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**CENTRE DE RECHERCHE ET DE
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ARTS, LANGUAGES AND
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**DOCTORAL RESEARCH UNIT FOR
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**DEPARTMENT OF BILINGUAL
STUDIES**

**OFFICIAL LANGUAGE BILINGUALISM IN THE
NATIONAL GENDARMERIE IN CAMEROON:
DISCREPANCY BETWEEN POLICY AND PRACTICE**

*A Dissertation Submitted in Partial Fulfilment for the Award of a Master's Degree in
Bilingual Studies*

Speciality: Language

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April 2025

DECLARATION OF ORIGINALITY

I, NNOKO NGIDE Divine, hereby certify that this dissertation is entirely the result of my own research. Information consulted from published and unpublished works of other researchers has been acknowledged in the text. I hereby declare that this dissertation has not been presented neither partially nor wholly for any other degree at any time in the past or in present time.

DEDICATION

I dedicate this work to my children, Koubitobo and Sumelong NNOKO NGIDE.

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ABSTRACT

This study addresses the discrepancy between policy and practice of official language bilingualism in the Cameroonian National Gendarmerie, one of the Defence and Security Forces (DSF) of the country, which is a French colonial heritage. To this end, the Governmentality Theory developed by Michel Foucault (1978) and the Communication Accommodation Theory propounded by Howard Giles (1973) were used as theoretical frameworks. These two complementary theories enabled to highlight some parameters that can evaluate the implementation of official language bilingualism within the Cameroonian National Gendarmerie Forces. For this study, eighty-one (81) National Gendarmerie Soldiers (NGS) were selected from two (02) different linguistic regions of the country. Specifically, fifty (50) NGS from the Centre region and thirty-one (31) from the South-West region. As for the civilian population, thirty-seven (37) Civilian Public Service Users (CPSU) were also selected from the two different linguistic regions to make up the population sample. Specifically, nineteen (19) CPSU were selected in the Centre region and eighteen (18) were selected in the South-West region. Moreover, fifty-eight thousand two hundred and fifty-four (58,254) documents were consulted for the purpose of the study, with forty-one thousand eight hundred and ninety-nine (41,899) consulted in Yaoundé, in the First Group of Mobile Squadrons ; while sixteen thousand three hundred and fifty-five (16,355) documents were consulted in the South West National Gendarmerie Legion in Buea. The study revealed that the causes of the discrepancy between policy and practice of official language bilingualism within the Cameroonian National Gendarmerie are historical, institutional and human. The study also showed that French remains the dominant means of communication within the National Gendarmerie corps, and little is being done to solve this problem. Finally, the study makes a number of recommendations to government authorities, to the National Gendarmerie as an institution and to National Gendarmerie Soldiers in order to boost the practice of official language bilingualism within the Cameroonian National Gendarmerie, erasing the observed discrepancy and making this corps a crucible of official language bilingualism in Cameroon.

Keywords. *Discrepancy, language policy, language practice, official language bilingualism, National Gendarmerie.*

RÉSUMÉ

La présente étude aborde le décalage entre la politique et la pratique du bilinguisme officiel au sein de la Gendarmerie Nationale Camerounaise, l'une des composantes des Forces de Défense et de Sécurité du pays et un héritage colonial français. Pour mener à bien cette étude, nous avons eu recours à la théorie de La Gouvernamentalité développée par Michel Foucault (1977-1984) et à la théorie de l'Accommodation de la Communication proposée par Howard Giles (1973). Ces théories complémentaires ont permis d'identifier les paramètres pouvant permettre l'implémentation du bilinguisme officiel au sein des Forces de la Gendarmerie Nationale camerounaise. Dans le cadre de cette étude, quatre-vingt-un (81) militaires de la Gendarmerie Nationale ont été sélectionnés dans deux (02) régions linguistiques différentes. Plus précisément, cinquante (50) Gendarmes dans la région du Centre et trente-un (31) dans la région du Sud-Ouest. En ce qui concerne la population civile, trente-sept (37) usagers des services publics, sélectionnés dans ces deux régions ont l'échantillon de la population. Plus précisément, dix-neuf (19) civils ont été sélectionnés dans la région du Centre et dix-huit (18) dans la région Sud-Ouest. En plus, cinquante-huit mille deux cent cinquante-quatre (58.254) documents ont été consultés, dont quarante et un mille huit cent quatre-vingt-dix-neuf (41.899) au Groupe d'Escadrons Mobiles N°1 de Yaoundé et seize mille trois cent cinquante-cinq (16.355) à l'État-major Légion de Gendarmerie du Sud-Ouest à Buea. L'étude révélera que les causes du décalage observé entre la politique et la pratique du bilinguisme officiel au sein de la Gendarmerie Nationale sont à la fois historiques, institutionnelles et humaines. Il en ressort que le français reste le moyen de communication dominant au sein de la Gendarmerie Nationale, et très peu d'efforts sont fournis pour pallier à ce problème. En dernier ressort, l'étude émettra quelques recommandations à l'endroit des autorités gouvernementales, à la Gendarmerie Nationale comme institution et aux Gendarmes en vue d'accélérer la pratique du bilinguisme officiel au sein de la Gendarmerie Nationale Camerounaise, d'effacer l'écart observé entre la politique et la pratique du bilinguisme officiel dans ce corps et d'en faire le creuset du bilinguisme officiel au Cameroun.

Mots-clés : *Décalage, politique linguistique, planification linguistique, bilinguisme des langues officielles, Gendarmerie Nationale.*

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LIST OF ABBREVIATIONS

ASTI	Advanced School of Translators and Interpreters
CAT	Communication Accommodation Theory
CamE	Cameroon English
CamFE	Cameroon Francophone English
CamPE	Cameroon Pidgin English
CPF	Cameroon Popular French
CPSU	Civilian Public Service Users
CRTV	Cameroon Radio Television
DSF	Defence and Security Forces
EOL1	English First Official Language
FOL1	French First Official Language
FSLC	First School Leaving Certificate
GAT	Giles Accommodation Theory
ICTN	Intersectorial Comitee for Terminology Normalisation
ISO	International Organisation for Standardisation
LPP	Language Policy and Planning
MINEDUC	Ministry of Education
NCPBM	National Commission for the Promotion of Bilingualism and Multiculturalism
NGS	National Gendarmerie Soldiers
OL1	First Official Language
OLB	Official Language Bilingualism
SAT	Speech Adjustment Theory
SIL	<i>Société Internationale de Linguistique</i>

**CHAPTER ONE:
PRELIMINARY CONSIDERATIONS**

Introduction

According to Fragnière (1986:75), “*we are rarely the first to address a question*”. In this vein, investigating the discrepancy between policy and practice of Official Language Bilingualism (OLB) in Cameroon, especially when examining the difference between the real state and the expected state of the practice of OLB in the National Gendarmerie is an innovative study to the best of our knowledge. This innovation stems from the fact that there has always been a security barrier labelled “Defence secret” which hindered researchers, especially civilians, from carrying out studies centred on the Defence and Security Forces (DSF) in Cameroon. Defence secret is simply the barrier that has been imposed on everyone from acquiring, keeping or propagating information pertaining to the military corps. However, the highly prospective nature of this research is not a hindrance to studying a linguistic phenomenon at its moment of occurrence. That is why, poised in a bold perspective, this research seeks to expose the causes of and propose solutions to the discrepancy observed between policy and practice of OLB in the National Gendarmerie.

It is relevant to state here that the objective is not to “contemplate what no one has yet contemplated before, but to examine as no one has yet examined before, on what everyone has before his eyes” (Schopenhauer;1986). That is why this research work is devoted to examining and proposing solutions to bridge the gap as regards to the discrepancy observed between policy and practice of OLB in the National Gendarmerie in Cameroon. These preliminary considerations will also go down the memory lane of the advent of foreign languages in the Republic of Cameroon, until the advent of English and French languages, and their enactment as the official languages of Cameroon. It will then show the measures taken to implement OLB in Cameroon. In the same manner, it will also recall the origin of the National Gendarmerie in France, its evolution and its institution as a Defence and security Force, and end with the advent of this corps in Cameroon, and its adoption by the Nation after independence.

1.1. Motivation

For every Cameroonian, taking into account the influence of globalization, the ability to speak two international languages is a consolidated advantage. Cameroon distinguishes itself in this venture, with English language which is considered the most widely spoken language in the world today by the International Centre for Language Studies. (ICLS, 2024). In addition, English is the language of business, technology, literature, and science. The other official language of Cameroon, French, which is considered as the 11th most important language in the

world, is not to be neglected. A mastery of these two languages inevitably opens doors into several sectors to Cameroonian youths and adults.

The researcher's motivation emanates from the inability of National Gendarmerie soldiers (NGS) posted in the Anglophone regions of the Republic of Cameroon to communicate fluently with the population. This was even worse when the first NGS who came to maintain law and order at the outbreak of the what is today referred to as the «Anglophone crisis», were branded as an occupation force rather than fellow countrymen, due to their inability to communicate in English language, in an English language dominated environment. Meanwhile, the National Gendarmerie, as the only Defence and Security Force of the country which interacts with the population, this force had to better serve its citizens with fluent communication skills in both official languages, in its missions of ensuring peace, tranquillity, the welfare, and the security of the citizens as well as of their goods and possessions. To the best of available knowledge and at this stage, nothing has been done yet with respect to OLB in the National Gendarmerie in Cameroon. This is what motivated the researcher to exploring this problem.

1.2. Background

Ubanako (2023) posits that when achieving independence, most African countries adopted the languages of their colonial masters. This was the case with French Cameroon in 1960, and British Cameroon in 1961. After the reunification of Cameroon in 1961, one of the main objectives of the political leaders at that time was to guarantee the security of the citizens and their goods irrespective of the area of the territory in which they were living in. Thence, Defence and Security Forces were recruited, trained, and assigned to carry out this mission, as well as several other missions throughout the country. That is how the National Gendarmerie (which is a military force, but which also has civilian missions, like law and order, administrative police, judicial police, and so forth) was created. The NGS, to communicate freely with all the citizens of the country, were therefore compelled to apply OLB in their missions all over the national territory, as stated in the Constitution of the Republic of Cameroon, Law N° 96/06 of 18 January 1996 :

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

Several researchers have examined the practice of OLB in Cameroon (Echu and Grundstrom, 1999; Ngamassu, 1999; Echu, 2012; Kouega, 2010; Fossi 2010; Mbena, 2012; Ngamassu, 2012; Koloto-Dikanda, 2012; Ubanako, 2012; Sokeng Piewo 2013; Echu, 2023; Alobwede, 2023; Ubanako, 2023; Anchimbe, 2023; Nimessi, 2023; Balga, 2023; Atindogbe, 2023; Kouega 2023). These studies have evolved around themes like education, commerce, culture, communication and so on; and have addressed professionals like teachers, public servants, traders, hotel attendants and so forth. Meanwhile a study of the practice of official language bilingualism from the perspective of the National Gendarmerie is yet to be investigated upon.

1.3. Research problem

The National Gendarmerie is a military corps that has both military and civilian missions, that is, it interacts with soldiers and civilians simultaneously, using language as medium of communication. However, there is a wide gap in the practice of OLB in this corps as defined by the language policy of the country. In addition, little or no effort is being done to implement the practice of OLB within the National Gendarmerie. This is evident when observing the training of NGS, officers and non-commissioned officers alike. The training is done exclusively in the French language; and thirdly, the natural tendency expressed by NGS is the use of French language during their communications and interactions within themselves and even with CPSU. More so, OLB is not one of the recruitment criteria into the National Gendarmerie, and English language is not given the same status as French language during the training, and even throughout the career of NGS. That is why most citizens who have English language as their first official language (EOL1) are uncomfortable when the NGS they meet to expose their difficulties and troubles do not speak English language. This lack of fluent communication sometimes results in misunderstandings, mistrust and the failure to satisfy the requests of the citizens.

1.4. Research questions

The National Gendarmerie plays a strategic role in the defence of the nation against external aggressors, as well as a predominant role in the maintenance of law and order inside the country. For peace and tranquillity to reign in the country, satisfactory official language bilingual communication must be guaranteed by the soldiers of the National Gendarmerie. The discrepancy observed in the practice of OLB by this corps can be overturned by providing answers to the following research questions:

1. What are the causes of the discrepancy observed between policy and practice of official bilingualism within the National Gendarmerie Force and which measures have been taken to amend the situation?
2. Which languages are used during the training of National Gendarmerie soldiers?
3. Which possible solutions can be applied in order to implement official language bilingualism within the National Gendarmerie Force?
4. How can bilingualism improve the performances of the Cameroonian National Gendarmerie Force?

1.5. Research hypotheses

The National Gendarmerie should be a crucible of official language bilingualism, especially as it is a military corps which is also endowed with civilian missions. The permanent and correct usage of both official languages should be in line with the language policy prescriptions in force in the country. Thus, the following hypotheses can be used as guidelines in this work:

1. The causes of the discrepancy observed between the policy and practice of official language bilingualism in the National Gendarmerie are historical, institutional and human, and little or no measures are taken to amend this situation.
2. French is basically the only language of learning used in the National Gendarmerie.
3. The National Gendarmerie can encourage the practice of official language bilingualism by recruiting bilingual trainees, by carrying out bilingual training, by promoting and controlling the practice of bilingualism within its structure and by compensating National Gendarmerie soldiers who are bilingual.
4. Official language bilingualism can improve the performances of the National Gendarmerie Force by making it efficient in the field, thereby facilitating its communication exchanges with the entire Cameroonian population.

1.6. Research objectives

The main objective of this research is to determine the causes and the consequences, to find out the measures taken by the National Gendarmerie to amend the situation and to propose solutions to bridge the discrepancy observed between policy and practice of official language bilingualism in the National Gendarmerie.

As second objective, this study aims at identifying the languages used in the training of the National Gendarmerie soldiers and showing that they do not favour the practice of official language bilingualism.

The third objective of this study is to determine the possible solutions that can be used to implement the practice of official language bilingualism within the National Gendarmerie.

The final objective of this work is to determine how official language bilingualism can improve the performances of the Cameroonian National Gendarmerie soldiers, by showing the advantages an official language bilingual National Gendarmerie Soldier has over a monolingual one.

1.7. Interest of the study

An applied research project has an impact on the society. It addresses societal problems and proposes solutions to solve them. This research has a professional, a didactic, a scientific and a social interest.

At the professional level, especially within the National Gendarmerie and the other DSF at large, this research will give clues to achieving the practice of efficient official language bilingualism. The National Gendarmerie will then become an example of parity between policy and practice of official language bilingualism in Cameroon.

Didactically, this model of implementation of official language bilingualism can be easily emulated by all the other public service structures and institutions of the country, which are also faced with the challenge of the practice of official language bilingualism.

In the scientific realm, this research addresses socio-linguistic problems related to language policy, language planning and even language conflict and attrition. These correlate with policy-making, hence the political implications.

In the social and practical field, this research will bridge the gap between the population and the National Gendarmerie soldiers. The interaction between NGS and CPSU will become fluent whatever the language, hence erasing social distance, stereotypes and prejudice between them, and instead creating a platform for cooperation, peace and well-being.

1.8. Scope of the study

This research investigates the loopholes observed in the practice of official language bilingualism within the National Gendarmerie in the Republic of Cameroon both in an English

language dominant environment and in a French language dominant environment. In the English language dominant environment, a Gendarmerie Unit in the town of Buea, the South West Gendarmerie Legion, was chosen; while for the French language dominant environment, a National Gendarmerie unit in the town of Yaoundé, the First Group of Mobile Squadrons, was selected.

The period that will be considered in this research ranges from January 2017, the year when the National Commission for the Promotion of Bilingualism and Multiculturalism was created, to 2023, the year the NCPBM visited the National Gendarmerie, at the training Centre in Yaoundé, on October 2023.

As for the themes, this research focusses on the bilingual expression (written and spoken) of National Gendarmerie soldiers who work in these units, their command documents, their interaction with civilian public service users, and finally the appraisal of their bilingual competence by civilian public service users.

1.9. Overview of the methodology

This research project uses the case study research design, in the form of quantitative and qualitative descriptive research. The data has been obtained through document analysis, questionnaires, interviews and observation/participant observation. The document analysis consisted in examining the archives of the two selected major units, during the period ranging from 2017 up to 2023. These archives are made up of documents from the hierarchy, documents to hierarchy, documents from subordinates, documents to subordinates; and then documents from and to collaterals. One of the two questionnaires comprised twelve multiple-choice, open-ended, and close-ended questions about the practice of official language bilingualism during the recruitment, the training, and throughout their career, addressed to NGS. The other one was made up of nine multiple-choice, open-ended, and close-ended questions about the practice of official language bilingualism during their interactions with NGS, addressed to CPSU. All research authorisations were granted, and the questionnaires were answered on-site. The researcher also carried out an observation/participant observation of the two major units selected for this research, and eventually of the National Gendarmerie at large, with the help of a checklist. The purpose was to assess the veracity of the collected information. In addition, six senior officers who requested complete anonymity, granted interviews to the researcher.

Data from the document analysis and questionnaire were inputted into the Statistical Package for the Social Science (SPSS) software 11.0 for the generation of tables and charts.

The in-depth data analysis method for the documents and questionnaires were used, alongside data obtained from participant observation, for a broader understanding of the subject. The two theories adopted for this research project are the Communication Accommodation Theory (CAT) propounded by Howard Giles (1970s) and the Governmentality Theory of the French philosopher Michel Foucault (1978). Though this study does not cover all the structures of the National Gendarmerie in the Country, the two major units selected are representative of all the existing structures of this Defence and Security Corps.

1.10. Definition of keywords

Keywords are defined to serve the purpose of complete comprehension of a research work because their explanations are adapted to the context in which they are used. It is in this context that the keywords of this research are defined below.

Official language bilingualism

Official language bilingualism in Cameroon is the constitutional recognition of English and French as the two official languages of the country, equal in status and guaranteed promotion by the state, as stated in the constitution of the Republic of Cameroon, Article 1, (sub) 3. According to President Ahmadou Ahidjo: *"By bilingualism, we mean the practical usage of our two official languages, English and French, throughout the national territory"* (Nghuh, 2019). Official language bilingualism became a reality in Cameroon in 1961, after the reunification of East and West Cameroon.

Discrepancy

This refers to the quality or state of being at variance, the significant difference between the real and the expected values of a situation. In the course of this research, the researcher is examining the causes and proposing solutions to the present state of practice of official language bilingualism inside the National Gendarmerie, in comparison to the expected state prescribed by the policy related to official language bilingualism in Cameroon.

Policy

A policy is an idea or a set of ideas, a course, or a set of principles of action adopted or proposed by an organization or an individual and which are used as a basis for its functioning. In the case of this research, the policy concerning official language bilingualism is enacted in the Constitution of the Republic of Cameroon, Article 1 (Sub 3).

Practice

It is the actual application or use of an idea or a set of ideas, a belief, or a method, as opposed to theories relating to it. This research focuses on the reasons why the policy of official language bilingualism in Cameroon is not practised in the National Gendarmerie as it should, thereby causing a discrepancy between policy and practice.

National Gendarmerie

The National Gendarmerie is one of the Defence and Security Forces established in Cameroon even before independence, and adopted by the leaders of the country at independence. It carries out military (Defence) and civilian (Security) missions.

1.11. The linguistic situation in Cameroon

1.11.1. The linguistic situation in Cameroon: historical overview

Ngoh (1987) observes that it was the Carthaginian explorer and ship captain Hanno, in one of his travels around the fifth century BC, who observed the eruption of Mount Fako, and named it “*The chariot of the Gods*”, thereby making the first ever historic reference of the land called Cameroon today. This was followed by the Portuguese sailor Fernando Po and his men, who observed abundant prawns in the river Wouri, the sea route that led to Mount Fako which they wanted to attain in 1472, and called it “*Rio dos camaroes*”, meaning “*river of prawns*”. Until then, no foreign language had entered this territory which harboured several local languages (Fomundam, 2021).

After the European countries met in Berlin in 1885 to partition Africa, Cameroon (Kamerun) was attributed to Germany (Ngoh, 2019)). Cameroon was therefore a German colony from this year up to the middle of the First World War, in 1916, when the defeat of the Germans in Africa by the French and the British armies caused the territory to be divided up into two separate parts, administered by Britain and France. The eastern and bigger part of Cameroon was administered by France, while the western and smaller part was administered by Britain. These two European countries administered Cameroon as Mandated Territories of the League of Nations, and then later, after the Second World War, as Trust Territories of the United Nations Organisation. Until independence and reunification, the British part of Cameroon was administered as part of Eastern Nigeria, with English language as the dominant and official medium of expression, while Eastern Cameroon was administered by France as part of its French Overseas Territories, having French language as its official language.

When the wave of independence swept across Africa in the 1960s, French Cameroon first achieved independence in January 1960, before the southern part of British Cameroon (British Southern Cameroon) accepted to reunite with French Cameroon through a plebiscite organized by the United Nations on 11th February 1961. Ahmadou Ahidjo and John Ngu Foncha, the leaders of the two parts of Cameroon met in Foumban in July 1961 to plan on how to better ease the reunification of Cameroon (Nguh, 2019). This resulted in the Federal Constitution of the Federal Republic of Cameroon on the 1st of October 1961, in which Cameroon was declared a bilingual country with English and French as its two official languages, with equal status.

1.11.2. Language Policy and Planning

Several researchers and scholars have given different definitions and interpretations of LPP. The present study will retain the definition given by Fishman (1974) who defines LPP as a deliberate effort to change the position, structure, and acquisition of language. LPP is believed to have an immeasurable influence on the social structure and development of the life of people (Fishman 1974:79). Language learning determines the implementation effect of LPP, and the goals of LPP cannot be achieved without adequate language acquisition.

LPP in Cameroon is not only very vast, but it is also very complicated. To begin with, Cameroon has known three colonial masters who imposed their languages on the population in their respective territories, in addition to the already existing close to 250 national languages (Kouega; 2007). Though LPP can be studied as far back as 1885, that is, from the German colonial era, this research shall be more interested in LPP after Cameroon achieved independence, especially during the period of official language bilingualism.

In Cameroon, according to the government, the language policy is prescribed by the constitution as the use of English and French during all official and private transactions. This is what is otherwise known as official language bilingualism (OLB). When adopting this policy, President Ahmadou Ahidjo believed that it would go a long way to ensure nation-building and integration. According to Nguh (2019: 58), he stated that:

When we consider English language and culture and French language and culture, we must not regard them as a property of such and such a race, but as an acquirement of the universal civilization 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 which could transform our country into the catalyst of African unity.

Decrees, laws, circulars, and service notes have been put in place by the government to promote official language bilingualism in Cameroon. These official documents are listed by Kouega (2008; 2)

Linguistic Centres were created to enable citizens to learn English and French, an activity that was originally restricted to the British Council, the American Cultural Center, and the French Cultural Centre;

Translation services were offered in all state institutions and a school for the training of translators and interpreters (Advanced School of Translators and Interpreters -ASTI) was set up in Buea;

Bilingual secondary schools were set up in several towns in the country;

Bilingual degree programmes were set up in State Universities and in the Higher Teacher Training College (Ecole Normale Supérieure-ENS)

English language is a subject in all French-medium secondary schools and French is the same in all English-medium schools;

The second official language is a subject in all public examinations, with francophone candidates writing an English language paper and Anglophone candidates writing a French language paper;

The Official Gazette, which records the country's daily activities, is printed in the two languages and so is the official daily newspaper, Cameroon Tribune published;

The national radio and television networks (CRTV) alternate programmes in French and English at regular intervals;

An order stipulating that every primary school teacher would henceforth teach every subject on the school syllabus including the second official language subject was issued (Order N° 21/E/59 of May 15 1996 organising the Grade One teacher certificate examination);

A primary school syllabus outlining how each subject including the second official language subject would be taught was designed by the Ministry of National Education-MINEDUC (Kouega, 2003a);

An order introducing the second official language subject in both the written and oral parts of the First School Leaving Certificate (FSLC) examination and its French equivalent, the Certificat d'Etudes Primaires (CEP) examination was signed (Order N° 66/C/13 of February 16, 2001);

A National Day of Bilingualism in public and private schools in Cameroon has been instituted (Decision N° 1141/B1/1464/MINEDUC/IGE/IGPBIL of October 28, 2002). On this day, Anglophone pupils are expected to communicate in French, and francophone pupils to communicate in English;

A circular letter instructing primary and nursery education State Officials to see that bilingualism is effective in all nursery and primary schools (Circular letter N° 033/B1/1464/MINEDUC/IE/IGPBIL of October 14, 2002);

A circular letter instructing secondary school education and state officials to see that the National Bilingualism Day is observed in all schools and that, in addition, Language clubs (LC) to be called "Club Français" for Anglophones and "English Club" for Francophone pupils, be set up in all schools, that the National Anthem be sung in English and French on alternate days and that a prize be awarded to the best bilingual pupil in each class was signed (Circular letter N° B1/1464/MINEDUC/IGE/IGPBIL of December 2, 2002);

A circular letter instructing teacher training college principals to provide adequate training so that student-teachers be sufficiently equipped to teach the second official language was signed (Circular letter N° 009/B1/1464/MINEDUC/IGE/IGPBIL of April 2003);

A decision to create a bilingualism watchdog committee in the Ministry of Education which is responsible for the observation, verification, and supervision of the practice of bilingualism in central and external services of the Ministry of Education was taken (Decision N° 1230/B1/1464/MINEDUC/CAB of June 12, 2003).

Recently, especially on the 23rd of January 2017, the government took its most recent measure aimed at promoting bilingualism: the creation of the National Commission for the Promotion of Bilingualism and Multiculturalism (NCPBM). Placed directly under the authority of the President of the Republic, this institution has been attributed the responsibility for the

promotion of bilingualism and Multiculturalism in Cameroon. Among others, the main duties assigned to the NCPBM by the President of the Republic are:

Submitting reports and recommendations on issues relating to the protection and promotion of bilingualism and multiculturalism to the President of the Republic; monitoring the healthy implementation of Article 1 sub (3) of the constitution on the equal status of French and English as two official languages; receiving petitions against discrimination arising from non-compliance with the constitutional provisions on bilingualism and multiculturalism, and reporting thereon to the President of the Republic; conducting studies and surveys and proposing measures likely to strengthen the bilingual and multicultural character of Cameroon; popularising legal instruments on bilingualism, multiculturalism, and togetherness and performing any other task assigned to it by the President of the Republic, including mediation.

This commission was created at the beginning of what is today referred to as ‘*The Anglophone Crisis*’. This crisis, which started in 2016, was a result of the non-effectiveness of LPP and a consequent subordination of the English Language to the French language especially in the Anglophone regions of the country. The reason why Cameroon can still not boast of a language policy is because the country lacks a strong institutional framework to implement the policy of official language bilingualism, and lacks clear-cut objectives regarding the promotion of bilingualism (Echu, 2003). This is evident, in the de facto dominance of French over English in the administration, education, and the media. The demographic majority of the French-speaking Cameroonians, as well as the fact that French-speaking Cameroonians have continued to occupy top-ranking positions in government, can be used to explain this dominance. However, this dominance has led to disunity, whereas bilingualism at its start, was meant to be a unifying factor.

Whorf (1997), cited in Echu (2003:39) underscores that : ‘*Such a situation has created a sense of cultural identity among Anglophones that arises from their using the same language (English becoming a symbol of in-group solidarity) in an environment perceived as hostile to them both linguistically and socio-politically*’.

For Simo-Bobda and Tiomajou (1995), cited in Ayafor (2005:133) ‘‘Due to the absence of clearly defined objectives, the policy regarding bilingualism in Cameroon has remained over the years vague, with a political, rather than a linguistic goal’’. Sharing the same thought, Ayafor (2005) concluded that ‘‘It is a political instrument used to coerce and hold two separate official entities together for the political purpose of creating a unitised nation’’.

1.11.3. Language management

Kaplan (2011) and Spolsky (2009) hold that language management is an orientation within LPP. Language management is an aspect of language policy that deals with how individuals in a speech community allocate the use of a specific language for a given purpose. Language management is carried out by language managers who can be individuals, institutions, the government, schools, or a legislative assembly. Spolsky (2009) posits that there exist three components of language management: language practice, beliefs, and claims. While language practice provides the linguistic context for anyone learning a language; beliefs about languages sometimes called ideology are the statuses and values assigned to name languages, varieties, and features; and finally, the effects that a dominant group has or “*claims*” to have over the other participants in the domain, to modify their practices or beliefs.

In Cameroon, the French language is used more than the English language. Although translation attempts to give them equal statuses are perceptible, the dominance is still very conspicuous. It is important to note that the government is the language manager in Cameroon. The Cameroonian government is made up of an overflowing majority of Francophones as compared to the Anglophones. Thus, the French language is used in mostly all political speeches, public announcements, administrative affairs, and even in the media. This means that the English language is not given equal importance. In a study carried out at the University of Yaounde II-Soa, Kouega (2008) discovered that 80% of lectures, notices, announcements, and interactions at this university were in the French language, meaning that French had an upper hand over the English language. This situation forced Anglophone students to learn the French language to cope with the daily activities on campus. On the other hand, Francophone students were not compelled to master the English language to cope with the activities on campus. Another observation was that almost all school authorities, (even the English-speaking ones) mostly use the French language when interacting with students. This shows that the practice of bilingualism is superficial in this institution.

1.11.4. Language attitude

Also known as ‘*language ideology*’, language attitude is the feeling, the belief, and the perspective about language. Language attitude can be examined based on one’s language or the language of other people. It is also referred to as the sentiment towards language in general. Attitudes towards a language can be perceived through actual behaviour, and it can be positive

or negative. Language attitude can be manifested in one's desire not to learn and or speak a new language or the complete avoidance of a language.

Attitudinal studies identify how speakers of one language group view the personal character and social status of speakers of another language. According to the International Society of Linguistics (Société Internationale de Linguistique) SIL (2021): “*the assessment of language attitudes aids in grouping communities based on their intergroup affinities and, in combination with other methods in estimating potential extensibility of materials*”.

After the reunification of Cameroon in 1961, French remained the language of the institutions and power. Anglophones, although uncomfortable, were obliged to learn and speak French to cope with the administrative, educational, health, and social affairs of the “*New Republic*”. The attitude of Anglophones towards the French language was positive because they believed that it was the gateway to gain jobs through public examinations. However, Francophones did not express the same attitude towards English language, since they already had an upper hand with their language domination. Hence, they regarded English language as ‘*patois*’, meaning ‘*vernacular*’, and made derogatory remarks when they heard English language being spoken.

Today, there seems to be a change of ideology and perspective as far as the English language is concerned. English is now regarded as the number one language of business, commerce, sciences, literature, technology, and the like (Abongdia, 2009). Today, the attitude of Francophones who relegated English has completely changed. They have come to realise that English is the dominant international language (Crystal, 2003). This is obvious with the influx of French speakers enrolling in linguistic centres to learn the English language. In addition, a good number of French-speaking families are sending their children to purely Anglo-Saxon schools.

Even today, with the change of ideologies, French language still dominates English language in Cameroon. With the majority of the population being French speakers, it is obvious that French is the dominant language in most administrative departments. Hence, Anglophones and Francophones have developed distinct identity boundaries that have tended to exclude each other. According to Myers-Scotton (2006), language ideology focuses on the legitimacy of the status between competing groups and invariably favours the dominant group over the minority group.

1.12. Presentation of the National Gendarmerie in Cameroon

The origin and the evolution of the National Gendarmerie before its advent and adaptation into the Cameroon Defence and security Forces is an interesting and important history, worthy to be highlighted.

1.12.1. The origin of the National Gendarmerie

The National Gendarmerie is a French elite corps, instituted by Napoleon Bonaparte in 1791, after the French Revolution (1789-1791) to replace the “*Maréchaussée*” (constabulary, who marked the battlefield due to their large numbers). Though historians have not agreed on the precise epoch of the advent of what is today called the National Gendarmerie, its long and interesting history can be traced as far back as 1190 AD, with the creation of the “*Sergent d’armes*” (Armed sergeants). However, most historians agree with the birth of the National Gendarmerie in the XIV century, during the one hundred years war. Its ancestor in France at that time was the “*compte des étables*” or “*connétablie*” (counts of stables, constables) and the constabulary. Counts of stables were the strong, powerful but low class nobles who took care of horses used in battle, by checking their health and especially their shoes. These counts of stables delegated some of their powers to the constabulary, their assistants or subordinates, who themselves leaned on the provosts. At this time, it was a military force in charge of public order. During the one hundred years war, the constabulary was charged with the mission of controlling the war men (mercenaries who fought for the French army), who became uncontrollable in certain circumstances in the battlefield, committing acts of looting, rape, and burglary which devastated the whole of France.

Under the old regime, (XV century to 1789) two important dates have marked the evolution of the history of the National Gendarmerie. In 1536, an act of law was signed (Edit de Paris) which extended the domain of competence of the constabulary, permitting it to charge and arraign all criminals other than the mercenaries. This duality of military force with civilian missions of the National Gendarmerie can surely be attributed to this moment. In 1720, the constabulary were organised in a more rational manner, with its men organised into brigades all over the French Kingdom. However, these men were few, 3.300 men, as compared to the 26 million French citizens they had to monitor.

After the French Revolution, the constabulary was baptised as National Gendarmerie by Napoléon Bonaparte, and in the bid to respect the division of power, it lost its judiciary powers.

At its creation, it was under the auspices of the Ministry of war (Present Ministry of Defence). It occupied an important place at the frontline of Napoleon Bonaparte's Military scheme.

1.12.2. The Cameroon National Gendarmerie: a French colonial heritage

The Cameroon National Gendarmerie was created based on the French National Gendarmerie model, with principles and traditions based on ethics, which have been adapted into the Cameroonian context. In fact, the first trace of the National Gendarmerie in Cameroon was on the 4th of January 1920 in Tiko, where the Detachment of the National Gendarmerie of Cameroon was created, comprised of five French men. In 1935, an officer was sent to command this unit. In February 28th 1947, the School of the Cameroonian Guards (Mobile Gendarmerie) was created, and in 1948, the corps of Auxiliary Gendarmerie Soldiers (Territorial Gendarmerie) was also created. On the 1st of January 1960, the Cameroon National Gendarmerie was officially created, under the command of a French senior officer, Lieutenant colonel GIGUET.

1.12.3. Adaptation to the Cameroonian context and evolution of the National Gendarmerie

In 1966, the first major step of adaptation of the Cameroon National Gendarmerie to its reality and context was taken, with the appointment of Issa Bakary as the Delegate General of the National Gendarmerie. As from this moment, several important decrees and service notes have been signed to organise, administer and coordinate the services of the National Gendarmerie. The National Gendarmerie was then given special attributions of territorial coverage (Law N° 66/LF/6 of 10 January 1966). The military and civilian missions of the National Gendarmerie impose the presence of this corps all over the National territory, especially in rural areas, on all roads and communication networks.

1.12.4 Missions of the National Gendarmerie

The missions of the National Gendarmerie include administrative police (Maintenance of law and order); judicial police (search for defaulters criminals and presenting them to the magistrates), intelligence collection, support to other administrations, operational defence of the territory, assuring security of important installations, missions of military police, peace keeping missions under the banner of the United Nations Organisation, the African Union and so on.

National Gendarmerie soldiers should therefore be prepared to meet all types of Cameroonians during their careers, and that is why they should be capable of communicating with any Cameroonian citizen they meet, by a complete mastery of official languages.

1.13. Structure of the work

This research is divided up into five chapters. The first chapter sets the preliminary considerations; introduces the background to the study, gives the research objectives, highlights the significance of the research, and enumerates the motivations that led to carrying out this research. The research questions, the hypotheses, the scope of the study, and the definition of keywords also constitute this chapter on preliminary considerations, which ends with the linguistic situation in Cameroon and the advent of the National Gendarmerie in the country. This first chapter is followed by the second chapter, which examines relevant and related literature to the research topic and explains the adopted theoretical frameworks for analysis. Chapter three provides an overview of the research methodology adopted in the research, underlines the ethical considerations, and exposes the difficulties encountered while carrying out the research. Chapter four presents and analyses data collected through document analysis, questionnaires, interviews, observation and participant observation. This chapter also reviews the four research questions. The final chapter concludes the research endeavour by presenting the key findings, verifying the hypotheses, providing recommendations and suggestions for further research.

Conclusion

This chapter has provided a general overview of the research endeavour and has outlined the background of the study. The context of this research has been situated and the basic concepts that pertain to this research have also been defined. In all, the fundamental elements of this research have been discussed. In addition, it has been exposed that the linguistic situation in Cameroon has been conceived to permit Cameroonians to be competent in the international scene, with an advantage of having two international languages. Language contact phenomena, which arise within the Cameroonian linguistic context all contribute to the sociolinguistic identity of the people and their culture. That is why, though a French military corps at the origin, the Cameroon National Gendarmerie should adapt to its sociolinguistic reality, by training official language bilingual National Gendarmerie soldiers, who can easily communicate with the population, wherever they are sent to carry out their duties in the country or even when on missions or training out of the country.

**CHAPTER TWO:
THEORETICAL CONSIDERATIONS
AND REVIEW OF LITERATURE**

Introduction

This chapter presents the two theoretical frameworks, namely the Governmentality Theory (GT) and the Communication Accommodation Theory (CAT) that guide this research for its comprehension. Features and strategies of these two theories are also explained in this chapter. In addition, this chapter comprises the review of literature, which is based on works that pertain to the theme of the study, due to absence of works which are directly linked to this research domain.

2.1. Theoretical Considerations

In a research endeavour, theoretical considerations are the conceptual structures which guide the study. They can comprise of one or more theories, concepts or models which help to explain and elucidate examined phenomena, as well as give orientation to the research methodology. Put differently, it is like the foundation of a house, and without it a research project will lack direction and clarity. This research project summons the Governmentality theory and the Communication Accommodation theory.

2.1.1. The Governmentality Theory

The Governmentality theory is propounded by Michel Foucault, a French philosopher, between 1977 and 1984. Most researchers mention the 1st of February 1978 as the precise date of birth of this theory because it was during the lecture given on this day that this theory was defined and shaped. . Etymologically, Governmentality is derived from the word “*gouvernement*” which he coined into “*gouvernementalité*”, as is the case with “*musical* and *musicalité*” and therefore it is not derived from the linking of “*Gouverner*” and “*Mentalité*”. It is a framework that aims at analysing the mechanisms of government and the specific and diverse practices or processes found inside and outside state institutions that cut across domains normally thought of as separate, as is the case with the state, the society, and the family. This theory is used in several domains such as politics, law, sociology, and sociolinguistics to show the practices, mentalities, rationalities, and techniques through which people are governed. Researchers such as Peter Miller (2014), Nikolas Rose (2009) and Mitchell Dean (2010) have carried out studies on the governmentality theory. When applied to linguistics, the language policy that results is called «language governmentality», a policy that explores the different techniques, and forms of expertise that seek to govern, guide, and show (rather than force) the linguistic conduct of individuals or the population.

2.1.1.1. Features of the Governmentality Theory

As already mentioned, the governmentality theory examines how power is applied by institutions, in practices, and mentalities to shape individual behaviour and society. According to Foucault (2008), this theory includes the art of government that is not limited to politics alone. It offers an analysis of government and refines a new understanding of the theory of power. Governmentality applies to several different historical periods and to different power regimes, and it aims at the maintenance of a well-ordered and happy society or population.

2.1.1.2. The basic principles of Governmentality theory

Governmentality theory is based on a set of principles. Foucault (2008) makes it clear that: Governmentality is about the organised practices through which citizens are governed. These practices include mentalities, rationalities and techniques. It is the art of government itself, that is, government includes a wide range of control techniques that make people governable. In other words, Foucault says it is «The conduct of conduct». The theory provides the methods of governing, that is, the calculated means of directing the behaviours and actions of the citizens, or of directing how people behave or act. It also applies the principle of rationality, that is, a form of thinking that strives to suggest how things ought to be, suggesting that people or things must first be defined before they are controlled. It is the state that designs systems that define the population, thereby making them known and visible. Governmentality is the guideline for the examination of historical reconstructions which includes the period dating from Ancient Greece, right up to modernity and neo-liberalism. In addition, it is about the techniques and strategies used to make a people governable. In all, it is the «reasoned way of governing best and, at the same time, a reflection on the best possible way in which a people can be governed»

2.1.1.3. The strategy of Governmentality theory

Though the idea of strategy plays an important role in the works of Michel Foucault, he rarely discussed strategy. Foucault (2008) considered strategy as an important element of his work. When going through the trace of Foucault's thinking, reflections on strategy and the role it plays represent a shift towards governmentality. Governmentality is an infinitely more complex and open-ended notion of power that Foucault had never used before. McKinlat and Pezet (2018) assert that a calculation on how to govern, and an attempt to bring in new thinking all contribute to supporting that governmentality is a concept that offers strategies which solve specific problems and can prioritise and leverage specific types of individuals in a population

for intervention. In other words, governmentality explains how certain people are made responsible for the welfare of the general population, as well as their welfare.

2.1.1.4. Further developments of the Governmentality Theory

Hunt and Wickham (1994:76) refer to governmentality as “*The dramatic expansion in the scope of government, featuring an increase in the number and size of the governmental calculation mechanisms*”. For these researchers, governmentality is a description of the new form of governing that arose in the middle of the eighteenth century, which was closely linked to the creation and growth of today bureaucracies. In this explanation, these authors posit that governmentality pertains to the study of the government of a country. Though they acknowledge moving away from Foucault’s path, they amend their definition by explaining Foucault’s ideas like the “*state reason*”, “*population problem*” and “*the emergence of human sciences*” Hunt and Wickham (1994:77).

A more complex approach of governmentality is proposed by Kerr (1999). To him, governmentality is an abbreviation of “*governmental rationality*” (Kerr:1999, 174). He explains that it is a way of thinking for the government and its practices, and insists that it is not “*a zone of critical-revolutionary study, but one that conceptually reproduces capitalist rule*” by stating that a form of government will always be necessary to control and constitute society. However, this development does not take into account the idea of the mentalities of government.

Dean (1999:12) sees governmentality as conducting oneself and others, that is, how we think about governing others and ourselves in a wide variety of contexts. It is an analysis of those mechanisms that try to shape, mobilise and make choices, desires, needs, and lifestyles of individuals and groups. Dean (1999) prefers “*govern – mentality*” that is, the mentality of governing. This means that he creates provision for people who are governed to think about how they are being governed. That is why he proposed that a complete definition of governmentality, must include not only government in terms of state but also in terms of “*conduct of conduct*”, Dean (1999, 10).

2.1.1.5. Criticisms of the Governmentality Theory

O’Malley, Weir, and Shearing (1997) query the fact that certain prominent and interlinked orientations are related to the place of politics as an object and as a subject of theoretical work. These queries concern: the rejection of critique as part of the work of social theory, the underrating of structural and economic forces that shape governance, leading to an inadequate understanding of power dynamics, the rendering of government programmes as

univocal and as overly coherent and systematic and the focus on politics as “mentalities of rule” to the virtual exclusion of understanding politics as social relations.

Vrasti (2013) adds that its normative implications suggest that the focus on governing oneself may inadvertently shift attention away from broader systemic inequalities and social injustices.

2.1.1.6. Sociolinguistics research and the Governmentality Theory

Sociolinguists, applied linguists, and anthropology linguists have undertaken several analyses of the implication of Governmentality in linguistics. These scholars, through their exploration of ‘*linguistics governmentality*’, that is, the techniques and forms of expertise that seek to govern, guide, and shape (rather than force) linguistic conduct and subjectivity at the level of the people or the level of the individual address some shortcomings and advance the study of language. In fact, to them, Governmentality brings about new visions to the study of language ideologies and practices, informing neoliberal and modernist language planning and policies, generating technologies of knowledge and the contestations that surround them. These works all contribute to deepening our understanding of language (both verbal and non-verbal) as a medium through which neoliberal government is exercised.

Barakos (2015) in her investigation of the language policy and governmentality in Wales, saw it as a continuum of power and regulation. She examined how language policy acted as a means of both empowering the Welsh language and the minority language worker and as a means of exerting power over them. Set in private sector businesses in Wales, she traced two major discursive processes: firstly the Welsh Government’s national language policy documents that promote corporate bilingualism and bilingual employees as value-added resources; and secondly the practice and discourse of company managers who sustain or appropriate such promotional discourses for creating and promoting their organizational values. Taking into account concepts from the Governmentality theory, critical language policy, and discourse studies, she showed that promoting bilingualism in business was characterized by local and global governmentalities. The result is that they bring about critical shifts in valuing language as symbolic entities attached to ethnonational concerns or as objects of promotion that result in material gain. Hence the minority language worker sees himself as self-governing and yet a governed who ultimately is made responsible for owning Welsh.

2.1.1.7. Governmentality theory in the present research

Governmentality theory is summoned in this research mostly in the case of language policy and its implementation in the Republic of Cameroon. It seems as if there is a moment of policy programming and another moment for its implementation. Even more, the people who conceive the policies are not always the very ones who implement them. In addition, there is always a lapse of time which separates the publication of a linguistic text and its implementation texts. If we take the case of the policy of official language bilingualism in Cameroon for example, it was conceived in 1961 after independence, and the implementation phase is still being carried out today, after more than sixty years. Some critics see this tendency to separate the policies from their implementation process as a means of silencing contestation (O'Malley et al 1997).

2.1.2. The Communication Accommodation Theory

The second theory used in this research is the Communication Accommodation Theory (CAT) propounded by Howard Giles (1973). The theory is sometimes referred to as the Giles Accommodation Theory (GAT). Giles and O'gay (2007) assert that this theory aims at predicting and explaining the multiple adjustments people make, in order to create, maintain, increase, or decrease social distance during interaction or communication. The term social distance here encompasses gender, age, ethnicity, socioeconomic status, language, occupation, and so forth. The goal of CAT is to find out the different ways in which people accommodate communication, their motivations for doing so, and the consequences of such actions. CAT has been used in several domains such as sociology, psychology, business, health, intercultural communication, linguistics, and sociolinguistics, to show how people belonging to different groups adapt to each other during communication to ensure mutual understanding. CAT can be driven by both intergroup and/or personal identities. It is an adjustment of Speech Adjustment Theory (SAT), which focuses on the psychological aspects of the dynamics of speech. CAT was at first referred to as Speech Accommodation Theory, until it admitted non-verbal aspects of communication. Scholars such as Labadorf (2019), Sachdev and Giles (2006) have asserted the aptitude of CAT in studies related to the practice of bilingualism.

2.1.2.1. Features of Communication Accommodation Theory

According to Giles (1973) key features of the Communication Accommodation Theory (CAT) are easy to identify. He posits that people match the way they talk to the way the listener talks. It can be a conscious or unconscious, but accent, speech, vocabulary, cadence, gestures,

are some examples which show that accommodation is being done. It is mostly done in order to fit into a group or a social status, and to show agreement, belonging and affinity. In fact, CAT bridges the gap or distance between the speakers and listeners and vice versa. However, it permits people to only show their positive sides while communicating, and its effects can be influenced by other aspects like counter accommodation, under accommodation, and over accommodation. That is why CAT can be beneficial or disadvantageous. In all, CAT includes the psychological, the social, and the linguistic behaviours of speakers. It also includes interpersonal, intrapersonal as well as intergroup factors affecting communication.

2.1.2.2. The Basic Principles of CAT

Four basic principles of Communication Accommodation Theory are outlined by Giles and Ogay (2007, 294):

Firstly, communication is influenced not only by features of the immediate situation and participants' initial orientation to it but also by the socio-historical context in which the interaction is carried out. This can be seen when two groups that had a turbulent past now face difficulties in interacting today.

Secondly, communication is not only merely a matter of exchanging information about facts, ideas, and emotions (often called referential communication), but gives room for salient social category memberships to be negotiated during interactions.

Thirdly, communication participants have expectations regarding optimal levels of accommodation. These expectations are based on stereotypes about out-group members as well as on the prevailing social and situational norms. The amount of non-, under-, and over accommodation received can be an important factor in determining the stop or the continuation of an interaction.

Fourthly, participants use specific communication strategies to signal their attitudes toward each other and their respective social groups. In this way, social interaction is a subtle balance between needs for social inclusiveness on the one hand, and differentiation on the other.

2.1.2.3. Communication strategies in CAT

Giles and Ogay (1973) assert that accommodation is the constant movement towards and away from others, by changing one's communicative behaviour. The accommodation process has been further divided up into two categories: convergence and divergence. Convergence refers to the willingness of a speaker to adapt to his/her interlocutor's way of

communicating in order to decrease their social differences. On the other hand, divergence is a process of non-adaptation and accentuation of social and nonverbal communication differences.

2.1.2.3.1. Convergence

It is the most researched communication strategy and it happens to be the basis of CAT. Giles and Ogay (2007, 295) posit that:

It has been defined as a strategy whereby individuals adapt their communication behaviours in terms of a wide range of linguistics (e.g. speech rate, accents,), paralinguistics (e.g. pauses, utterances, length), and nonverbal features (e.g. gestures, smiles, gazes) in such a way as to become more similar with interlocutor's behaviour.

These two authors continue by stating that convergence can either be upwards or downwards. Upward convergence occurs when an interlocutor adapts to the prestige patterns of an upper-class speaker. Downward convergence occurs when upper-class speakers tone down their style to suit that of their interlocutors.

The choice of converging with a conversational partner is because people hope to gain approval from them. This is done to create a positive image of themselves vis-à-vis the other communicator. When people are similar during an interaction, social rewards are believed to be gained. Giles and Ogay (2007, 296) argue that: *“Converging to a common linguistic style also improves the effectiveness of communication, this, in turn, has been associated with increased predictability of the other and hence a lowering of uncertainty, interpersonal anxiety, and mutual misunderstanding”*.

Converging towards the interlocutor's communicative style could also result in a loss of personal or social identity. This mostly occurs during upward convergence, wherein, members of the speaker's in-group might perceive him/her as a *‘traitor’* when he converges, to the prestige pattern of an upper-class interviewer (Hogg, D'Agata & Adams; 1989, cited in Giles & Ogay, 2007, 296). Preston (1981) found that full convergence in the case of foreign language learning is not always desired by either the speaker or the addressee, because it is often considered with distrust and seen as controlling by the addressee (as cited in Giles & Ogay, 2007 :297). Downward convergence on the other hand can be regarded as suspicious, inappropriate, or even condescending.

2.1.2.3.2. Divergence

Researchers define divergence as a strategy that leads to an accentuation of speech and nonverbal differences between the self and the other Giles and Ogay, (2007, 295). Divergence can either be upward or downward. Upward divergence is indicated by a swifter speech rate and a more cultured accent with someone with a nonstandard sound. Downward divergence occurs when one emphasizes his low-prestige minority heritage. With divergence, the main motive is to emphasize the distinctiveness from one's interlocutor, usually based on group membership, and it happens when speakers put forth their intergroup identity rather than their identity. They no longer behave according to their inter-individual terms. An intergroup interaction occurs when speakers treat each other entirely in terms of their social category memberships. On the other hand, an inter-individual interaction is when speakers communicate with each other entirely based on their differences in temperament, and personality and where their ethnicity, gender, and so forth are not very considered. Divergence is said to reflect a sense of intergroup pride and enhance self-worth. It can also be an attempt to persuade an interlocutor to adopt a more effective communicative stance.

Accommodation is classified into two categories; linguistic accommodation and psychological accommodation. Elhami (2020) explains that linguistic accommodation is interested in speech behaviour while psychological accommodation focuses on our motivations for converging or diverging in interaction. Psychological accommodation can be regarded as objective because addressers have specific aims to achieve when they decide to imitate their target's style or accentuate their style. The way the addressee interprets the addresser's style is regarded as subjective accommodation (Giles & Ogay; 2007).

The present research focuses more on linguistic accommodation in the National Gendarmerie milieu. Wilson (2018) identifies three factors that influence and render interactions complex in a bilingual context. Firstly, the National Gendarmerie soldiers come from much diversified backgrounds (varied national languages – L1), with different linguistic repertoires (English, French and national languages) and preferences (English or French in addition to the national language). Usually, these differences create challenges during communication and sometimes alter mutual understanding. Secondly, the fact that speakers in this milieu mostly get into interaction with their mates or civilian public service users for the first time (which sometimes happens only once) means that they do not beforehand know the language of their interlocutor. The third factor that might constitute a challenge is the fact that interaction must be goal-oriented. National Gendarmerie soldiers must give the right

information to their colleagues and civilian public service users during very limited intervals. Also, CPSU are eager to understand the information given to them, to enjoy their safety and freedom. This results in pressure on the part of the speakers. Speakers are thus compelled to use linguistic accommodative strategies that will enable mutual understanding.

2.1.2.4. Other concepts in CAT

2.1.2.4.1. Maintenance

Maintenance occurs when an interlocutor persists in using his style, regardless of the communication behaviour of the other conversational partner (Giles & Ogay 2007). This strategy is considered as another type of divergence. It results in anxiety and uncertainty during a conversation and is believed to occur for two reasons; firstly, it can occur when an interlocutor wishes to affirm his intergroup or personal identity, and secondly, one might decide to maintain his style when he is insensitive to the other's style.

2.1.2.4.2. Over-accommodation

Over-accommodation happens when a speaker excessively converges to the needs of his interlocutor. It is believed to make the target interlocutor feel worse and uncomfortable because it exceeds the optimal level of accommodation (Giles & Ogay 2004). Over-accommodation is segmented into three types: sensory over-accommodation, dependency over-accommodation, and intergroup over-accommodation. Sensory over-accommodation is when an interlocutor perceives his target as disabled physically or linguistically. Dependency over-accommodation is seen when an interlocutor places his target in a dependent position on them (the speaker). This makes the speaker feel superior to the inferior target. Intergroup over-accommodation is perceived when speakers place their targets according to their cultural background rather than acknowledging their uniqueness.

2.1.2.4.3. Under-accommodation

Under-accommodation consists of a failure to provide adequate accommodation to the needs of a conversational partner. It usually results in a negative evaluation of one's interlocutor. In this case, the conversational partner's needs and expectations are not met. These expectations come about from stereotypes of out-group members.

2.1.2.4.4. Side sequence

A side sequence is used to insert unrelated topics in main conversational sequences. It can also be defined as a turn in a conversation to indicate certain purposes. Side sequences are

usually introduced in an interaction when one, both, or all conversational partners are lost and need a common language to ensure mutual understanding. Using side sequences in an interaction is mostly considered as a case of convergence. However, side sequences can be seen as divergence wherein the language of communication is switched. Side sequences, whether regarded as convergent or divergent, ensure mutual understanding between interlocutors and maintain common ground.

2.1.2.4.5. Reformulation

According to Alber & Py (1986), reformulation occurs when a language is a temporality used in an interaction with a different main language, to avoid misunderstanding and ensure mutual comprehension, as cited in Wilson (2018). Reformulation plays the same role in communication as side sequences. It involves a fleeting divergence from the main language in which the conversation is carried out into another language which is common to all conversational partners.

2.1.2.5. Criticisms of CAT

Businesstopia (2018) outlines some criticisms of CAT. It argues that people who realise the communication accommodation of a person can take the person as fake or pretentious. If not realised, it makes people comfortable in interaction and increases their fondness for the other person. In addition, converging people show power than they possess which can also make them seem intimidating. Sometimes CAT can also be taken as a mockery. More so, divergence can create barriers in communication as distance is maintained between people when somebody is taken as inferior;

2.1.2.6. Communication Accommodation theory in the present research

Communication Accommodation theory is summoned in this research mostly in the case of communication interactions between National Gendarmerie Soldiers amongst themselves and also between National Gendarmerie soldiers with civilians. This theory will help to comprehend the attitudes and phenomena naturally manifested towards individuals with whom the same official language is spoken (accommodation), and those who speak the other official language. Even more, the attitudes of National Gendarmerie Soldiers and civilians will be better interpreted under the prism of this theory.

2.2. Review of Literature

Official language bilingualism is a prolific domain in the Cameroonian sociolinguistics research landscape. Several researchers and scholars have extensively written on this topic: Echu (2012, 2023); Kouega, (2005, 2007); Ubanako (2012, 2023) and so forth. The present research has permitted to find out that though several scholars have examined the concept of official language bilingualism in Cameroon, especially its effective practice in schools (Sokeng Piewo, 2017) and administrations (Kouega, 2007), nonetheless, little or no work has been carried out on the practice of official language bilingualism in the Defence and Security Forces at large, and in the National Gendarmerie in particular, taken as an institution in Cameroon. That is why this literature review is based on related themes to the main subject of this research.

Koloto Dikanda (2012) observes that most nursery and primary schools in Cameroon are teaching in one official language and giving minor notions in the second official language to their pupils, while the schools that claimed to be bilingual each had their own model of teaching. Based on observation, questionnaires, and interviews conducted at the New Century Bilingual School at Mfandena in Yaoundé, she posits that it is the complete bilingual education system that should be adopted by all Cameroonian schools. In proposing a complete bilingual education system, she is referring to the teaching of all courses in both official languages to all pupils, right from nursery schools to primary schools. The results obtained at the end of primary school should orientate the linguistic choice of the secondary schools. This model, also known as complete immersion, a qualitative and quantitative bilingualism practice model, brings forth national integration and a unique education system. She holds that early and long exposition to both official languages is the key to the success of the practice of the policy of official language bilingualism in Cameroon, which only needs political will to be applied. This study is in line with our research endeavour because it lays emphasis on early exposition to official language bilingualism and the principle of complete immersion as the solution to complete official language bilingualism and regional integration in Cameroon. However, it does not examine the National Gendarmerie as an institution, nor does it seek to bridge the gap between policy and practice of official language bilingualism. In addition, it does not explore the control mechanisms nor means of the promotion of the practice of official language bilingualism.

In his research, Mbena (2012) examines official language bilingualism in Cameroon, based on whether it is a myth or a reality. He observes that the state has been struggling to implement appropriate reforms that will lead to the practice of official language bilingualism in its institutions, without the expected results. He sets out to find the cause of this failure and

to provide solutions. This scholar posits that institutional, sociolinguistic, and even community factors hinder the emergence of official language bilingualism in Cameroon. He adds that the use of English is not generalised in some institutions as the armed forces. He ends up by proposing that instead of being a political tool, official language bilingualism should be the major opportunity for Cameroon to benefit from, in order to instil social cohesion and pave the way for diplomatic, economic, and cultural development. This study also observes that there is a discrepancy between policy and practice of official language bilingualism in Cameroonian institutions. In addition, it depicts the policy of official language bilingualism as a myth, due to the lack of practice. This research also addresses the practice of official bilingualism in Cameroon in a general perspective and underlines the fact that the use of the English language is not generalised in all the state institutions. The present research also examines the practice of official language bilingualism, but limits its scope to the National Gendarmerie. In addition, it also addresses human faults the practice of official language bilingualism in the National Gendarmerie.

Exploring bilingualism and governmentality in Cameroon based on the lessons drawn from ethnolinguistic resistance in Canada, Takam (2012) demonstrates that governmentality has shaped the official linguistic landscape in Cameroon, making French the dominant language. French is the working language in administrations and the English versions are only derived from translations. Relying on the Canadian experience, the author advocates for a linguistic community organisation, imposing itself as an asset in government linguistic decisions. To him, this will better achieve the policy of national integration. This study is in line with our research endeavour which holds that the language policy in Cameroon has given an upper hand to French over English in the practice of official language bilingualism. The fact that every Cameroonian is free to express himself in the official language of his choice make French the dominant language due to the demographic ratio of eight is to two (8:2), as compared to English. However, the solutions are more numerous and diversified in the present research than just a linguistic community organisation portrayed in this article.

Echu and Kiwoh Nsai (2012) observed the evolution of the public linguistic landscape in Cameroon fifty years after reunification, because of the adoption of the policy of official language bilingualism. Using interviews, observation, and the examination of documented sources, they examined the cities of Yaoundé and Bamenda, and the national daily newspaper, Cameroon Tribune. It follows from their study that the linguistic landscape of Cameroon has evolved according to the language policy of the country. Ninety-seven per cent (97%) of

billboards in Bamenda are bilingual while only fifty-six per cent (56%) are bilingual in Yaoundé. This lack of consistency, which they observed, is due to the absence of a legal framework to govern language issues, especially in the public linguistic landscape. Appropriate language policies will better promote Cameroon's official language bilingualism policy. The observation of the lack of a legal framework to govern language issues in Cameroon is in line with the present research. In addition, the present study goes further to insist on internal implementation techniques and control mechanisms of official language bilingualism in every institution, especially in the National Gendarmerie.

Chiatoh (2012) examines official language bilingualism and the construction of a Cameroonian national identity. He argues that English and French cannot contribute to national cohesion, and unity, nor define Cameroon more than a national language will do. In addition, he posits that English and French can only result in shame, destruction, self-rejection fragmentation, animosity, and tensions of various magnitudes, based on the fact that official language bilingualism is flawed. He asserts that it can only lead to division, exclusion, and frustration, and proves this with statistics derived from the nomenclature of official documents which not only portray the domination of French over English but also by revealing that a national linguistic identity should be based on national languages and not on foreign languages which were inherited from colonisation. To him, the «foreign language bilingualism» adopted by Cameroon does not only harbour biased policies which generate social tensions and threaten national unity, but also, it is not a goal, but a means to an end, a political end. More so, he stresses that the policy of official language bilingualism adopted by Cameroon makes its citizens strangers in their own homes. That is why he advocates that only national languages can lead to the building of an authentic national identity, leaning on a well-articulated cultural policy. This study is in line with the present research on the fact that the present implementation of official language bilingualism will forever maintain the Francophone Anglophone divide and widening mutual rejection. However, it does not go in line with this research in that it sees official language bilingualism as practiced in Cameroon as a failure due to its colonial heritage and the fact that it is not based on national languages, while this study sees official language bilingualism as a good policy which only needs to be well defined and applied to achieve social integration and be beneficial to all.

Analysing the notion of leadership and official language bilingualism in Cameroon, Fossi (2012) argues that while most Cameroonians view official language bilingualism as an ideal, the leaders must appropriate this policy to excel in their careers. Based on the observation

of official documents and the administrative environment, he posits that no one should handle a leadership position without being able to communicate directly with his people. In other words, it is the mastery of English and French that will lead to the exercise of good leadership skills. He ends by advocating for official language bilingualism as one criterion for the selection of the leaders in Cameroon. This study completely is in line with one of our objectives, which is prior bilingual competence before recruitment into the National Gendarmerie. The present research goes further by also appealing to the promotion and the creation of specific institutional control mechanisms of official language bilingualism.

In a study, Biloa (2012) examines official language bilingualism in Cameroon either as a factor of national integration or of disintegration. He seeks to show that the official language bilingualism policy adopted by Cameroon is full of setbacks. The divide observed between French and English or Francophones and Anglophones is not only linguistic, but also bears a political lining which has led to disintegration. He starts by stating that though endowed with several national languages before colonisation, it is the colonial languages that became the official languages of almost all African countries after independence. The English and French official language bilingualism in Cameroon came as a result of the victory of Britain and France over Germany on African soil in 1916, thereby partitioning the country into British and French Cameroon. However, after independence, the aim of adopting these two languages as official languages of the country was in a bid to create an integrative linguistic landscape, by promoting the practice of official language bilingualism in all spheres of life in the country. However, the implementation of this policy came with a host of woes which culminated in Anglophone nationalism. That is why the author proposes a host of solutions that will help in making official language bilingualism a blessing rather than a curse. He proposes the creation of separate official language offices, commission for the protection of official languages, and a council of official languages. Just like the present study, this research advocates that official language bilingualism is a factor of unity, and thereby militating for its promotion. However, the present study does not agree with the divide noticed in the practice of official language bilingualism, and adds several other solutions to the practice of this policy like early bilingualism, institutional promotion and control offices, and bilingualism as a recruitment criterion into all institutions of the country.

Bilingualism can also be analysed through translation or interpretation. In a recent study, Ndeffo (2012) tackles official language bilingualism and translation/interpretation, in order to verify whether they are interdependent or mutually repellent. Based on the observation that the

Advanced School of Translation and Interpretation (ASTI), which should act as a catalyst in boosting the policy of official language bilingualism by helping the state in providing translators, interpreters, and even linguistic scientific support has been relegated to the background. He holds that active translation units must exist in all state institutions since translation and interpretation are the most prominent bilingualism promotion tools. In addition, the author insists that ASTI should play its role in promoting official language bilingualism in Cameroon since translation/interpretation and bilingualism entertain each other. This study is in line with the current research author as concerns the presence of translators in all state institutions. However, his research does not explore official language bilingualism motivation methods, nor even its promotion and control mechanisms. In addition, the author targets state institutions in general while this research is limited only to the National Gendarmerie.

Ubanako (2012) recalls English as the first official language in Cameroon, by revisiting a former statement. This stems from the fact that historically, English was the first European language to enter Cameroon, around 1843, with the Baptist missionaries, while French came into Cameroon in 1916. However, the official language bilingualism linguistic policy operating in Cameroon has somehow made French the first language and English the second language, as seen in the domains of education, the media, the public service, the economy, the political scene, and the socio-cultural domain. Some domains like the military are exclusively «*Frenchified*». But the place and importance of English language in the world cannot be over-emphasised, and this is seen in Cameroon where most Francophones send their children to Anglophone schools. The researcher provides empirical facts to back his assertion, arguing that only political and demographic reasons have put French ahead of English in Cameroon. His vision is that English language will inevitably and naturally regain its leading position in Cameroon shortly, without extinguishing French. Today, most Cameroonians want to be identified with English language rather than French, and these demographic, historical, and geographical reasons should change the status of English language in Cameroon. This research goes in line with the present study in the sense that they both agree that English language is relegated to the background in the Cameroonian linguistic landscape. However, they differ in that while this article advocates for an English language domination, the present study aims at bridging the discrepancy observed between policy and practice of official language bilingualism in the National Gendarmerie.

Echu (2012) examines the bilingual training programme instituted in Cameroon since 1962, which matured to its present state in 1990, especially as concerns its strengths, challenges,

and prospects. Placed directly under the auspices of the Secretary General of the Presidency of the Republic, he asserts that the bilingual training programme was put in place to participate in the promotion of official language bilingualism in Cameroon, by teaching French to Anglophones and English to Francophones, at the extra-curricular level. The learners included civil servants, private employees, businessmen, immigration candidates, foreign learners, diplomats, and international workers. These centres did not only forfeit in covering all the divisions of the nation while adapting their learning to present-day realities, nor were their certificates recognised, but also, they encountered some organisational, infrastructural and logistics difficulties. In addition, there was a blatant lack of enthusiasm manifested by Cameroonians in the programme; That is why the researcher proposed that a massive registration of Cameroonians into the training centres, an increase in the number of centres in the country and the uplifting of the infrastructural and material support in the centres will go a long way to ensure its efficiency and success in its missions. This study focuses on an extra-curricular bilingual training programme which is open to all institutions, while the present research advocates for an individual institutional bilingualism project which pertains to every institution (with emphasis on technical data and terminology), which has to promote and control the practice of official language bilingualism policy within its sphere.

In another study, Echu (2023) describes official language bilingualism, engrained in the constitution of the Republic of Cameroon as a right and duty of every Cameroonian citizen. He examines the legal and institutional framework that has instituted this policy in the country. He discovers that official language bilingualism is not only a right but also a duty to all the citizens of Cameroon who should contribute to the policy's success. He insists that it is the responsibility of the state to carry out its promotion in all the sectors of activity in the country. Cameroonians have the right to use and be served in the language of their choice, to be educated in the official language of their choice and to have access to official documents in both languages. However, it is in 2019 that the rights and duties of citizens were enacted in Law N° 2019/019 of 24 December 2019 on the promotion of official language bilingualism. He holds that it is the increased commitment of the citizens of the country that will lead to the success of this policy, while the state brings in financial, infrastructural and material resources. This article is in line with the present research because it advocates for the practice and promotion of official language bilingualism in Cameroon, which is not only a right but also a duty of all its citizens. However, it does not venture into the National Gendarmerie, which it considers as French dominated, and where our research engages in examining the discrepancy observed between

policy and practice of official language bilingualism, in order to propose solutions that will bridge or close the gap.

Ngamassu (2012) explores the prospective didactics of bilingual education and the sociolinguistics foundations of the policy of official language bilingualism in Cameroon. He reveals that though there was an early immersion program started as far back as 1963 with Bilingual Grammar School in Man O' War Bay, the government has never really envisaged carrying out a generalised bilingual education system. Cameroon, due to its colonial linguistic inheritance and its geographical position should have been the hub of bilingualism in the world. Complete immersion, which permits the learning of a second language in the same conditions as the first, and the availability of a conducive social context should have been the pillars in boosting the policy of official language bilingualism. During this era of globalisation, bilingualism is an individual and a collective advantage to the country and persons who practice it, but it remains clear that it is a government policy. This study is in line with the present research in that it advocates for early bilingualism through complete immersion, that is, learning the second official language in the same conditions as the first. However, it tackles official language bilingualism on a general basis while our research is specialised within the National Gendarmerie. In addition, it does not explore neither the promotion nor the control of the practice of official language bilingualism after acquisition, that is, during the careers for worker or throughout the lives of the citizens.

Yawaga (2023) examines the foundations and the judicial consequences of bilingualism in Cameroon. He questions whether Cameroon's official language bilingualism is based on solid legal foundations or it is just a mere political slogan. From the laxity observed at the beginning, he admits however that some progress is being made, like the creation of the National Commission for the Promotion of Bilingualism and Multiculturalism. The author exposes several official texts which serve as the basis for Cameroon's official bilingualism, though it seems as if in so doing, he leaves out the guarantees to protect the bilingual character of the country. He advocates for control instruments at the level of the state, the hierarchy, the NCPBM and local public entities. He ends by saying that there is yet no punishment for the non-implementation of the policy of official language bilingualism in Cameroon neither against a person nor an institution. This article is in line with the present study as they both aim at making the practice of official language bilingualism compulsory to all Cameroonian citizens and at parity between English and French, with control mechanisms and units disseminated all over the country and within the institutions. If the scholar, in a bold venture proposes

punishments for those who do not practice official language bilingualism, he however does not propose motivations for the official language bilingual citizens as it is the case in this research.

Esambe Alobwede (2023) examines Cameroon's official language bilingualism as to whether it is a make or mar policy. A bilingual nation will inevitably face the challenges of uneasy communication, mutual rejection, rise of segregation and stereotypes. In a multicultural and multilingual context, a language can either be a factor of unity or of division, and that is why the leaders must plan and implement a language policy that not only meets the needs of the community, but most specially, which enhances cohesion. It is in this bid that the government of Cameroon embarked on official language bilingualism. However, he holds that this policy today is more of a wish than reality, resulting into the crisis today known as '*The Anglophone crisis*'. The researcher also looks at the consequences of the poor management of the language policy in Cameroon, which is also one of the causes of «*The Anglophone crisis*». Based on data collected from available existing literature on official language bilingualism in Cameroon and interviews with some actors, he posits that official language bilingualism is a constitutional prescription and a direct responsibility of all Cameroonians. This article carries some of the orientations of the present research, except that while this article limits the control of the implementation of official language bilingualism to the NCPBM, the present study seeks for self-institutional control organs. In addition, the present research proposes compensations for efficient official language bilingual practitioners.

Dassé (2023) examines official language bilingualism, patriotism and national unity in Cameroon and asserts that it is the poor management of the language policy in Cameroon which is partly responsible for the «Anglophone crisis». The researcher exposes four pertinent questions: who cares about national unity in Cameroon? ; What has the government done since 1961 in the hope of achieving national unity and integration through the official language bilingualism policy? ; Why has this objective not been achieved so far? ; What should be done to achieve it at last? Data collected in 2015 and in 2022 from students of Bilingual Anglophone and Bilingual Francophone cycles at the undergraduate level at the University of Yaoundé I show that despite government's efforts based on official language bilingualism to bring about national unity and integration, unpatriotic citizens have curbed the implementation of this policy, thereby putting national unity at peril. He holds that the solution to a successful English-French bilingualism is an obligatory individual official language bilingualism programme, which should be sanctioned with a certificate (Certified Bilingual Citizen Certificate - CBCC) that has to be made a condition for the entry into professional schools, administrative offices

and all works of life in Cameroon. This article, like the present study, advocates for the implementation of official language bilingualism in Cameroon. However, its methods differ from the methods of the current research. In addition, it does not consider the specificities of the DSF in Cameroon, nor does it talk about the promotion of official language bilingualism within the Nation, especially in the National Gendarmerie.

Kouega (2023) makes an appraisal of Cameroon's French-English official language bilingualism policy. He starts by examining all the measures that had been taken by the Cameroonian government since 1972 in order to promote English-French bilingualism, and assesses the results obtained by each measure. He continues by proposing a new measure which will trigger all Cameroonians to scramble to acquire official language bilingual competence. This measure (Basic English-French bilingual competence) comprises of the holding by one individual, of two basic education certificates, that is, the *Certificat d'Etudes Primaires Elémentaires* and the First School Leaving Certificate. He goes further by proposing this measure as one of the recruitment criteria into Government training schools, promotion and appointment in the public service. This certificate should even grant additional incremental positions to its owners. With the accurate implementation of this subsuming measure over all the other measures that have been proposed, the researcher posits that the country will save much money but also witness an important increase in the number of official language bilinguals in less than no time. This article is in line with the present research in that it also advocates for early bilingualism and award of compensations to official language bilingual citizens. However, it differs from the current research with the award of an end of course certificates. In addition, this research project insists on the permanent promotion and control of the practice of official language bilingualism.

Ubanako (2023) investigates bilingual education in Cameroon and the young learner, especially the discrepancy between policy, practice and pedagogic concerns. He examines the role and place of early bilingualism in Cameroon simultaneously with government actions and the role of other key actors in achieving childhood bilingualism. Despite the numerous advantages that it offers to Cameroon, childhood bilingualism has been relegated to the rear. This observation was made from the analysis of data collected through a six-item questionnaire administered to 100 informants drawn from four government primary schools in Yaoundé, and observation of some teachers, pupils and parents of selected primary schools in both subsystems of education in Cameroon. The results obtained from this quantitative and qualitative analysis highlighted the benefits of early contact with both languages and cultures. Based on the

governmentality theory of Foucault, this research portrays that it is the direct and indirect actions of government that affects the government's language policy and practice. In addition, it posits that there is a mismatch between the advantages offered by early bilingualism and the insufficient and inadequate efforts as well as the lack of qualified teachers that result from government faults. It also reveals that there is need to ameliorate the teaching of official languages at the primary level of education in order to safeguard effective childhood official language bilingualism. This article tackles official language bilingualism in terms of the discrepancy observed between policy and practice, just as it is the case with this research. However, while the subject in this article is early bilingualism, in the case of the present research it is the discrepancy observed in practice of official language bilingualism within National Gendarmerie, in relation to the policy.

Anchimbe (2023) poses the question whether bilingualism is for the state or for the people. From the observation of two newspaper reports of two incidents where Cameroonians were defending the use of English and French, this research shows how Cameroon's policy of state official language bilingualism has, through its implementation strategies, brought about alignment with and defence of individual bilingualism instead of the official language bilingualism policy itself. Several Cameroonians, instead of insisting on using both English and French equally in all events to bring about a new identity as President Ahidjo branded in 1964, rather use either English or French. This is because several Cameroonians have remained ideologically monolinguals and have constantly fought for a space for their language, even reaching ethnic-like identification :Anglophonism and Francophonism (Anchimbe; 2005; 2013). That is why the author says that in order to redirect this path and to achieve state official language bilingualism, one of the possible ways is to encourage and achieve individual official language bilingualism. This article aims at achieving official bilingualism, as it is the case with the present research. However, the scope of the present research is narrowed to the National Gendarmerie, and it seeks internal measures of promoting and controlling its practice.

Nimessi (2023) examines the woes of official language bilingualism in Cameroon, especially when opposed to the non-respects of the norms of this constitutional provision and the marginalisation that translators and terminologists face, in his article «*Le bilinguisme officiel face à la marginalisation de la traduction et de la terminologie au Cameroun.* ». He discovers that several woes still flaw the implementation of the policy of official language bilingualism in Cameroon. He asserts that the most important ones are translation and terminology, which have been relegated to the background. The author holds that to enforce the

standards of official language bilingualism, there is an urgent need to train several qualified translators and terminologists, who can better develop and promote institutional bilingualism. These translators and terminologists will then create an Intersectorial Committee for Terminology Normalisation (ICTN). Hence, this good practice will bring about adjustments within institutions in a bilingual context that complies with the directives of the International Organization for Standardization (ISO). This article also addresses the failure in the practice of official language bilingualism like the present research. However, it specialises on the marginalisation of translators and terminologists. It also aims at bridging the discrepancy observed between policy and practice, promoting and controlling the practice of official language bilingualism within an institution like the National Gendarmerie, as it is being advocated in this research.

Zeh (2023) makes a corpus-based appraisal of bilingual services in Cameroon's public administration after the enactment of the law on the promotion of official languages. The author assesses the advancements made in the English corpus as concerns bilingual services to identify the strong points that encourage and the weak points that hinder the efforts of the government and the citizens. He holds that despite the overall amelioration being observed, new mechanisms have to be created and implemented in order to monitor, to increase and to correct (quantitatively and qualitatively) the bilingual communication observed in the country's public services. This research is in line with our research in that it assesses and finds wanting, the bilingual services in Cameroon's public administration. However, the present research lays emphasis only on one institution, and insist on official language bilingualism as a recruitment criterion, its promotion and the putting in place of control mechanisms within each institution.

Conclusion

This chapter presented the theoretical frameworks of analysis and reviewed the related literature. The two linguistic theories used in this study are the Governmentality theory of Michel Foucault and the Communication Accommodation Theory coined by Howard Giles. Due to the lack of literature, which directly examines the discrepancy between policy and practice of official language bilingualism in the National Gendarmerie, the researcher decided to carry out a literature review based on related works, which examined either the policy or the practice of official language bilingualism in any Cameroonian context. All the works examined recognised that the policy of official language bilingualism at its institution in 1961, was aimed at bringing

national unity and integration. Several official texts have been signed to implement this policy all over the country. However, the results observed today show that much still has to be done in order to better implement this policy. Several loopholes which block the implementation of this policy exist, and even today, there are some institutions which are dominated by just one official language, like the National Gendarmerie. That is why this research seeks to examine the discrepancy observed between policy and practice of official language bilingualism in this corps and eventually address the causes of this discrepancy and finally making recommendations.

**CHAPTER THREE:
RESEARCH METHODOLOGY**

Introduction

In order for a research to be qualified as a genuine scientific work, its methodology must obey to a particular procedure and pattern. This chapter describes and justifies the data gathering methods used, and it also outlines the manner in which these data are going to be analysed. As such, after presenting the research design of the study, it justifies the choice of the design, before tackling the Cameroonian population as a whole, and the selected respondents in particular. Afterwards, sample and sampling techniques, various methods of data collection, the instruments and the data analysis procedures are amply presented.

3.1. Research design

From a general perspective, a research design is the conceptual structure within which research is conducted. In other words, it is the structure of any scientific work that gives direction and systematizes the research. It is thanks to a research design that the research is as efficient as possible and yields maximal information. In order to achieve this objective, the present research will adopt two research designs namely survey and case study. The choice of these two research designs has been motivated by several factors, but mostly because the study deals with language use in the army, more particularly by National Gendarmerie soldiers. Isaac and Michael (1997: 136) opine that a survey is used:

to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyse trends across time, and generally, to describe what exists, in what amount, and in what context.

Kraemer (1991) identifies three distinguishing characteristics of survey research. Firstly, survey research is used to quantitatively describe specific aspects of a given population. These aspects often involve examining the relationships among variables. Secondly, the data required for survey research are collected from people and are, therefore, subjective. Thirdly, survey research uses a selected portion of the population from which the findings can later be generalised back to the population.

The advantages in using this research design is that surveys are capable of obtaining information from large samples of the population. They are also well suited to gathering demographic data that describe the composition of the sample (McIntyre; 1999, 74). Surveys are inclusive in the types and number of variables that can be studied, require minimal investment to develop and administer, and are relatively easy for making generalizations (Bell,

1996:68). Surveys can also elicit information about attitudes that are otherwise difficult to measure using observational techniques McIntyre (1999, 75).

The survey design was used in this study to investigate the attitudes of National Gendarmerie soldiers and civilian public service users towards official languages in Cameroon, and in the National Gendarmerie in particular. It was also designed to evaluate the measures that could be put in place to implement official language bilingualism within the National Gendarmerie. Survey design requires the generation of data in a quantitative form which can be converted into numbers and subjected to rigorous analysis. So, this approach is mainly concerned and based on the measurement of quantity and it is applicable to phenomena that can be expressed in terms of quantity. In order to maximise and generalise the results generated by the survey, it is also important to apply a case study design.

The case study is best defined as an intensive study of a single unit with an aim to generalise across a larger set of units. Yin (1984) posits that the generalisation of results from case studies, from either single or multiple designs, stems on theory rather than on populations. He defines the case study research method *“as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.”* For McMillan and Schumacher (2001), a case study examines a bounded system or a case over time, in detail, employing multiple sources of data found in the setting. All the collected evidences are put together to arrive at the best possible responses to the research question(s). As a result, the researcher may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research. Through case study methods, a researcher is able to go beyond the quantitative statistical results and understand the behavioural conditions through the actor’s perspective.

The advantage in using this research design is that it permits to narrow a more general field of research, a domain or a topic into a more concrete and researchable one, as it is the case with our topic which examines the practice of official language bilingualism in Cameroon in general and the discrepancy between policy and practice in the National Gendarmerie in particular. Moreover, it is a flexible research design that can incorporate at the same time quantitative and qualitative data analysis method in order to have a better insight on the phenomenon under study. As it will be the case in this study, the quantitative side of the analysis will be performed using descriptive statistic methods which consists of statistical analysis such as frequency calculations. More particularly, the data will be classified into tables, bar charts

and pie charts. The statistical analysis will be taken as a starting point for a qualitative analysis of official language bilingualism practice in the National Gendarmerie. With all these observations, it follows that the case study will be suitable to this study.

3.2. Sampling techniques

The success of a research project largely depends on the sample techniques. The way in which the sampling techniques are selected affects the general findings of the study. If a poor job is done at the sampling stage of the research process, the integrity of the entire project will be questionable. According to Amin (2005), sampling is the process used in selecting elements from a population in such a way that the sample elements selected represent the target population. Kumar (2011) opines that when choosing a sample, the researcher should attempt to achieve two key aims: the avoidance of bias in the selection of a sample and the attainment of maximum precision for a given outlay of resources. In this study, three sample techniques are adopted, namely: simple random sampling technique, which is a probability sampling technique, purposive sampling technique, which is a non-probability sampling technique and cluster sampling technique.

3.2.1. Simple random sampling technique

Simple random sampling technique is the main sampling technique used in this study. This implies that all the participants had the same chances to be selected for this study. The choice of the informants was not conditioned by any external factors such as beliefs, political ideologies, friendship, family or relatives. As a matter of fact, the totality of National Gendarmerie soldiers who participated in this study, in English or in French, be it in the Anglophone environment (Buea) or in the Francophone environment (Yaoundé), were selected randomly.

3.2.1.1. The informants

Before a sample is taken, it is important to define the population from which the researcher wants to generalise his results. Thus, the population constituting this work is made up of National Gendarmerie soldiers and civilian public service users from two regions of Cameroon, the Centre region and the South West region.

3.2.1.1.1. The National Gendarmerie soldiers

Within the framework of this study, eighty-one (81) National Gendarmerie soldiers were selected from two (2) different linguistic regions. More particularly, fifty (50) NGS were

selected from the Centre region, whereas thirty-one (31) were selected from the South West, as shown in the table below. In fact, though fifty (50) NGS were initially selected in the South West region, only thirty-one (31) gave back their responses to the researcher.

Table 1: Sample population of National Gendarmerie Soldiers.

Option	Frequency	Percentage
Centre Region	50	61.72
South West Region	31	38.27
Total	81	100%

These results are equally transposed in the diagram below.

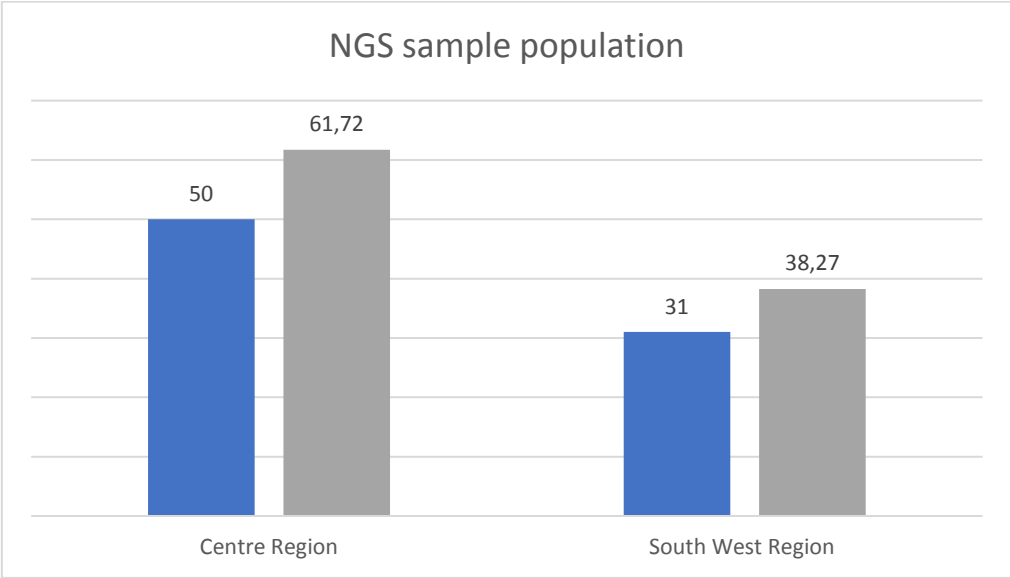


Chart 1: Sample population of NGS

3.2.1.1.1.2 The gender of NGS sample

Out of the eighty-one (81) NGS who constitute the sample population, fifty-three (53) are male and twenty-eight (28) are female, as highlighted in the table below:

Table 2: The gender of NGS

Gender	Female	Male	Total
Gendarmes	28	53	81
Percentage	34.56%	65.43%	100%

3.2.1.1.1.3 Age range of NGS sample

When examining the ages of the selected NGS, twenty-nine (29) of them, which corresponds to 35.80% were aged from twenty (20) to twenty-five (25); twenty-seven (27), representing 33.33% oscillated between twenty-five (25) and thirty (30), nineteen (19) were turning around thirty (30) and thirty-five (35) ; and only six (6) elements were above forty (40), for a percentage of 7.47%, as summarised in the table and diagram below.

Table 3: Age range of NGS

Age range	From 15 to 20	From 20 to 25	From 25 to 30	From 30 to 35	From 40 above	Total
Gendarmes	00	29	27	19	6	81
Percentage	00	35.80	33.33	23.45	7.47	100%

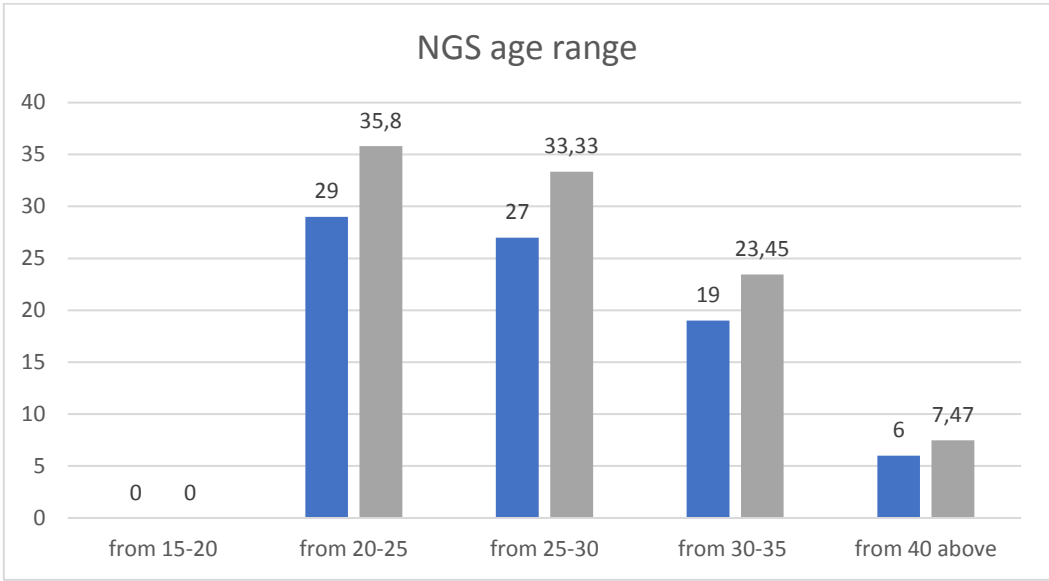


Chart 2: NGS age range

3.2.1.1.1.4 Linguistic background of NGS sample

The NGS who took part in this study are from two (2) different linguistic backgrounds, each having a different First Official language (OL1), English or French, as illustrated in the following table. They will henceforth be referred to as NGS with English as First Official Language (EOL1) and NGS with French as First Official Language.

Table 4: NGS linguistic background

Background	Frequency	Distribution %
NGS EOL1	40	49.38
NGS FOL1	41	50.61
Total	81	100

The table above shows that forty-one (41) NGS have French as their first official language (FOL1) corresponding to 50.61% of the population, and the forty (40) others, representing 49.38% have English as their first official language (EOL1), as illustrated by diagram 3 below.

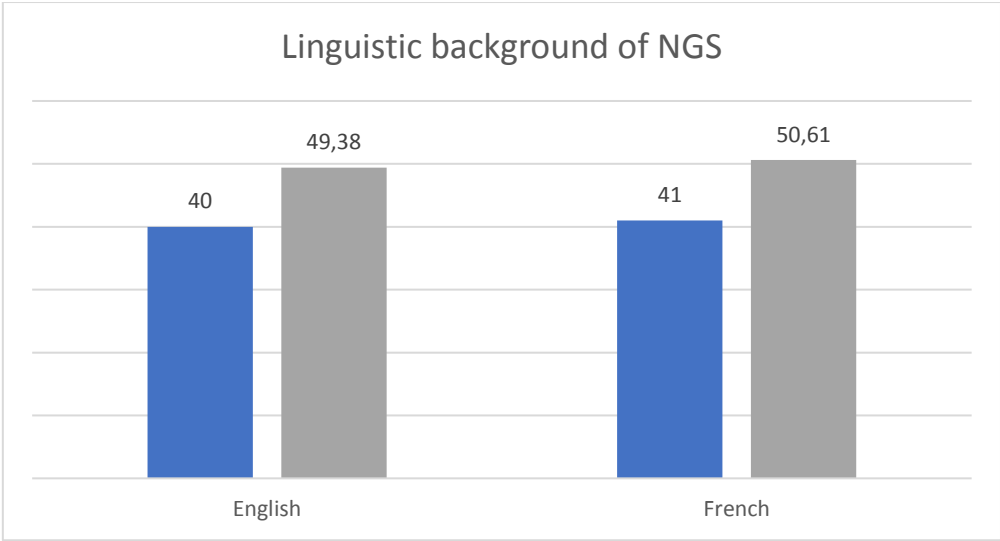


Chart 3: Linguistic background of NGS

3.2.1.1.1.5. Years of working experience of NGS

When asked about their year of recruitment, which will help to depict their years of working experience, the responses varied. The twenty-five EOL1 NGS respondents in the French language dominant environment were made up of six who were recruited in or before 2011, one who was recruited in 2013, eight who were recruited in 2019 and ten who were recruited in 2022. As for the FOL1 NGS in this same environment, eight were recruited on or before 2011, one was recruited in 2013, three in 2015, one in 2017, three in 2019 and nine in 2022. The English language dominant environment also had a similar display, wherein, for the EOL1 NGS, one was recruited on or before 2011, four in 2017, six in 2019 and four in 2022. As for the FOL1 NGS in this English language dominant environment, two were recruited on or before 2011, two in 2015, one in 2017, five in 2019 and five in 2022.

3.2.1.1.2. The civilian public service users population

The civilian public service users population in this research is made all up of all the public service users who were met at the offices or in the compounds of the National Gendarmerie target units. The researcher wanted to have an external appraisal of the practice of official language bilingualism within the National Gendarmerie, but this time from the civilian public service users population, whom the NGS serve.

3.2.1.1.2.1. The number of the CPSU sample population

Within the framework of this study, thirty-seven (37) CPSU from two different regions constitute the sample population. Nineteen civilians (19) were selected in the Centre region, while eighteen (18) were selected in the South West, as shown in table one below.

Table 5: Number of civilian sample population

Option	Frequency	Percentage
Centre Region	19	51.35
South West Region	18	48.64
Total	37	100%

These results are transposed in the diagram below:

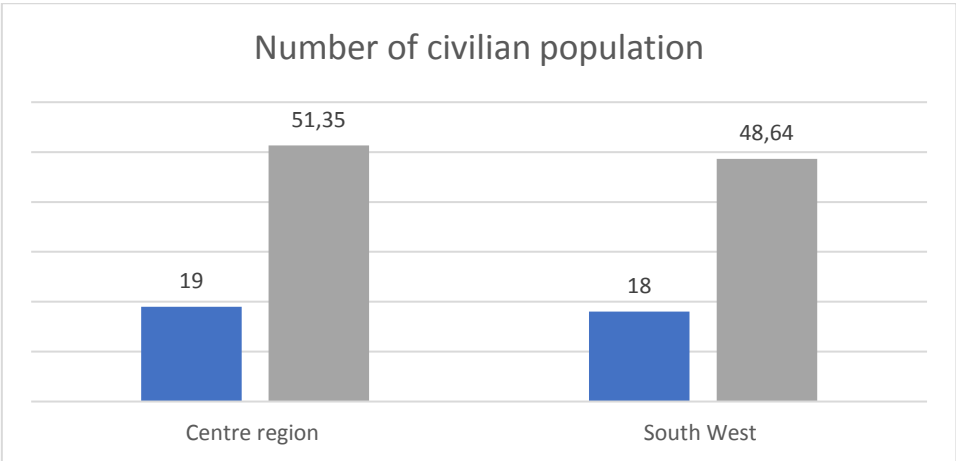


Chart 4: Number of civilian population

3.2.1.1.2.2. The gender of the CPSU sample population

Out of the thirty-seven (37) civilians who took part to the study, twenty-nine (29) were male, while the eight (8) remaining respondents were female, as illustrated in the following table:

Table 6: Gender of the civilian sample population

Gender	Female	Male	Total
Civilians	29	8	37
Percentage	78.37	21.62	100%

3.2.1.1.2.3. Age range of the civilian sample population

The ages of the CPSU sample population ranged between twenty (20) to above forty (40) years, as shown in the table below.

Table 7: Age range of the civilian population

Age range	From 15 to 20	From 20 to 25	From 25 to 30	From 30 to 35	From 40 above	Total
Civilians	1	3	5	12	16	37
Percentage	2.70	8.10	13.51	32.43	43.24	100%

The above table reveals that the majority of CPSU who took part in this study were above forty (40) years old, which represents 43.24% of the civilian sample population. Twelve (12), corresponding to 32.43% were between thirty and thirty-five; five (5) respondents turned around twenty-five an thirty years old, for a percentage of 13.51%; three (3) had between twenty to twenty-five years, representing 8.10% of the population and one (1) was twenty years old. These findings are compiled in the diagram below.

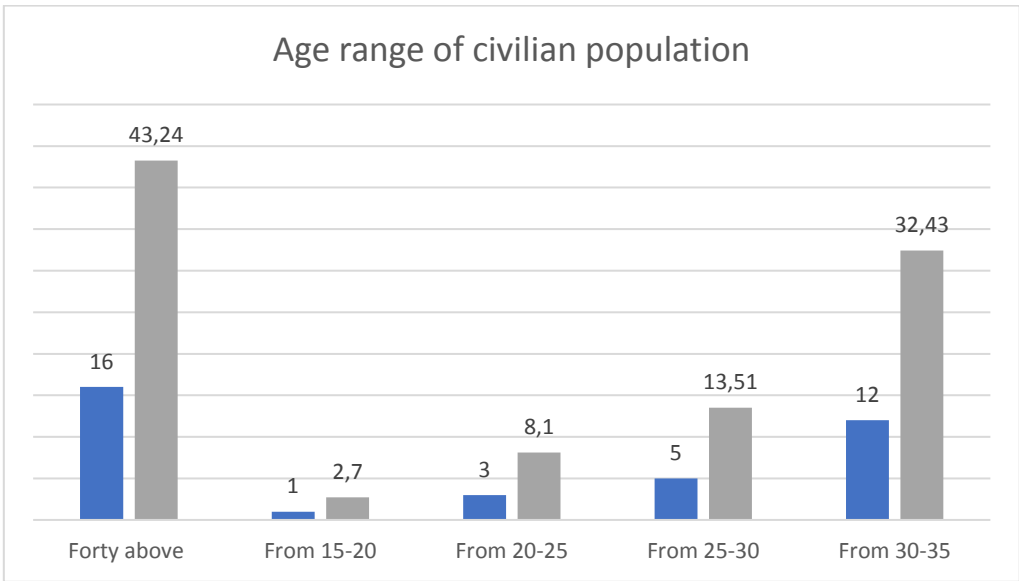


Chart 5: Age range of the civilian population

3.2.1.1.2.4. Linguistic background of CPSU sample population

Just like the NGS population, the civilian population is selected from two different linguistic backgrounds, as shown in the table below.

Table 8: Linguistic background of CPSU sample population

Background	Frequency	Distribution %
EOL1	12	32.43
FOL1	25	67.56
Total	37	100

Table 8 above shows that twenty-five (25) respondents, which corresponds to 67.56% of the total amount of the CPSU respondents have French as their first official language, whereas twelve (12), which represents 32.43% of the respondents have English as their first official language. These results are summarised in the following diagram.

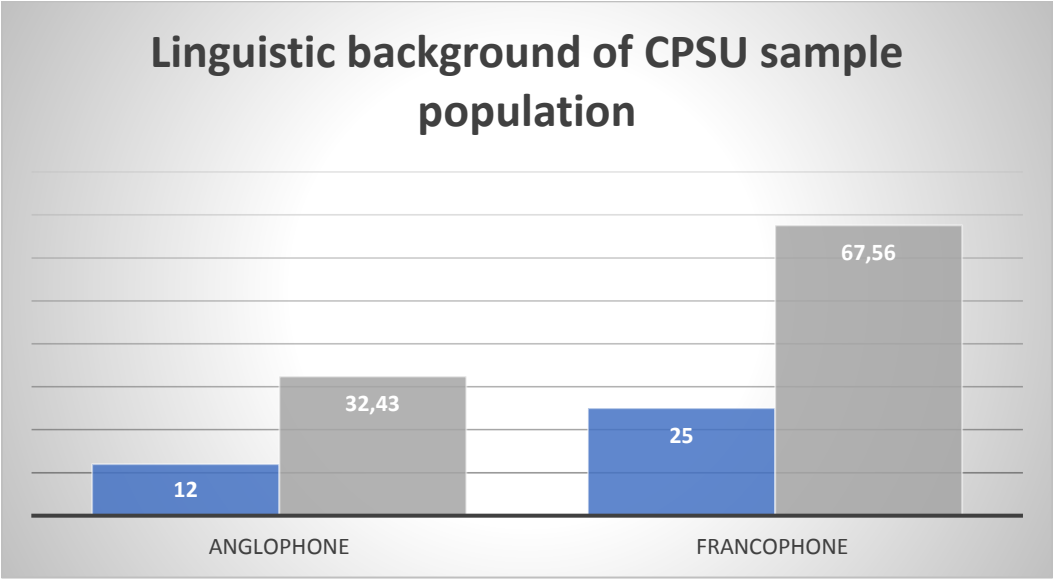


Chart 6: Linguistic background of CPSU sample population

3.2.1.1.2.5. Place of residence of CPSU sample population

Most Cameroonians live in a linguistic community in which they first learn their mother tongue, before learning the official language in their environment. In this case, their mother tongue is their first language (L1) and the official language in that environment is their second language (L2), and first official language (OL1). When later, they acquire the other official language if possible, it is their third language (L3) and at the same time second official language (OL2), which makes them official language bilingual citizens. In the course of their lives, due

to professional or family reasons, Some FOL1 civilians live in the English language dominant towns, and so do some EOL1 civilians in French language dominated towns, as illustrated by the following table.

Table 9: Place of residence of CPSU sample population

Option	Frequency	Distribution
FOL1 living in Yaoundé	14	37.83
FOL1 living in Buea	10	27.02
EOL1 living in Yaoundé	5	13.51
EOL1 living in Buea	8	21.62
Total	37	100%

This table reveals that fourteen (14) FOL1, representing 37.83% of the population live in Yaoundé; ten (10) FOL1 live in Buea, for a percentage of 27.02 % ; eight (08) EOL1 live in Buea, while five (05) EOL1 live in Yaoundé, for 21.62 and 13.51% respectively.

3.2.2. The purposive sampling technique

The purposive sampling strategy was summoned in choosing the participants for the interview. A purposive sampling strategy is one in which the researcher selects participants based on their understanding of the nature of the research, their ability to achieve the research objectives and especially in choosing interviewees who fit the required criteria for this research. That is why the interview pertaining to the discrepancy observed between policy and practice of official language bilingualism could only be carried out with senior officers of the National Gendarmerie, occupying important duty positions. Their position, maturity and experience will permit to derive more useful information, and even play a role in building up the recommendations.

In addition, the purposive sampling method was used to select the two major units for this research. The first selected unit is the First Group of Mobile Squadrons in Yaoundé. This unit is located in Yaoundé at the “Atemengue Plateau”, at the entrance of the General Military Headquarters. It was chosen firstly because it is a unit in which the researcher has worked for over five years, thereby giving him easy access to the structures and the National Gendarmerie Soldiers. The second reason is that this unit is found in a purely French language dominant environment, thereby giving a good environment for the researcher to appreciate the practice of official language bilingualism in such an environment. In addition, this unit comprises

National Gendarmerie soldiers who are usually sent on reinforcement missions to the North West and South West Regions, to maintain law and order. The National Gendarmerie soldiers who make up this unit are mostly those who have just finished their maiden training course, and have been transferred to their first duty station. The other NGS in this unit are bodyguards, in addition to those who come from other units in the country and have been transferred and were working in this unit at the moment the research was carried out.

The second unit is the South West National Gendarmerie Legion Headquarters. This unit is located in Buea, opposite the Lower farms prison and the penitentiary administration school. The choice of this unit was made firstly because it is situated in a purely English language dominated environment, thereby giving a good environment for the researcher to appreciate the practice of official language bilingualism in such an environment, and thereby making a comparative and contrastive appraisal of the results obtained with a juxtaposition of the results from the first unit. In addition, The NGS who make up this unit are mostly those who are transferred there, following the normal transfer routine that pertains to the National Gendarmerie (A change of region after every three to five years). NGS transferred to these units all carry out the general and specific tasks and missions of these units. These general and specific tasks not only require oral and written expression, but mostly oral and written interactions with civilian public service users, since the National Gendarmerie, apart from defending the territorial integrity of the nation, is also at the service of the population.

3.2.3. Convenience sampling technique

The convenience sampling technique was used to select the two towns that made up the research environment. This research was carried out simultaneously in Yaoundé, the capital of the Centre region, and in Buea, the capital of the South West Region. Yaoundé is situated in the middle south of Cameroon, and it is a Francophone environment. The autochthones of this town are the Betis who speak national languages (NL1) such as Ewondo and Eton. Being the capital city of Cameroon, the town enjoys a relative security, a cool climate and is completely dominated by French-speaking citizens. It was convenient for this research to be carried out in Yaoundé because the researcher not only worked in Yaoundé for over seventeen years, but also lives in Yaoundé. As for Buea, it is situated in the South West region of Cameroon, at the foot of mount Fako. It is a purely Anglophone town where the autochthones are the “*Bakweris*” whose national language is “*Mokpwe*”. The convenience stems from the fact that of the two English language dominant cities in Cameroon today, Buea is a better choice for the conduct of

a research, due to the peace it relatively enjoys. In addition, the researcher had studied in Buea for over ten year and is acquainted with the environment.

3.3. Data collection methods

Methods of data collection are the different processes involved in the gathering of relevant and useful information for a research project. This research has gathered primary and secondary data. Primary data are the data collected by a researcher, through his/her own methods. Put differently, it is first-hand information obtained by the researcher. It is obtained through data collection methods like observation, participant observation, interviews, questionnaires, focus groups and so on. Meanwhile, secondary data is data already existing, available in documents, earlier research, government publications, census, archives, journals, the internet, service records, company reports personal records and so forth. Some scholars like Saunders (2007) hold that secondary data collection techniques are advantageous because they require fewer resources, less time and money to obtain, and they provide comparative and contextual data that might lead to unexpected discoveries and revelations.

In this research, quantitative and qualitative methods of data collection were both used. The quantitative methods impose restrictions, sequential order and verifiable facts and figures, while qualitative data collection methods call for flexibility, depth, and freedom. The quantitative data is obtained from the archives of two major units of the National Gendarmerie, one based in Yaoundé (The First Group of Mobile Squadrons) and the second one based in Buea (The South West Gendarmerie Legion). The qualitative data however is obtained through questionnaires and interviews of NGS working in Yaoundé and in Buea, as well as the civilian public service users who request services from this institution. It is important to state that the quantitative data obtained is also used to justify the qualitative reasoning and ideas obtained from the questionnaires and interviews.

3.3.1. The development of research instruments

In order to sustain the claims drawn from an empirical study, hard evidence should be gathered from real life experience or real-life situations. In this section of the work, the various tools involved in the collection of data are presented. These instruments include an observation/participant observation method, an interview and a questionnaire for NGS and civilian public service users to collect first hand data. Research authorizations were obtained from the academic supervisor, and the National Gendarmerie hierarchy not only to grant access

to the archives of two major units of this security corps, but also to seek responses from NGS working in these units, so as to collect secondary data.

3.3.1.1. Observation/participant observation method

One of the primary methods of data collection is observation/participant observation. Kumar (2011) holds that it is a qualitative method, which he qualifies as a purposeful, systematic, and selective way of watching and listening to an interaction or a phenomenon as it takes place. The interaction in a group can be investigated with the observation method, which is also best applicable when it concerns the functions performed by a worker, or the behaviour or personality of an individual. In situations where the respondents may be non-cooperative and/or unable to give accurate information, observation is the appropriate method to use. It is also the advised method of data collection in situations where the researcher is more interested in the behaviours than the perceptions of individuals, or the respondents are so involved in the interaction that they are unable to provide objective answers. Hence, observation seems most appropriate to collect required information.

The researcher, however, is likely to impose his/her opinion, attitude, belief and value on what is observed, as well as his/her interpretation. Sarantakos (1988) remarks that observation as a data collection method brings about issues of reliability on scholars. This is because it is the researcher who chooses what to observe and record as well as decides on what is significant or not to the study.

Nonetheless, in this study, the observation/participant observation method is used to evaluate the discrepancy between policy and practice of official language bilingualism in the two National Gendarmerie units studied. The researcher was observant of the interactions between NGS amongst themselves on the one hand, and the NGS with civilian public servant users on the other hand; both in an English language dominant environment and also in a French language dominant environment. The researcher had a checklist of items to guide, ease and help carry out the observation/participant observation method, which included:

Name of the unit as written on the board

Location and layout of the unit

The security checks at the entrance and exits

The general atmosphere in the unit

Accessibility of the site

The security on the site

The general appreciation of the site

The activities being carried out on the site

The number of visitors/public service users met on the site

The language(s) used in conversations

All necessary authorisations were obtained in order to carry out this research. This adds to the validity of the collected data. Participant observation is the type of data collection method in which the researcher participates in the activities of the group being investigated. In this case, the non-researchers yet members of the group are not automatically aware of the research observations. This type of research becomes unreliable when the target group becomes aware that they are being observed or investigated. In this case, they can change their behaviours, positively or negatively, thereby increasing or decreasing their productivity. Kumar (2011) explains that when persons or groups of persons change their behaviours because they are being observed, it is known as the Hawthorn effect.

Using the technique of observation/participant observation, relevant data was collected from competitive entrance examination conditions, training conditions, working conditions and the daily life at the working environment of the National Gendarmerie training Centre. Conversations were engaged with trainees either in English or in French, to decipher the reactions of NGS as well as civilian public service users of the institution, in order to evaluate the discrepancy between policy and practice of official language bilingualism within the National Gendarmerie.

3.3.1.2. Interviews

Interviews are structured conversations in which one participant (interviewer) asks questions, and the other participant (interviewee) provides answers to them. Berg (1990) holds that there exists three types of interview methods: the standardized or formal interview, the unstandardized or informal interview and the semi-structural interview. Interviews are one of the most popular methods of conducting qualitative research. They are suitable for collecting in-depth information from respondents. Interviews give the opportunity to the researcher to explain and clarify questions when the interviewee is missing a point. In addition, they permit

the researcher to get supplementary information from the interviewee, due to the conversation-like nature of the interview. Interviews can be used with any type of population, such as illiterates, handicapped, old and young. However, interviews are also limited in case the interviewee is not experienced, nor committed, nor even skilled. Interviews can be time consuming and very expensive, especially when the respondents are spread over a wide geographical area.

In this research, the interview method used was the semi-structured interview, in which the interviewee had more freedom and control of the conversation. The researcher carried out six (06) semi-structured interviews with top ranking National Gendarmerie Officers occupying important positions in the corps. Each interview did not last more than twenty minutes. Notes were taken during the interviews, and the questions posed were aimed at investigating the causes for the lack of promotion and control mechanisms of the practice of official language bilingualism within the units of the National Gendarmerie. A guideline of questions enabled to better organised the interviews, and the results obtained permitted to comprehend the prior data obtained at the levels of the documents analysis, and the questionnaires.

3.3.1.3. The questionnaire

A questionnaire is a research instrument which is a series of questions addressed to respondents in order to obtain information from them. Bell (1995) posits that the purpose of questionnaires (or surveys carried out in the form of questionnaires) is to obtain information from a representative selection of a target group or population, which can be analysed, with patterns extracted and comparisons made. The representative sample (respondents) then acts as a representation of the entire target group or population. Questionnaires are one of the oldest and principal tools used in carrying out surveys which generally focus on respondents' perceptions towards topics under investigation. They can be used as both quantitative and qualitative methods of data collection.

By ensuring the collection of large amounts of data within a short period of time, questionnaires are very good for a research endeavour. They are very cheap to carry out and can be sent through mail, distributed collectively or administered in a public place. They are suitable to use when investigating topics that respondents might feel uncomfortable or reluctant to answer in an interview, due to the fact that they are anonymous. In addition, when respondents are spread over a wide geographical area, the questionnaire is the most reliable method for data collection.

However, questionnaires also have some limits. This is the case when the respondents are illiterate, handicapped, too young or too old. In this case, the response rate can be too poor because most respondents will not return their questionnaires, or simply will not answer them. Hence, the sample size is likely to be greatly reduced and the findings will not be a true representation of the information to be considered as the total population output.

In this study, two types of questionnaires were given out to four target groups. They were designed to provide answers to the research questions. Qualitative and statistical questions were asked in order to ensure a balance in the data analysis. Both questionnaires had the English and the French versions. The first questionnaire, comprised twelve (12) open ended and closed questions targeting the practice of official language bilingualism in the selected units/sites, was addressed to the NGS exclusively. This was intended to provide answers to all the research questions, starting from whether bilingualism was a recruitment criterion, to the training language in the National Gendarmerie training School, and to the promotion of bilingualism within the units as well as the control of the practice of official bilingualism within the units.

The second questionnaire, made up of nine (09) open-ended and closed questions was distributed to civilian public service users or the direct benefactors of the services of the National Gendarmerie. The National Gendarmerie is a Defence and Security Force which also has civilian missions like administrative police, judicial police, maintenance of law and order, the safeguarding of people and their wealth and so forth. That is why, in this applied research, the feedback from the public users in terms of the practice of official language bilingualism is important. This questionnaire was delivered in English and in French, in both selected units. Both questionnaires were first pretested by eight students of the Master's programme in Bilingual Studies, at the University of Yaoundé I, to clarify the misunderstandings that could arise in the course of data collection. The researcher distributed the questionnaires himself, in a practical and personal manner.

3.3.3. Collection of secondary data

The secondary data collected in this research were obtained through a document analysis of the archives of the two major National Gendarmerie units; one based in Yaoundé (The First Group of Mobile Squadrons) and the other based in Buea (The South West Legion). In these units, it was all about examining the records of all written official documents from 2018 to 2023; be they from hierarchy to the unit or from the units to hierarchy; from the unit to subordinate units or from subordinate units to the unit, and finally from the unit to other units of the same nature or from other units of the same structure to the unit concerned

3.3.3.1. Validation of research instruments

The validation of research instruments is an important step in a research project. This action refers to the capacity of evaluating research instruments so as to ensure that they will actually and objectively give room to the expected data. To have a better insight of these research instruments, the questionnaire was, first of all, submitted to some academic elders for proofreading. The feedback from this proofreading gave hints to improve on the quality of the questions. Thereafter, the questionnaire was submitted to the supervisor who made some suggestions and remarks on some questions that could be embarrassing to the respondents. In order to test the practicability of the questionnaire, it was submitted to some NGS for another proofreading, to verify that the questions were understood without any ambiguity. The information they gave was fully satisfactory to allow the researcher to go to the field.

3.3.3.2. Ethical consideration

This research is in line with the 2003 Social Research Association's Ethical Guidelines as concerns human participants which stipulate that

If research is to remain of benefit to the society and the groups of individuals within it, then social researchers must conduct their responsibility and in light of the moral and legal order of the society in which they practise and have a responsibility to protect their subjects from undue harm arising from the participation in the research.

That is why a researcher is obliged to seek consent from participants by ensuring that they are aware of the type of information requested from them, the reason why the information is sought, the purpose of the study, the way they are expected to participate in the study and how the results will directly or indirectly affect them. In addition, the researcher must make sure that the participant who is solicited is endowed with all his capacities (legal and mental) and especially gives his consent. In the course of the present research, the participants were protected from all sorts of harm like discomfort, anxiety, harassment, invasion of privacy, demeaning or dehumanizing behavior. Bailey (1978) posits that the researcher should also maintain the anonymity and confidentiality of participants (Kumar:2011). The sharing of information about respondents with other people and for purposes other than the current research is unethical.

All these ethical prescriptions were respected by the researcher throughout this research. The questionnaires were all personally distributed, and the results have been used only for the purpose of this research. Neither the questionnaires nor the interviews required identifiable or

personal information that could lead or help trace the respondents or participants. The researcher did everything to ensure confidentiality and anonymity. The researcher was granted two research authorizations which were always presented to the respondents, participants and interviewees. All data was collected at the convenience of the respondents. The interviewees and respondents were all briefed beforehand on the purpose and the objectives of the research. Pictures were avoided because they could establish links or identification marks and clues. However, notes were taken in most cases. The best was done to avoid bias, (the deliberate attempt to hide information in the study, or to highlight something disproportionate to its true existence) as well as the inappropriate use of information.

3.4. Data analysis methods

Data analysis is the process of systematically applying statistical and/or logical techniques to illustrate, describe, condense, recapitulate and evaluate collected data in a research. Data analysis not only summarizes the collected data, it also determines patterns, relationships and trends through the interpretation of data gathered, using analytical and logical reasoning. Burns (2000) defines data analysis as the process of finding meaning from data and the way in which the researcher interprets data. There are two types of data analysis in research: qualitative data analysis and quantitative data analysis. Qualitative data analysis addresses questions such as «how? », «what? », or «why? ». Such analysis can be in the form of texts and narratives which might also include audio and video representations. As for quantitative data analysis, it is more oriented on figures which are presented in terms of measurement scales and statistics.

Both quantitative and qualitative data were collected for the purpose of this research. Qualitative data was obtained through participant observation and the interviews with the senior Gendarmerie Officers who occupy important leadership positions around the country, while quantitative data was obtained through documents analysis and questionnaires. The qualitative data obtained was analyzed using in-depth analysis. The communication strategies of the Communication Accommodation Theory were also used to analyze data collected from interviews. The quantitative data obtained from questionnaires was analyzed immediately the researcher collected the responses, likewise the data gotten from documents analysis. Quantitative data was manually inputted in an excel spreadsheet to get the exact number of responses. They were later transferred to the SPSS software 11.0 for final analysis and generation of charts and tables.

3.5. Difficulties encountered

During this research, several difficulties were encountered. The first difficulty was the inability to get the literature on the practice of official language bilingualism in the National Gendarmerie. The researcher resorted to the literature related to the practice of official language bilingualism in general, within different institutions, which do not actually reflect the reality in the National Gendarmerie.

In addition, the working schedules of NGS was very tight, slowing down the process of data collection. It was very difficult to find available NGS in the units, and when some were available, they had other official matters to attend to. Most of the respondents who answered the questionnaires preferred that the researcher reads and writes for them, due to their concentration on their mobile telephones or maybe because they did not want to write. The researcher, though having a position of authority in these units, had to exercise much patience and humility, in order to carry out this research project.

The most constraining difficulty was the case of the questionnaires handed to EOL1 public service users in an English language dominant environment (Buea) and EOL1 public service users in a French language dominant environment (Yaoundé). In both cases, they felt much fright and had enough prejudice about the research, which they suspected as a means of tracking down ex-fighters or proponents of the “*Anglophone Crisis*”, and that is one of the reasons why thirty-two respondents (19 NGS and 13 CPSU) did not hand back their copies. Other respondents accused time shortage, professional engagements and professional ethics.

Conclusion

This chapter explained the methodology used in this research. All the data collection methods that have been used in this study have been presented and explained for clarity. The research design, the sampling techniques, the people who constituted the respondents and their place of residence were discussed, giving in each case the reasons for the choices made. The methods of data analysis used in this research have also been discussed. The difficulties the researcher faced throughout this research end this chapter. The aim of this chapter was to show that this research was carried out scientifically and that the methods of data collection and analysis were genuine and replicable.

**CHAPTER FOUR:
DATA PRESENTATION AND ANALYSIS**

Introduction

This chapter analyses the qualitative and quantitative data collected from fieldwork as well as the secondary data obtained from document analysis. Thus, the first part is dedicated to the analysis of data obtained from observation/participant observation, interviews and questionnaires, and then the study will proceed to the analysis of data obtained from document analysis. The comments of respondents are equally presented, in order to achieve a complete understanding of the analysed data. This chapter ends with a review of the research questions.

4.1. Analysis of data from interviews

Six semi-structured interviews were carried out with senior National Gendarmerie officers who occupy key positions in this corps and in some other services in the nation. More particularly, there were three interviewees who had French as their first official language (FOL1) and the three others had English as their First official Language (EOL1). The interviews were not recorded but notes were taken down during the interviews. The reason why the interviews were not recorded was because of the nature of the interviewees and their professional ethics which recommend reserve and discreet discipline, which made the researcher vow not to expose them.

➤ Interview 1

The first interview was carried out with an EOL1 senior Gendarmerie officer who presently commands a major unit in a French language dominant environment in Cameroon. His speech was marked with a clear English accent and he frequently used borrowings of French operational and technical military terms like «*percuteur* (firing pin), *ordre serré*, (dry skills) and *commandement* (command) ». He explained that he joined the National Gendarmerie immediately after university studies in an Anglo-Saxon university and that he did not understand French at that time. He was completely overtaken by the monolingual French training during the training course in the National Gendarmerie, which influenced his poor performance at the end of the training because he could neither speak French fluently, nor write it with ease. After the training, he had to attend specific French language classes (The Pilot Linguistic Centre in Yaoundé) in order to easily communicate and exchange with his colleagues and the population, especially as concerns written documents. He ended by saying that though the monolingual French training imposed the French language on him and pushed him into acquiring basic notions of the language, his French is however still not good enough. He added

that there are several words in French, which he has learned, but which until today, he cannot give their equivalents in the English language.

➤ **Interview 2**

It was then the turn of the second interviewee, an EOL1 senior Gendarmerie officer who works in a Francophone environment. According to him, the National Gendarmerie is a monolingual corps and several Anglophones face communication difficulties throughout the training and even during their careers. Born and bred by FOL1 parents, this product of a bilingual secondary school in Yaoundé said he was the one who played the role of translator in their batch to most EOL1 trainees, who have all become his friends today. He proposes a complete bilingual training and the compensation of bilingual National Gendarmerie soldiers as the solution to fight the discrepancy observed between policy and practice of official language bilingualism in the National Gendarmerie.

➤ **Interview 3**

The third interview was carried out with a senior Gendarmerie officer, having EOL1, who works on secondment in the Ministry of Justice. He speaks and writes French without difficulties. He explained that he was at ease during the training and during his professional postings, especially because he attended university in a Francophone environment, where most lectures were given in French. He was already used to studying in the French language before joining the National Gendarmerie, and that was why he did not feel the impact of the monolingual nature of the corps. He claims that it is for political reasons that this corps is monolingual, because it takes just a political decision for the National Gendarmerie to become bilingual.

➤ **Interview 4**

The fourth interview was carried out with a FOL1 senior Gendarmerie officer who works in the National Gendarmerie Training Centre. What is peculiar with this interviewee is that he is a FOL1 who speaks only French and is very contented with it. He told the researcher that all through his career, he had never experienced a situation which made the English language a necessity or where it became indispensable. He also claimed that the National Gendarmerie is bilingual because there are Anglophones who are recruited and who end up not only graduating (although the training is in French), but also speaking French. He added that the fact that signboards and letterheads are bilingual in the National Gendarmerie is a demonstration of its bilingualism. He ended by saying that in the training Centre, all

examination questions are asked in English and in French to trainees, and they are free to answer in the language of their choice.

➤ **Interview 5**

A FOL1 senior Gendarmerie officer was the fifth interviewee. He admitted not caring very much about bilingualism in the National Gendarmerie until he was sent to the United States of America for an intermediary course. He was very surprised that most of the officers who were attending the same course and who came mostly from French speaking nations spoke and wrote English language so well that he was ashamed to tell the others that he came from a bilingual country having English and French as its two official languages. Since that experience, he is doing his best to ensure that the teaching of English language as a subject is given considerable hours during the training of National Gendarmerie soldiers.

➤ **Interview 6**

The sixth interview was with a senior FOL1 National Gendarmerie officer who works in the Presidency. The interviewer resorted to code switching easily with this officer with whom he had a smooth interview. The senior officer admitted having attended a bilingual secondary school, which permitted him to be bilingual, especially as he was in the «bilingual class». He said it was regrettable that the National Gendarmerie does not practice official language bilingualism as it is being done in the Presidency of the Republic, which he confided to the researcher was the only genuine bilingual institution in the country. He argued that all texts in the Presidency of the Republic are in English and in French and the workers easily switch from one code to another when they attend to both military personnel and to civilian public service users.

At the end of these interviews, in which each interviewee was free to speak in his/her most prolific official language, the common idea is that the National Gendarmerie does not practice official language bilingualism as prescribed by the constitution of the country. French is the dominant language in this corps.

4.2. Analysis of data from observation/participant observation

As a senior officer working in the National Gendarmerie, the researcher performed observation/participant observation not only in the two major selected units, but also in all the National Gendarmerie units in which he has worked. Using the advantage of an immersed observer/participant observer, the researcher could easily examine the discrepancy between policy and practice of official language bilingualism in the National Gendarmerie.

Firstly, the maiden training into the National Gendarmerie is done in a purely traditional military scheme. This basic military training, popularly known as the “swine period”, consists in destroying the civilian and then building up a soldier. In a peculiar process of creating a “tabula rasa individual who could then be molded into a soldier, the trainee is made to lose all his/her intellectual, psychological, moral and technical acquisitions, and to rely thereon only on his trainers who are considered as his/her models. It is during this period that dry skills are automated into the systems of National Gendarmerie soldiers and made to become reflex acts. The fact that French is the only language used in teaching the trainees at this period comforts the FOL1 trainees and makes the EOL1 trainees even more confused because the stress, the physical output and the lack of sleep during this period is too demanding to permit a monolingual EOL1 to assimilate military notions in another language. The only time he encounters English is during the English language class. At the end of this period, most Anglophones end up speaking neither English nor French correctly.

In addition, the language used in the National Gendarmerie is generally French, and English is an alternate language, used only when the interlocutor discovers that his respondent does not speak French. What most civilian public service users do in some cases is to use Pidgin English, or Camfranglais (local lingua francas), in order to pass their messages through.

More so, there is already a discrepancy in the recruitment criteria selection, which permits that the percentage of FOL1 is set at about 80%, due to regional equilibrium criterion, while that of EOL1 is at about 20%. In this mixed environment completely drowned by FOL1 trainees, it is but natural that French dominates and prevails in every conversation, thereby forcing EOL1 who want to interact in conversations to speak French. This situation is one of the causes of the escalation of violence in the Anglophone regions in Cameroon at the start of the “Anglophone crisis”. In fact, the first National Gendarmerie soldiers who went to the field at the beginning of the crisis were mostly FOL1, who spoke only French and did not understand English language.

Observation/participant observation also reveals that even in the Anglophone environment, National Gendarmerie soldiers are more likely to speak French rather than English, even if they are EOL1 themselves. This was observed in the National Gendarmerie Legion in Buea where the researcher was greeted in the French language by all the National Gendarmerie soldiers who recognized him. The researcher also, naturally answered in the French language.

4.3. Analysis of the questionnaire given to the National Gendarmerie soldiers

This section of the work focuses on the results of the investigation carried out on National Gendarmerie Soldiers, both in the English language dominant and the French language dominant areas. It therefore exposes the opinions, points of view and appraisals of NGS about the practice of official language bilingualism within the National Gendarmerie Forces. To better analyse the answers, the data will be treated separately: the EOL1 data will be treated first, and then the FOL1 data will be treated in the second position.

4.3.1. The language used during training

When asked about the language in which they were trained, the target respondents who took part in the study had the choice among four languages namely English, French, Pidgin English and Camfranglais; and two combinations of languages: English and French, and finally English and Pidgin.

Table 10: Language used during training

Option	Frequency	Distribution%
English	6	7.40
French	68	83.95
Pidgin English	0	0
Camfranglais	0	0
English and French	6	7.40
English and Pidgin	1	1.23
Total	81	100

These statistics reveal that most NGS, sixty-eight (68), representing 83.95% of the respondents, attested that they were trained in French exclusively; six (6) mentioned English as their training language, while six (6) others confirmed to have been trained in both English and French, for a percentage of 7.40 and 7.4 respectively. One (1) person admitted to have completed his basic training in English and Pidgin English, corresponding to 01.23% of the population. These results can be observed in the following diagram.

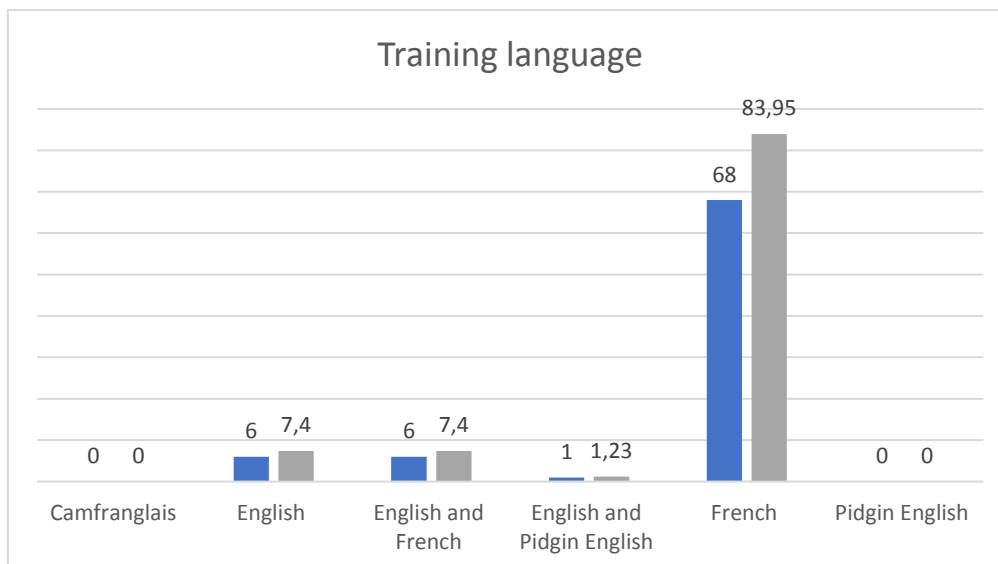


Chart 7: Language used during training

However, it should be mentioned here that some NGS were from a purely English background, and this constituted a major sociolinguistics barrier during their training.

4.3.2. Language difficulties during the training of NGS

Some NGS trainees admitted to have faced several difficulties during their training, because of language difficulties. As a matter of fact, when asked to talk about their language difficulties faced, NGS provided varied answers which are presented below:

Table 11: Language difficulties during the training of NGS

Options	Frequency	Distribution %
Yes	33	40.74
No	48	59.25
Total	81	100

The above statistics reveal that forty-eight (48) NGS, which represents 59.25% of the total number respondents said that they had no language difficulties during their training, while thirty-three (33) other candidates admitted that they faced difficulties, for a percentage of 40.74. It can therefore be concluded the trainees who faced language difficulties during the training were those who had English as their first official language (EOL1).

4.3.2.1. Some responses provided by NGS having EOL1

The responses provided by the NGS having EOL1 when asked whether they faced language difficulties during their training are exposed in the following tables:

Table 12: Some answers provided by English-Speaking gendarmes.

NGS with EOL1	Responses
Buea unit	Yes, I faced a lot of challenges during my training session because all was done in French.
Buea unit	Yes, we had to makeup study groups.
Buea unit	Yes, I faced some difficulties such as the language barrier. I am an Anglophone of origin and I was trained using French language, so it was difficult for me to adapt with the commanding words.
Buea unit	Yes, always trying to do a translation during the teaching, and facing difficulties to communicate with my fellow colleagues.
Buea unit	Yes, I had difficulties in expression with my colleagues. Every mischief was attributed to me because I could neither express myself nor understand everything said by our trainers.
Buea unit	Yes, because I was not allowed to express myself in my first language and everything was forced on me.
Buea unit	Yes, because I was Anglophone, but with time I tried.
Buea unit	Of course, as an Anglophone I faced so many difficulties during my training in the National Gendarmerie, nevertheless with time I adapted
Yaoundé unit	Yes, the language barrier.
Yaoundé unit	Yes, most of the words used for command were difficult to understand.
Yaoundé unit	Communication was a problem, the pronunciation of words in French.
Yaoundé unit	Yes, I faced challenges during the training, especially that of language. I could not execute orders because I could not understand French.
Yaoundé unit	Yes, because most of the courses that were taught in the training centre were in French, and for us Anglophones, we faced difficulties with studies. The National Gendarmerie is a French force and we were forced to study in French.
Yaoundé unit	Yes, I faced some language difficulties because I did all my educational life in English since primary school and could not cope.
Yaoundé unit	Yes, I faced a lot of difficulties in language because I passed my whole life studying in English meanwhile the training centre was in French.
Yaoundé unit	Yes, I could not understand French.
Yaoundé unit	Yes, everything was in French and I was unable to understand.

Yaoundé unit	Yes, the difficulty that I faced during my training was that all the people that I met there were expressing themselves in French, and that was my main difficulty.
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However, some EOL1 confessed that they did not face any language difficulties during their training, due to their official language bilingual background, as illustrated by the following table.

Table 13: NGS with EOL1 who had no language difficulties.

NGS with EOL1	Responses
Buea unit	No, I didn't face any difficulty because I am bilingual
Buea unit	No, I did not face any difficulty because I am a typical bilingual person
Yaoundé unit	No, I didn't face any difficulty because I have a bilingual GCE
Yaoundé unit	No, I didn't have any difficulty because during the training, as I understand French and English, I was able to easily understand both languages.
Yaoundé unit	I did not face any difficulty because I did all my studies in French.

In contrast with the above analysis, and almost as a surprise, some trainees who have French as their first official language (FOL1) also admitted that they encountered some language drawbacks during their training. As matter of fact, these trainees confessed they faced some difficulties concerning English language as a subject. Here are some of their responses.

Table 14: Some responses provided by French-Speaking gendarmes concerning English language.

NGS with FOL1	Responses
Buea unit	Lorsqu'on faisait les cours d'anglais ou qu'un cadre nous parlait anglais, je ne comprenais pas.
Buea unit	Oui, concernant les cours d'anglais, nous n'avions pas de traducteurs ni d'interprètes.
Buea unit	Oui l'anglais.
Yaoundé unit	Oui, difficultés de dialoguer avec des camarades parlant uniquement la l'anglais. De même, des difficultés liées à la tenue de certains cours en langue anglaise.
Yaoundé unit	Oui, difficultés à communiquer avec des camarades qui parlent uniquement l'anglais.

Yaoundé unit	Oui, la difficulté à s'exprimer en anglais et certains cours étaient dispensés uniquement en anglais, donc la difficulté à s'adapter à la langue anglaise.
Yaoundé unit	Oui des difficultés à prendre des notes en langue anglaise lors du cours d'anglais.

From this analysis, it can be seen that English language, simply as a subject, is a major problem for FOL1 trainees, as compared to English-Speaking trainees who have to undergo the entire training in the French language.

4.3.3. Measures taken by the National Gendarmerie to amend the language situation

The seventh question, which sought to know about the measures taken by the National Gendarmerie to amend the language difficulties faced by the trainees, requested the respondents to choose among five (5) options.

4.3.3.1. EOL1 trainees' answers

The following table summarises the responses given by the EOL1 trainees.

Table 15: EOL1 trainees' answers

Options	Frequency	Distribution %
We had special translators	6	15
We relied on our batch mates	12	30
We had special language courses	6	15
No actions were taken up by the National Gendarmerie	6	15
We had to manage by ourselves	10	25
Total	40	100%

This table reveals that out of the forty (40) EOL1 trainees, twelve (12) relied on their batch mates to help them overcome their language problems, which represents a percentage of 30% of the respondents. Ten (10) trainees confessed that they had to manage by themselves to tackle their language problems, which corresponds to 25%; six (6) admitted to have special translators while six (6) others said they had special languages courses whereas the last six (6)

said that no particular actions were taken neither by the National Gendarmerie nor by themselves, representing 15% respectively for each situation. This is the major barrier for EOL1 trainees who try to undergo a training in the National Gendarmerie corps.

4.3.3.2. FOL1 trainees' answers

Contrary to the EOL1 trainees, the FOL1 trainees had no language problems during the training, as almost every activity was carried out in the French language. The only problematic situation for them was the English language class, as mentioned in the table below.

Table 16: Answers provided by FOL1 trainees.

Options	Frequency	Distribution %
Nous avons des traducteurs et interprètes.	00	00
Nous nous fions à nos camarades de promotion.	30	73.17
Nous bénéficions des cours de langue spéciaux.	7	17.07
Aucune action n'était entreprise par la Gendarmerie Nationale.	1	2.43
Nous devrions nous débrouiller.	3	7.31
Total	41	100%

Without any surprise, thirty (30) FOL1 trainees said that they relied on their batch mates during English language classes, which corresponds to 73.17% of the respondent population. Seven (7), representing 17.07% of the respondents, admitted to have special courses to help them overcome their difficulties. Three (3) respondents said they had to manage by themselves during English language classes, and one (1) said the National Gendarmerie took no action, which represent percentages of 7.31 and 2.43% respectively.

4.3.4. First place of posting after training

The following question sought to find out the first region to which the respondents were posted after their training. Their answers are taken up in turn, according to their first official language.

4.3.4.1. First place of posting after training for EOL1 trainees

The first place of postings for EOL1 trainees, according to the administrative regions of the country, are presented in the table below:

Table 17: English-Speaking first place of postings

Regions	Frequency	Distribution %
Adamawa	1	2.50
Centre	22	55
East	1	2.50
Far North	2	5
Littoral	1	2.50
North	1	2.50
North West	2	5
South	1	2.50
South West	9	22.5
West	00	00
Total	40	100%

From these statistics, it can be observed that the majority of EOL1 NGS, twenty -two (22) to be precise, had the Centre Region as their first posting area, which corresponds to a percentage of 55% of the respondents. Nine (9) trainees out of the forty (40) were posted in the South West region for their maiden professional experience, corresponding to 22.50% of the population. Two (2) were sent to the Far North and two (2) others were posted in the North West, for a percentage of 5% respectively. In the same vein, one (1) was transferred to the Adamawa; to the South; to the North, to the East and to the Littoral respectively, for a percentage of 2.50% each. This means that your first official language is not a condition for postings, which is done at random, only with the intention of meeting up with the security challenges of the country. In other words, it is the number of men which matters, and not the official language they speak.

4.3.4.2. FOL1 trainees first place of posting after training

The first place of postings for FOL1 trainees is presented in the table below:

Table 18: FOL1 first place of posting

Regions	Frequency	Distribution %
Adamawa	1	2.43
Centre	18	43.90
East	4	9.75
Far North	00	00
Littoral	00	00
North	00	00
North West	3	7.31
South	1	2.43
South West	12	29.26
West	2	4.87
Total	41	100%

The table above indicates that out of forty-one (41) FOL1 NGS who took part to the study, eighteen (18), representing 43.90% of the population, were posted in the Centre Region for employment after their maiden training. In the same trend, twelve (12) were transferred to the South West, for a percentage of 29.26%; four (4) to the East, corresponding to 9.75%; three (3) to the North West, which corresponds to 7.31% of the population. Two (2) were transferred to the West, one (1) to the South, and one (1) to the Adamawa, representing 4.87% and 2.43% respectively.

4.3.5. Communication difficulties with civilians in the course of their duties

Later on, the issue of communication with civilians in the course of their duties was submitted to the respondents. The NGS, gave different points of view, as seen in the table below.

Table 19: NGS' communication difficulties with civilians.

Options	Frequency	Distribution %
Yes	54	66.67
No	27	33.33
Total	81	100 %

When observing these statistics, it is noticed that the majority of NGS, fifty-four (54) in all, faced communication difficulties with civilian public service users while working either in an English language dominant environment or in a French language dominant environment, which represents 66.67% of the total amount of the population. Twenty-seven (27) said they had no communication problems, which corresponds to 33.33% of the population. These results are equally represented in the diagram below.

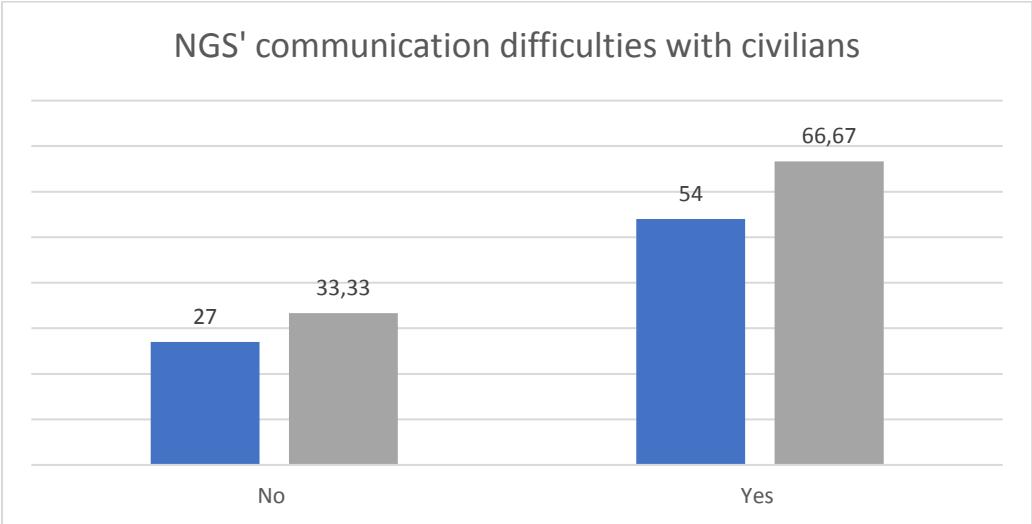


Chart 8: NGS’ communication difficulties with civilians

The responses given by NGS have been examined in details. These responses are presented in turn, starting with EOL1 NGS, followed by FOL1 NGS.

4.3.5.1. Communication difficulties of EOL1 NGS in the course of their duties

When next asked whether they faced language communication difficulties with civilian public service users when carrying out their duties, the EOL1 NGS provided different answers which are presented below:

Table 20: Communication difficulties of EOL1 NGS in the course of their duties

EOL1 NGS	Difficulties
Yaoundé unit	Yes, I faced difficulties when I had to approach some of my “chefs” to make a report, and when I had to talk with civilians.
Yaoundé unit	Yes, I am Anglophone, when you want to explain yourself, they will tell you ‘Gendarme is Français’, I was thus forced to express myself in French, whereas Cameroon is bilingual.

Yaoundé unit	Yes, I had difficulties interacting with the civilian when performing my duties. I could only rely on my colleagues to get or transmit information or instructions.
Yaoundé unit	I faced some language difficulties in the course of my duty; I was unable to communicate with population, even my mates.
Yaoundé unit	Yes, I faced some language difficulties in the course of my duty. Though I am bilingual, I did understand some subjects in French.
Yaoundé unit	Yes, I did, all procedures are being written in French and some EOL1 NGS face difficulties communicating with law terms in French.
Yaoundé unit	Yes, many gendarmes speak French and it is difficult for me to express myself in French. I try to do that but it is not easy.
Yaoundé unit	Yes I did, because I had to rely on my batch mates to do some duties and to have some information.
Yaoundé unit	Yes, writing and speaking in French were my problems.
Buea unit	Yes, because I am obliged to everything in French
Buea unit	Yes because “ <i>my chefs</i> ” expects me to do things I don’t understand due to language barriers.
Buea unit	Yes, I had a lot of difficulties expressing myself with my hierarchy and civilians.
Buea unit	Yes, I faced some language difficulties in the course of my duties because I was unable to communicate with the population.
Buea unit	Yes because we were on our own, abandoned.
Buea unit	Yes, I faced a lot of difficulties in expressing myself in French, I face difficulties working in places I have to do frequent communication just because of language problems

4.3.5.2. Communication difficulties faced by FOL1 NGS in the course of their duties

The answers of FOL1 NGS expressing their communication difficulties are presented in the table below:

Table 21 : FOL1 NGS' communication difficulties.

FOL1 NGS	Difficulties
Yaoundé unit	Oui, des difficultés de communication résultant de ma non maîtrise de la langue anglaise.
Yaoundé unit	Oui, les difficultés de communication lorsqu'un dirigeant ou un civil s'exprime uniquement en anglais.
Yaoundé unit	Oui, difficulté de la non maîtrise de la langue anglaise.
Yaoundé unit	Oui, difficultés de communication résultant de la non maîtrise de la langue anglaise.
Yaoundé unit	Oui, des difficultés de communication liées à la non maîtrise de la langue anglaise.
Yaoundé unit	Problèmes de communication à cause de la non maîtrise de la langue anglaise.
Yaoundé unit	Oui ! étant affecté en zone Anglophone, les échanges n'étaient pas faciles, je ne comprenais pas l'anglais.
Yaoundé unit	Oui, car la population s'exprime plus en Pidgin et en Anglais.
Yaoundé unit	Seulement en anglais quand il s'agit de m'exprimer dans cette langue, je suis obligé de mélanger avec le Pidgin.
Yaoundé unit	Oui, difficultés de communiquer en anglais, difficultés d'apprendre
Buea unit	Oui, j'ai des difficultés à m'exprimer en anglais.
Buea unit	On a parfois beaucoup de mal à communiquer avec la population qui s'exprime soit en anglais, soit en Pidgin English.
Buea unit	Oui, l'anglais et le Pidgin English.
Buea unit	Oui, nous ne nous exprimons pas en anglais.
Buea unit	Oui, des difficultés de communication avec les locaux, qui sont majoritairement Anglophones.
Buea unit	Oui, mais étant donné que j'ai été muté au Sud-Ouest qui est une zone Anglophone moi je suis Francophone, voilà donc ma difficulté.
Buea unit	Oui, les échanges avec la population qui est majoritairement Anglophone.
Buea unit	Oui, lorsque l'interlocuteur est d'expression anglaise.
Buea unit	Oui je rencontre des difficultés de communication lors de l'exercice de mes fonctions en anglais.
Buea unit	Oui pour communiquer avec les populations.

As it can be observed in this table, the majority of FOL1 NGS have problems when communicating with EOL1 civilian public service users. In addition, English as a course was also one of their major concerns during classes. This can explain why they face some problems today when communicating with the civilian public servant users. However, some respondents admitted not having any communication difficulty when carrying out their different missions, due to the fact that they are either bilingual or did their studies in the other official language, as it is illustrated in the following table:

Table 22: NGS who faced no communication difficulties

FOL1 NGS	Responses
Yaoundé unit	I have no language difficulties because I am bilingual.
Yaoundé unit	Although I am Anglophone, I don't have any communication problem because I can also express myself in English.
Yaoundé unit	No, I speak both languages.
Yaoundé unit	I have no difficulties in communication.
Yaoundé unit	No, I don't because I'm fast at learning any new word I hear I try to find the meaning in my google app translator.
Yaoundé unit	<i>Non je ne rencontre aucune difficulté de langue parce que je suis bilingue.</i>
Buea unit	I don't encounter any communication problems while carrying out my duties because I did my studies in both languages.

4.3.6.1. Actions taken by EOL1 NGS to resolve their language difficulties

Some EOL1 NGS proposed some solutions to resolve their language difficulties in the course of their duty. Their answers are presented in the table below:

Table 23: Actions taken by EOL1 NGS to resolve their language difficulties

EOL1 NGS	Proposals
Yaoundé unit	I use google translator, my translator app or I ask my colleagues or a bilingual person.
Yaoundé unit	As measures, I propose that leaders and superiors program courses in French and English in all the structures of the National Gendarmerie.
Yaoundé unit	Do research on internet to learn more.

Yaoundé unit	Associating with my colleagues right from training and the population as well.
Yaoundé unit	I tried using google translator and help from my colleague.
Yaoundé unit	I was usually helped by my francophone colleagues.
Yaoundé unit	By working and interacting with friends, that made me to improve my French.
Yaoundé unit	The actions I took was to get help from colleagues and practice with language translate books.
Yaoundé unit	I asked pure French-speaking comrades what the word means.
Yaoundé unit	We had to create some group studies.
Yaoundé unit	I try to approach many people of my trainers that when the trainers explain himself in French so that they can translate into English or they can help to express myself in French.
Yaoundé unit	I use a dictionary for better translation, I also try as much as possible to communicate and get corrected.
Buea unit	I simply cultivate myself.
Buea unit	Having a bilingual dictionary that was my solution.
Buea unit	Always try to do a translation at the same time the teacher is giving out notes.
Buea unit	I try studying French and also interacting with many Francophones, I put more effort in trying to speak the French language more than my first language.
Buea unit	Try to speak French more often than my first language.
Buea unit	I had to start creating friendship with French people just to learn. I started buying translation books, I also do frequent communication to master it well.
Buea unit	I am to learn and adapt with French language in order to communicate with the population.

4.3.6.2. Solutions proposed by FOL1 NGS to resolve their language difficulties

Some FOL1 NGS attempted to propose some solutions to resolve their language difficulties in the course of their duties. Their answers are presented in the table below:

Table 24: Solutions proposed by FOL1 NGS to resolve their language difficulties

FOL1 NGS	Proposals
Yaoundé unit	Au cas où je venais à être muté dans une zone où on ne parle que l'anglais, je me mettrai à l'école pour apprendre l'anglais.
Yaoundé unit	Je me mettrai à la lecture de l'anglais.
Yaoundé unit	Pour pallier à mes difficultés, je fais des cours de remise à niveau et je m'inscris aux cours de langue anglaise.
Yaoundé unit	Je préfère ne pas parler mais plutôt répondre en français.
Yaoundé unit	Je cherche des amis qui parlent la langue anglaise pour mieux apprendre.
Yaoundé unit	Je mène régulièrement des échanges avec les camarades qui parlent la langue anglaise, et je fais des recherches pour améliorer mon anglais.
Yaoundé unit	Je suis inscrit dans un centre d'apprentissage de la langue anglaise.
Yaoundé unit	Faire des cours de langue anglaise et je fais des recherches.
Buea unit	Je m'instruis continuellement en langue anglaise.
Buea unit	Pour mes problèmes individuels de langue, je m'instruis pour améliorer mon niveau de langue.
Buea unit	Je me rapproche des frères Anglophones pour pouvoir m'exprimer en anglais.
Beau unit	Je me forme en m'instruisant personnellement en langue anglaise.
Buea unit	Pour pallier à mes difficultés, j'ai téléchargé un traducteur anglais-français.
Buea unit	Je me fiais à nos camarades Anglophones et parfois on se débrouille en pidgin English.
Buea unit	Je me rapproche de mes camarades bilingues pour apprendre d'eux.

4.3.7. The effectiveness of Official Language Bilingualism in the National Gendarmerie

The next question sought to discover whether official language bilingualism was a reality within the National Gendarmerie Forces. Some said official bilingualism was a reality in the National Gendarmerie while others gave a different point of view, as seen in the table below.

Table 25: NGS' answers

Options	Frequency	Distribution %
Yes	16	19.75
No	65	80.24
Total	81	100

This table shows that out of the eighty-one (81) NGS respondents, sixty-five (65), representing 80.24% of the total amount of the population said bilingualism is far from being a reality within the National Gendarmerie Forces, while sixteen (16), corresponding to 19.75%, admitted that official language bilingualism is a reality within the National Gendarmerie Forces. These results are transposed in the diagram below.

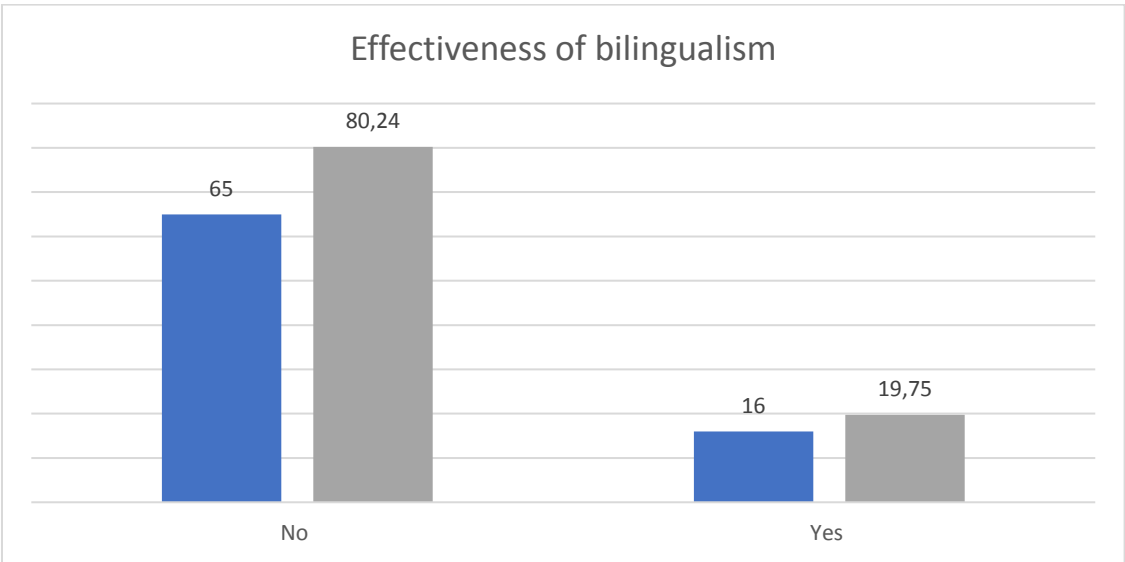


Chart 9: Effectiveness of Official language bilingualism within the National Gendarmerie Forces

In order to better assess these results, they are going to be examined separately, starting with the views of EOL1 NGS.

4.3.7.1. Appraisal by EOL1 NGS on the effectiveness of official language bilingualism within the National Gendarmerie Force

Some of the responses provided by EOL1 NGS concerning the practice of official language bilingualism within the National Gendarmerie Force are summarised in the table below:

Table 26: EOL1 NGS’ appraisal on the effectiveness of official language bilingualism in the National Gendarmerie

EOL1 NGS	Responses
Yaoundé unit	No. this is because of the fact that the National Gendarmerie is essentially a French Defence Force.
Yaoundé unit	No, official bilingualism is not reality in the National Gendarmerie Force, because the National Gendarmerie is all about French.
Yaoundé unit	It is not a reality. Why? Because most of our “chiefs” speak French thus English has less power in it.
Yaoundé unit	Not yet, because services and orders are being given in French, while the majority of us were Anglophones.
Yaoundé unit	No. most of the texts are in French. Most of the times the National Anthem is sung in French and all communications are in French.
Yaoundé unit	Not yet because all the letters, messages are being written in French.
Yaoundé unit	No, they say “ <i>the National Gendarmerie is a French force</i> ”, and if you don’t understand French it is your business.
Yaoundé unit	To a certain extent because some texts are still in French and the national anthem is always sung in French.
Yaoundé unit	No, because they told us that the National Gendarmerie is a pure French force.
Yaoundé unit	I don’t think that official bilingualism a reality in the National Gendarmerie Forces because several NGS do not speak English.
Buea unit	No, because bilingualism is not a reality in the National Gendarmerie Force where English language is not applied.
Buea unit	No, this is because all is done in French, so there is no bilingualism in the National Gendarmerie.
Buea unit	No, because it is not everybody who speaks English.
Buea unit	No because they do the training only in French.
Buea unit	No. In my training centre, my trainers refused to speak English language even when I try to express myself in English, they will tell you they are no ready to speak in English and the National Gendarmerie is a French force

Buea unit	No, in every office you get into, all you can hear is French language, making it difficult for English speaking NGS to be at ease
Buea unit	There is no bilingualism in the National Gendarmerie Forces, all reports and other documents are in the French language
Buea unit	No, because most, in fact all of the trainers are of French-speaking and most of them cannot even make a sentence in English

4.3.7.2. Appraisal by FOL1 NGS on the effectiveness of bilingualism within the National Gendarmerie Forces

Some of the answers provided by FOL1 NGS concerning the practice of official language bilingualism in the National Gendarmerie Force are summarized in the table below:

Table 27: Appraisal by FOL1 NGS on the effectiveness of bilingualism in the National Gendarmerie

FOL1 NGS	Appraisals
Yaoundé unit	Non, parce que durant mon temps passé au sein des Forces de la Gendarmerie, la langue la plus parlée est le français, peu de personnes parlent anglais durant leur travail.
Yaoundé unit	La pratique du bilinguisme officiel au sein de la GN n'est vraiment pas encore une réalité car plusieurs ne maîtrisent pas l'anglais.
Yaoundé unit	La pratique du bilinguisme officiel au sein de la Gendarmerie Nationale n'est pas encore vraiment une réalité, car il est difficile pour les hommes de parler français et anglais sans être formés.
Yaoundé unit	La pratique du bilinguisme officiel au sein de la Gendarmerie Nationale n'est pas encore une réalité, car il est difficile de trouver le personnel de cette force qui s'exprime en français et en anglais de manière courante.
Yaoundé unit	Le Cameroun est un pays bilingue, et nonobstant quelques difficultés énormes rencontrées, figurez-vous que jusqu'à l'heure actuelle les dispositions sur la pratique du bilinguisme n'ont jamais pris effet dans la Gendarmerie Nationale.

Yaoundé unit	Non, car les documents que nous recevons sont rédigés en français, les échanges même avec les camarades sont aussi en français.
Yaoundé unit	Non, car les messages et les rapports d'enquêtes sont fait uniquement en français, pour ne citer que ceux-ci.
Yaoundé unit	Le bilinguisme n'est pas encore une réalité dans la Gendarmerie Nationale car lors des différents stages, les cours sont dispensés en français, et dans les zones du Nord-Ouest et Sud-Ouest, les usagers sont obligés de faire recours aux traducteurs.
Buea unit	Non, tout simplement parce que la plupart de nos institutions sont francophones.
Buea unit	Non parce que la Gendarmerie Nationale est française.
Buea unit	Non car tous les documents sont en français.
Buea unit	Non, car la Gendarmerie Nationale nous laisse nous débrouiller seuls.
Buea unit	Non, parce que lors des stages, presque tous les cours sont dispensés en français.
Buea unit	Non, parce qu'à la Gendarmerie on ne parle que le français.
Buea unit	La pratique du bilinguisme officiel n'est pas encore une réalité car la formation de base se fait à plus de 90% en français, y compris les séminaires.

However, some NGS admitted that the practice of bilingualism is a reality within the National Gendarmerie Forces. Their answers are exposed in the table below. These answers are provided both by EOL1 and by FOL1 NGS.

Table 28: NGS who admitted that bilingualism is a reality in the National Gendarmerie

NGS	Responses
Yaoundé unit	Yes, official bilingualism is reality in the National Gendarmerie Forces because French and English are taught as subjects in National Gendarmerie schools and courses. However, much needs to be done to make it perfect like training more bilingual trainers, interpreters and terminologists.

Yaoundé unit	Yes, it is a reality, we have some courses which are being explained in English and we could write exams in the language we mastered the most.
Yaoundé unit	Yes, bilingualism is a reality in the National Gendarmerie in so far as we receive certain documents from the administration in English.
Yaoundé unit	Yes, because during the recruitment, both Anglophones and Francophones are selected.
Yaoundé unit	Yes, because the hierarchy makes the effort to produce the documents in French and English.
Buea unit	Yes, because everybody ends up speaking both languages.
Buea Eng	Yes, because during training in our units, we do it according to the language of the trainer.
Buea unit	Oui, parce que la majorité des Gendarmes s'expriment en français et en anglais.
Yde unit	Oui, car le taux de Gendarmes qui s'expriment dans les deux langues est croissant.
Yde unit	Oui, car beaucoup de Gendarmes, du fait de leurs affectations, deviennent bilingues au fil du temps.

4.3.8. Some suggestions made by the NGS to implement official language bilingualism within the corps

Finally, after having provided their views on a number of issues pertaining to the practice of official language bilingualism within the National Gendarmerie, the respondents were called upon to make some suggestions in order to bring about the implementation of official language bilingualism within the National Gendarmerie Force. They provided the responses which are presented below.

4.3.8.1. Suggestions made by EOL1 NGS to implement official language bilingualism within the National Gendarmerie Force

The suggestions proposed by the EOL1 NGS to promote official bilingualism within this corps are presented below:

Table 29: Suggestions made by EOL1 NGS to implement official language bilingualism within the National Gendarmerie corps

EOL1 NGS	Suggestions
Yaoundé unit	Insert English language lessons for Francophones and French language lessons for Anglophones.
Yaoundé unit	<ul style="list-style-type: none"> - Impose English language in all the structures of the National Gendarmerie. - Regularly convey messages in both languages.
Yaoundé unit	<ul style="list-style-type: none"> - First, our National Anthem should be sung in both languages - Secondly, we should have bilingual lecturers - Thirdly, we shouldn't just be comfortable in our language rather we should try and learn other languages.
Yaoundé unit	I suggest that in the Gendarmerie schools, both languages should continue to be encouraged.
Yaoundé unit	Official language bilingualism within the National Gendarmerie Forces in my opinion can be promoted by increasing the number of bilingual instructors and interpreters in National Gendarmerie schools.
Yaoundé unit	Constant use of English and French in the courses and schools.
Yaoundé unit	Use bilingual trainers.
Yaoundé unit	All official and unofficial texts and reports should be published in both languages. Translators should be trained within the National Gendarmerie to cover the entire country.
Yaoundé unit	Everything must be translated in both languages.
Buea unit	Encourage everybody, Anglophone or Francophones to practice official language bilingualism in the National Gendarmerie.
Buea unit	Encourage the practice of official language bilingualism, where everyone will gain either the knowledge of French or of English.
Buea unit	The learning process in the National Gendarmerie should be in both languages. It seems as if official language bilingualism in the National Gendarmerie is meant only for Anglophones, because if you

	can't speak and write French, you are going to fail in all examinations.
Buea unit	Always try to bring more English language teachers in all the training centres.
Buea unit	I suggest that there should be translators and English trainers in each gendarmerie post, to facilitate interactions with civilians.

4.3.8.2. Suggestions made by FOL1 NGS to implement official language bilingualism within the National Gendarmerie corps

The suggestions proposed by FOL1 NGS to promote official bilingualism within the National Gendarmerie Forces are presented below:

Table 30: Suggestions made by FOL1 NGS to implement official language bilingualism within the corps

FOL1 NGS	Suggestions
Yaoundé unit	Pour la génération future, il faudra déjà implémenter les cours bilingues dans le système éducatif afin qu'il y ait un système commun pour tous. À mon avis, il sera difficile pour un Gendarme qui a fait toutes ses études en français de s'en sortir facilement en langue anglaise.
Yaoundé unit	Organiser les concours de la Gendarmerie dans les deux langues.
Yaoundé unit	<ul style="list-style-type: none"> - Introduction de la journée du bilinguisme. - Rédaction des documents dans les deux langues.
Yaoundé unit	Considérer la langue anglaise
Yaoundé unit	Afin d'optimiser la pratique du bilinguisme au sein de la Gendarmerie, je suggère des permanences mixtes français-anglais pour faciliter les échanges avec les usagers.
Yaoundé unit	Les cours doivent être dispensés en français et en anglais.
Yaoundé unit	Pour optimiser la pratique du bilinguisme officiel au sein de la Gendarmerie Nationale au Cameroun, il faut dispenser des cours dans les centres d'apprentissage en français et en l'anglais.
Yaoundé unit	<ul style="list-style-type: none"> - Les cours doivent être dispensés dans les centres de formation

	- Intensifier les cours de remise à niveau en anglais et en français.
Yaoundé unit	Introduction des lois et textes en vigueur en français et en anglais.
Buea unit	Traduire les documents en anglais, former des traducteurs dans les différents stages.
Buea unit	- Rédiger les documents administratifs dans les deux langues. - Traduire tous les textes dans les deux langues.
Buea unit	Mettre l'accent sur les cours en anglais
Buea unit	Faire un recrutement spécial juste pour des personnes bilingues.
Buea unit	Mettre l'accent la pratique des deux langues à partir du centre de formation.

The presentation and analysis of NGS' questionnaire have revealed much information on the discrepancy between policy and practice of official language bilingualism within the National Gendarmerie. The majority of NGS face communication difficulties, especially when a FOL1 NGS works in and English language environment, and vice versa. They face communication difficulties not only among themselves, but also with the civilian public service users. It was interesting to discover that only trainees who were bilingual before joining the National Gendarmerie, did not face any language problems, neither during their training, nor during their duties.

4.4. The analysis of civilian public service users' questionnaire

After thorough analysis of NGS' questionnaire, the present section will focus on the civilian public service users' questionnaire. Thirty-seven (37) civilian public service users (CPSU) took part in the study, with twenty-five (25) FOL1 and twelve (12) EOL1. Their points of view on their collaboration with the National Gendarmerie Forces and on the practice of official language bilingualism in this corps are thus exposed. To better analyse the answers, the data will be treated separately, the data provided by EOL1 CPSU first, then the data of FOL1 CPSU second.

4.4.1. Languages used by civilian for interaction with the National Gendarmerie

When asked about the language they use to interact with NGS, the respondents had the choice among four languages namely English, French, Pidgin English and Camfranglais. Their answers are compiled in the table below.

Table 31: Languages used during interaction with the NGS

Option	Frequency	Distribution%
English	7	18.91
French	17	45.94
Pidgin English	4	10.81
Camfranglais	00	00
French and pidgin	2	5.40
English and French	3	8.10
French and Camfranglais	2	5.40
English and Pidgin	2	5.40
Total	37	100%

This table reveals an important aspect on the language used by civilians to interact with the NGS. The table shows that seventeen (17) CPSU, representing 45.95% of the respondents, use French for their interactions with the NGS. Seven (7), corresponding to 18.91%, assert they use English with NGS ; four (4) declare using Pidgin English to communicate with NGS, which corresponds to 10.81% of the respondents, while three (3) declare using both English and French to exchange with NGS, for a percentage of 8.10%. Two (2) respondents say they use French and Pidgin English, with NGS, two (2) others reported using English and Pidgin, while the last two (2) said they use French and Camfranglais to interact with NGS, representing 5.40% each of the total number of respondents. This general table is a revelation on the different languages spoken by CPSU when interacting with NGS. These languages are going to be analysed according to the first official language of the CPSU, as well as the linguistic environment in which they are found.

4.4.1.1. Languages used by Buea-based EOL1 civilians to interact with NGS

The languages used by Buea-based EOL1 civilians to address the National Gendarmerie forces are summarized in the table below:

Table 32: Languages used by Buea-based EOL1 civilians to interact with NGS

Option	Frequency	Distribution%
English	2	50
Camfranglais and Pidgin	1	25
English and Pidgin	1	25
Total	4	100%

According to this table, two (2) civilians use English language to address the NGS, which represents 50% of the respondents, while one (1) uses English and Pidgin English and the other one (1) use Camfranglais and Pidgin English to communicate with NGS, corresponding to 25% respectively.

4.4.1.2. Languages used by Yaoundé-based EOL1 CPSU to interact with NGS

The languages used by Yaoundé-based EOL1 civilian public service users to address the NGS are summarised in the table below:

Table 33: Languages used by Yaoundé-based EOL1 CPSU to interact with NGS

Option	Frequency	Distribution%
English	5	62.5
Pidgin English	2	25
English and French	1	12.5
Total	8	100%

Table 33 shows that five (5) respondents communicate in English with the NGS, which represents 62.5% of the population, two (2) use Pidgin English and one (1) argues using both English and French, for a percentage of 25 and 12.5% respectively. This data leads to examine the language used by the FOL civilian public service users.

4.4.1.3. Language used by Buea-based FOL1 CPSU to interact with NGS

The languages used by Buea FOL1 CPSU to address NGS are summarised in the table below:

Table 34: Language used by Buea-based FOL1 CPSU to address NGS

Option	Frequency	Distribution%
French	6	60
English	00	00
Pidgin English	1	10
French and pidgin	2	20
English and French	1	10
Total	10	100%

These statistics reveal a relevant fact on the language used by FOL1 civilians. Indeed, although being FOL1 and living in an English language dominant environment, the majority of these CPSU address NGS in the French language. Six (6), out of ten (10) of them communicate in French with NGS, which corresponds to 60% of the population. Two (2) mix French and Pidgin English to address NGS, representing 20% of the respondents. One (1) uses Pidgin English and another one (1) uses both English and French, which represents 10% respectively. However, it should be noted that no EOL1 CPSU uses English to address NGS, though they are in an English language dominated environment.

4.4.1.4. Languages used by Yaoundé-based FOL1 civilians to interact with NGS

The languages used by Yaoundé-based FOL1 civilians to address NGS are summarised in the table below:

Table 35: Language used by Yaoundé-based FOL1 CPSU to address NGS

Option	Frequency	Distribution%
English	00	00
French	10	66.66
English and French	3	20
French and Camfranglais	2	13.33
Total	15	100%

The table shows that ten (10) FOL1 civilians, representing 66.66% of the respondents, interact with NGS in French, which is obvious because they are in a French language dominant environment. Three (3) argue using both English and French, while two (2) others say they communicate in French and Camfranglais, corresponding to 20 and 13.33% respectively. However, none of the respondents admitted to use exclusively English language when addressing NGS. Thus, language poses a major communication problem between NGS and CPSU.

4.4.2. Impressions of CPSU after their interactions with NGS

The next question addressed to the CPSU respondents sought to verify whether they were satisfied after their interactions with NGS. Their answers are compiled in the table below.

Table 36: Impressions of civilians after their interactions with NGS

Options	Frequency	Distribution %
Yes	24	64.86
No	13	35.13
Total	37	100 %

Out of the thirty-seven (37) civilian respondents, twenty-four (24) admitted to be satisfied after exchanging with NGS, representing 64.86%. On the other hand, thirteen (13) respondents admitted to be dissatisfied after interacting with NGS, for a percentage of 35.13%.

4.4.2.1. Views of Yaoundé-based EOL1 CPSU after their interactions with NGS

The views expressed by Yaoundé-based EOL1 CPSU after exchanging with NGS are presented in the table below:

Table 37: Impressions of Yaoundé-based EOL1 CPSU after their interactions with NG

Options	Frequency	Distribution %
Yes	3	37.5
No	5	62.5
Total	8	100 %

In the above table, five (5) CPSU assert that they are not usually satisfied after exchanging with NGS, while three (3) claim the contrary, representing 62.5 and 37.5% respectively.

4.4.2.2. Impressions of Buea-based EOL1 CPSU after their interactions with NGS

The views of Buea-based EOL1 CPSU after exchanging with NGS are presented in the table below:

Table 38: Impressions of Buea-based EOL1 civilians after their interactions with NGS

Options	Frequency	Distribution %
Yes	2	50
No	2	50
Total	4	100

According to this table, two (2) civilians admitted be satisfied, while the two (2) others said the contrary, for a percentage of 50% respectively.

4.4.2.3. Impressions of Buea-based FOL1 CPSU after their interactions with NGS

The impressions of Buea-based FOL1 CPSU after exchanging with NGS are presented in the table below:

Table 39: Impressions of Buea-based FOL1 CPSU after interacting with NGS

Options	Frequency	Distribution %
Yes	8	80
No	2	20
Total	10	100

Eight (8) FOL1 CPSU admitted to be satisfied after discussing with NGS, while two (2) said that they were not satisfied, representing 80 and 20 % respectively.

4.4.2.4. Impressions of Yaoundé-based FOL1 CPSU after their interactions with NGS

The impressions of Yaoundé-based FOL1 civilians after communicating with NGS are revealed in the table below:

Table 40: Impressions of Yaoundé-based FOL1 civilians after communicating with NGS

Options	Frequency	Distribution %
Yes	11	80
No	4	20
Total	15	100

The above table reveals that eleven (11), out of fifteen (15) civilians are satisfied after communicating with NGS, while four (4) say they are not satisfied with the language exchange, corresponding to 80% and 20% respectively.

In a nutshell, these statistics show that only FOL1 CPSU are satisfied with their interactions with NGS. EOL1 face several difficulties when interacting with NGS, and they are therefore compelled to use different linguistics codes to be understood or to understand the NGS. The CPSU respondents were later asked about the measures that could be taken by the National Gendarmerie to tackle these language problems.

4.4.3. Measures proposed by CPSU to improve official language bilingualism communication difficulties with NGS

The next question asked to CPSU was to seek the measures to be taken by the National Gendarmerie to amend the official language bilingualism communication difficulties faced by civilian public service users. The thirty-seven (37) respondents gave different answers, which are presented in turn.

4.4.3.1. Measures proposed by EOL1 CPSU to improve the official language bilingualism communication difficulties they face with NGS

After discussing with NGS, the EOL1 CPSU were not very satisfied. They have made some proposals to amend the official language bilingualism barriers with NGS. Their proposals are presented in the table below:

Table 41: Proposals made by EOL1 civilians

EOL1 CPSU	Proposals
Yaoundé EOL1 CPSU	The National Gendarmerie needs to impose that every Cameroonian should be literate in the two official languages before integrating the corps.
Yaoundé EOL1 CPSU	I think that the need lies in posting EOL1 NGS in all the units, to help in communication difficulties with public service users.
Buea EOL1 CPSU	All NGS should speak English language.
Buea EOL1 CPSU	The personnel should speak English and French.
Buea EOL1 CPSU	THE National Gendarmerie should become a real bilingual institution by promoting both official languages.
Buea EOL1 CPSU	All NGS should try to master English language.

4.4.3.2. Proposals made by FOL1 CPSU to improve official language bilingualism communication difficulties with NGS

The proposals made by FOL1 civilians to improve official language bilingualism communication difficulties with NGS are summarised in the following table.

Table 42: Proposals made by FOL1 CPSU

FOL1 CPSU	Proposals
Buea FOL1 CPSU	<i>Avoir un langage plus souple pour être près de la population.</i>
Buea FOL1 CPSU	<i>Recruter un personnel ayant une bonne connaissance des deux langues.</i>
Buea FOL1 CPSU	<i>Recruter un personnel ayant une bonne connaissance dans les deux langues officielles du Cameroun.</i>
Buea FOL1 CPSU	<i>La Gendarmerie Nationale (GN) doit juste faire de son mieux pour écouter les usagers qu'ils soient d'expression française ou anglaise, parce que le Cameroun est bilingue.</i>
Buea FOL1 CPSU	<i>Être rigoureux et vérifier que toutes les conditions de la langue sont réunies pour recruter son personnel.</i>
Buea FOL1 CPSU	<i>Mettre un accent sur la pratique du bilinguisme.</i>
Yaoundé FOL1 CPSU	<i>Créer des écoles spécifiques de formation en langue française et en langues anglaise obligatoires pour tout le personnel de la GN.</i>
Yaoundé FOL1 CPSU	<i>La GN doit mettre à la disposition des usagers, des Gendarmes bilingues, car c'est très primordial.</i>
Yaoundé FOL1 CPSU	<i>Promouvoir la pratique du bilinguisme officiel à travers des séminaires de formation bilingue.</i>
Yaoundé FOL1 CPSU	<i>Former son personnel sur la bonne pratique des deux langues car certains Gendarmes ne parlent qu'une seule langue.</i>
Yaoundé FOL1 CPSU	<i>Je suggère de faire passer tous les Gendarmes, après leur formation pratique, par des cours et séminaires dans différents centres linguistiques.</i>
Yaoundé FOL1 CPSU	<i>Les Gendarmes devront être parfaitement bilingues.</i>

4.4.4. Appraisal by CPSU on the practice of official language bilingualism within the National Gendarmerie

Later on, CPSU were asked whether the practice of official language bilingualism was a reality within the National Gendarmerie Forces. Some responded by the affirmative, but the large majority answered with the negative, as represented in the table below.

Table 43: Appraisal by CPSU on the practice of official language bilingualism within the National Gendarmerie

Options	Frequency	Distribution %
Yes	11	29.72
No	26	70.27
Total	37	100 %

This table reveals that out of the thirty-seven (37) respondents, twenty-six (26) claimed that official language bilingualism is not yet a reality within the National Gendarmerie Force, corresponding to 70.27% of the responses, whereas eleven (11) admitted that the practice of official language bilingualism was a reality in the National Gendarmerie, which corresponds to 29.72% of the respondents. These results are transposed in the following diagram.

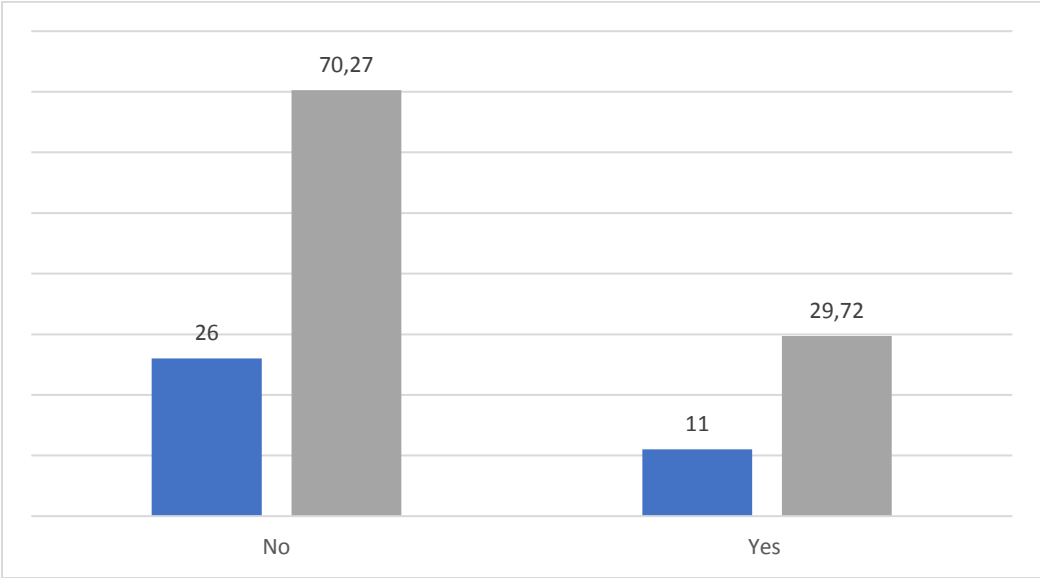


Chart 10: Appraisal of CPSU on the practice of official language bilingualism within the National Gendarmerie

4.4.4.1. Appraisal of EOL1 CPSU on the practice of official language bilingualism within the National Gendarmerie

The appraisal of EOL1 CPSU on the practice of official language bilingualism within the National are summarised in the table below.

Table 44: Appraisal of EOL1 civilians on the practice of official language bilingualism within the National Gendarmerie

EOL1 CPSU	Appraisals
Yaoundé CPSU	No, it’s not a reality. Not everybody is putting efforts to speak the two official languages.
Yaoundé civilian	As for me, I think no, it has to be imposed to every NGS because it is the brand of the country.
Buea civilian	No, they speak French.
Buea civilian	No, it is monolingual.
Buea civilian	They speak French and bad Pidgin.
Buea civilian	No, they know only French.
Buea civilian	No, it is Francophone.

However, some English-Speaking civilians declared that official language bilingualism was a reality in the National Gendarmerie Force. They opine that:

“Yes, because at one level, the NGS are doing their best to communicate with the public service users” (Buea CPSU).

“Yes it is a reality because NGS are communicating in both languages” (Yaoundé CPSU).

Although some civilians admitted that official language bilingualism is a reality, this view is not shared by all the respondents, as seen in the table above.

4.4.4.2. Appraisals of FOL1 CPSU on the practice of official language bilingualism within the National Gendarmerie

The appraisals of FOL1 CPSU on the practice of official language bilingualism within the National are presented in the table below.

Table 45: Appraisals of FOL1 CPSU on the practice of official language bilingualism within the National Gendarmerie

FOL1 CPSU	Appraisals
Yaoundé CPSU	Non, car à défaut de l'une des deux langues, certains Gendarmes font recours au Camfranglais.
Yaoundé CPSU	Non, car à défaut de s'exprimer en français et en anglais, certains éléments s'expriment en Camfranglais
Yaoundé CPSU	Non, car malgré les efforts observés au niveau des édifices, sur le plan oral il y a des efforts à faire.
Yaoundé CPSU	Non, car plusieurs fois je suis tombé sur des gendarmes qui ne parlaient qu'en anglais et l'échange n'a pas été facile.
Yaoundé CPSU	Non, car son personnel est très loin d'être bilingue.
Yaoundé CPSU	Pas vraiment, parce que les apprenants ne s'appliquent pas réellement sur les cours de 2 ^{ème} langue (anglais/français), pourtant le pays est bilingue.
Yaoundé CPSU	Pour le moment non, parce que la grande majorité de Gendarmes ont des problèmes pour s'exprimer dans les deux langues.
Buea CPSU	Non, car ayant une petite connaissance en anglais, lorsque j'essaie de m'exprimer en anglais avec un Gendarme, ce dernier semble ne rien comprendre.
Buea CPSU	Pas du tout, parce qu'il y a des zones où on s'exprime uniquement en anglais et c'est souvent difficile de nous écouter.
Buea CPSU	Non, parce que certains édifices ont des renseignements uniquement en l'une des deux langues.
Buea CPSU	Non, le bilinguisme officiel n'est pas encore une réalité dans la Gendarmerie Nationale.

Not all FOL1 respondents gave a negative answer on the appraisal of the effectiveness of official language bilingualism within the National Gendarmerie Force. Actually, some declared that it was a reality in the National Gendarmerie Force, as it can be observed in the table below.

Table 46: FOL1 CPSU with a positive appraisal of the practice of official language bilingualism in the National Gendarmerie

FOL1 CPSU	Appraisals
Buea CPSU	Oui, parce que la Gendarmerie Nationale regorge des éléments originaires des deux langues officielles et font des efforts de s'exprimer dans les deux langues.
Buea CPSU	Oui. En effet, je rencontre au quotidien des Gendarmes qui m'interpellent soit en anglais, soit en français et j'en suis satisfait.
Buea CPSU	Oui, parce qu'il y a un mélange des deux langues officielles.
Yaoundé CPSU	Oui, parce que le français et l'anglais sont des langues que l'on peut facilement apprendre et parler couramment sans aucune difficulté.
Yaoundé CPSU	Oui, on peut bien parler du bilinguisme dans la Gendarmerie car le bilinguisme c'est parler les deux langues officielles.
Yaoundé CPSU	Oui, car nous retrouvons soit l'anglais, soit le français au niveau des plaques.
Yaoundé CPSU	Oui, car les échanges se font soit en français, soit en anglais.
Yaoundé CPSU	Oui, car étant francophone je rencontre des Gendarmes d'expression anglaise qui échangent avec moi en français.

From these different appraisals, it can be concluded that the issue of official language bilingualism is still debatable within the National Gendarmerie Force as well as within the civilian population who are the public service users. That is why the CPSU were further asked to propose measures that have to be taken, in order to optimise the practice of official language bilingualism within the National Gendarmerie forces.

4.4.5. Proposals made by civilian public service users to optimize the practice of official language bilingualism within the National Gendarmerie Forces

After providing responses to the questions concerning the practice of official language bilingualism within the National Gendarmerie Forces, these civilian public service users were finally asked to make proposals which could enhance the practice of official language bilingualism within the National Gendarmerie, thereby bringing it closer to the population and

building confidence in each other. The proposals of these civilian public service users are presented in turn below.

4.4.5.1. Proposals made by EOL1 CPSU to optimize the practice of official language bilingualism within the National Gendarmerie Force

The solutions proposed by the EOL1 CPSU to boost the practice of official language bilingualism in the National Gendarmerie corps are summarised in the table below:

Table 47: Some proposals made by English-Speaking civilian

EOL1 CPSU	Proposals
Yaoundé CPSU	They have to oblige all NGS to learn both English and French languages in the training schools.
Yaoundé CPSU	I think they should impose the teaching of both languages during trainings.
Yaoundé CPSU	They should be compelled to speak English and French.
Buea CPSU	Impose both languages.
Buea CPSU	Be really bilingual.
Buea CPSU	Become bilingual.
Buea CPSU	Courses should be taught in French and English by both teachers.

4.4.5.2. Proposals made by FOL1 civilians to optimize the practice of official language bilingualism within the National Gendarmerie Force

The solutions proposed by FOL1 civilians in order to boost the practice of official language bilingualism in the National Gendarmerie are summarized in the table below.

Table 48: Some proposals made by French-Speaking civilian

FOL1 CPSU	Proposals
Yaoundé CPSU	Pour optimiser la pratique du bilinguisme en son sein, la Gendarmerie Nationale peut selon moi créer des différents groupes d'apprentissage de langues française et anglaise.
Yaoundé CPSU	Toujours promouvoir les deux langues officielles, ne jamais choisir une et laisser l'autre.
Yaoundé CPSU	Toujours booster le moral des éléments à la pratique du bilinguisme officiel.
Yaoundé CPSU	Promouvoir les activités liées au bilinguisme.

Yaoundé CPSU	Encourager la pratique du bilinguisme à travers des actions sociales et des activités ludiques.
Yaoundé CPSU	Développer et élargir des cellules de traduction et d'interprétariat au sein des unités de la Gendarmerie Nationale.
Yaoundé CPSU	Recycler davantage les gendarmes sur la pratique du bilinguisme au sein et en dehors de la Gendarmerie Nationale
Yaoundé CPSU	Proscrire l'usage du Camfranglais au sein de la Gendarmerie Nationale.
Yaoundé CPSU	<ul style="list-style-type: none"> - Des formations approfondies en les deux langues ; - Instaurer des journées dédiées à la pratique des deux langues.
Yaoundé CPSU	Etablir des cours obligatoires et séminaires parce que le bilinguisme permet de faciliter la communication entre deux personnes.
Buea CPSU	Organiser des journées de bilinguisme au sein de la Gendarmerie Nationale.
Buea CPSU	Favoriser la pratique du bilinguisme à travers les textes.
Buea CPSU	Recruter des traducteurs et interprètes.
Buea CPSU	Former le personnel à travers les mécanismes de bilinguisme.
Buea CPSU	Recruter des formateurs bilingues spécialistes au sein des institutions.
Buea CPSU	Créer un centre pilote linguistique par institution est nécessaire. Créer une structure au sein des états-majors Légions. Celle-ci sera chargée du renforcement des capacités dans ce domaine.

4.5. Secondary data analysis

The documents used in this study are archives stored in the major units under study, which are made up of all the official documents that have been emitted or received in these two major units of the National Gendarmerie during the period considered for this research, that is, from January 2017, to December 2023. For the present study, a total of fifty-eight thousand two hundred and fifty-four (58.254) documents were consulted, forty-one thousand eight hundred and ninety-nine (41.899) in the First Group of Mobile Squadrons of Yaoundé and sixteen thousand three hundred and fifty-five (16.355) from South West National Gendarmerie Legion in Buea, as illustrated by the following table.

Table 49: Total amount of secondary data

Option	Frequency	Distribution %
Yaoundé Mobile Squadrons	41,899	71.92
Buea Legion	16,355	28.08
Total	58254	100

As it can be observed, 71.92% of the documents originate from the Yaoundé Mobile Squadrons and 28.08% were from the Buea Legion. These results are equally compiled in the diagram below.

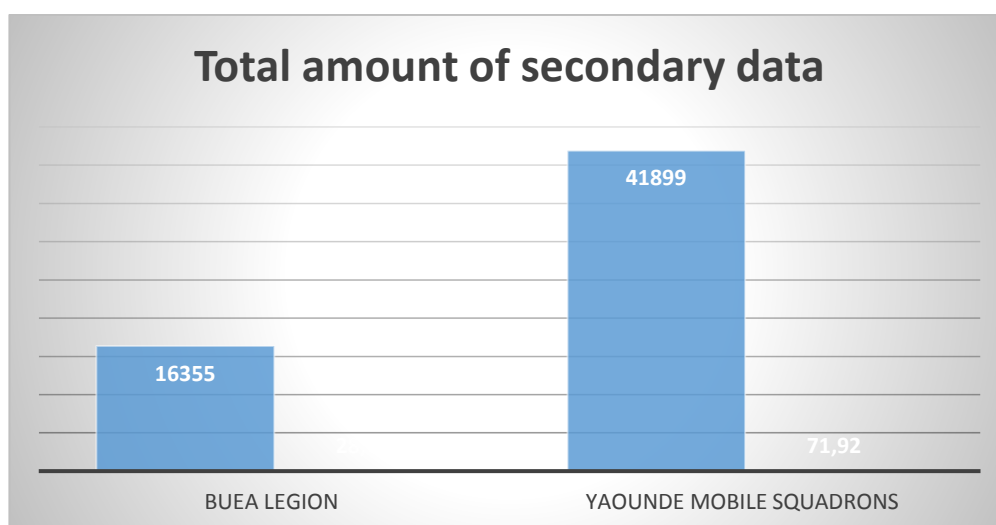


Chart 11: Total amount of secondary data

These documents are going to be analysed in turn, starting by the Yaoundé Mobile Squadrons, then the Buea Legion.

4.5.1. The Yaoundé First Group of Mobile Squadrons

In the first major unit, the First Group of Mobile Squadrons based in Yaoundé, six different piles of archived documents were examined. The results are compiled in the table below.

Table 50: Archives from Yaoundé First Group of Mobile Squadrons

Language documents	Frequency	Distribution%
French	41870	99,93%
English	29	0,07%
Bilingual	0	0%
Total	41899	100%

According to these statistics, forty-one thousand eight hundred and ninety-nine (41,899) documents were identified in the Yaoundé First Group of Mobile Squadrons. Among these documents, forty-one thousand eight hundred and seventy (41,870), representing 99.90% of the total archives were in French, only twenty-nine (29), corresponding to 0.9% were in English language. However, none of the documents were bilingual, as portrayed in the following diagram.

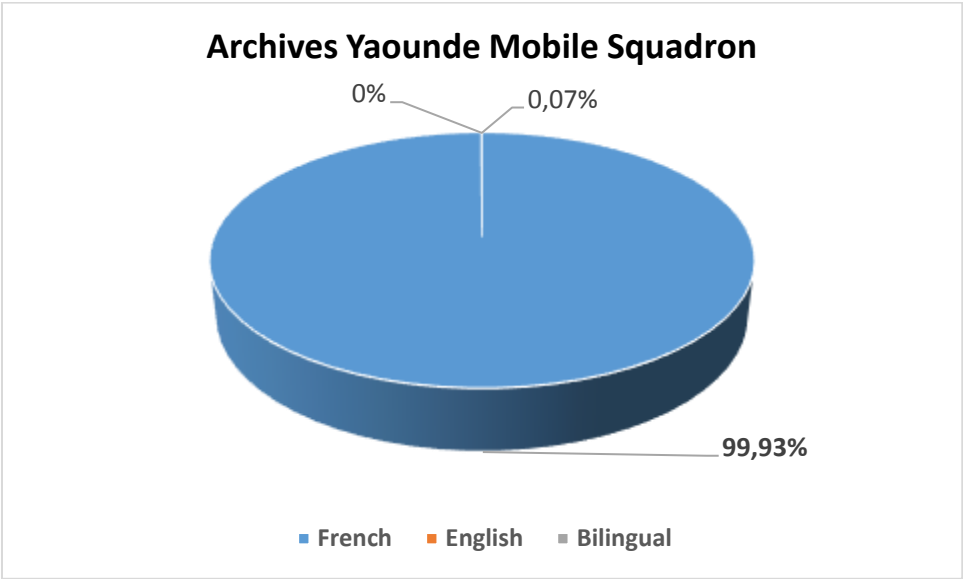


Chart 12: Archives from the First Group of Mobile Squadrons

The majority of these archive documents are compiled in the table below.

Table 51: Archives of a unit in a French dominant environment

N°	TYPE OF DOCUMENTS	QUANTITY	ENG	FRE	BIL
01	Documents from hierarchy	12681	11	12.670	//
02	Documents to hierarchy	20730	8	20.722	//
03	Documents from subordinate units	4232	//	4.232	//
04	Documents to subordinate units	3512	//	3.512	//
05	Documents from collaterals and civilians	502	5	497	//
06	Documents to collaterals and civilians	242	5	337	//
TOTAL		41899	29	41.870	//
PERCENTAGE		100%	00.07 %	99.93%	00%

This table does not only show that French is practically the only the language of exchange of documents used in this unit, but most important, it shows that there is no written nor archived evidence of the practice of official language bilingualism within this unit during the period ranging from 2017 up to 2023. It should be mentioned here that a document with a bilingual letterhead is not considered a bilingual document. In addition, a monolingual document is not a bilingual document. This result is summarised in the figure below.

4.5.2. Data from the South West National Gendarmerie Legion

In the second major unit, the headquarters of the South West Gendarmerie Legion based in Buea, six different piles of archives were examined. The results are shown in the table below.

Table 52: Archives from the South West Gendarmerie Legion

Language documents	Frequency	Distribution%
French	15485	94,68%
English	870	5,32%
Bilingual	0	0
Total	16355	100,00%

The table reveals that out of the sixteen thousand three hundred and thirty-five (16,335) documents from the South West Legion, fifteen thousand four hundred and eighty-five (15,485) documents were in French language, which corresponds to 94.79%; eight hundred and seventy (870) were in English, representing 5.32% of the archives. Just as the Centre Legion, there are no bilingual document in the archives, as represented below.

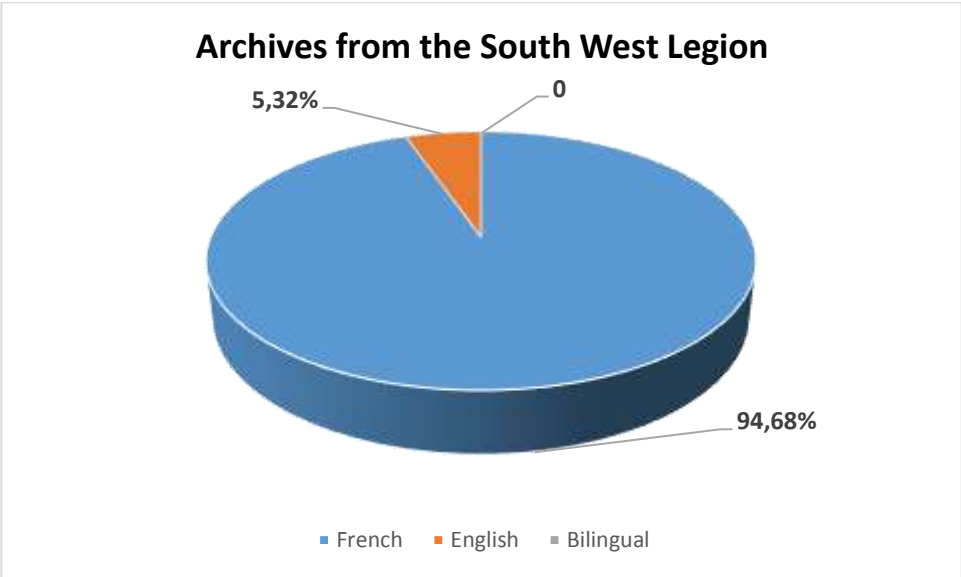


Chart 13: Archives from the South West Legion

These results are compiled in the table below:

Table 53: Document analysis of the National Gendarmerie

N°	TYPE OF DOCUMENTS	QUANTITY	ENG	FRE	BIL
01	Documents from hierarchy	2805	30	2775	//
02	Documents to hierarchy	3690	19	3671	//
03	Documents from subordinate units	4200	//	4200	//
04	Documents to subordinate units	3150	//	3150	//
05	Documents from collaterals and civilians	1135	434	701	//
06	Documents to collaterals and civilians	1375	387	988	//
TOTAL		16355	870	15485	//
PERCENTAGE		100%	3.4 %	96.6%	00%

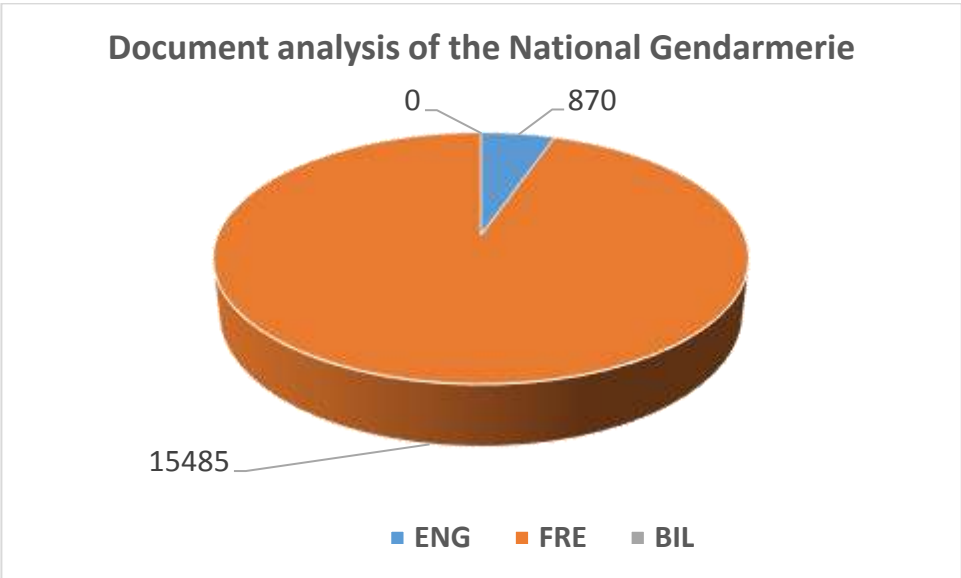


Chart 14: Document analysis of the National Gendarmerie

This table also shows that French is practically the only official language of this major unit, although it is based in an Anglophone environment. In addition, and most important, it shows that there is no archived evidence of the practice of official language bilingualism within this unit during the period ranging from 2018 up to 2023. As indicated earlier, a document with a bilingual letterhead is not considered a bilingual document. In addition, a monolingual document is not a bilingual document. These figures are transposed in the figure below.

The above data obtained from the document analysis in search of evidence of the practice of official language bilingualism in the two major units of the National Gendarmerie under examination, shows that the policy of official language bilingualism is yet to be practiced in the National Gendarmerie, as exposed by archives of written documents examined, thereby

proving the existence of a discrepancy between policy and practice of official language bilingualism in the National Gendarmerie.

Conclusion

In this chapter, we presented, analysed and discussed\$ the collected data through questionnaires, interviews, observation/participant observation, and document analysis constitutes the core of this research work. The novelty of this research is illustrated in this chapter, not only with NGS, but also from the reactions of civilian public service users who had to pass judgement on the practice of official language bilingualism by NGS and the institution. The research questions presented in chapter 1 were all reviewed in this chapter to assess how far they have been adequately addressed.

**CHAPTER FIVE:
SUMMARY OF FINDINGS, RECOMMENDATIONS
AND SUGGESTIONS FOR FURTHER RESEARCH**

Introduction

The purpose of this study was to examine the discrepancy observed between policy and practice of official language bilingualism within the National Gendarmerie Force in Cameroon. To this end, two main theories were summoned: the Communication Accommodation Theory (CAT), propounded by Giles (1973) and the Governmentality Theory of Michel Foucault (1978). Thus, the present section of the work highlights the main findings from the analysis of all data instruments undertaken in the present study. More precisely, section 6.1 provides a summary of the whole research; section 6.2 gives a summary of the main findings; section 6.3 verifies research questions and the hypotheses; section 6.4 proposes some recommendations and section 6.5 makes some suggestions for further research.

5.1. Summary of the study

The present research work is made up of five chapters. The first chapter of the study, entitled “Preliminary considerations”, lays down the foundation of the study by presenting the background of the study, by stating the research problem, by asking the research questions, by elaborating the hypotheses, by stating the aim of the work, by giving its relevance, by limiting the scope of the study, by presenting the methodology used to examine the research problem and by defining the key terms. This chapter also presents an overview of the Cameroonian linguistic landscape, starting by tracing the history and origin of official language bilingualism in Cameroon and language policy and planning. The chapter ends with the presentation of the origin and evolution of the National Gendarmerie, a French elite corps, until its advent into Cameroon as a colonial heritage, and its adaptation to the Cameroonian context. The missions of this corps, which are both military and civilian, are then presented. The last section of this chapter presents an outline of the study’s chapters.

Chapter two is labelled “Theoretical considerations and literature review”. In this chapter, the two theories that constitute the framework of analysis are highlighted: the Governmentality Theory of Foucault (1978) and the Communication Accommodation Theory (CAT) propounded by Giles (1973). Each of these theories are examined in detail, giving their backgrounds as well as their principles and methods. Governmentality theory was summoned in this research mostly in the case of the comprehension of the language policy in Cameroon and its implementation. It seems as if there is a moment of policy programming and another moment for its implementation. Even more, the people who conceive the policies are not always the very ones who implement them. As concerns the CAT, researchers have used it to analyse

communication among ethnic groups, gender, media, health, intergenerational groups, and so forth. The main focus in this study is on how CAT has been used to analyse communication in organisations, focusing on the National Gendarmerie. Concerning literature review, relevant works related to official language bilingualism in Cameroon have been explored and their relevance to this research explored. In the majority of works, official language bilingualism is studied in different domains such as education and society, whereas the present study focusses on its practice within the National Gendarmerie.

Chapter three presents the methodology of the study. This study uses two research designs namely survey and case study, in order to have a better insight on the practice of official language bilingualism within the National Gendarmerie Forces. The sampling techniques, the methods of data collection and analysis, some ethical considerations and finally the difficulties encountered during this research are clearly exposed in order to ensure the credibility of the results obtained by the study.

Chapter four tackles data analysis and interpretation. The descriptive statistical method is used to classify the NGS and civilians' answers on the practice of official language bilingualism within the National Gendarmerie into tables, bar and pie charts. The analysis reveals that the practice of official language bilingualism is not a reality within the National Gendarmerie Forces, since NGS gave an 80% negative answer, while civilians gave a 70% negative response, making an average of 75% negative answer. In other words, this clearly means that the evaluation of the practice of official language bilingualism in the National Gendarmerie today is 25% as concerns oral expression. As for the written, version, there was no proof of the practice of official language bilingualism in the National Gendarmerie units examined in this research. French drowned English in the French language dominant environment (99.3 %) and also in the English language dominant environment (96.6%). There was no trace of a bilingual document. That is why most NGS face difficulties to communicate not only with their colleagues, but also with the civilian public service users as well. The data has been presented in both English and French, as returned by the respondents.

The fifth chapter is entitled "Summary of findings, recommendations and suggestions for further research". In this chapter, the researcher provides justifications derived from the research on why official language bilingualism is not yet practiced as prescribed by the constitution within the National Gendarmerie Forces. It has been revealed that it is due to the lack of a compelling official language bilingualism policy in the National Gendarmerie, the lack of translators and interpreters; the absence of bilingual trainers; the absence of internal

organs to implement and control official language bilingualism in this institution, and the absence of compensatory incentives that will boost NGS to practice official language bilingualism that there is this discrepancy. Until today, official language bilingualism still remains a utopia in the National Gendarmerie corps.

5.2. Summary of findings

This section summarises and discusses into details the main findings of this research, as well as it presents possible solutions to the discrepancy between policy and practice of official language bilingualism within the National Gendarmerie corps.

5.2.1. Reasons for the non-implementation of official language bilingualism within the National Gendarmerie corps

All along the analysis, it has been discovered that several reasons account for the discrepancy between policy and practice of official language bilingualism within the National Gendarmerie Force. Among these causes, we can cite:

5.2.1.1. Cultural resistance

Based on the fact that the National Gendarmerie is a French military corps at its origin, there is a strong cultural resistance within the National Gendarmerie Force to adopting a new language, as is the case with official language bilingualism in Cameroun. This happens especially in organisations with long-standing traditions of operating in a single language. Most of the time, the majority of operations, either with the hierarchy or civilians, are carried out in French. To back up these statements, EOL1 NGS have provided the following answers:

EOL1 NGS Yaoundé *“No, this is because of the fact that the National Gendarmerie is essentially a French Defence Force”;*

EOL1 NGS Yaoundé *“No, official language bilingualism is not a reality in the National Gendarmerie Force, because the National Gendarmerie is all about French”;*

EOL1 NGS Yaoundé *“No, because they told us that the National Gendarmerie is pure French”;*

EOL1 NGS Yaoundé *“No, they say ‘National Gendarmerie is a French force’, if you don’t understand French it’s your business”.*

In addition, it is ingrained in the mentality of most NGS that bilingualism is a matter of EOL1 personnel only, and the FOL1 persons do not have to make any effort. They posit that a single language can streamline command and control, reducing the risk of misunderstandings

that could arise from language barriers between the army and the civilians. This is even evident as the appellation has been copied word verbatim from French into English “Gendarmerie”. However, this belief has been discarded by this study because some FOL1 have also complained having problem communicating with their colleagues or with EOL1 CPSU.

5.2.1.2. Failure by the State to implement a proper policy of official language bilingualism within the National Gendarmerie Forces

It has been observed all along the study that the government is not taking proper actions to define a clear policy of official language bilingualism in the National Gendarmerie. Most of the trainees have to rely on themselves or their batch mates to cover up their language shortages during their training or when performing their duties.

EOL1 NGS Buea *“No, in every office you get into, all you can see is French language, making it difficult for English-speaking citizens to be at ease.”*

In addition, the majority of written documents like announcements, service notes and reports are done in the French language. For example, fifteen thousand four hundred and eighty-five (15.485) documents are in French, while eight hundred and seventy (870) documents are in English, with no bilingual document available in the archives of the South West National Gendarmerie Legion. This situation is even worse in the First Group of Mobile Squadrons in Yaoundé, where forty-one thousand eight hundred and seventy documents (41.870) are in French, while twenty-nine (29) documents are in English, and there is no bilingual document. More so, at the level of the trainings, no particular measures are taken by the National Gendarmerie to encourage the practice of official language bilingualism, as the majority of trainees admitted that French was their only medium of training. Furthermore, there are no existing National Gendarmerie internal policies which prescribe the practice of official language bilingualism, making it very difficult to implement its immediate practice without significant changes to existing regulations. In other words, these failures show that there is a clear lack of will

5.2.1.3. Perception, necessity and priorities

This research has permitted to reveal that official language bilingualism is not an absolute necessity neither for the government nor the National Gendarmerie, especially as its primary language, French, is widely understood within the corps, and the National Gendarmerie generally operates in this language. This corps instead gives priority to other areas such as technological equipment, the purchase of anti-riot and war weapons that will curb any uprising

or contestations of government decisions and especially strategic planning, over language learning, language acquisition and the practice of official language bilingualism. However, it has been proven that language is a helpful asset in the battlefield.

5.3. Verification of research questions and hypothesis

The main objective of this study was to examine the discrepancy between policy and practice of official language bilingualism within the National Gendarmerie Force; the reasons accounting for this discrepancy, as well as proposing solutions to equate practice to policy. Firstly, this study has shown that bilingualism is not yet a reality within the National Gendarmerie Force due to the reasons mentioned above.

5.3.1. Research questions review

Research question 1 was coined in order to find out the causes of the discrepancy observed between policy and practice of official language bilingualism within the National Gendarmerie Force, and to find out the measures that have been taken by the National Gendarmerie to amend the situation. Its main purpose was to get the causes of this discrepancy observed in the practice of official language bilingualism, both from NGS and civilian public service users, and to obtain through questionnaires, interviews and observation/participant observation measures to amend the situation.

The data collected both from NGS and CPSU show that the National Gendarmerie as an institution has not taken into consideration the practice of official language bilingualism. Being at the origin a French institution, no visible effort has been made to admit English language into the corps, not to talk of bring it at the level of parity with French. In addition, the people who command the National Gendarmerie demonstrate a clear lack of will in the practice official language bilingualism in the National Gendarmerie. Being a DSF, comprised of disciplined soldiers, just a mere order from hierarchy will instantly make the practice of official language bilingualism a reality in the National Gendarmerie. In addition, the respondents in the interviews also made reference to the monolingual French institution. By handling these two main causes of the discrepancy observed between policy and practice of official language bilingualism within the National Gendarmerie, this corps will become a perfect example of the practice of official language bilingualism. This will permit NGS and civilian public service users to have more confidence in addressing this corps.

In addition, among the five options that were submitted to the respondents in the questionnaire, the dominant answer was that the trainees mostly relied on their batch mates in

order to tackle the language difficulties they faced, representing a percentage of 52%. This response was followed by the one in which the trainees admitted having extra language classes, and special translators, representing 16% and 8% respectively. A considerable number of trainees revealed that they were left on their own, representing 16%, and the last group of trainees said that the National Gendarmerie took no particular measures for them, representing 8%. The interviewees all admitted that the practice of official language bilingualism is not promoted as it should in the National Gendarmerie, while observation/participant observation reveals that there are no internal structures within the National Gendarmerie, aimed at the promotion of the practice of official language bilingualism. It is obvious that the National Gendarmerie should include official language bilingualism as one of its recruitment criteria. In addition, it should make sure that the training is carried out equally in the two official languages, with the presence of translators and terminologists.

➤ **Review of research question 2**

The second Research question was interested in investigating the languages that are used during the training of NGS. To answer this question, in addition to the two official languages, two lingua francas (Pidgin English, Camfranglais), and two combinations of languages were proposed.

The statistics obtained from the questionnaire show that French is the main language used during the training of NGS, representing 83.95%, followed by English language with 7.4%, a combination of English and French at 7.4% and a combination of English and pidgin at 1.23%.

The fact that French is the dominant language during the training creates conditions that render inevitable the discrepancy observed between policy and practice of official language bilingualism in the National Gendarmerie. By training the NGS in French, this language is hereby endorsed as the main language of this corps, thereby relegating English language to the second class, and going against the prescriptions of the constitution as well as the policy of official language bilingualism in Cameroon.

Review of research question 3

Research question 5 was to find out the possible solutions that could be applied in order to implement the prescribed practice official language bilingualism within the National Gendarmerie Force. Solutions were requested from the NGS and civilian public service users

by means of a questionnaire; and from the interviewees. The observation/participant observation chapter also provides contributions to this research question.

The most proposed solution from NGS is the imposition of English and French as the training languages, with equal status, that is, each subject is taught in the two languages. This proposal was followed by the one of having only bilingual trainers, who could communicate in both official languages. More so, the proposal of having all documents available in both languages was also made. Finally, some NGS proposed the availability of translators, interpreters and terminologists throughout the training and the career of NGS.

The interviewees requested that there should be an institutional control of the practice of official language bilingualism within the National Gendarmerie, based on political and hierarchy wills. This was the view also adopted by observation/participant observation, who add that incentives to compensate official language bilingual NGS could boost its practice.

➤ **Review of research question 4**

Research question 6 was interested in showing how official language bilingualism could improve the performance of NGS in the field. In fact, as a military force with civilian missions, stationed all over the country where it has to gather intelligence and guarantee peace and security, NGS should be able to communicate conveniently in both official languages. Official language bilingualism will improve the performances of NGS because it will permit them to build confidence in the community by at least communicating with them in the official language dominant in each environment, or any official language any civilian public service user is speaking.

In addition, the NGS who will attend courses out of the country will also be able to understand at least two of the international languages that will be used during the course. In this case, the Cameroonian NGS often become the translator/interpreter for the other course mates, thereby giving him credits from the trainers, recognition from his peers and personal satisfaction for having served others.

5.3.2. Verification of hypothesis

The first hypothesis of this study which posits that the causes of the discrepancy observed between policy and practice of official language bilingualism in the National Gendarmerie are both institutional and human is relevant. All along the study, it has constantly been seen that neither the government, nor the National Gendarmerie as an institution are taking

any action to define and encourage a clear policy for the practice of official language bilingualism within this corps. In addition, NGS themselves, from hierarchy to subordinates, are not willing to take compelling decisions which will make practice to match policy. NGS have to rely either on themselves or their trainee colleagues, in order to help them overcome their language difficulties. This issue can be addressed by amendments at these two levels. Moreover, it has been observed that the majority of the NGS are resistant to English language. It is ingrained in the mentality of most NGS that bilingualism is a matter of EOL1 speakers only, and that the FOL1 speakers do not need to make any effort.

EOL1 NGS Buea *“It seems as if bilingualism in the National Gendarmerie is meant only for Anglophones, because if you can’t speak and write French, you are going to fail in all examinations”*

FOL1 NGS Yaoundé : *“Il faut considérer la partie Anglophone”*

FOL1 NGS Yaoundé : *“Non, car les messages, les rapports d’enquêtes sont faits uniquement en français, pour ne citer que ceux-ci”*

So, it can therefore be concluded that the discrepancy between policy and practice of official language bilingualism in the National Gendarmerie are attributable to both the institution and the NGS themselves. In addition the National Gendarmerie has not made any effort to encourage the practice of official language bilingualism within its institution has also been verified and confirmed throughout the study. No commission has been established for the promotion of official language bilingualism within the National Gendarmerie Forces. In addition, no law nor order has been passed to encourage the practice of official language bilingualism within this corps. More so, no reward nor compensation is given to NGS who are proficient in both official languages.

The second hypothesis which posits that French is the main medium of learning in the National Gendarmerie is equally true. This is because almost everything is done in the French language, from training, to examinations, reports and the majority of official documents, as illustrated by the following statements:

EOL1 NGS Buea *“No. In my training centre, my trainers refused to speak English language. When I try to express myself in English, they will tell me that they are not ready to speak in English and that the National Gendarmerie is a French force”*.

EOL1 NGS Yaoundé *“No, they say ‘National Gendarmerie is a French force’, if you don’t understand French, then it’s your business”*.

EOL1 NGS Buea *“It seems as if bilingualism in the National Gendarmerie is meant only for Anglophones, because if you can’t speak and write French, you are going to fail in all examinations”*.

In addition, the secondary data obtained from the archives shows a drowning majority of French written documents over English written documents (99.3%), even in an English language dominant environment (96.6%).

The third hypothesis which advocates that the National Gendarmerie can encourage the practice of official language bilingualism by recruiting bilingual citizens, carrying out bilingual training, promoting and controlling the practice of official language bilingualism within its structure, and by compensating official language bilingual NGS has also been verified. By making official language bilingualism one of the recruitment conditions into this corps, and carrying out the trainings in both official languages, the discrepancy observed between policy and practice will be erased. In addition, the promotion and control of the practice of official language bilingualism can best be done by the proper structures of the National Gendarmerie. Thence, compensations can be given out to the most proficient NGS who practice this policy, in terms of appointments, career evolution and even financial bonuses.

The fourth hypothesis which states that official language bilingualism can improve the performances of the National Gendarmerie has also been confirmed. Established in a bilingual country and endowed with both military and civilian missions, the National Gendarmerie is at the heart of the security process which will bring about peace and tranquility in the country. The practice of official language bilingualism will erase stereotypes, end prejudice, improve communication, create familiarity and bring about opportunities which will make the National Gendarmerie more performant.

5.4. Recommendations

Taking into account the results obtained from data analysis, it is suitable to address the following recommendations to the National Gendarmerie Force in order to foster the practice of official language bilingualism in this institution. Practicing official language bilingualism in the National Gendarmerie involves a strategic approach that encompasses recruitment, training, practice, control, policy development and cultural integration.

The first recommendation addressed to the National Gendarmerie is to actively recruit bilingual trainers in the training centres, especially those fluent in both official languages,

relevant to the current and future missions of the National Gendarmerie, in order to provide a balanced training to the present and future trainees.

Secondly, the National Gendarmerie should make official language bilingualism proficiency a recruitment criterion into the corps. Recruiting proficient official language bilingual citizens will ease communication during training and throughout the career of the NGS, wherever they will be posted.

The third recommendation is that the National Gendarmerie should develop comprehensive language training programs, tailored to military needs, including technical vocabulary and cultural nuances. It should incorporate language training into basic training programs to ensure that all recruits have foundational understanding of both official languages and provide continuous language education opportunities for active personnel, including advanced courses immersion programs.

The fourth recommendation is to recruit translators, interpreters and terminologists, to translate all National Gendarmerie documents into both official languages. Moreover, the National Gendarmerie should equip its field units with translation tools and resources to facilitate communication either with the hierarchy or with civilian public service users.

The fifth recommendation is that the National Gendarmerie should offer incentives such as bonuses, professional promotions and appointments to important positions, award of certifications or additional training opportunities to NGS who demonstrate proficiency in both official languages. By so doing, it will encourage the practice of official language bilingualism within its institution.

Sixthly, the National Gendarmerie should establish a clear language policy which promotes and supports the practice of official language bilingualism. This can be done by the creation of internal promotion and control commission, which will establish guidelines for language use in official communications and operations. This commission will be able to regularly assess from within, the effectiveness of language training programs and make adjustments based on feedback and operational needs as well as establish channels for soldiers to provide feedback on language training and its applicability in real situation scenario for a better follow up. If taken into account, the National Gendarmerie will absolutely put official language bilingualism to another level in its institution.

5.5. Suggestions for further research

The results obtained in this study attempted to shed light on the discrepancy between policy and practice of official language bilingualism within the Cameroonian National Gendarmerie Force. This dissertation is not an exhaustive piece of work. Further studies can still be undergone in this domain. The present analysis can be expanded in one hand to the entire Defence Forces (DF), that is, the National Gendarmerie, the Army, the Air Force, and the Navy; and in the other hand to the Security Forces (SF), that is the National Gendarmerie and the National Police Forces. These will surely produce other results.

Furthermore, a comparative study of the practice of official language bilingualism can be done between the DF and the SF. This study will inevitably rely on the missions of these two corps to determine their various practices of official bilingualism and thereby carrying out a comparative study: the DF are aimed at fighting external enemies who are not compelled to be bilingual, while the SF are aimed at maintaining peace and security inside the country where all its citizens should be bilingual.

In addition, researchers can examine the language contact phenomena in the National Gendarmerie training centres, especially as concerns the pidgin developed by trainees to ease communication amongst themselves. This research which is inciting because its impact is already being felt in the society with expressions like “*Tirer le coup*”, (To have sex), “*Couper l’air*” (To flee) etc. will go a long way to explain language contact phenomena in a profession which already has a rich vocabulary. This will lead to the production of a glossary of such terms and expressions.

More so, during an inquiry in a National Gendarmerie unit, the taking of notes are obligatory in every hearing. These notes will yield to reports that trace the entire investigations. This is a domain worthy of investigation. The researcher will want to know what happens when a suspect is questioned in both regions, say in the case of a burglary. The questions here will probably be: In what language is the report written? Does the language of the environment determine the language of the report? Is this practice appreciated by the population? Is there any prejudice in being heard in a different language? And so forth.

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APPENDICES

REPUBLIQUE DU CAMAROUN
PAIX- TRAVAIL- PATRIE
.....
PRESIDENCE DE LA REPUBLIQUE
.....
MINISTERE DE LA DEFENSE
.....
GENDARMERIE NATIONALE



REPUBLIC OF CAMEROON
PEACE- WORK - FATHERLAND
.....
PRESIDENCY OF THE REPUBLIC
.....
MINISTRY OF DEFENCE
.....
NATIONAL GENDARMERIE

MESSAGE- PORTE

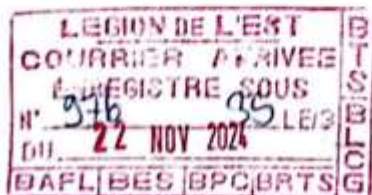
ORIGINE : SED/CGN

DESTINATAIRES :
- COLEGION CENTRE
- COLEGION SUD-OUEST
- **INTERESSE**

I N F O :
- MINDEF (ATCR)
- DCC/GN (SUIVI)
- COM RG 1
- DES/GN
- DP/GN

TEXTE N° 2024003257 /4-MP/GN/280 DU 11 NOV 2024 XX

OBJET XX AUTORISATION DE RECHERCHE XX HVFC XX SED /CGN AUTORISE
PERSONNEL OFFICIER CI-APRES XX COLONEL NNOKO NGIDE DIVINE XX
ETUDIANT A FACULTE DES ARTS LETTRES ET SCIENCES HUMAINES UNIVERSITE
DE YAOUNDE 1 XX A EFFECTUER DES RECHERCHES DANS VOS FORMATIONS
RESPECTIVES XX DANS CADRE DE LA PRATIQUE DU BILINGUISME OFFICIEL AU
SEIN DE LA GENDARMERIE NATIONALE XX ET FIN. /-



Galax ETOGA

RÉPUBLIQUE DU CAMERO UN
Paix – Travail – Patrie
UNIVERSITÉ DE YAOUNDÉ I

REPUBLIC OF CAMEROON
Peace – Work – Fatherland
UNIVERSITY OF YAOUNDE I

FACULTÉ DES ARTS, LETTRES
ET SCIENCES HUMAINES

FACULTY OF ARTS, LETTERS
AND SOCIAL SCIENCES

DÉPARTEMENT D'ÉTUDES
BILINGUES



DEPARTMENT OF BILINGUAL
STUDIES

RESEARCH AUTHORISATION

Dear Sir/Madam,

Kindly give any assistance you can to **NNOKO Divine NGIDE**, registration number 22K698. He is a research student in the Department of Bilingual Studies in the University of Yaoundé I, working on the topic "Official Language Bilingualism in Cameroon: Discrepancy between Policy and Practice in the National Gendarmerie".

Thanks for your cooperation.

The Head of Department

Valentine N. Ubanako
Professor

GENDARMES' QUESTIONNAIRE

Dear Gendarmes,

Thank you for participating to our study. The present questionnaire aims at analyzing the practice of official bilingualism in the National Gendarmerie. Thus, you are called upon to answer a series of questions related to the practice of official bilingualism in the National Gendarmerie. It is therefore obvious that you have not been chosen at random. You are requested to be as objective and as sincere as possible while answering the questions, for your responses will be treated with utmost confidentiality. By accepting to fill this questionnaire, you are also participating to our study, and we will be forever thankful to you.

1. Please precise your gender. Are you a :

(i) Male (ii) female

2. What is your age range?

A- 15-20 B- 20-25 C- 25-30 D- 30-35 E- 40 and above.

3. You are a Cameroonian of :

A. English expression B. French expression

4. In which year did you join the National Gendarmerie ? 2019 (26 August)

5. In which language (s) was your training carried out ?

(i) Camfranglais (ii) Pidgin English
 (iii) French (iv) English

6. Did you face language difficulties during your training? If yes, can you tell us more?

Yes, that was at the beginning of my formation, especially during class hours, instructions and commandement, but as time when I was already speaking and hearing it, all in French language.

7. Which measures were taken by the National Gendarmerie to cover up those difficulties ?

- We had special translators and interpreters
- We relied on our batch mates
- We had special language courses
- No actions were taken up by the National Gendarmerie
- We had to manage on ourselves.

8. To which region were you transferred after your training?

Adamawa	Centre ✓	East	Far North	Littoral
North	North-West	West	South-West	South

9. Do you face some language difficulties in the course of your duties? If yes, can you tell us more?

Yes, I never knew how to present myself in french, to express myself when ever there is a situation at the post (Report) difficulties in explanation.

10. Which specific actions do you take to cover up those difficulties?

I give the information direct, I only write; I also try to explain in french, I just have to adapt.

11. According to you, is official bilingualism a reality in the National Gendarmerie Forces?

Can you justify your answer?

I Dont know, can't say I know

12. Which suggestions can you make to promote the practice of official bilingualism among the National Gendarmerie Forces?

English + should be spoken

THANK YOU FOR YOUR COLLABORATION!

QUESTIONNAIRE POUR GENDARMES

Chers Gendarmes,

Nous vous remercions infiniment pour votre participation à notre étude. L'objectif principal de ce questionnaire est d'analyser les éléments liés à la pratique du bilinguisme officiel au sein de la Gendarmerie Nationale. Ainsi, une série de questions vous seront posées en relation avec les différentes langues parlées au sein de la Gendarmerie Nationale. Soyez rassurés car vos réponses et votre identité resteront entièrement confidentielles. En acceptant de remplir ce questionnaire, vous participez de manière significative à notre étude et nous vous en serons infiniment reconnaissants.

.....
S'il vous plait veuillez après lecture de ces questions, ne cocher que les réponses qui vous semblent le plus appropriées.

1. Veuillez préciser votre genre, s'il vous plait : Homme Femme
2. Dans quelle tranche d'âge vous situez-vous ?
A- 15-20 B- 20-25 C- 25-30 D- 30-35 E- 40 et plus
3. Vous êtes camerounais d'expression :
A. Française B. Anglaise.
4. En quelle année avez-vous rejoint les forces de la Gendarmerie ? 2013
5. Quelle a été votre langue de formation ? (Vous pouvez choisir plus d'une réponse si nécessaire)
 - Français
 - Anglais
 - Pidgin English
 - Camfranglais
6. Avez-vous rencontré des difficultés liées à la langue au cours de votre formation ? Si oui, lesquelles ?
Non !

7. Quelles dispositions ont été prises par la Gendarmerie pour pallier ces difficultés linguistiques ?
 - Nous avons des traducteurs et interprètes
 - Nous nous fions à nos camarades promotionnaires
 - Nous bénéficions des cours des langues
 - Aucune disposition n'était prise par la Gendarmerie
 - Nous devrions nous débrouiller tout seul

8. Dans quelle région avez-vous été muté(e) après votre formation ?

Adamaoua	Centre	Est	Extrême Nord	Littoral
Nord	Nord-Ouest	Ouest	Sud-Ouest	Sud ✓

9. Rencontrez-vous des difficultés de communication lors de l'exercice de vos fonctions ? Si oui, lesquelles ?

Oui. Difficultés de communication puisqu'un dirigeant s'exprime uniquement en anglais.

10. Quelles dispositions individuelles prenez-vous pour pallier ces difficultés ?

Pour pallier à ces difficultés : s'inscrire dans un centre d'apprentissage à la langue anglaise.

11. Pouvez-vous dire que la pratique du bilinguisme officielle au sein de la Gendarmerie soit une réalité ? Justifiez votre réponse.

La pratique du bilinguisme officielle au sein de la GN n'est vraiment pas encore une réalité car il est difficile des hommes de la GN de parler l'Anglais et le Français couramment.

12. Quelles propositions pouvez-vous suggérer afin d'optimiser la pratique du bilinguisme officielle au sein de la Gendarmerie Nationale au Cameroun ?

Pour optimiser la pratique du bilinguisme officielle au sein de la GN au Cameroun : IL faut dispenser les cours dans les centres d'apprentissage en Français et en Anglais.

MERCI POUR VOTRE BONNE COLLABORATION !

QUESTIONNAIRE POUR LES USAGERS

Chers usagers,

Nous vous remercions infiniment pour votre participation à notre étude. Dans le but de consolider le lien Armée-Nation tel qu'édicté par le Chef de l'Etat, permettez-nous humblement de vous soumettre ce questionnaire. L'objectif principal étant d'analyser les éléments liés à la pratique du bilinguisme officiel au sein des Forces de la Gendarmerie Nationale. Ainsi, une série de questions vous seront posées en relation avec les différentes langues utilisées au cours de vos différents échanges avec les personnels de la Gendarmerie Nationale. Soyez rassurés que vos réponses et votre identité resteront entièrement confidentielles. En acceptant de remplir ce questionnaire, vous participez de manière significative à notre étude et nous vous en sommes infiniment reconnaissants.

S'il vous plaît veuillez après lecture de ces questions, ne cochez que les réponses qui vous semblent les plus appropriées.

1. Veuillez préciser votre genre, s'il vous plaît : Homme Femme
2. Dans quelle tranche d'âge vous situez-vous ?
A- 15-20 B- 20-25 C- 25-30 D- 30-35 E- 40 et plus
3. Vous êtes camerounais d'expression :
A. Française B. Anglaise.
4. Veuillez préciser votre ville JAOUHA et quartier de résidence ETAUDI
5. En quelle(s) langue(s) se font vos généralement échanges avec la Gendarmerie ? (vous pouvez choisir plus d'une réponse)
(i) Français (ii) Anglais (iii) Pidgin English (iv) Camfranglais
6. Etes-vous satisfait de vos échanges sur le plan linguistique ?
A. Oui B. Non
7. Que doit faire la Gendarmerie pour améliorer cette situation ?

Créer des écoles spécifiques de formation en langue française et anglaise obligatoire pour tout le personnel.

8. D'après vous, peut-on parler de bilinguisme officiel au sein des Forces de la Gendarmerie Nationale ?
Pourquoi ?

Non. Car à défaut de l'une des deux langues certains gendarmes font recours au camfranglais.

9. Que doit faire la Gendarmerie Nationale pour optimiser la pratique du bilinguisme officiel en son sein ?

Développer et élargir des clubs de traduction et d'interprétation au sein des unités.

QUESTIONNAIRE POUR LES USAGERS

Chers usagers,

Nous vous remercions infiniment pour votre participation à notre étude. Dans le but de consolider le lien Armée-Nation tel qu'édicté par le Chef de l'Etat, permettez-nous humblement de vous soumettre ce questionnaire. L'objectif principal étant d'analyser les éléments liés à la pratique du bilinguisme officiel au sein des Forces de la Gendarmerie Nationale. Ainsi, une série de questions vous seront posées en relation avec les différentes langues utilisées au cours de vos différents échanges avec les personnels de la Gendarmerie Nationale. Soyez rassurés que vos réponses et votre identité resteront entièrement confidentielles. En acceptant de remplir ce questionnaire, vous participez de manière significative à notre étude et nous vous en sommes infiniment reconnaissants.

S'il vous plaît veuillez après lecture de ces questions, ne cochez que les réponses qui vous semblent les plus appropriées.

1. Veuillez préciser votre genre, s'il vous plaît : Homme Femme
2. Dans quelle tranche d'âge vous situez-vous ?
A- 15-20 B- 20-25 C- 25-30 D- 30-35 E- 40 et plus
3. Vous êtes camerounais d'expression :
A. Française B. Anglaise.
4. Veuillez préciser votre ville JAOUNDE et quartier de résidence BIJEMASSI
5. En quelle(s) langue(s) se font vos généralement échanges avec la Gendarmerie ? (vous pouvez choisir plus d'une réponse)
(i) Français (ii) Anglais (iii) Pidgin English (iv) Camfranglais
6. Etes-vous satisfait de vos échanges sur le plan linguistique ?
A. Oui B. Non
7. Que doit faire la Gendarmerie pour améliorer cette situation ?

8. D'après vous, peut-on parler de bilinguisme officiel au sein des Forces de la Gendarmerie Nationale ?
Pourquoi ?

Non. Car à défaut de s'exprimer en Français et en Anglais. Certains éléments s'expriment en Camfranglais

9. Que doit faire la Gendarmerie Nationale pour optimiser la pratique du bilinguisme officiel en son sein ?

recruter davantage les Gendarmes sur la pratique du bilinguisme au sein et en dehors de la gendarmerie Nationale.

QUESTIONNAIRE POUR GENDARMES

chers Gendarmes,

Je vous remercie infiniment pour votre participation à notre étude. L'objectif principal de ce questionnaire est d'analyser les éléments liés à la pratique du bilinguisme officiel au sein de la Gendarmerie Nationale. Ainsi, une série de questions vous seront posées en relation avec les différentes langues parlées au sein de la Gendarmerie Nationale. Soyez rassurés car vos réponses et votre identité seront entièrement confidentielles. En acceptant de remplir ce questionnaire, vous participez de manière significative à notre étude et nous vous en serons infiniment reconnaissants.

.....
Il vous plaît veuillez après lecture de ces questions, ne cocher que les réponses qui vous semblent les plus appropriées.

1. Veuillez préciser votre genre, s'il vous plaît : Homme Femme
2. Dans quelle tranche d'âge vous situez-vous ?
A- 15-20 B- 20-25 C- 25-30 D- 30-35 E- 40 et plus
3. Vous êtes camerounais d'expression :
A. Française B. Anglaise.
4. En quelle année avez-vous rejoint les forces de la Gendarmerie ? 2022
5. Quelle a été votre langue de formation ? (Vous pouvez choisir plus d'une réponse si nécessaire)
 - Français
 - Anglais
 - Pidgin English
 - Camfranglais
6. Avez-vous rencontré des difficultés liées à la langue au cours de votre formation ? Si oui, lesquelles ?
Aucune difficultés lié à la langue.
7. Quelles dispositions ont été prises par la Gendarmerie pour pallier ces difficultés linguistiques ?
 - Nous avons des traducteurs et interprètes
 - Nous nous fions à nos camarades promotionnaires
 - Nous bénéficions des cours des langues
 - Aucune disposition n'était prise par la Gendarmerie
 - Nous devrions nous débrouiller tout seul

8. Dans quelle région avez-vous été muté(e) après votre formation ?

Adamaoua	Centre	Est	Extrême Nord	Littoral
Nord	Nord-Ouest	Ouest	Sud-Ouest X	Sud

9. Rencontrez-vous des difficultés de communication lors de l'exercice de vos fonctions ? Si oui, lesquelles ?

oui ; communiquer avec les locaux

10. Quelles dispositions individuelles prenez-vous pour pallier ces difficultés ?

me rapprocher de mes camarades bilingues pour apprendre d'eux

11. Pouvez-vous dire que la pratique du bilinguisme officielle au sein de la Gendarmerie soit une réalité ? Justifiez votre réponse.

oui car beaucoup de gendarmes du fait de leur affectation deviennent bilingue au fil du temps

12. Quelles propositions pouvez-vous suggérer afin d'optimiser la pratique du bilinguisme officielle au sein de la Gendarmerie Nationale au Cameroun ?

mettre l'accent sur les instructions en anglais

MERCI POUR VOTRE BONNE COLLABORATION !

8. Dans quelle région avez-vous été muté(e) après votre formation ?

Adamaoua	Centre	Est	Extrême Nord	Littoral
Nord	Nord-Ouest	Ouest	Sud-Ouest	Sud

9. Rencontrez-vous des difficultés de communication lors de l'exercice de vos fonctions ? Si oui, lesquelles ?

NON Car la population est à majorité francophone

10. Quelles dispositions individuelles prenez-vous pour pallier ces difficultés ?

pour mes problèmes individuelles de langue
je me instruis pour améliorer mon niveau en anglais

11. Pouvez-vous dire que la pratique du bilinguisme officielle au sein de la Gendarmerie soit une réalité ? Justifiez votre réponse.

Non mais les entêtes de certains documents administratifs de la GNI qui sont en français et en anglais tout le reste du document est en français car c'est une loi qui permet tout d'abord de ce fait la GNI n'est pas bilingue.

12. Quelles propositions pouvez-vous suggérer afin d'optimiser la pratique du bilinguisme officielle au sein de la Gendarmerie Nationale au Cameroun ?

* Que les documents soient rédigés dans les deux langues.

* Qu'on mette un accent sur la pratique des deux langues à partir des centres de formation.

MERCI POUR VOTRE BONNE COLLABORATION !

QUESTIONNAIRE POUR GENDARMES

Chers Gendarmes,

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S'il vous plaît veuillez après lecture de ces questions, ne cocher que les réponses qui vous semblent le plus appropriées.

1. Veuillez préciser votre genre, s'il vous plaît : Homme Femme
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 - Français
 - Anglais
 - Pidgin English
 - Camfranglais
6. Avez-vous rencontré des difficultés liées à la langue au cours de votre formation ? Si oui, lesquelles ?

En général non mais lorsqu'on faisait des cours d'anglais ou qu'un cadre d'expression Anglaise nous parlait je ne comprenais pas

7. Quelles dispositions ont été prises par la Gendarmerie pour pallier ces difficultés linguistiques ?
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GENDARMES' QUESTIONNAIRE

Dear Gendarmes,

Thank you for participating to our study. The present questionnaire aims at analyzing the practice of official bilingualism in the National Gendarmerie. Thus, you are called upon to answer a series of questions related to the practice of official bilingualism in the National Gendarmerie. It is therefore obvious that you have not been chosen at random. You are requested to be as objective and as sincere as possible while answering the questions, for your responses will be treated with utmost confidentiality. By accepting to fill this questionnaire, you are also participating to our study, and we will be forever thankful to you.

1. Please precise your gender. Are you a :

(i) Male

(ii) female ✓

2. What is your age range?

A- 15-20

B- 20-25

✓ C- 25-30

D- 30-35

E- 40 and above.

3. You are a Cameroonian of :

✓ A. English expression

B. French expression

4. In which year did you join the National Gendarmerie ? 2017

5. In which language (s) was your training carried out ?

(i) Camfranglais

(ii) Pidgin English

✓ (iii) French

(iv) English

6. Did you face language difficulties during your training? If yes, can you tell us more?

Yes I faced some difficulties such as language barrier. I am an Anglophone of origin and I was trained using French language so it was difficult for me adapt with the commanding words.

7. Which measures were taken by the National Gendarmerie to cover up those difficulties ?

- We had special translators and interpreters
- We relied on our batch mates
- We had special language courses
- No actions were taken up by the National Gendarmerie
- ✓ • We had to manage on ourselves.

8. To which region were you transferred after your training?

Adamawa	Centre	East	Far North	Littoral ✓
North	North-West	West	South-West	South

9. Do you face some language difficulties in the course of your duties? If yes, can you tell us more?

Yes i did faced language difficulties in the course of my duties because i was unable to communicate with the population

10. Which specific actions do you take to cover up those difficulties?

I am trying to learn and adapt with the French language in order to communicate with the population even though it is easy.

11. According to you, is official bilingualism a reality in the National Gendarmerie Forces?

Can you justify your answer?

NO Bilingualism is not a reality in the National Gendarmement force because English language is not applied in the force

12. Which suggestions can you make to promote the practice of official bilingualism among the National Gendarmerie Forces?

I will suggest that English language should be implorently implemented during the training and in different aspects in the National Gendarmement force.

THANK YOU FOR YOUR COLLABORATION!