

CALL FOR CONTRIBUTIONS

THEME: THE TEACHING/LEARNING OF CHINESE IN SECONDARY SCHOOLS IN CAMEROON: CURRENT STATE, CHALLENGES AND PERSPECTIVES

Background

The spread of the teaching and learning (T/L) of Chinese throughout the world in general and in Cameroon in particular is a result of China's rapid economic development and the important role it plays in international relations. Formally the preserve of the Chinese Linguistic Center (1995-2007) and later of the Confucius Institute (2007-2008), the teaching and learning of Chinese in Cameroon extended to secondary schools through the Higher Teacher Training College (HTTC) of the University of Maroua which launched a training program for local Chinese language teachers in 2008. Thirteen years later, it is necessary to take a retrospective look into the field in order to appreciate the challenges faced by secondary school teachers and learners; from policies related to the discipline (the subject and procedural knowledge) through institutional prescriptions (curricula) to paradigmatic change (from the Objective Based Approach to the Competency-Based Approach) as well as on the need to adapt classroom practices to the learning context.

This stock taking exercise is necessary as it will not only help to improve educational programs and classroom practices, but also to place the Chinese language at the heart of the individual and collective development of its learners and by extension that of Cameroon. This collective effort intended for teachers, pedagogic inspectors and researchers, will offer diachronic and synchronic insights on the planning and the T/L of Chinese in the Cameroonian linguistic landscape and on classroom practices with the objective of addressing weaknesses and reinforcing strengths.



AREAS OF RESEARCH

The contributions will help to bring together different viewpoints from both researchers in foreign language teaching and those in the field (teachers, educational facilitators, inspectors, etc.) who are confronted with the challenge of navigating between institutional and pedagogic requirements on a daily basis. This work will also put experiences of these actors to test. Based on the issues at stake and the sensitivity of contributors, scientific positions can move towards refutation, identification of limits, questioning or even the extension of pre-existing work. Contributions in three languages (Chinese, French and English) shall respect APA standards (6th edition) and may fall into but not limited to one of the following areas:

Axis 1: Pedagogic-didactic planning of Chinese as a Non-Official Foreign Language (NOFL)

- 1) History of the Chinese language in Cameroon secondary or middle schools.
- 2) Promotion of the Chinese language and culture: overview, stakes and prospects (instruments and actions of the Chinese government, the Confucius Institute, cultural events, scholarships etc.), Stakes: geostrategic, economic, cultural, linguistic competition
Perspectives: proposed strategies for increasing the number of Chinese learners
- 3) Analysis of Chinese language programs in secondary schools (pedagogic approach, teaching teams, theoretical evaluation of the structure of programs, analysis grid for Chinese programs, review, perspectives);
- 4) Planning the didactic sequence for the teaching/learning of Chinese in secondary schools (definition of the concept of didactic sequence, stages of planning, example of a didactic sequence, limits, perspectives);
- 5) Evaluation of Chinese textbooks used in secondary schools (functions of a textbook, general criteria for evaluating a textbook, criteria adopted by the textbook approval council, critical evaluation of the strengths and weaknesses of Chinese textbooks, prospects);
- 6) Crafting a teaching statement/course outline for a Chinese lesson (theoretical framework: definition, function, stage of a lesson under the competency-based approach; practical



framework: typologies of lessons, examples of teaching statements/course outline, critical analysis of some course outlines used in secondary school, limits, remediation strategies;

Axis 2: Classroom Practices

- 7) Reading, identifying and writing of characters: a Chinese puzzle (existing methods, limits, recommendations);
- 8) Teaching/learning of grammar: methods and techniques
- 9) Teaching/learning of Chinese culture and civilization: methods and techniques
- 10) Teaching/learning acts of communication: methods and techniques
- 11) Teaching/learning of translation
- 12) Testing systems for the teaching/learning of Chinese in secondary schools (diagnostic evaluation, formative evaluation, summative/ certificate evaluation, specificity of integration, structures of oral and written tests);
- 13) Classroom management (definition, infrastructure related problems, mixed classes, overcrowding, management of materials, classroom language and “teacher’s talk”, space management, discipline);
- 14) Digitalization in the teaching/learning of Chinese (definition, types of media, tutorials, experience of Distance Education, limits, perspectives).

Important dates

- Publication of the call for contributions: January 15, 2025
- Deadline for the submission of abstracts of approximately 100 words and bibliographic references: February 15, 2025
- Notification of authors on the acceptance/rejection of proposals: March 2, 2025
- Reception of fully written articles (between 15 pages and 18 pages maximum for articles in French or English, 8000 to 13000 characters for those written in Chinese.): April 3, 2025
- Return to authors after review by editorial committee: April 15, 2025
- Reception of revised articles April 30, 2025 and forwarding to the scientific committee for expertise
- Return of manuscripts to authors after scientific review: May 15
- Reception of revised articles: May 30, 2025



- Publication: June 15, 2025

Author Instructions

For purposes of consistency, authors are encouraged to ensure that articles conform to bibliographic and editorial standards. The editors remain available to authors to clarify any possible gray areas.

Language:

Articles shall be written either French, English or Chinese.

Length of articles:

Between 15-18 pages (English or French), 8000 and 13000 characters (Chinese) inclusive of notes and bibliographical references.

Structure:

The first page must contain the following information:

- Title in lowercase, font size 14, bold, centered, with name(s) and first name(s) of the author + footnote indicating author's affiliation as well as the email address;
- Abstract (70 to 100 words) in French and Chinese for articles written in English; in English and Chinese for those written in French; in French and English for those written in Chinese.
- Keywords in the language in which the article was written (maximum 5).
- Layout: A4 format, margins of 3cm on each side.
- Body text font: Times New Roman, size 12, single spacing.
- Paragraph: First line indent 1cm, justified.

Section headings

Size 12, lower case, bold, left aligned.

Numbering: Arabic numerals. Ex.: 1., 1.2.; 2., 2.1.; 2.1.1, etc.

Leave a blank line before and after each section heading.

Tables and figures



- Tables and figures should be properly noted in the order in which they appear in the text and in bold Ex: (table 1), without the abbreviation cf.
- Captions: above the table or figure/illustration, Ex: Table 1. Number of Chinese learners in Cameroon
- Alignment of tables/figures and captions: left
- No blank line between the caption and the table or figure
- Leave a blank line after the table or figure
- To cite the source of a table or figure: caption followed immediately by (author, year).

Highlighting

Titles of books, magazines and newspapers in italics; Titles of articles, poems and chapters in quotation marks;

Notes

- Consecutive numbering from the beginning to the end of the article
- Quotes in the body of the text
- Intext citation followed immediately by (author, year). Ex: (Nama, 2017).
- Indication of the page is strongly recommended for direct quotes, those in quotation marks. Ex: (Krashen, 1982: 76).
- Up to 3 lines: inside double angle bracket quotes
- More than 3 lines: indentation of 0.5 cm on the left, without quotation marks, single spacing, normal character, size 10.
- Leave a blank line before and after quotes of more than three lines.
- Quotations in foreign languages should be translated in the text to respect its linguistic continuity. Where applicable, the original version is placed in a footnote with references to the original edition and the translator.

NB: Authors cited in the text must absolutely be included in the bibliographical references at the end of the text. Authors are strongly recommended to read and cite Cameroonian and African authors as much as possible.

Bibliographic references section

Bibliographic references in alphabetical order (Font size 12, lowercase, bold, left alignment) and should include exclusively the authors cited in the text. The location of online documents must be as accurate as possible and, therefore, must refer to the document consulted. Specify

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the unique date when online documents were last viewed by inserting a footnote immediately after the section title.

Examples:

Article in Journal (print)

Nama Didier D “A preliminary study of cultural content of chinese curriculum in Cameroon’s Middle Schools”, *Asia-pacific journal of humanities and social sciences*, Volume 1, Number 1, May 2021, page 102-118.

Article in journal (online)

Hulda, G., & Gonondo, J. (2022). Rethinking Initial Teacher Training model of secondary school Chinese language teachers in Cameroon. *Journal of Sino-African Studies*, 1(1), 86–107. <https://doi.org/10.56377/jsas.v1n1.8607>

Guemkam Ouafo, D. A., & Sekvou, J., 2024, Teaching and learning Chinese in Cameroon: Difficulties and Solutions. *Revue d'Études Sino-Africaines (RESA)*, 3(1), 1–13. <https://doi.org/10.56377/jsas.v3n1.0113>

Article in books

Hatolong Boho Z., 2015, «Qué español enseñar como lengua extranjera en Camerún? Perspectivas teóricas y metodológicas», in A. Bouba Kidakou, G. Moukouti Onguedou (dir.), 2015, *L'enseignement des langues étrangères au Cameroun : méthodes et pratiques*, Madrid, Cultiva Libros : 135-158.

Abstracts and articles should be sent simultaneously to the following addresses:
africaeducationhouse@gmail.com; didier_nama@yahoo.fr; telesphore_m@yahoo.fr.



SUBMISSIONS

The proposal must mention the name of the author, affiliation, email address, a title and a summary of one page maximum. It should specify the axis in which it falls, the problem, the methodology as well as the bibliographic references.

It must be accompanied, in a separate file, by a short biobibliography of the author (5 lines and 5 references).

Only research work whose methodology is based on the collection of data from various sources will be retained: Field survey (using observations, questionnaires, interviews, etc.), metric media data, images with documentary value web mailings, etc.

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