines. SIL makes its services available to all without regard to religious belief, political ideology, gender, race, or ethnic background.



Making it possible for others

During the primer-making workshop held in May 2012 in Yaoundé, for the Ngomba, Tunen and Yambeta languages, Mama Odile, a Ngomba speaker read a portion of the Gospel of Luke in her mother tongue during a devotion. Then thinking that she was talking alone, she stopped. As she stopped, a voice urged "Go on! Go On!" It was her Ngomba colleague, Jean-Pierre. He was caught up in Luke's account as he could hear Luke talking in his own language. "That was good, so good!" he said.

The stunning impact the Ngomba reading had on Jean-Pierre made us all laugh - the laughter of fresh insight! Aha! – indeed, what could be better than hearing the Word in one's heart language? And what more worthwhile contribution to making that possible for others than crafting sound primer lessons? It made for a heartening start to another day in the company of progress charts, syllable boxes and grammar drills...



In the chart on the left, the number of participants is the actual number of people who attended a given category of course or workshop. The number of languages, however, includes those that may have been represented in more than one course or workshop.

Courses/ Workshops	3 in Linguistics <small>Including text transcription, analysis of nouns and noun phrases, and dictionary publication preparation</small>	5 in Literacy <small>Including programme management, practical writing, teacher training and production of HIV-AIDS brochures, primers, reading & writing books, calendars & agendas</small>	1 in Multi-cultural Team Training	5 in Translation <small>Including translation principles and seminars for high-level translation consultants</small>	3 in Scripture Use	6 in Computer Training
Language groups represented	??	??	??	??	??	??
Participants	??	??	??	??	??	??



Linguistics

A Well-laid Foundation

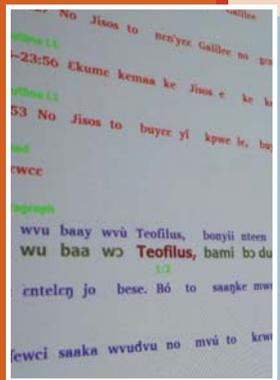
Linguistic research is like the foundation of a house. Any type of language development depends on a solid foundation. Whether language development consists of literacy, or publishing health booklets, or even the translation of the biblical texts, the final structure depends on a well-laid foundation.

Twelve language communities in the North West Region are working together to lay just such a foundation.



They are studying the grammar of their languages in two cluster projects, the Misaje and Ndop clusters. Both of these projects are conducting the Foundations for Grammar series of workshops developed by SIL Cameroon. The goal is to train local men and women to learn about the grammar of their language, and to use this knowledge in their literacy and translation work. A unique factor in these particular workshops is that they are being held at the local level.

The scientific study of these grammars has specific applied results: refining how words are written, defining word boundaries, and shedding light on other difficult aspects of orthography design and use. Together we are working for language development through solid foundations.



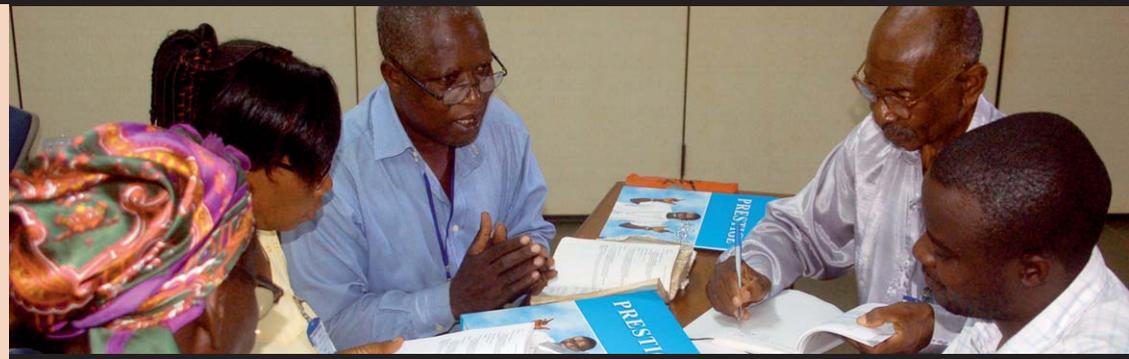
Translation

What makes a text successful?

Why would a mother tongue translator feel a need to analyse a language he can speak and understand very well? There are several reasons that could be mentioned that are peculiar to the task of translating. The task of translating requires moving from one system of organising and expressing the realities of this world to another system whose categories and expressions can be very different. Each language in itself presents an intricate network of interdependent cultural phenomena, reflecting the beauty, variety and orderliness of the Creator God of the universe. The complexity of how two different languages communicate in their cultural

settings is a huge challenge, and one tool to help us understand the similarities and differences between them is to analyse what makes a text successful. This is what we call Discourse Analysis. What we find in English or French might trick us into supposing that the way English or French works is the same for any other language. An example of this is how relative clauses are used. Many languages have them but each one chooses when to use them, in this grammatical situation but not another one, at this point in the development of the text but not another one, for this kind of information but not another kind. This proved so compelling and interesting to one translator; he decided

Translation is an area of applied linguistics in which SIL assists Cameroonians to address their need for translated documents. Proper translation requires careful analysis of the meaning of words, sentences and discourse structures used in the source language. Then it is necessary to examine the syntactic, semantic and discourse structures of the receptor language. A good translation often requires the rearrangement of the elements within each statement in order to produce



to devote his university studies to understanding these things better. "Now I know what I want to study at the university when

I begin my studies there!" David wants to see his language better analysed and better used in all situations.

a clear, accurate and natural translation.



Focus

Languages: a development tool

“Mother tongue languages, along with linguistic diversity, matter for the identity of individuals. They are also important for the health of societies, as sources of creativity and vehicles for cultural expression. Languages are factors for development and growth. We know how important education in the mother tongue is to obtain good results in the learning process. Mother tongue instruction is a powerful way to fight discrimination and reach out to marginalised populations. As an endless source of knowledge, languages are a starting point for greater sustainability in development, for managing more harmoniously our relationship with the environment and change”.

Mrs Irina Bokova,
General Director
UNESCO

The impressive number of languages spoken on Cameroonian soil, the fact that they belong to different linguistic groups and the presence of several Indo-European languages is what makes Cameroon an atypical country in the African context. This multiplicity of languages is perceived as an obstacle to development by some, and by others as a real treasure—a rich expression of cultures that make up the social fabric of Cameroon.

A question we need to ask ourselves is “What can the mother tongue bring to development in Cameroon?” Many testimonies of the people working in the field of economics



attest strongly that development, before being a question of money and machines, is first of all about men and women and their desires, their willingness, their knowledge and know-how, their capacity to organize themselves, to remain disciplined and other cultural assets.

If it is true that human progress depends on the collective efforts of community members, then all kinds of development need to look for their participation. It is easy to demonstrate that nobody can work for progress without understanding

the meaning, the objectives, and the role that he is called to play.

Talking about development, in each community it is important to create the willingness and the know-how that will enable them to achieve the adopted projects. The development agent needs to be understood clearly, thus the need to express himself in the language that is mastered by the community. Language is for all human beings, an essential tool for acquisition and assimilation of knowledge, of know-how, norms and all cultural elements accessible in the linguistic community. Clear and profound communication between all the development partners is a key condition in this vital enterprise. This is why, the language of communication between the population and the agent, cannot be limited to the



oral form. The written form need to be mastered so that the information will be available in a permanent form.

Unfortunately, the strong presence of foreign languages in development projects marginalises the large majority of Cameroonians, who only speak the mother tongue. In SIL we believe that it is essential to include all languages in an equitable way for greater participation of all in the efforts of national development.

Nationalities of SIL Cameroon Personnel

- Australia
- Bahamas
- Cameroon
- Canada
- Costa Rica
- Finland
- Ireland
- Peru
- Sweden
- Switzerland
- The Netherlands
- The United Kingdom
- The United States of America

SIL International Administration:

President:
John Watters

Executive Director:
Freddy Boswell

Francophone Africa
Area Director:
Nelis van den Berg



Literacy

Towards Achieving Universal Primary Education

There is an ongoing partnership between SIL and Plan Cameroon to implement an MLE project among the Baka children in the East Region of Cameroon. Through this effort, Baka children will not only be equipped with knowledge, but also with quality education in their own mother tongue. This will make them real actors for the development of the nation.

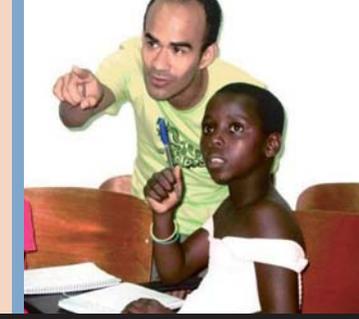
Falling in line with the Millennium Development Goals, which state that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling, SIL promotes multilingual education (MLE) in order to see each Cameroonian child educated or attending school, especially those in an academically disadvantaged environment.

Today, MLE is supported by SIL in different communities with many devoted volunteers who are dedicating their lives to it. SIL's efforts are aligned with today's government policy, which encourages each Cameroonian to develop and to promote his own culture; and, of course, languages are an essential part of that. This policy also stipulates that all children should be attending school. SIL is working



hand in hand with the government and other partners to make this a reality in all parts of the country.

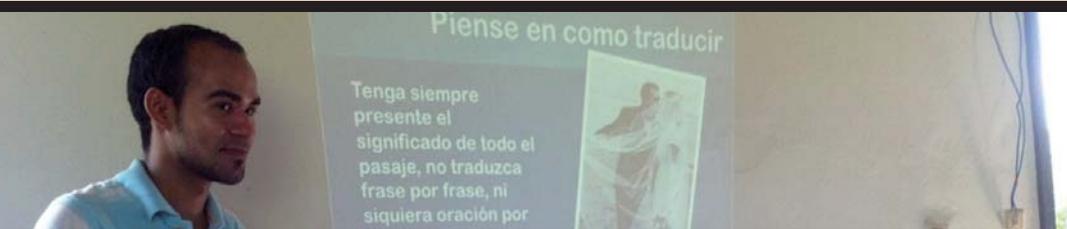
Today, it is already possible to learn to read and to write in your mother tongue, in town or in the village. We want to affirm here that this should be the preoccupation of each one of us. If you want to learn your language, contact us at SIL (see the address on the back of this report), and we will put you in contact with someone who can help you. If that is not an option for you, take the commitment to be the link through which your community can become literate.



SIL Equatorial Guinea

Linguists from Equatorial Guinea, working with the SIL team in Equatorial Guinea and Cameroon, successfully completed eight training courses in 2012. Their languages are all cross-border or closely related to languages of Cameroon. They were strongly supported by a growing team of SIL linguists from Latin America invited by the E.G. Council of Scientific and Technological Research (CICTE) and by the Christian Association of Bible Translation (ACTB).

Lingüistas ecuato-guineanos, en colaboración con el equipo SIL-CICTE de Guinea y Camerún, cumplieron con éxito ocho asignaturas de formación durante 2012. Sus lenguas son relacionadas o tras-fronterizas con lenguas de Camerún. Fueron apoyados por un equipo creciente de lingüistas SIL latino-americanos invitados por el Consejo de Investigaciones Científicas y Tecnológicas (CICTE) y por la Asociación Cristiana de Traducciones Bíblicas (ACTB).



Course	E.G. language	Related Cameroon language
Introduction to computers	Fang, Kombe, Bisio, Pidgin, Basek	Fang, Iyasa, Kwasio, Pidgin, Bakoko
Methods of translation I	Fang, Kombe, Bisio, Pidgin	Fang, Iyasa, Kwasio, Pidgin
Methods of translation II	Fang, Kombe, Bisio, Pidgin	Fang, Iyasa, Kwasio, Pidgin
Methods of translation III	Fang, Kombe, Bisio, Pidgin	Fang, Iyasa, Kwasio, Pidgin
Discourse analysis	Bisio	Kwasio
Methods of translation I	Basek	Bakoko
Methods of translation II	Basek	Bakoko
Methods of translation III	Basek	Bakoko



SIL Cameroon Bibliography in 2012

Technical Manuscripts

SIL Cameroon publications are primarily written for national language speakers. In 2012, SIL members worked together with Cameroonians to produce publications in the mother tongue covering a wide range of topics, including lexicons, Grammar books, folktales, HIV-AIDS booklets, educational booklets and primers. See our website for more details: www.silcam.org

Bafanji

HAMM, Cameron. 2011. The Noun Class System of Chufie' (Bafanji). 41 pp.

Bambalang

GROVE, Dan; WRIGHT, Jennifer. 2012. Bambalang (Chrambo) Orthography Guide. 25pp.

WRIGHT, JENNIFER. 2012. Testing and Revising a Tone Orthography Proposal for Chrambo (Bambalang). 39pp.

Bamukumbit

DeVisser, Christine. 2011. The Mankong (Bamukumbit) Noun Phrase. 54 pp.

Bangolan

Freeland, Lance. 2011. A General History and Economic Study of Bangolan. 7 pp.

Buwal

VILJOEN, Melanie. 2012. The Buwal Verb Phrase. 76pp.

Iyive

Foster, Suzanne. 2012. A Phonology Sketch of the Iyive language. 90 pp.

Karang

NGANG, David; and Robert Ernst ULFERS, trad. 2012. Histories of Karang villages. 33 pp.

ULFERS, Robert Ernst; and David NGANG. 2012. A Method for the Collection of Local Village Histories in the Karang Language. 9 pp.

Kemezung

Smoes, Christopher L. 2010. A Sketch Grammar of the Kemezung Language. 47 pp.

Kom

WALTER, Stephen L. ; CHUO Kain, Godfrey. 2012. The Kom Experimental Mother Tongue education Pilot Project Report for 2012. 33pp.

WALTER, Stephen L. 2012. Assessment Results for the Government Teacher Training College (GTTC) in Fundong. 18pp.

Lagwan

SHRYOCK, Aaron; et Marouf BRAHIM. 2011. L'alphabet et l'orthographe de Lagwan. 27 pp.

Mfumte

MCLEAN, Greg. 2012. A Recorded Text Survey of the Mfumte Speech Varieties and Rapid Appraisal Survey of Dzodinka. 63 pp.

Mmen

Möller, Mirjam. 2012. The noun and verb phrase in Mmen a Center Ring Grassfields Bantu language. 49pp.

Saari (Nsari)

LANGHOUT, Bep. 2012. Tone in the Saari Noun Phrase exemplified with nouns from gender 7/8. 72pp.

Yasa

GRANT, N. Elise. 2012. Iyasa Vocabulary lesson – plans 1 and 2. 9pp.

Zulgo-Gemzek

SCHERRER, Elaine Marie. 2012. An overview of Gemzek Narrative Discourse Features. 45pp

SIL Cameroon Bibliography in 2012

Publications in National Languages

Elip (Nulibie)

Comité de langue Nulibie. 2012. Manuel pour lire et écrire la langue nulibie. 63pp. Ombessa, Cameroun.

Kenswei Nsei (Bamessing)

BEKEKE, Augustine; Ketik David KENCHOLIA; Silverius MBUYE; Regina NJUABE; and Funge Joseph NEKIA. 2011. Reading and Writing Kənswey Nsey! 65 pp. Yaounde, Cameroon: SIL.

Mofu-Gudur

CHUO, Kain Godfrey; et Kristine R. TRAMMELL. 2011. Les bonnes paroles à lire, SIL, livre 2. 148 pp. Yaoundé, Cameroun : SIL.

CHUO, Kain Godfrey; et Kristine R. TRAMMELL. 2011. Des bonnes règles qui éveillent, CP, livre 1. 126 pp. Yaoundé, Cameroun : SIL.

CHUO, Kain Godfrey; et Kristine R. TRAMMELL. 2011. Des bonnes règles qui éveillent, CP, livre 2. 108 pp. Yaoundé, Cameroun : SIL.

Mpongmpong (Mpumpong)

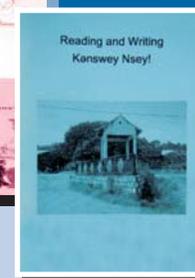
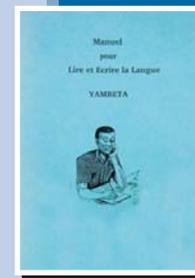
COMITÉ CHRÉTIEN D'ÉTUDE DE LA LANGUE MPUMPONG. 2012. Abécédaire en langue Mpumpong. Yokadouma, Cameroun : Comité Chrétien d'Étude de la langue mpumpong (COCELMPU).

Tuki

WELAZE, Jacques Kongne; Marguerite BITEYA; and Benjamin ILOMO. 2011. Lire et écrire la langue tuki. 71 pp. Mbangassina, Cameroun : Comité de langue tuki.

Yambeta

Mongo, Raoul; Bolioki, Léonard-Albert. 2012. Syllabaire en langue yambeta 1. 75pp. Bafia, Cameroun: YALICO





Bamenda Regional Office

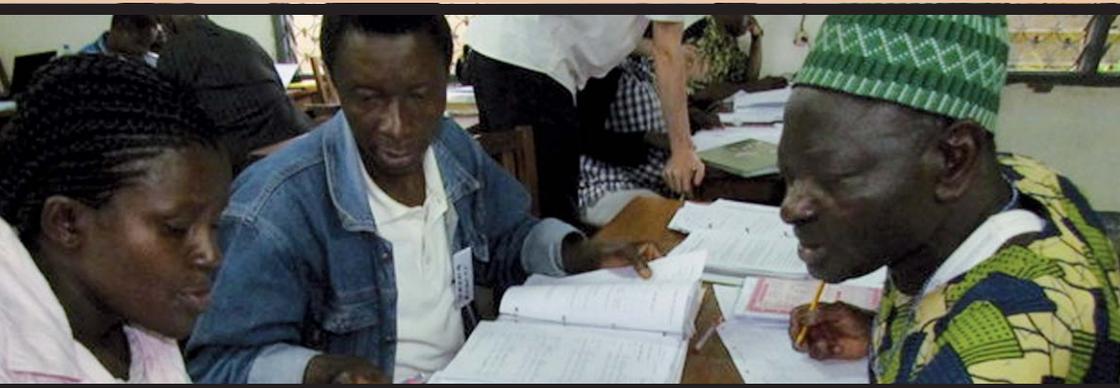
Sharing vision and skills

A course about translation principles, a course about Gospel and culture, a dictionary development workshop or a multilingual education refresher day for primary school teachers these are just a handful of examples of the type of courses held in the Bamenda Regional Office (BRO) in 2012. The office often buzzes like a beehive with course participants and all those coming and going for other services.

The main goal of the BRO is to provide course facilities in order to share knowledge, skills and attitudes with translation projects and language communities alike.

Apart from courses, one might also meet one or two translation teams working on checking their draft translation with a consultant, or the literacy consultant going through a drafted primer with a literacy team.

Members of language communities know where to find us, when they are considering developing their language or want a literacy class for the urban elite. We link them up with those in their language communities that have the same aim. Together with them we look for the best way forward to develop their language to a written stage, to provide literacy and to translate Scriptures and other helpful books and documents.



In 2013 we hope to move into the new facilities that our partner, the Cameroon Association for Bible Translation and Literacy (CABTAL), is building. That should enable us to share vision and skills with language communities in the North West, South West and West Regions even more effectively.

Languages SIL Served in 2012

Below is the list of the language communities to which SIL provided consulting, training or logistical support to language development during 2012

1 Far North Region		4 North West Region	
Bana	Mbedam	Ngemba	Pinyin
Buwal	(Mbudum)	[Mankon]	Saari (Nsari)
Fulfulde	Mbuko	Ngwo (Engwo)	Vengo (Babungo)
Cuvok	Merey	Ngie	Weh
(Tchouvok)	Mofu-Gudur	Noone (Noni)	Wushi (Babessi)
Gavar	Moloko	Oku	Yamba
Gemzek	Mpade		
(Guemzek)	Musey	5 South West Region	
Gude	Muyang	Akoose	Ipulo
Hdi	Parkwa (Podoko)	Denya	Kenyang
Jimi	Tupuri	Ejagham	Mundani
Lagwan	Vame	Iceve-Maci [Olit]	Oroko
Mada	Wandala		
Mafa	(Mandara)	6 West Region	
Mambai	Wuzlam	Bangwa	Ngomba
(Mambay)	(Ouldeme)	Ghomálá'	Ngombale
Matal	Zulgo	Ngiemboon	Yemba
Mazagway-Hidi			
2 North Region		7 Littoral Region	
Daba	Gidar	Bakoko	Bakaka [Mkaa]
Dii	Karang		
Gbaya	Pana	8 Centre Region	
3 Adamawa Region		Basaa	Nubaca (Baca)
Kwanja	Tikar	Balengou	Nugunu
Mambila		Bebele	So
		Elip (Nulibie)	Tuki
		Lefa	Tunen
		Mbule	Vute
		Mengisa	Yambeta
		Mmaala	Yangben
		(Numaala)	(Nuasue)
		Nomaande	
4 North West Region		9 South Region	
Aghem	Fulfulde	Gyele	Kwasio
Awing	Kemezung	Bakoko	Yasa
Baba	Kenswei Nsei	Batanga	
Babanki (Kejom)	(Bamessing)		
Bafanji	Kom	10 East Region	
Bafut	Lamnso'	Baka	Koonzime
Bamali	Limbum	Bebil	[Nzime]
Bambalang	Mbembe, Tigon	Kako	Makaa (Mekaa)
Bamukumbit	Meta' [Menemo]	Koonzime	Mpongpong
Bamunka	Meta' [Moghamo]	[Badwe'e]	(Mpumpong)
Bangolan	Mfumte		
Bebe	Mmen		
Bum	Ncane		
Cung	[Mungong]		
Esimbi	Ncane [Ncane]		



Language names are according to the 16th edition of the *Ethnologue* published by SIL International.

(Name) = Other common name

[Name] = Dialect name

