

RÉSEAU INTERNATIONAL LINGUAPAX



INTERNATIONAL LINGUAPAX NETWORK

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GENERAL REPORT OF THE 2nd LINGUAPAX AFRIKA INTERNATIONAL CONFERENCE

**Addis-Ababa, 3-4 March 2009 at
AKAKI Campus**



LINGUAPAX AFRIKA CONFERENCE

Addis Ababa, 3rd-4th March 2009

Programme

Tuesday 3rd March 2009

8 o'clock Arrival of participants and registration

9 o'clock: **Opening Ceremony:** the Head of Department of Ethiopian language and literature, Prof. Wondwosen Adane (M.C.): Programme presentation

- Welcome address by the Dean of FLS, Dr. Gessese Taddesse
- A word of orientation by The Delegate of Linguapax Afrika antenna,
Etienne SADEMBOUO
- A word of appreciation by Prof Maurice TADADJEU, an African Linguapax laureate
- Linguapax UNESCOCAT Hon. President speech: Prof. Felix Marti
- Opening speech by the President of Addis Ababa University: Prof Indrias ESHETE

10 o'clock Short break, photo session, cocktail

10.30 1st roundtable: Intergenerational transmission of less diffused African languages in cities and revitalization

Moderator: Prof Maurice TADADJEU (university of Yaoundé 1 and NACALCO)

Rapporteur: Aro Mvivsew Asrate

Presenters:

- Abdel Rahim Hamid Mugaddam (university of Botswana) 15 mn
- Herman M.Batibo (University of Botswana) 15 mn
- Adjaratou Sall (IFAN,Dakar,Senegal) 15 mn
- Gabriel MBA (University of Yaounde) 15 mn

Debate: 1H15mn

13.00: Lunch

14.30: 2nd roundtable: Multilingual Education and the promotion of linguistic diversity

Moderator: Prof Gabriel MBA (University of Yaoundé 1, Cameroon)

Rapporteur: Tolemariam Fufa

Presenters:

- Fary Ka (University of Dakar, Senegal) 15 mn
- Djita Issa Djarangar (University of Ndjamena, Chad) 15 mn
- Catherine Wawasi Kitetu (University of Nairobi, Kenya) 15 mn
- Zelalem Leyem (University of Ethiopia) 15 mn

Debate: 45mn

16.30: Coffee break

17.00: 3rd roundtable: Language policies and languages management in multilingual contexts

Moderator: Prof Herman BATIBO

Rapporteur: Getanum Amare

Presenters:

- Maurice TADADJEU (University of Yaoundé 1, Cameroon) 15 mn
- Malika Ahmed Zaid Chertouck (University of Alger, Algeria) 15 mn
- Emmanuel Sagara (Mali, ACALAN) 15 mn
- Ben Elugbe (University of Ibadan, Nigeria) 15 mn

Debate: 45 mn

18.30: closing of the day

Wednesday 4th March 2009

8.30: 4th roundtable Languages numbering, development and practices of multilingualism

Moderator: Dr. Zelalem Leyem

Rapporteur: Ronny Meyer

Presenters:

- Maxime Da Cruz (University of Benin and CNLA) 15 mn
- Michael Daniel Ambatchew (Stories Across Afrika) 15 mn
- Etienne SADEMOUO (LINGUAPAX AFRIKA Delegate, University of Yaoundé 1, and ANACLAC) 15 mn
- SIL Delegates in Ethiopia (2 presenters) 15 mn

Debate: 45mn

10.30: Coffee Break

Workshops

Moderator: Prof. Mba Gabriel

- A) Participating to the programmes and plea regarding multilingual education and the development of a literate environment in African languages in our different African States.
- B) Contributing to the codification/standardization, to the instrumentalisation and revitalization of African languages.

12 H Discussion – resolutions- motions

13 H Lunch

14 H 30 Leisure time (visit to the Ethiopian Studies Ethnographic Museum)

17 H 30 Closing: Prof. **Wondwosen Adane**

- General report and resolutions by the rapporteur
- Speech of the honorary President of Linguapax UNESCOCAT (**Félix Marti**)
- Closing speech by **Dr Birhanu Matewas**

End

Evening cocktail

Thursday 5th March 2009 (only for Linguapax Afrika coordinators and Linguapax UNESCOCAT)

8.30: Linguapax Afrika coordination meeting: Assessment and Action plan

12.00: End of the meeting.

Lunch

Visits to museum

Departures of participants according to flying schedule

List of external participants

2nd Linguapax Afrika Conference in Addis Ababa

3 - 4 March 2009 and meeting on 5 March

N°	Name and surname	Country	Institution	Email address and telephone number
1	Bocoum Tadonki Aïcha	Cameroon	LINGUAPAX AFRIKA	constadonki@yahoo.fr
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4	Tadadjeu Maurice	Cameroon	ANACLAC	tadadjeumau@yahoo.fr
5	Chertouck Malika Ahmed	Algeria	Université Tizi Ouzou	Malika-ahmedzaid@mail.ummtto.dz
6	Carol Bloch	South Africa	PRAESA Early Literacy Unit	Carole.Bloch@uct.ac.za
7	Djarangar Djita Issa	Chad	University of Ndjamena	djarangar@yahoo.fr
8	Fary Silate ka	Senegal	Directeur des Langues nationales	Ka_fary2000@yahoo.fr
9	Ben Elugbe	Nigeria	University of Ibadan	Edoid2@yahoo.com
10	Emmanuel Sagara	Mali	ACALAN	esagara@acalan.org
11	Batibo Herman	Namibia	University of Bostwana	BATIBOHM@mopipi.ub.bw

12	Maxime Da Cruz	Benin	Directeur du Centre National de Linguistique Appliquée	maxdacruz@yahoo.fr
13	Andre Montingea Mangulu	Congo	Université de Kinshasa	motingea@hotmail.com
14	Wawasi Kitetu catherine	Kenya	University of Nairobi	ckiketu@yahoo.com
15	Adjaratou Sall	Senegal	IFAN, Cheikh Anta Diop University	adjisall@yahoo.fr / adjaratousall@gmail.com
16	Abdel Rahim Hamid Mugadam	Soudan	University of Khartoum	Sudan_98@hotmail.com
17	M. Fèlix Marti	Spain	Linguapax Barcelona	f.marti@unesco.org
18	Hermas Mwansoko	Tanzania	MICS University of Dar Es Salem	hermasm@hahoo.co.uk
19	Alem Eshetu	Ethiopia	University of Addis	alemyes@yahoo.com
20	Adane Wondwosen	Ethiopia	University of Addis	
21	Gessesse Tadesse	Ethiopia	Institute of languages studies	Gessesse2000@yahoo.com
22	Zelalem Meseret	Ethiopia	Ethiopian language and literature	Zemesest@yahoo.com
23	Michel Daniel	Ethiopia	Freelance	mambatchew@hotmail.com
24	Andrea Joswig	Germany	SIL Ethiopia	Andreas_josmigo@SIL.org

2nd LINGUAPAX AFRIKA INTERNATIONAL CONFERENCE

ADDIS ABABA 3-4 MARCH 2009

General Activities Report

1- General introduction

In a follow up to the Yaoundé conference in 2006, the 2nd Linguapax Afrika International Conference was held in Addis Ababa from the 3rd to the 4th of March 2009. The theme of this international meeting was “**Managing Linguistic Diversity in Multilingual African Towns**”.

All protocol respected at the opening and closing, that is to say, speeches by academic and political authorities, to welcome and close the meeting, a word of appreciation and thanks to invited guests and local organisers of the conference by the General Coordinator of Linguapax Afrika and a word from the Honorary President of Linguapax International based in Spain to exhort experts of different countries to diffuse the ideals of Linguapax. After these speeches, participants devoted their time to scientific presentations based on the general theme. The campus of the Ethiopian Akaki University, the conference of the conference, was suitable to this kind of exercise given that it is situated out of the urban centre, and because its environment was void of the turpitudes of big cities.

2- Working sessions

Participants from 11 countries, namely; Cameroon (4 participants), Sudan (1 participant), Senegal (2 participants), Benin (1 participant), Nigeria (1 participant), Botswana (1 participant), Kenya (1 participant), Mali (1 participant), Spain (1 participant) and Ethiopia (more than a dozen participants) presented 16 papers on four sub-themes as follows:

- Inter-generational transmission of little-used African languages in towns and revitalisation;
- Multilingual education and promotion of linguistic diversity;
- Language policies and management of languages in multilingual contexts;
- Language inventory, development and practices of multilingualism.

Each of the sub-themes retained was honoured by 4 quality presentations stemming based either on successful practical experiences or on organised reflections supported by daily evidence in matters of the management of urban multilingualism in particular and diversity in general.

2.1 Presentations on inter-generational transmission of African languages of lesser diffusion in towns and revitalisation

Abel Rahim Mugaddam presented a paper on the status and use of languages in three Sudanese towns (Khartoum, Dilling and Nyala in the Darfur region). He demonstrated that younger generations in these towns adopt monolingualism in favour of Arabic even in cases where those investigated are supposed to have a mastery of their language of origin.

Herman Batibo did a presentation on the policies of settlement of populations in urban areas by demonstrating a link between the languages spoken and the settlement sites. Viewed as instruments of segregation, these policies however, favour the preservation of ethno-linguistic diversity and consolidate inter-ethnic communication, interaction of language groups, and inter-generational transmission of little-used languages in urban settings.

Through a study carried on the Bédik in Senegal, Adjaratou Sall showed that inter-generational transmission of little-used languages is more effective in villages than in towns. She also examined the barriers to successful inter-generational transmission and structuring factors of revitalisation of minority and minored languages in urban multilingual situations.

Treating the towns and little-used languages, Gabriel Mba examined exclusively planned oral and written practices of transmission of languages especially the structuring factors of these practices. The framework for this analysis was the capital city of Cameroon. The conditions for urban literacy in languages of lesser diffusion, the guarantor of transmission and revitalisation were examined. Among these factors were: community support, networking and partnership, marketing, capacity building of institutions involved in standardisation and different members and actors, etc.

2.2 Presentations of multilingual education and promotion

Fary Ka, drawing from the community schools in eastern Senegal, demonstrated that multilingual education is a precious tool of inter-generational transmission and promotion of local languages. In respect of linguistic rights and democratic citizenship, each child should have the opportunity to start his basic learning in the first language – the language he speaks at home and in his socio-cultural environment.

Djarangar Djita Issa questioning the programmes for teaching national languages in the formal and informal educational system of the Swiss Co-operation in Chad, programmes piloted by the Department of the Science of language of the University of N'djamena, demonstrated that the elaboration of manuals centred on the expressed needs

of target populations is an important asset and a major element in the technology of safeguarding, teaching and transmission of languages.

Catherine W. Kitetu of Kenya addressing the promotion of linguistic diversity brought out the role of multilingual education working groups in the sensitisation and advocacy for the application of political decisions in matters of managing linguistic diversity. To achieve the diversity agenda, such working groups should be generalised all over the Kenyan territory. Is this not an invitation to everybody to constitute such groups in the other African countries?

In his presentation, Zelalem Leyen painted a picture of the linguistic situation in Ethiopia and the present achievements in matters of managing languages in the channels of transmission and teaching.

2.3 Presentations on the policies of managing languages in multilingual contexts

Maurice Tadadjeu, in his presentation, examined the Cameroonian experience of language policy known as functional extensive trilingualism. Languages, whether foreign or local, are treated holistically with respect to successive stages throughout schooling. This policy, applicable in Cameroon, can equally be applied in other African countries. And what is more, the Ministry of Secondary Education is already making use of this policy and deep reflections are underway at the Ministry of Basic Education.

Malika Ahmed Zaid Chertouk of the University of Algiers in Algeria addressed the issue of the planning of African languages as a public policy at the service of territorial development. Here, it is a question of demonstrating that languages and the management of multilingualism is a precious instrument of global development of decentralised territorial collective groups. Policies for language management should be conceived and managed by communities at the grassroots just as any other community development project.

Emmanuel Sagara of Mali and representative of ACALAN (African Academy of Languages) drawing from the status of languages on the African continent examined the level of their cohabitation. A continent of paradoxes, Africa is treated as “Anglophone”, “Francophone”, “Lusophone” and “Hispanophone”. It is not yet time ACALAN is asking to speak “Africanophone”, those who are majorities, who are fighting against political, social, linguistic, cultural and economic marginalisation in which are embedded the present models of development of the continent? Also, we should go beyond a language policy inherited from colonisation to embrace a policy that integrates values and languages of Africa.

Professor Ben Elugbe from the University of Ibadan, in Nigeria, entertained participants on the manner in which urban cities today are edified. Examples and developed were drawn from the present Nigerian experience. Violent and non-violent urban conflicts exist. According to him, the cause of these conflicts is not always linguistic diversity but rather the management of this diversity. The approach of the Nigerian government to him appears less efficient in this respect because it does not draw from best practices of

multilingualism and linguistic diversity. It only manifests openly when conflicts have arisen, yet it could have adopted preventive measures.

2.4 Presentations on language documentation, development and practices of multilingualism

Maxime Da Cruz spoke of present hesitations and the different appellations given to languages which always render their numerical documentation inexact. Such a situation complicates the putting in place of planned global policy for the management of languages. The case of Benin which serves as support to this study is identical in all of Africa. To better proceed in the exact numerical inventory of African languages, one should among other things, go beyond received colonial frontiers as trans-border languages receive sometimes different appellations according to States whereas they are very close or the same languages. Their isolated development by States is prejudiced whereas a common approach would be more efficient and more dynamic.

Etienne Sadembouo from Cameroon standard written form of languages and general Co-ordinator of Linguapax Afrika also castigated approximation in the numerical inventory of African languages which is often the result of divergent expression of speakers with regard to the identity they want to construct through their particular variety. Similarly, if standardisation is capable of bringing about regrouping around a standard written form of mutually intelligible varieties that constitute a language unit, it is important from the very start to consider the point of view or the sentiments of speakers of the concerned varieties to raise adherence to a common standard.

For Michael Daniel Ambatchew, the development of literature and a literate environment in African languages especially for youths is an important link in inter-generational transmission of languages and cultures. The development of “anthologies for children across Africa” is a necessary support for the written use of African languages and of bilingual education models having as a base, African languages; it is also a means of stimulating the African book publication industry and of creating possibilities for pleasure reading for the development of literacy and the reading enterprise. This development is feasible across Africa through a process of capacity building of the different actors and channels (authors, artists, illustrators, editors, development agencies, etc.). The current Ethiopian experience, drawn itself from the South African experience, is living testimony of this anthology for children.

Two members of SIL (Summer Institute of Linguistics) working in Ethiopia entertained participants on the work realised by their organisation in favour of the written development of Ethiopian languages. The efforts of SIL in the revitalisation and promotion of minority languages in Ethiopia are in line with the preoccupation of the conference. For SIL, it has to do with a non-governmental approach and response in safeguarding endangered languages from extinction and of raising their value in the system of social communication.

2.5 The question and answers game

Questions and debates that followed each presentation edified participants and gave room for mutual understanding of the diverse practices of communication management in situations where minority or little-used languages are used. What was retained is that it is not diversity in itself that is a problem but rather its management because of different perceptions of different actors of the language management chain. Furthermore, languages, and above all their management, should not be left in the hands of politicians alone. Linguists themselves should go beyond the description of languages and the development of materials by becoming involved in the politics of managing languages. This linguistic activism and it is one of the missions of Linguapax International and those who share the same ideals.

3- Conclusion

We should salute here the quality of papers presented in Addis and wish and wish that Dakar 2011 be once more, a step into the renewal, development and application of strategies of managing languages and cultures on the African soil in plurilingual urban settings.

RECOMMENDATIONS

• RECOMMENDATION TO UNESCOCAT

We participants at the 2nd Linguapax Afrika Conference on the theme “**Managing Linguistic Diversity in Multilingual African Towns**” held in Addis Ababa (Ethiopia) from 3rd to 4th March 2009,

- Appreciating the pertinence of the vision and ideals of Linguapax-Unescocat in matters of the protection and promotion of linguistic diversity for democracy and peace;
- Considering that Africa is, today, at the fore front of this battle;
- Considering that Linguapax Afrika intends not spare any effort to contribute to the successful winning of this battle for peace and democracy, with respect to promotion of convivial management of linguistic diversity;
- Given the modest financial resources of Linguapax Afrika ;

Recommend to UNESCOCAT:

- To continue to reinforce its support to Linguapax Afrika
- To support financially and materially linguistic projects of Linguapax Afrika.

*Done in Addis-Ababa, 4 March 2000
The 2nd Linguapax Afrika Conference*

- **RECOMMENDATION TO THE AFRICAN UNION**

We, participants at the 2nd Linguapax Afrika Conference Afrika on the theme “**Managing Linguistic Diversity in Multilingual African Towns**”, held at Addis Ababa (Ethiopia) from 3rd to 4th March 2009,

- Convinced that multilingualism is both an African and a world reality;
- Considering that African languages constitute the essential basis of our cultural values and civilisation, the foundation of African Renaissance;
- Convinced of the relevance of the missions of the African Academy of Languages (ACALAN);
- Convinced of the necessity for concerted management of linguistic diversity, guarantor of peace and democracy among peoples;

Strongly recommend to the African Union:

- The creation of an African Language Promotion and Valorisation Fund in view of enabling ACALAN to support structures and organisations of the continent working on African languages.

Done at Addis Ababa on 4 March 2009

The 2nd Linguapax Afrika Conference

- **RECOMMENDATION TO AFRICAN STATES AND GOVERNMENTS**

We, participants at the 2nd Linguapax Afrika Conference Afrika on the theme “**Managing Linguistic Diversity in Multilingual African Towns**”, held at Addis Ababa (Ethiopia) from 3rd to 4th March 2009,

- Convinced that multilingualism is an African reality, indeed a world reality, and that it constitutes undeniable wealth;
- Considering that African languages are the basis of our cultural values and civilisation, the foundation for African Renaissance ;
- Considering that our countries are naturally multilingual ;
- Considering the importance of the mother tongue in the cognitive development of the child;
- Convinced that concerted management of linguistic diversity in our countries is factor of peace, democracy and national agreement ;

Recommend to African States and Governments:

- The promotion and concerted management of linguistic diversity ;
- The reinforcement and/or creation of national co-ordination structures for all research activities on the languages of the country in view of ensuring better application of the resolutions and recommendations of the African Union in favour of African languages.

Done at Addis Ababa on 4 March 2009

The 2nd Linguapax Afrika Conference

RESOLUTIONS

• Resolution on Language Empowerment

We, participants of the 2nd Linguapax Afrika International Conference unanimously

- Agree on the urgent need for the functional assessment and numerical inventory of African languages to identify endangered and lesser-used languages, which deserve to be empowered or to be taken as priority research agendas in the areas of language development.
- Agree to bring together the combined efforts of community members, language planners, policy makers, stake-holders and highly placed individuals to see concerted language empowerment activities which lead to achieving prolific results.
- Agree to work hard for upgrading the functional domains of languages with particular reference to the wider use of lesser-used languages in education, mass media, administration, etc. that ensure their continued existence practically.
- Agree that language empowerment, language description, standardization, codification, elaboration and retention of African heritages such as scripts are extremely vital. Hence, we strongly resolve to work hard to ensure that endangered and lesser-used languages go through all these stages of development.
- Agree on the paramount importance of linguistic communities in the empowerment of their languages. Recognising that younger generations determine the fate of their ancestral languages, we all agree to ensure that community elders, religious leaders and language activists become directly involved in the empowerment process.

- Resolutions on language revitalization

We the participants of the 2nd Linguapax Afrika international conference, accept that multilingualism is a fact of life in Africa. Given that language is a resource, multilingualism should be viewed as a positive state of affairs.

- 1- In a multilingual situation, experts should be involved in the development or articulation of the right language policies.
- 2- The media has an important role to play in promoting African languages by both the government and the people in language they understand
- 3- Indigenous names from our indigenous languages should be used in the toponymy and anthroponomy of our countries. National commissions should be set up to encourage and regulate this enterprise.

4-Implementation of linguistic policies should be backed up by laws that regulate and empower the use of indigenous languages.

MOTIONS OF THANKS

I. To the Ethiopian government

We, participants at the 2nd Linguapax Afrika Conference Afrika on the theme “**Managing Linguistic Diversity in Multilingual African Towns**”, held at Addis Ababa (Ethiopia) from 3rd to 4th March 2009,

- Appreciate the warm reception and excellent conditions reserved for us on African Ethiopian soil ;
- Address our most sincere thanks to the people and government of Ethiopia for accepting to host this 2nd Linguapax Afrika International Conference.

II. To the authorities of the Addis Ababa University

We, participants at the 2nd Linguapax Afrika Conference Afrika on the theme “**Managing Linguistic Diversity in Multilingual African Towns**”, held at Addis Ababa (Ethiopia) from 3rd to 4th March 2009,

- Appreciate the excellent conditions of stay and work offered us on the UNISA Akaki University Campus,
- Address our heart-felt thanks to the President Pr Indrias ESHETE, the Dean of Dr Gessese TADDESSE, the Head of the Department of Languages and Ethiopian Literatures, Pr Wondwosen ADANE for their warm reception and the success of the deliberations of the 2nd Linguapax Afrika International Conference.

III. To the technical team

We, participants at the 2nd Linguapax Afrika Conference Afrika on the theme “**Managing Linguistic Diversity in Multilingual African Towns**”, held at Addis Ababa (Ethiopia) from 3rd to 4th March 2009,

Address our warmest thanks to Dr Alem ESHETU, Prof WONDOWSEN and all the facilitators and technicians of the UNISA Akaki University Campus for their availability and excellent conditions of stay reserved for us.

Done at Addis Ababa on 4 March 2009

The 2nd Linguapax Afrika Conference

Linguapax Afrika Co-ordinators Meeting

05 March 2009 at Addis-Ababa

Participated at the meetings:

- 1. Mr. Felix Marti**
- 2. Mr. Fary Ka**
- 3. Mr. Djarangar Djita Issa**
- 4. Mr. Mba Gabriel**
- 5. Madam Bocoum Tadonki Aïcha**
- 6. Mr. Sadembouo Etienne**
- 7. Madam Malika Zaïd Ahmed Chertouk**
- 8. Mr. Hermas Mwansoko**
- 9. Mr. Ben Elugbe**
- 10. Mr. Alem Eshetu**
- 11. Mr. Wondwosen Adane**

1. Introduction

The meeting started at 8h30 with a word of introduction by Mr Sadembouo in which he briefly reminded those present of the names of the different regional co-ordinators appointed in Yaounde in December 2006 during the first Linguapax Afrika Conference as follows: Madam Malika Ahmed Zaïd Chertouck for North Africa, Adam Carol Bloch for Southern Africa, Mr. Djarangar Djita Issa for Central Africa, Mr. Fary Silate Ka for Francophone West Africa, Mr. Ben Elugbe for Anglophone West Africa and Mr. Hermas Mwansoko for East Africa.

He then indicated that in 2008 Linguapax Afrika executed a revitalisation project on 4 endangered (2 from Ethiopian under the co-ordination of Ms. Alem Eshetu and Wondwosen Adane, and 2 from Cameroon under the co-ordination of Mr. Mba Gabriel), thus their presence at the meeting. Mr. Sadembouo and Madam Aïcha Tadonki Bocoum assured the administrative coordination of the project.

He thanked all the participants and presented the excuses of Madam Carol Bloch for her last minute unavailability as well as the deep gratitude of Mr. Felix Marti for the accepting to be present not only at the conference but also at the meeting. He recalled that Mr. Felix Marti was the promoter of Linguapax Afrika. He also recounted the genesis of the young institution.

He noted that in reality, the meeting was the first for regional co-ordinators and that it would be an opportunity for them to report on their activities for the last two years and make projections for the future.

A discussion ensued on this new function of regional co-ordinators which many were just discovering. At the end of the discussions, the following were retained:

- a) The general co-ordination of Linguapax Afrika shall forward to each regional co-ordinator the official text of his/her appointment.
- b) Each regional co-ordinator is the representative of Linguapax Afrika in his/her region
- c) The general co-ordination of Linguapax Afrika based in Yaounde shall establish and legalise its constitution and by-laws.

A copy of the said texts to each regional co-ordinator shall be enough to enable them function in all legitimacy/legality in his/her region.

2. Brief Balance sheet

a) The proceedings of the last conference

A very limited number of these proceedings were published by the general co-ordination. The intension was to publish the articles of the conference. Regrettably, the authors never responded to e-mails requesting them to submit final versions of their texts. In future, this misunderstanding shall be avoided.

Henceforth, conference presentations shall be published in two forms:

- First in paper for, that is, a book and
- Then in electronic form, that is, on the internet when conditions for such a publication shall be in place: Here, Madam Malika Ahmed Zaïd Chertouk offered to prepare the creation of a web site to this effect.

In this regard, an editorial board shall be set up by the general co-ordination. An external assistant could be added to this board.

b) Linguapax flyers

The general co-ordination has started preparing and translating a flyer which presents Linguapax Afrika into 6 languages. This flyer will contribute to advertising the young and little known institution.

An original copy of this flyer shall be sent to each regional coordinator for translations into one or more languages of his/her region and for distribution.

c) *An inventory of local language and cultural diversity promotion structures/institutions*

A questionnaire was sent to regional co-ordinators for the collection of information or the realisation of a directory. Few co-ordinators reacted to this request. There was no follow up of the project.

It was decided that the project would be taken all over again. The questionnaire shall be updated and forwarded again to all regional co-ordinators for the establishment of this directory of structures promoting African languages.

d) “ *Sharing a world of differences*”

The general co-ordination received from UNESCOCAT some copies of this document which treats the necessity to protect and promote bio-cultural diversity. It started distributing of this document exclusively in Francophone regions since it was in French. Co-ordinators who have not yet received it will do so soon. Prof. Fary Silate Ka has started translating the document into Pular, and he proposes to continue the translation into 6 other Senegalese languages, with his local financial resources.

e) *Revitalisation of 4 endangered African languages*

This project covered 2 countries, Ethiopia and Cameroon and focused on initial standardisation of 4 little-used languages thanks to the deployment of 4 young volunteer language researchers. Its impact was the revitalisation through the development and use of their written forms. The project will be pursued with the deployment of volunteers up to the level where the concerned communities could fully take ownership of it.

3. Perspectives

a) *Publication in paper form of the proceedings of the 2nd conference*

At the end of the discussions, it was retained, that papers presented at the 2nd Linguapax Afrika Conference held in Addis Ababa shall be published in book form while waiting for conditions to be in place for their publications on a web site.

*To this effect, each author is invited to submit the completed and corrected version of his/her paper to the general co-ordination before 30th April 2009. A tentative title for the book was proposed by Mr. Gabriel Mba as follows: **Exploring multilingual African Cities**. It is a way of provoking more interest in participants and of sharing beautiful ideas developed at the international level.*

b) Organisation of the 3rd Linguapax Afrika Confernce

At the end of the discussions on this matter, **Dakar** was retained as the venue for the next Linguapax Afrika conference. Several reasons militated in favour of the choice of Senegal, on behalf of West Africa, among which is: recent development of structures whose mission is to promote linguistic and cultural diversity.

Mr. Fary Ka, regional co-ordinator of Linguapax Afrika for Francophone West Africa will be with a state institution which he currently heads. He will be the principal Co-ordinator of this conference. He expressed the wish that the dates retained should be around 21st February 2011, to coincide with the celebration of the Mother Tongue Week in Senegal.

c) Organisation of regional seminars

It was retained, with the support of Mr. Felix Marti, that regional seminars could be organised, even annually, **on the fringes of** the Linguapax Afrika conference whose desired rhythm is bi-annual. These encounters shall be more restrained meetings with the objective of sensitising and supporting an occasional problem or situation in a country or in a region. One of the first seminars shall be envisaged in Algeria on the current development concern of the Berber language. The general co-ordination will integrate these seminars into its annual programmes based on requests made by regional delegates. These seminars could even take place concomitantly.

d) The development of Linguapax Afrika

The organisational structure and development of continental branches of Linguapax could vary from one case to another. Africa, as Mr. Felix Marti, suggested, could envisage the creation of Linguapax centres, corporations, associations (of journalists, volunteers, artists, teachers, etc.) and later on, even schools.

The translation and diffusion of the Linguapax Afrika flyer into local African languages will be envisaged at the level of each regional co-ordination as a means of making known the young institution and its objectives in African communities.

Co-ordinators in each region are invited to encourage their colleagues (researchers) to join them in the promotion of the ideals of Linguapax.

e) Standardisation and revitalisation of unwritten African languages

Because the promotion of linguistic diversity is a major imperative of Linguapax, it would be suitable for Linguapax Afrika to pursue the standardisation and revitalisation of little-used African languages whose written use is very little developed or not developed at all. The writing system developed shall be that which the linguistic community wishes (at the level of graphics). The follow up of this project through its extension to many more languages and countries shall be one of the principal activities of Linguapax Afrika. It

would be great support to ACALAN which already works on trans-border languages, but without forgetting the other less diffused languages.

f) Proposals of candidates for the Linguapax International Prize

Linguapax International will solicit proposals from Linguapax branches and delegations from each continent for candidates for the Linguapax prize awarded each year to the best actors in the promotion of linguistic and cultural diversity for people's fulfilment and peace. Regional co-ordinators of Linguapax Afrika are invited to submit files for candidates they have identified to the general co-ordination in Yaounde for forward transmission to Linguapax UNESCOCAT in Barcelona. A directory is published in which we can see what countries have achieved in the area of protecting languages and cultures. Men and women around us are getting involved in this vision.

g) Publication of a book containing selected articles

M. Felix Marti had a project for doing a publication which brings together the best articles already written or still to be written on the protection and promotion of linguistic and cultural universal heritage. All member researchers of Linguapax Afrika are invited to prepare and submit papers for publication in this book.

Conclusion

M. Felix Marti thanked all for the meeting. He reassured participants that Linguapax UNESCOCAT will continue to support them in the realisation of their project on the promotion of linguistic and cultural diversity, from its financial resources, and eventually even through other institutions. Mr. Sadembouo thanks each and everyone and, once more, those who contributed to making the conference a success.

The meeting rose at 12h00, with the presentation of gifts from Madam Malika Zaïd Ahmed Chertouk and then a family picture^{1*}.

Rapporteur

Madam Bocoum Tadonki Aïcha

Technical Co-ordinator of Linguapax Afrika

¹ Thanks to Dr. CHIATOH Blasius, University of Buea, Cameroon, for the translation of this version of the report.

SPEECH OF THE PRESIDENT OF LINGUAPAX AFRIKA
delivered at the opening of the conference on the
management of language diversity in multilingual African cities

The President of the Addis Ababa University

Distinguished university Authorities

The honorary President of Linguapax-UNESCOCAT

The Executive President of Linguapax-UNESCOCAT

Honorable invitees

Dear participants,

Ladies and gentlemen,

It is with great pleasure and joy that I would like to welcome you at this conference which, as you all know, is the second of his kind that the young Linguapax Afrika network is organizing, after its creation in February 2006 in Barcelona and its launching in December of the same year in Yaoundé.

Dear participants, scholars and researchers,

Your positive answer to our call to you all, coming from almost 14 countries of Mother Africa, and your massive presence here today, are an eloquent testimony of your determination to contribute and pursue relentlessly, the fight for the promotion of our African languages and cultures in all their diversity. That gives us great joy.

The question of linguistic diversity is more preoccupying today than never before, due to the necessity of safeguarding the biocultural diversity as an integral part of our universal heritage. There is no surprise that after the year of African languages in 2006, 2008 has been declared by the United Nations as the international year of languages. The present conference is a timely occasion for us to assess our collective action and our collaboration to the plea for the safeguarding and promotion of our linguistic diversity towards the advent of a more democratic, peaceful world and intercultural dialogue.

In this fight, we are proud that the efforts of African researchers have been reckoned with and honoured during the last four years, through the award of Linguapax international price, almost successively to two Africans, Prof Maurice TADADJEU in 2005 and Prof Neville Alexander in 2008. The award of these prices was in recognition of the team work they have conducted, each with success on the continent, in order to promote African

languages. Some other researchers as they did, in different countries, here in Ethiopia, elsewhere in Senegal, Mali, Algeria, Benin, Nigeria, Burkina Faso, Niger, Chad, South Africa, Botswana, Tanzania, Kenya, Congo, Sudan, to name a few, have conducted with success some experiences we can build on today to orient our future actions within the present world economic context and the new vision of the African Union.

In this perspective, it is the wish of Linguapax Afrika to be for ACALAN (African Academy of Languages) one of her main collaborating institutions, one of her main instruments in the implementation of her action plan and projects particularly in the areas of:

- the promotion of linguistic diversity and intercultural dialogue in general,
- the codification, engineering and revitalisation of less diffused languages, unwritten or less written,
- the technical promotion of a literate environment in local languages responsible for a permanent education capacities and their reinforcement.

To carry out this task we need sufficient means. However, we are in the period of financial earthquake in the western countries and the world over. If during the past decades Africa has resorted to international financial institutions and on multilateral partnership for the implementation of its development plan, there is absolutely need for revised strategies in this context of generalized crisis. Challenges are many. It is now than ever before that African decision makers have realized the great danger we we running while leaving out our languages and function only with foreign languages adopted as official languages. That is why, our young Linguapax Africa network must clearly assess and evaluate its ambitions, notwithstanding the emergency and the immensity of the task, and be sure of those to work with.

We seize this opportunity to express our sincere gratitude to Linguapax UNESCOCAT and through her the “Agencia Catalana de cooperacio al desenvolupament” and the “Generalitat de Catalunya Departament de la Vicepresidencia” for their financial support of this on-going conference. Our sincere words of thanks go also to the Addis Ababa University President and to his collaborators for all the facilities put at our disposal from reception to lodging and all the logistics we are benefiting in this beautiful University Campus. We wish to continue to count on your generosity in pursuing our ideal of peace with languages we share. You will not be deceived.

During the two days of this conference, participants will share their experiences in relation with the management of linguistic diversity in African multilingual cities. They will among other things have to examine how to redress the tendency of African cities to be places where less diffused languages are “killed” in favour of languages of wider communication, vehicular and official languages. Participants will further examine how towns could rather be centres of diffusion and promotion of multilingualism. Participants will also examine how they can be part of a constant and regular updating of the linguistic situation of Africa, of the codification, the standardisation and revitalisation of all living African languages. Furthermore, care will be taken to have them actively contribute to the plea in favour of multilingual education and its implementation in Africa.

We hope to use the time of the present conference and the coordination meeting that will immediately follow, to discuss and formulate action plans, take resolutions and make recommendations that will help government and non-government stakeholders to better serve the promotion of linguistic and cultural African and universal diversity on the ground of intercultural dialogue, guarantee of peace.

Thank you for your kind attention.

ABSTRACTS OF COMMUNICATIONS

Language Use and Attitudes in Sudanese Urban Centers

By Abdel Rahim Hamid Mugaddam

University of Khartoum

Abstract

This paper describes the status and use of language in three urban centers in Sudan: Khartoum, the capital city, Dilling, the Nuba Mountains, and Nyala, Darfur. The study is based on sociolinguistic survey conducted among 3904 subjects representing three age groups (Children, youths, and adults). Subjects were asked about the language(s) they master, patterns of language use, and language attitudes. Results show a majority of respondents are bilingual in Arabic and another Sudanese language. Arabic is spoken as a primary language by most of the bilinguals in the three cities except for those descending from Southern Sudan who still preserve their ethnic languages as mother tongues. The Nyala and Dilling respondents speak their own languages in their place of origins, i.e. rural areas (in Darfur and the Nuba Mountains) more than Arabic. The data also show that many young generations especially children are monolingual in Arabic, which suggests a consistent tendency of language shift towards Arabic in the three cities. In addition to the demographic factors such as age, gender, and ethnicity, external factors like integration into and exposure to the dominant Arabic-speaking northern Sudanese culture, appeared to have influence language use and attitudes among the sample population. The southern Sudanese respondents, for instance, display a greater degree of positive attitudes to their languages than to Arabic maintaining their distinct social identity. Such an attitude has been reinforced by the civil war in the South and the fact that they live in separate town areas, their children go to schools especially established for them, and they go to their own churches and clubs. In contrast, the Darfurian and the Nuba Mountains groups seem to have adopted a strategy of social assimilation, which encompasses extensive use of Arabic intermarriage, and socioeconomic cooperation with speakers of Arabic, the dominant language in Sudan.

L'ÉDUCATION MULTILINGUE : L'EXPÉRIENCE DU TCHAD

Pr Djarangar Djita Issa
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Résumé

Depuis 2005, les PDR (Programmes de Développement Régionaux, antennes régionales des projets de la Coopération Suisse au Développement au Tchad) entreprennent des programmes d'enseignement en langues nationales dans le formel et le non formel.

Ce programme est piloté par le Pr Djarangar du Département des Sciences du Langage de l'Université de N'Djaména.

Des matériels didactiques de lecture-écriture sont conçus et élaborés pour servir à la fois dans le préscolaire et les premières années du cycle primaire. Ils sont aussi conçus pour servir à la fois dans le formel (à l'école avec l'enfant) et dans le non formel (dans les cours d'alphabétisation avec les parents et les grands-parents).

Cette approche nouvelle veut que le livre, en langue nationale et qui traite des préoccupations socioéconomiques et culturelles de la communauté linguistique concernée, soit au centre de la famille de façon à permettre aux enfants et aux parents de réviser ensemble les leçons et ainsi ramener l'école à la maison.

Cette approche vise aussi, selon les besoins exprimés par les populations cibles, à servir de tremplin pour passer à l'une ou l'autre des langues officielles du Tchad que sont le français et l'arabe.

Revitalisation des langues minoritaires et transmission intergénérationnelle: l'exemple du bédik.

Par

Dr. Adjaratou O. Sall

IFAN

Université Cheikh Anta Diop du Sénégal

Résumé

Au Sénégal, l'hégémonie du français et des grandes langues véhiculaires telles que le wolof et le pular met en péril plusieurs autres langues, surtout celles parlées par les minorités ethniques. De plus la mobilité des personnes dans les villes et leurs mixages devenus aujourd'hui de plus en plus importants créent des instabilités identitaires. Par leurs filiations et par l'influence qu'ils peuvent subir de leur cohabitation avec d'autres ethnies, beaucoup d'individus acquièrent plusieurs langues et peuvent réclamer plusieurs identités ethniques. La transmission intergénérationnelle d'une langue ne se verra pas ainsi de la même façon selon qu'on se situe dans les villes ou dans les villages.

Bien que la volonté de transmission intergénérationnelle soit présente dans beaucoup de communautés linguistiques ayant des langues minoritaires, les efforts restent le plus souvent vains, surtout dans ces villes où beaucoup de locuteurs de ces langues minoritaires communiquent en français, en wolof, en pular etc, pensant que leur langue maternelle peut gêner leur intégration et l'intégration de leurs enfants à la vie citadine. C'est le cas par exemple des bédiks, une ethnie minoritaire vivant sur les montagnes au Sud-Est du Sénégal (Sénégal oriental) où la transmission intergénérationnelle de leur langue est beaucoup plus marquée dans les villages que dans les villes.

Il est ainsi important de se poser certaines questions pour la valorisation et revitalisation des langues en danger:

Qu'entendons-nous d'abord par transmission intergénérationnelle?

La transmission intergénérationnelle est-elle un prérequis absolu pour le maintien d'une langue?

Quels sont les facteurs bloquants? Quels en sont les facteurs structurants pour une revitalisation des langues minoritaires?

Nous allons essayer de réfléchir à ces questions en nous appuyant sur nos recherches sur la langue et l'ethnie bédik.

**« Atouts et limites de l'éducation en langue locale :
leçons de l'enseignement de et
en lomongo dans le bassin central congolais »**

André MOTINGEA Mangulu

Faculté des Lettres et Sciences Humaines

Université Pédagogique Nationale de Kinshasa

Résumé

L'exposé se propose de porter un regard critique sur la politique linguistique menée à l'Equateur, en République Démocratique du Congo, par les Missionnaires du Sacré Cœur visant simultanément à étendre une seule variété du lomongo, le lonkundo, sur un si vaste territoire pourtant multiculturel (Motingea 2005) et à la protéger des influences du français et du lingala, la *lingua franca* du fleuve Congo et de l'Ubangi. Cette politique linguistique qui se justifiait sur plusieurs points de vue a pourtant été vouée à l'échec (Vinck 1996).

Le but est de déterminer, à partir des leçons que l'on peut tirer de cette expérience, les atouts réels d'une éducation en langue locale et ses limites dans un contexte socioculturel et économique en pleine mutation. Déjà bien avant l'accession du pays à l'indépendance la problématique de la cohabitation langues locales, français et *lingua franca* n'était plus uniquement de mise dans les grands centres et elle l'est aujourd'hui plus qu'hier au cœur même de nos villages (Johnston 1919: 131, Toulmond, 1937: 361).

Nous retraçons brièvement les politiques linguistiques au Congo et la situation sociolinguistique du français et du lingala, avant de nous appesantir sur celle du lomongo et les pratiques mises en œuvre par les Missionnaires du Sacré Cœur pour sa promotion.

The rise and management of linguistic diversity in Nigeria's urban areas

By

Ben Elugbe

University of Ibadan, Nigeria

Abstract

That Nigeria contains some 20 per cent of the languages of Africa is a well-known fact. The extreme linguistic diversity of the country in general was bound to transfer itself to any large collection of Nigerians.

It is possible to outline the way in which urban multilingualism – by which I understand the existence of diverse languages side by side – has arisen in Nigeria.

The first factor is size. The more the settlers that come into an urban area, the higher the chances of linguistic diversity. In Nigeria, the size of settlements has been influenced by the settlement being the seat of power, be it of an emirate, or empire, or a colonial administration. In very old cities, the settlement may have been on fertile land, beside a waterway, on a defensible site, etc. Religious settlers – peaceful missionaries, military forces on a jihad, etc. were also a source of linguistic diversity. To all these we must add trade and industry as well as the existence of solid or liquid minerals.

Yet an unusual source of linguistic diversity is the search for political relevance in a modern democratic setting in Nigeria. Examples of these will be drawn from Akoko-Ondo area of Ondo State. The main example is Ajowa, which translates quite literally as ‘we (deliberately) came together’.

Since linguistic diversity implies multi-ethnicity, it is no surprise that the first challenge in the management of linguistic diversity in Nigeria's urban areas is conflict resolution. This paper presents various scenarios that lead to ethnic conflict in urban areas. It will also mention the proactive and pre-emptive steps that are taken nowadays towards the management of conflict. It will be shown that where these steps fail, Government has often stepped in.

Finally, it will be shown that Ajowa, which is a special case, has been free of any ethnic conflict, and reasons are advanced to account for this.

February, 2009.

Promoting Linguistic Diversity: The Role of Multilingual Education Working Groups

By

Dr. Catherine W. Kitetu

Abstract

The importance of mother tongue to a child's cognitive development is now well documented in various documents top among these being the UNESCO ones. Kenya's education policy has also from the time of independence reiterated the importance of mother tongues in children's early education. However, to date for all kinds of reasons there remains ambivalence on how linguistic diversity should be handled in practice in schools. There are half-hearted attempts if any, by policy makers to enforce the implementation of what is in the documents. Seeing there is no lack of research on the importance of mother tongue, and that most people agree in principal that they value their mother tongue as well as the national and international languages in their repertoire, what should be the way forward in handling linguistic diversity? This paper discusses the role that MLE groups could play in advocacy and sensitizing the citizenry. I start by drawing examples from Kenyan policy to demonstrate the clear articulation of these policies. I then look at possible transitional handling of linguistic diversity in school that have been suggested, in a bid to show how any of these could be handled ably to incorporate languages a child will need to utilize in life. Finally I draw examples of the work of an MLE working group, examining its formation, challenges and critiquing its relevance to the issues of linguistic diversity in the Nation (Kenya). The paper concludes by suggesting that there is need to consider the formation of more such groups as they may be what is needed to push the agenda of linguistic diversity ahead.

L'éducation multilingue pour la sauvegarde des langues : les langues maternelles locales et la promotion de la diversité linguistique. Cas du Sénégal.

Prof. Fary Silate Ka

Université Cheikh Anta Diop du Sénégal

Ministère de la Culture, du Patrimoine historique classé,

Des Langues nationales et de la Francophonie

Résumé :

Le multilinguisme est une réalité africaine, voire mondiale. Les langues africaines doivent servir avant tout dans l'éducation fondamentale. A ce titre, on doit donner à chaque enfant la chance de commencer son éducation de base dans sa langue première – la langue qu'il parle en famille et dans son milieu socioculturelle, principalement sa langue maternelle.

Aujourd'hui, au Sénégal, on s'achemine de plus en plus vers la promotion des langues locales comme langues de l'école préscolaire, puis de l'élémentaire, selon les localités.

Cette démarche est une forme concrète et viable de promotion de la diversité linguistique et concourt objectivement à la sauvegarde des langues – celles minoritaires (langues à usage localisé) notamment.

Cette contribution est une étude de cas illustrative de l'expérience sénégalaise dans ce domaine.

Instituting segregation to enhance ethno-linguistic diversity: Language-preserving urban policies in Botswana

H. M. Batibo

University of Botswana

Abstract:

As a general rule, most minority language speakers tend to give up their languages in favour of the widely used lingua franca as they move to urban centres (Brenzinger et al 1991). Urbanization is therefore one of the major factors that cause language shift, as the children of urban migrants will invariably adopt the language which is commonly spoken in a given urban centre.

This paper discusses the urban settlement policies in Botswana's traditional villages and settlements, which constitute about 75% of the urban population. Although these policies could be considered as instruments of division and segregation, they help to preserve the ethno-linguistic diversity in the country. The paper examines how such policies enhance intra-ethnic communication, group interaction and intergenerational transmission of the languages of lesser diffusion.

L'aménagement linguistique des langues africaines : Une politique publique au service du développement territorial

Dr Malika AHMED ZAID – CHERTOUK

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Notre contribution part de la constatation que les analyses théoriques ou empiriques des langues sont trop souvent confinées à des approches disciplinaires pertinentes, mais isolément insuffisantes pour rendre compte des enjeux en présence. Elle vise donc tout particulièrement à établir des liens conceptuels entre certains des acquis de différents domaines de spécialisation, en particulier les finances publiques (avant tout sous l'angle du « fédéralisme fiscal »), l'économie des langues (notamment dans la perspective de l'évaluation) et l'aménagement linguistique, posé ici comme forme de politique publique.

L'exposé est divisé en deux parties :

Dans une première partie, nous passerons en revue quelques uns des concepts de base qui structurent la réflexion économique sur la décentralisation, souvent désignée par l'expression de *fédéralisme fiscal*. Cet examen permet d'identifier les principes généraux sur la base desquels telle ou telle compétence devrait être attribuée à tel ou tel niveau de gouvernement, compte tenu notamment de la mobilité de l'assiette fiscale. Elle propose, en outre, une application des principes suscités à la thématique de la gouvernance territoriale en prenant en compte des critères supplémentaires fondés sur la logique des droits linguistiques.

La deuxième partie propose une application plus spécifique à la gestion de la diversité linguistique. Cette application repose sur une utilisation complexe du principe de territorialité, simultanément sur trois niveaux de gouvernance (national, régional et local) et en présence de plusieurs langues, dont chacune est caractérisée, sur tel ou tel point du territoire, par un degré de légitimité spécifique. Cette application donne lieu à un indice de diversité linguistique institutionnelle qui évolue au cours du temps en fonction des mouvements démo-linguistiques sous l'angle de l'équité et de l'acceptabilité politique. La prise en compte des dimensions distributives est d'autant plus nécessaire qu'il s'agit souvent du volet négligé des évaluations de politiques publiques.

La prise en compte de l'acceptabilité politique permet de replacer la réflexion dans le cadre nécessairement politique de toute démarche d'aménagement linguistique, et de garder à l'esprit le fait que l'analyse technique ne peut pas remplacer le débat politique qui fait de la langue un actif spécifique au service du développement territorial.

LES LANGUES TRANSFRONTALIÈRES DU BÉNIN

Maxime da CRUZ

Centre National de Linguistique Appliquée
et Université d'Abomey-Calavi

E-mail: maxdacruz@yahoo.fr

Résumé

La question de la prise en compte des langues maternelles des populations dans le processus de développement reste un des défis majeurs en Afrique. Plusieurs raisons sous-tendent cette situation. Dans cette communication, partant de ce que la problématique des langues transfrontalières concerne bien des pays dans le monde, nous montrons qu'elle présente cependant des contours tout à fait particuliers en Afrique à cause notamment du tracé arbitraire des frontières des pays de ce continent par les anciennes puissances coloniales. Nous soutenons que, la présence de langues transfrontalières, si elle est gérée avec discernement et ouverture d'esprit, peut représenter un atout dans l'approche dynamique des réalités linguistiques de ce continent.

Etienne Sadembouo
Université de Yaoundé 1 et
Centre ANACLAC de linguistique appliquée

Résumé

La langue est la manifestation la plus forte de l'identité d'un peuple ou d'une communauté donnée. Les gens s'y réfèrent comme ce qui les appartient en propre et de manière singulière. L'expression du concept « langue » le traduit bien dans certains cas. Les populations du Haut-Nkam au Cameroun le traduisent par « ghelà » et ceux des hauts-plateaux « ghomala » qui signifie dans les 2 cas « langues du pays ». Des membres de ces mêmes populations répondront aussi, quand on leur demande quelle langue ils parlent : je parle Banka, je parle Balafi, je parle Bandjoun, je parle Bamendjoun ou bien plus loin dans je parle mi-marra (=maroua), etc...en se référant chacun à son village propre. Ce que les locuteurs en s'exprimant ainsi attribuent à la langue n'est rien d'autre que le parler ou la variante dialectale de leur localité d'origine. C'est ainsi que le linguiste et le sociolinguiste considère comme « langue » ne correspondent pas toujours à la perception que les membres des communautés linguistiques en donnent. Ces derniers désignent leur langue par rapport à la manière dont ils veulent se faire identifier. Et comme nous sommes dans un contexte de traditions orales, il n'est pas facile d'établir, pour le bon entendement de tous, le dénombrement des langues distinctes d'une région donnée. Rien d'étonnant que des controverses surgissent à la suite des publications d'Atlas linguistiques, et la tendance à donner le nombre de langues du pays, au Cameroun dans d'autres pays du continent, par approximation. Pourtant, une bonne planification de la diversité linguistique dans tout pays nécessite que la carte de sa situation linguistique soit clairement établie et que le nombre de langue ne soit pas un chiffre approximatif. C'est une combinaison d'approches linguistiques, sociolinguistiques et pragmatiques qui peut permettre d'y parvenir de manière satisfaisante. La carte linguistique de l'Afrique, dans cette mouvance, sera une carte où les frontières des langues ne coïncident plus nécessairement avec celle des Etats dont le découpage fut arbitraire. La standardisation des langues permettra autour d'une même forme écrite dite standard les variétés linguistiques mutuellement intelligible qui constituent une seule même unité-langue, si dès le départ de l'entreprise le point de vu ou le sentiment des locuteurs des variantes concernées est pris en compte sans perdre de vu le fait qu'une communauté culturelle peut parler plus d'une unité-langue ou que des communautés culturelles différentes peuvent parler la même langue.

Le problème que soulève cette controverse dans le dénombrement des langues est celui de savoir quelle diversité linguistique promouvoir ? Les pratiques linguistiques orales et écrites que l'on observe actuellement au sein des communautés peuvent elles nous servir de référence ? La pratique des langues dans les Eglises chrétiennes au Cameroun et l'usage des langues par les artistes musiciens constitueront notre champ d'observation pour esquisser une réponse à la question. Par ailleurs le choix d'un glossonyme adéquat peut faciliter l'unification autour d'un standard commun.

Languages of minor diffusion and intergenerational transmission in multilingual setting: the case of Yaoundé town in Cameroon

Prof Gabriel Mba, university of Yaoundé I, Cameroon

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1- Introduction: A set of observations

- Linguistic diversity with unequal languages distribution both in terms of geographical space and speakers is the norm in all countries, continents and especially in African continent.
- Speakers of African languages no matter their mastery of foreign languages run to towns for diverse reasons (schooling, job opportunities, supposed good living conditions, mimetism,)
- School systems give priority to geolanguages at the detriment of people's native tongues.
- Social practices in towns give preference to global languages. Even those who have no mastery of them do try to interact through them.
- Due to living conditions in towns, some people who migrated in towns do go back to the villages with some deviant language attitudes that are not beneficial to their home language.

2 - Consequences

- Rural exodus with languages' adulteration
- Intergenerational transmission of native tongues faces problem due to multilingualism, negative social identity building
- Threat to the acceptance and the maintenance of social identity (45% of some ghomala parents declare to easily communicate with their family members in French, 67% of youngsters declare to better think in French, 8% only of parents do use their native tongue exclusively at home with their kids). More again, a survey conducted in Yaoundé to 427 speakers of 8 local languages reveals that 73% do not favour the use of their native tongue as others will laugh at them. Stereotypes are built around their language and they avoid to use them at the presence of certain groups. Only 26,2% do use their language in their urban interactions while speakers of other languages are around;
- Rural areas which were completely monolingual as language practice is concerned are going multilingual at the expense of mother tongue.

3 - Reactions of some selected communities

- Attempts to turn the wheel to the benefit of native languages and especially to youngsters for intergenerational transmission, language revitalization and language maintenance, avoidance of cultural and linguistic disappearance of the communities.

- Organization of urban literacy in favour of youngsters with communities' financial support and technical assistance.

4 - How are the reactions expressed in Yaoundé town?

- Organization of urban literacy through planned oral and written practices and unplanned oral practices by languages' standardisation agencies. Unplanned oral practices are observed in markets, meetings, etc. Planned practices occurred during holydays languages courses intended for youngsters

5 - What are the structuring factors of this urban literacy?

- Communities free and responsible will to ensure and assume their individual social identity.

6 - Lessons for making urban literacy a success story

- Go beyond individual actors' volunteerism to forge out a social career
- Reinforcing the institutional capacities of agencies and especially those of resource persons in teaching expertise and course management.
- Urban communities' permanent and renewed ownership of urban literacy
- States' official backing of local languages urban literacy support
- Partnership and networking among promoters of urban literacy for cross-fertilisation of ideas and experiences
- Marketing of urban literacy

7- Conclusion

Cameroon was a case study from 4 languages urban literacy programmes; What from your different countries?

Photos of the conference



Organizers welcome Prof. Felix Marti, Linguapax UNESCOCAT



Staff members adjusting the opening programme



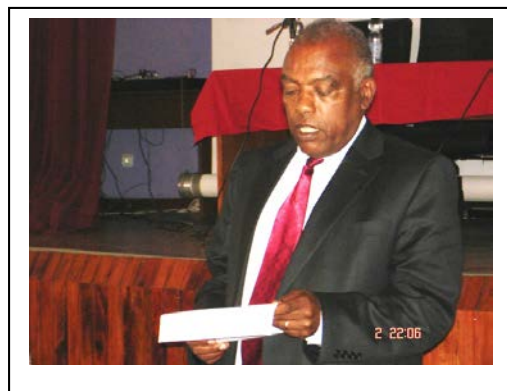
M. Felix Marti, honorary Président of Linguapax-UNESCOCAT talks with the delegate of Linguapax Afrika antenna



Felix Marti with Linguapax Afrika technical coordinator, Aïcha Tadonki Bocoum



Prof. Wondwosen Adane, general moderator of the conference, presents the conference programme



The representative of the President of Addis Abeba Univerisity and dean of the FL delivers his welcome speech.



All members of the conference



Members of the conference



Members of the conference



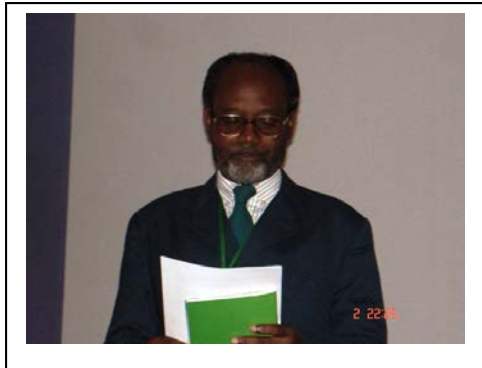
Members of the conference



Photo of the participants during the opening session.



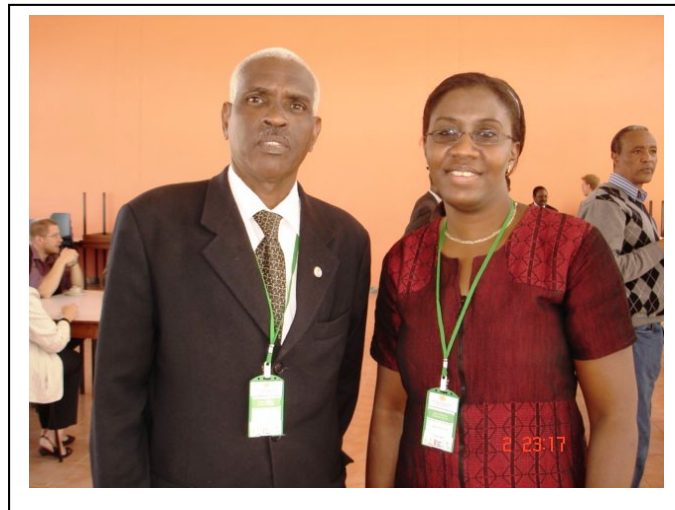
Linguapax Afrika general coordinator speech



Speech of Linguapax 2005 laureate, Prof. Maurice Tadadjeu



Speech of Linguapax UNESCOCAT honorary President, Felix Marti



Delegation from Senegal. Dakar will host the 3rd Linguapax Afrika Conference in February 2011.



Coffee-break and friendship



Speakers in the conference room



Coffee-break and friendship



Coffee-break and friendship



Coffee-break and friendship



Coffee-break and friendship