Choices in Varieties of English usage in the official language classroom in French Cameroon: Is it a drive towards uniformity or intelligibility?

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Abstract: Language teaching and usage must be geared towards certain norms/standards and must follow consistency more especially in official settings such as the educational, professional and administrative circles. In most pluralistic linguistic countries or in countries where many varieties of a particular language exist, priority is given to one variety over the others in official domains and measures put in force by language curriculum planners, designers and developers to promote the spread of that variety. Through a test and a questionnaire administered to students and teachers in French Cameroon, this paper investigates the preference made by students and teachers in terms of the varieties of English evident in Cameroon during their formal English language classroom interactions. It seeks to know if preference is given more to the Standard British English (SBrE) variety or to other varieties like the General American English (GenAmE)Variety and Cameroon English (CamE) variety by key actors in the English language

classroom. By so doing, it makes allegations as to whether the choices made by the target population are uniform or geared towards intelligibility. Findings portray inconsistency in the choice of the SBrE variety usage in the classroom setting. Rather, priority is given more to CamE when placed alongside with SBrE at the level of grammatical expressions and to GenAmE when it comes to lexical expressions thereby confirming the claim that there is no uniformity as English usage in the official classroom environment is concern since the drive for intelligibility prevails for many reasons.

Keywords: Language choice, varieties of English, official classroom setting, uniformity, intelligibility.

1. Introduction

This paper is made up of three main parts: Introduction, data presentation and analysis and the conclusion. While the introductory part presents the statement of the problem, objectives of the study, research questions and hypothesis, methodology and literature review; the data presentation and analysis portion illustrates, describes and scrutinizes information gotten from the field and the conclusion summarises the findings and makes recommendations.

1.1. Statement of the problem

The colonial linguistic heritage of English from Britain gives priority to the use of Standard British English (SBrE) over other varieties of English visible in Cameroon today. Despite the colonial linguistic heritage of English from British, the 1961 constitution and subsequent ones only states that English like French is an official language in Cameroon and nothing is said about the official variety of English to be used in Cameroon. Subsequent constitutions state that the state shall promote the official languages in Cameroon again without taking into cognisance the variety to be promoted despite the growth of New Englishes like Cameroon English (CamE) attested by many Cameroonian linguistic researchers like Mbangwana 1987, Simo Bobda 1998, Kouega 1999, and Atechi 2006. Also, the creation of the American Cultural Centre to promote the American culture through the learning of the General American English (GenAmE) was welcomed and promoted by the state alongside the SBrE. The American Cultural Centre gained the admiration of many Cameroonians thanks to the use of the rhotic accent and thus led to the mad rush of users who enrolled to better learn and use the American variety of English which was in vogue. No surprise why Simo bobda (1998) wonders whether the choice of British or American English matters in Cameroon and later in the preface of *Watch Your English* (2002) contends that:

> While acknowledging the legitimate emergence of an autonomous variety of
> English in Cameroon, I believe that we are still in many ways dependent upon
> British and American Norms. Our educational and professional successes are
> still dependent on these norms.

The above quotation is a pointer that both SBrE and GenAmE are used in official educational and professional circles in Cameroon. Does this mean that these two varieties can be used interchangeably in the above milieus? Despite the absence of a clause in the state constitution stating the variety of English which is official, Standard British English continue to be the target in the English language teaching (ELT) industry in Cameroon justified through ELT contents and the nature of official examinations which prove that typical CamE and GenAmE features are relegated to the background while those of British English are highly prioritised.

 The fact that even the current state constitution sates nothing about the variety of English to be used and promoted makes one marvels whether those who drafted the constitution where not

conscious of the many varieties of English uses within the country or maybe it was an intentional act to indicate the liberal nature in which they wanted English language to be used with focus on intelligibility.

1.2. Objectives

This study examines the choices of variety of English usage made by French Cameroon students and teachers during their official English language classes and its outcome to the spread and use of English in Cameroon. It thus tries to identify the frequency of the varieties opted for by the target population in the classroom setting, finds out if the population is consistent or not in their usage of the SBrE, possible reasons for the situation and its impact to the growth and spread of the English in Cameroon.

1.3. Research questions and hypothesis

This study is guided by some questions which will direct the data collection and generate discussions such as:

- Which are the varieties of English evident in usage of the target population (English language teachers and students) in the official classroom settings?
- Are the target users consistent in their choice of SBrE variety in classroom situations?
- If no then, what are the causes and consequences of the inconsistency in usage on spread and growth of English in Cameroon?

This work is based on the assumption that; the choices of English varieties made by the accessible population shows the growing influence of other varieties of English usage in the official classroom where Standard British English variety is expected to be autonomously used. Language policy and language curriculum designers are responsible for the above and if care is not taken, the growth and spread of English in the official milieu in Cameroon might not be consistent to the colonial variety but rather on intelligibility.

1.4.Methods of data collection

The population used for this study composed of students (form fives and upper-sixths) of Government Bilingual Practising High School (GBPHS) Yaounde and Government Bilingual High School (GBHS) Ngaoundere and their English language teachers from French Cameroon. Through the use of the purposive cluster random sampling and volunteer sampling techniques, relevant data for quantitative and qualitative analysis was collected using a test and a questionnaire administered to students and teachers respectively.

A total of 120 students were randomly chosen in these two classes in the two schools to participate in the test (30 volunteers per class). Therefore, 60 students were chosen in each school in the form five and upper-sixth classes. A total of 120 test papers were administered to students with all the 120 finally retained thanks to the support of the teachers. The test constituted 30 questions where they had sentences in context with gaps for them to select words and expressions to use in the classroom context. It is important to note that the test was set at the backdrop of SBrE while the options given to informants came from the SBrE, GenAmE and CamE varieties. The choice of this style was to see if the learners could be consistent in their choice of the SBrE variety.

The first part of the test made up of ten questions was intended to know the preference of the students on the use of grammatical expressions in the official classroom setting between SBrE and CamE. The second section also a series of 10 questions focused on choices opted for in terms of grammatical usage between SBrE and GenAmE. The last portion of 10 questions was

meant to know the variety of English (SBrE and GenAmE) preference of the students in relation to lexical choices.

Five voluntary English language teachers teaching the target classes were equally chosen per school to answer the questionnaire making a total of 10 teachers. It consisted of multiple choice questions and open ended questions. The teachers' questionnaire was to investigate the varieties of English used in the classroom by teachers, how consistent they use it and why they use it. The classroom setting is used since it is an official one responsible for the spread of English in Cameroon and also where the official variety is expected to be used and promoted.

Contrastive linguistics (also known as Contrastive Analysis), propounded by Fries (1945) and implemented and cited by Lado (1957) was used as the frame for data collection and analysis because of its focus on linguistic differences.

1.5. Literature review

Many national and international Linguistic researchers like Simo Bobda (1998, 1993 and 2002), Simo Bobda and Mbangwana (1993), Kouega (2006, 2007, 2009), Atechi (2006), Bauer (2000), Crystal (2003), Wardhaugh (2006), Essossomo (2015), Belibi (2013) etc have taken interest in the varieties of English. Some are related to this current study which warrants me to show their points of convergence and divergence.

Bauer (2000) investigated the generalities which determine the ways in which English diverges in different locations. She talks about the characteristics of English as it is used around the world, restricted to those varieties of English spoken predominantly by native speakers of English. Her findings were based on colonial varieties which she considered to be nonstandard and Standard English that of Southern England, and only slightly extreme version of this would allow two standard forms (a British and a North American form). In like manner, Wardhaugh (2006) tackles issues on language dialects and different varieties. He equally shows how a language like English can vary from one country or community to another and from one culture to another. While Bauer and Wardhaugh studies determine ways in which English will differ from one location to another, this current study looks at how there is inconsistency in the use of English varieties within one location and country-French Cameroon.

In his book entitled *English as a Global Language*, Crystal (2003) examines the range of historical factors which have led to the current position of English in the world. He focuses on the linguistic characteristics of New Englishes at the level of grammar and vocabulary. He also gives some differences between SBrE and GenAmE. His findings based on the future of English as a global language points out that English has a significance that goes beyond just the language for, it is a language of global exchange though if care is not taken; it may one day die like Latin and French. In like manner, Atechi (2006) works on the intelligibility of native and non-native English speech: *A Comparative Analysis of Cameroon English and American and British English*. The purpose of his work was to measure the intelligibility of Cameroon English speakers to British and American English speakers and vice versa, and to analyse the major causes of intelligibility failure when speakers of these varieties of English interact. He concluded that the failure by Cameroon English speakers to understand Native English and the way native speakers understand them do not mean that Native English varieties are deficient or that Cameroon English speakers have bad ears when it comes to Native English. According to him, the problem is that the two varieties have differences at the level of segmental and supra segmental phonology that create communication barriers. Other linguistic researchers like Simo Bobda and Mbangwana (1993) brought out the differences between SBrE and CamE and GenAmE and SBrE from the spoken English point of view. Simo again in Watch your English

(2002) pinpoint the differences that exist in usage between SBrE and the other Englishes used in Cameroon.

Crystal, Atechi, Simo Bobda and Mbangwana's studies helped in identify the differences that exist in the Englishes and thus limit the current paper to grammatical and lexical choices where there exist differences in usage. These works and others like Pikhart (nd) and Williams (2007) equally served as references in designing the test given to student to illicit data for this study. This current study though on varieties of English used by students and teachers in Cameroon, it focuses on the growing influence of other varieties of English over SBrE expressions which has paved the way for fluctuation in the use of English in the classroom setting in French Cameroon. Essossomo (2015), in his article entitled "*The Fallacy of Promoting Non-Native Varieties of English in Postcolonial Multilingual Settings: The Case Study of Cameroon English (CamE) in Cameroon*", assumes that, the promotion of CamE to the detriment of SBrE accent is definitely a fallacy. He is of the opinion that the English language teaching pedagogy based on the local variety of English advocated by Cameroonian scholars and researchers cannot bare fruits as Cameroonian professional users of English did not receive any training on how to teach CamE and that there are no pedagogical materials so far that clearly outline an approach to CamE grammar, vocabulary, morphology and others. The objective of this work is to show that there is a gap between theory and practice and therefore CamE should not be prioritised over SBrE for there is no approach yet as far as teaching it is concerned. His thinks that, instead of wasting time and energy trying to promote what seems to be impossible for the moment, Cameroonian researchers and researchers who advocate the English language teaching pedagogy based on CamE, should better look forward to integrate some SBrE features which are still problematic to some learners. His work is similar to ours in the sense that he brings out a brief comparison of CamE and SBrE and equally mentions how it affects teaching and learning process. Another researcher who focus on the pedagogic implication of teaching varieties of English is Belibi (2013) in his article entitled; "*teaching a Standard Variety of English or a Local Standard: The Case of Cameroon*". He centres on the emergence of New Englishes, their identification and acceptability. He questions whether both native speakers and non-native speakers are in favour of using local varieties of English as standards. He equally put forward the pedagogic implications and the non-native teacher's dilemma in teaching English with focus on the Cameroonian teachers by questioning which variety should be taught in the classroom. He recommends different methods of teaching SBrE in order to facilitate the Cameroonian teacher's work. Backley (2006), in his article entitled "*Varieties of English: Teaching Englishes, not English*" like the previously cited authors focuses on varieties of English from a pedagogic standpoint. He examines some differences in the way teachers and students approach the teaching and learning of English at the high school and university circles. He found out that there is a change in approach in teaching and learning English from High school to the university which involves a shift away from the prescriptive approach used in high school teaching towards a more descriptive approach preferred at university. In the later approach, the author gives priority on describing the language '*as it is'* so, crucially, this includes making students aware of the complex patterns variation that are typical to the language used by native speakers in the real world. The above works are related to the current paper given that they all focus on pedagogy and choices to make in teaching English but they are distinct from the current research at the level of the objectives. While they advocates on the prioritisation of SBrE over CamE the current work focuses on the inconsistent use of English in the official classroom setting where the SBrE variety is expected to be constant.

In the article entitled "*Languages and language varieties; comparative research on the linguistic attitudes in four bilingual minority communities in Hungary*", Barbely (2011), studied the patterns in variation of attitudes toward minority language in four minority communities in Hungary. She focused her research on how to obtain significant information about the mechanism of the language process of autonomous minorities in the country. In a descriptive approach, she came up with results that in the course of language shift, communities at an advanced stage of language shift have less positive attitudes towards their minority languages than individuals from communities where language shift is in a less advanced stage. Also, Krashen (2002), in his book entitled Second Language Acquisition and Second Language learning, points out factors which may hinder or slow the process of a complete learning of a second language and brings out some factors which may sometimes lead to the evolvement of a language variety like the interference of the first language in Second Language learning. The notion of shift and interference from one variety of English usage to another raised by Barbely and Krashen are common practices in Cameroon evident through the fluctuation in grammatical and lexical expressions exercised by the target population of this study examined at the level of data analysis. Despite these points of convergence, the current work is distinct in its objectives, methodology, population and findings.

After looking at what is available as literature related to this paper, the next section takes the reader to the presentation and analysis of the data collected through the test and questionnaire administered to students and teachers.

3. Data presentation and analysis

Data will be presented and analysed based on two instruments of data collection: the test and questionnaire administered to students and teachers respectively. While the former was to investigate the choices of English variety of students in the classroom in French Cameroon and check if the target population is consistent in the SBrE in official settings, the later was to know if teachers are equally consistent in their choice of English in class and see the correlation between the students and teachers choices made in the target setting.

2.1. Analysis and interpretation of the test administered to students

This section analyzes data gotten from students through the use of the test instrument. Choices in Varieties of English made by students in their official classroom settings are analysed below under subheadings like choices in grammatical expressions between SBrE and CamE, choices in grammatical expressions between SBrE and GenAmE, choices in lexical expressions between SBrE and GenAmE and consistency in the choice of variety.

2.1.1. Choices in grammatical expressions between Standard British English versus Cameroon English

To illicit data for this study, a test was design for learners to choose the variety they use in their official classroom setting. The first section constituted ten gap filling sentences tasks for students to choose between two varieties of English (CamE and SBrE) they use in the classroom setting. The table below presents the results.

Choice of usage	Yaounde	Ngaoundere	Total
SBrE	48.67%	43.34%	46%
CamE	51.33%	56.66%	54%

Table 1: Choice in the use of grammatical expressions between SBrE and CamE
The above statistical results show that 51.33% of students in GBPHS Yaounde give preference to the use of CamE expressions against 48.67% who opted for SBrE. In GBHS Ngaoundere, 56.66% of students chose CamE expressions against 43.34% who selected SBrE variety. In total, it is very clear that informants opted more for CamE (54%) over SBrE (46%). This thus justifies the claim that due to its easy nature, CamE is gaining more grounds in Cameroon attested by Simo Bobda (2002) and Kouega (2006 and 2007). Many students and even teachers tend to use it either by ignorance or by preference at the detriment of SBrE which is the official variety which should strive at the domains of education and administration in the country.

2.1.2. Choices in grammatical expressions between Standard British English versus American English expressions

Statistics shows that in GBPHS Yaounde, just 31.66% of students opted for GenAmE expressions against 68.34% who preferred SBrE expressions during the test. In GBHS Ngaoundere, 39.99% of the informants use GenAmE expressions against 60.01% who use SBrE expressions. From the above results, it is noticed that students in French Cameroon make more use of SBrE grammatical expressions than of GenAmE expressions, though the summative difference is not alarming. 64% of the informants use more of SBrE grammatical expressions over 36% who use GenAmE expressions. Technology has a great role to play as far as the use of GenAmE is concerned in Africa in general and Cameroon in particular. Most of the American expressions used by students are gotten either from the television or from the internet. Some of these expressions may sound good to the ear or fashionable but are not SBrE usage.

2.1.3. Choices in lexical expressions between American English versus American English

Students were equally tested to know the varieties they opted for in lexical expressions. Sentences were presented to informants with gaps for them to choose between SBrE and GenAmE expressions to fill the spaces. The subsequent table clearly represents the scores.

Choice of usage	Yaounde	Ngaoundere	Total
SBrE	50.01%	37.5%	43.8 %
GenAmE	49.99%	62.5%	56.2 %

Table 2: Choice in variety in the use of lexical expressions between SBrE and GenAmE

Statistics from the field presented above points that in GBPHS Yaounde, 49.99% of the students use lexical expressions in GenAmE against 50.01% who use SBrE. In GBHS Ngaoundere, 62.5% of the students use lexical expressions in GenAmE against 37.5% who make use of SBrE. In sum, 56.2% students use GenAmE in lexical choices as over 43.8% who use the SBrE ones. Sometimes, words in GenAmE seem to be more fashionable and sound more pleasant to the ear. For example, in GenAmE they use 'term paper' which corresponds to essay in SBrE. Due to such prejudices, many students tend to use words in GenAmE rather than in SBrE. We equally

have examples like 'cab' in GenAmE and 'taxi' in SBrE and many others. America can equally be considered as a leader in the film and entertainment industry making their variety to spread worldwide and to be used by many.

2.1.4. Consistency in the choice of a particular variety used in class by students

The fact that the number of students who opted for SBrE grammatical expressions changed and decreased considerable in their choice of lexical expressions is a pointer to the fact that, the students are not consistent in using a specific variety of English in the official classroom setting. Also, since the learners vary their choice of variety and at times give preference to CamE over SBrE and in another situation gives preference to GenAmE over SBrE and vice versa is further indication that learners are not consistent in using the SBrE variety in the classroom where it is expected to prevail.

The classroom instructor has a primordial role to play in transmitting to students consistent input for their subsequent output. That is why the next part of our discussions focuses on the choice of variety by teachers in the classroom.

2.2. Analysis and interpretation of the teachers' questionnaire

Analysis of data collected through the questionnaire administered to English language teachers of the target classes is the focus of this part of the study. The questionnaire constituted 09 questions made up of multiple choice and open questions. Choices made by teachers as concerns the variety of English usage in the classroom setting in French Cameroon is grouped under variety used in class by teachers, Consistency in usage of different varieties by teachers and fluctuation from one variety to another by teachers.

2.2.1. Variety used in class by teachers

Though other factors also contribute to the choice of variety of students, English language teachers have a greater role to play. The variety of English used in class by students depends on the variety the teacher teaches. In this case, the students will master and make use of what they are been taught. One of the four questions linked to the variety of English used in class gave us the following results presented on the table below.

Variety used in class by teachers	Yaounde	Ngaoundere	Total
SBrE	70%	60%	65 %
GenAmE	10%	20%	15 %
CamE	20%	20%	20%

Table 3: Variety used in class by teachers

The table above shows that, in GBPHS Yaounde, 70% of the teachers said they used SBrE in their classes, 10% use GenAmE and 20% use CamE. In GBHS Ngaoundere, 60% of teachers use SBrE, 20% use GenAmE and 20% use CamE. In terms of reasons as to why the target teachers use the SBrE variety, in Yaounde, out of the 70% who used SBrE, 60% said it is because it is

formal while 10% said they use it because they feel comfortable using it while in Ngaoundere, all the users opted for SBrE out of comfort. As for the reason advanced by teachers for their use of the other varieties in class, all do so because they feel comfortable using them. It is important to note that not all teachers stick to formality and not all of them know and can identify the formal variety. This explains why a handful of them use what they are comfortable with provided it is English and it is intelligible.

Another question linked to the choice of variety of English by teachers was to find out the variety teachers want their students to master. In the two schools, 100% of the teachers choose SBrE. In GBPHS Yaounde, 60% want their students to master SBrE because it is formal and the remaining 40% want their students to master SBrE for socialization. In GBHS Ngaoundere, 70% of teachers want students to master SBrE because it is formal whereas 30% of the teachers want them to master SBrE for socialization. One will expect all the teachers to insist on the fact that they want their learners to use the SBrE variety because it is the formal usage in official settings which the classroom is one. The fact that not all teachers are conscious of this fact is revealing enough and indicates that more awareness should be raised as to why teachers should stick to the above variety.

3.2.2. Consistency in the choice of a particular variety used in class by teachers

This part presents finding based on whether teachers stick to a particular variety of English in usage while speaking to students in class. Question four investigated the consistency in usage and it was a yes or no option. In Yaounde, 20% chose yes and 80% said no while in Ngaoundere, 60% chose yes whereas 40% chose no. The fact that teachers are not consistent in their use of a specific English variety in class is established here as one can deduce a summative total 60% of inconsistency as opposed to 40% of consistent usage. This is a pointer to the fact that the teachers mix up the use of the different varieties in class which might in turn, affect the way students use the varieties too.

3.2.3. Fluctuation from one variety to another by teachers in class
Question 4 of the teachers' questionnaire seeks to know the rate of fluctuation of teachers from one variety to the other in their classroom interactions. There were three options for informants to chose: *a-frequently, b- rarely and c-never*. Table 4 forthcoming presents the statistical scores.

Rate of fluctuation by teachers	Yaounde	Ngaoundere	Total
Frequently	70%	30%	45 %
Rarely	20%	70%	45 %
Never	10%	00%	10%

Table 4: Rate of fluctuation from one variety to another by teachers
70% of teachers in GBPHS Yaounde frequently fluctuate from one variety to another during their classroom interactions with students, 20% do so rarely whereas only 10% never fluctuate from one variety to another in similar context. In GBHS Ngaoundere, 30% of teachers frequently

fluctuate, 70% rarely whereas 00% never fluctuate from one variety to another. Thus, it is not gainsaying that most teachers are inconsistent in the use of the SBrE variety in class. It is noticed that in the target schools, a multitude frequently and sometimes switch from one variety to another.

3. Conclusion

Findings from the field shows that both students like teachers do not stick to the SBrE variety in the official classroom setting. They rather fluctuate from one variety to another at one time and at another time, mix the different varieties in writing.

Findings based on the test given to students for them to chose between SBrE and GenAmE to use in the classroom, reveal that in terms of preference as far as grammatical expressions is concerned, students opted more for SBrE than GenAmE. SBrE was again place alongside with CamE as grammatical expressions are concerned and the results shows students preference for CamE over SBrE. Furthermore, learners' choice of lexical expressions between SBrE and GenAmE was equally investigated and findings disclosed that learners prioritize GenAmE over SBrE lexical items.

Investigation from the teachers' questionnaire shows that most teachers opted for the use of SBrE in class over GenAmE and CamE though a multitude of them confirmed that they are not consistent to the SBrE variety as they frequently fluctuate between the three varieties in the target setting.

Looking at the major findings, you can bear with me that there is inconsistency in the choice of which variety is to be used in class exercised by learners and teachers in French Cameroon. Their constant switch and fluctuation from one variety to the other in official classroom environment where SBrE is expected to prevail gives an impression that what matters is intelligibility and nothing else in English usage in Cameroon. One can say here without any fear of contradiction that something need to be done to clarify the existing usage confusing situation of English in the official classroom situation in Cameroon.

The above findings are complemented by reasons responsible for the inconsistency in the choice of English variety by the accessible population in classroom and Cameron at large. Language policy makers in Cameroon fail to communicate the need to promote the SBrE at various levels of the school curriculum as it is not mentioned as a need, not developed at the level of content development, limited or no teacher preparation towards the use of the SBrE in the teachers training colleges which is translated in their teaching and transferred to learners. According to Long & Richards [cited by Johnson, 1989: IX] language curriculum design is a decision-making process and engages policy making, needs assessment, material design and development, teacher preparation and development and programme management and evaluation. This is reiterated by Nunan (1994 and 1996). The language curriculum design in Cameroon does not take appropriate decisions neither do they make policies to promote the consistent use of SBrE in official settings. Another reason for the mix-up in varieties shown by students and teachers is because of their ignorance of the differences and lack of awareness of which variety is official. The students' irregularity more particularly can be attributed to mislearning. Students can only produce input given to them by their teachers and if the teacher sends out wrong input, the learners will follow suit. In addition, the recruitment of English language teachers is becoming very loose in Cameroon as holders of Baccalaureat without any proficiency level in English are admitted to be trained as English language teachers in some higher teachers' training colleges.

To better this situation, the following are recommended:

- Since it is not stated clearly in the constitution the type of Variety of English to be promoted in Cameroon and since there is a mixture of varieties used in the official circles; the state constitution should indicate specifically the variety of English recommended at the official setting in Cameroon.
- Given that language curriculum designers equally fail to insist on the teaching of the SBrE variety in the teachers training colleges at all the levels of education in Cameroon, Primary and Secondary school teachers should be given remedial courses on the different varieties of English evident in Cameroon and then insist on the SBrE as that used in the official setting.
- The teaching of Bilingual Training, Functional English and Use of English as a common course in the different teachers training colleges in Cameroon should be revisited to include the differences in usage in the SBrE and other Englishes evident in Cameroon so as to project SBrE for them to use in the official classroom setting.

Thus, if care is not taken and if the above recommendations are not applied, English language pedagogy in Cameroon will continue to be inconsistent. Else, one can only agree with Simo Bobda (1998) who holds that "Bristish and American English: Does it matter?" and also add that the usage situation in the classroom situation in Cameroon indicates that what matters is being intelligible no matter which variety you go for. Thus, I will end by expanding on the above question by Simo Bobda- Bristish, American and Cameroon English: Does it matter? This is a food for taught that can trigger further actions at various levels such as language curriculum developers, teachers' training colleges, teachers and students.

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