# Educational Key Terms for the Teaching of African Languages: the Case of the Kom Language, North-West Region of Cameroon

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*Abstract*: Basic Education teachers in Kom face challenges in their attempts to use the Kom language as a medium of instruction. They attribute the challenges to limited terminologies in Kom that can be used to teacher other subjects rather than teach the Kom language as a subject. Diagnosis carried out through observations in their case study necessitate the creation of Kom Education Key Terms. They need Key Terms to match foreign concepts in the subjects that are taught as their education content.

It is as a result of this challenge that one prioritized to create Kom Education Key Terms with a mixed (KEKT) to fill the vacuum identified in the Kom Education programme. The attempt falls in line with the call for the development of every people's language in the world as a cultural, and education right. It seems too late as foreign languages are already the order of the day, domineering in religion, education, administration, politics, economic, and health domains of the peoples' lives.

The Kom language is just one out of the two hundred and eighty-two languages that exist in Cameroon not standardized. It is on the given tenets that one attempts to give a balance sheet of his/her auto-ethnographic experiences in the development of the (KEKT). During the execution of two renown projects within the Kom community. One got involved in two principal Kom projects namely; the Operational Research Project for Language Education in Cameroon (PROPELCA) and the Kom Education Pilot Project (KEPP) executed from 1992 to 2006 and 2006-present day respectively. The latter came into existence when the former declined due to reasons already advanced and financial issues that were as take. If a timely solution is not fetched, the problem can continue and could disrupt the education initiatives that have been invested in the Kom community with likely effect on low academic performances. The KEKT were exercised in the three subdivisions of Belo, Fundong, Njinikom and the regional headquarters in Bamenda where notions on education were listened, analysed, and attempted solutions were proposed.

*Key Words*: language, multilingualism, curriculum, education, key terms, administration.

## I. INTRODUCTION

This paper seeks to present an auto-ethnographic study that exposes experiences obtained during the execution of the Kom Education Pilot Project, particularly in the development of the KEKT. It is a response to numerous complaints from teachers that national languages lack expressions to teach lessons with the use of Mother Tongue as a medium of instruction. Education promoters seem to find themselves at crossroads as they involve in the Kom MT education struggle since three decades, yet the teachers that teach in the Basic Education schools do not seem to fully enjoy the teaching, due to the fact that they lacked materials that correspond to the curriculum adapted in the Kom language for classroom use. They complain that there are several subjects to be taught but the only literature made available by MT promoters of Non-Governmental Organizations are only a pre-primer, primers and mathematics books.

Teachers seethe absence of KEKT as an obstacle for the use of the Kom MT as a medium of instruction, and seek to abandon the programme since they find it difficult to answer questions from the education officials on how they teach the other subjects apart from primers and maths. Against the outline of the background information, one reflected on possibilities of developing key terms that could respond to the needs expressed by the teachers.

Action was taken in bids during forums, meetings, supervisory visits, training courses, Mother Tongue celebration events, participative with the Basic Education personnel as a whole. Discussions took place from time to time and information was recorded which was analysed later, and key terms were extracted and modelled to match with some subjects listed as follows:

- Math including calculation, addition, subtraction, multiplication, etc.,

- Science and technology including health education, environmental science, technology and engineering,

- social studies including history, geography, civics, human rights, moral education,

- vocational studies including home economics, agropastoral farming, arts and crafts,

- Artistic education including performing arts –music and drama, visual arts (pictures and videos), literary arts (stories and novels),

- educational technology including Information and Communication Technology,

- Physical education including high jump, long jump, racing and selected games (Banigheh & Ngeh, 2022, p.160).

Atu: Akôyn nỉ ỉfwo ỉ dyôyntỉnỉ          Title: Mathematical signs and shapes

| + | - | **x** | ÷ | = | > | < | ≥ | ≤ | **{ }** | **U** | ∩ |
|---|---|---|---|---|---|---|---|---|---|---|---|

| Ỉlỉŋsi          Pictures | Jàŋ itaŋikom | **Read in English** |
|---|---|---|
| iba'sỉ<br>+<br>addition | Iba'sỉ i nỉn ghỉ sỉ ba'sỉ inyâ'lỉ kèsa si chỉyntỉ ỉfwo. Ghỉ n-toŋtỉ nchwæ ibà'sỉ yèyn (+) na 'iba'sỉ' | Addition means to add figures or things together. This sign (+) of addition is called 'plus' |
| icho' i fỉsỉ<br>-<br>subtraction | Icho' i fỉsỉ-ỉ nỉn dyêyn sỉ fàbtỉ inyâ'lỉ kèsa ỉfwo. Ghỉ n-toŋtỉ nchwæ icho' i fỉsỉ yèyn (-) na icho' i fỉsỉ. | Subtraction means to reduce figures or things. This sign (-) of subtraction is called 'minus'. |
| ỉngal<br>**x**<br>multiplication | Ỉngal i nỉn ghỉ sỉ lỉ aghayn-aghayn. Ghỉ n-toŋtỉ nchwæ àteyn (-) na'ỉngal' | Multiplication means to increase a number of times. The sign (**x**) is called 'times'. |
| igwôtỉ<br>÷<br>division | Igwôtỉ-ỉ nỉn ghỉ sỉ gwòtỉ ỉfwo akôyn inyâ'lỉ. Ghỉ n-toŋtỉ nchwæ ỉgwòtỉ yèyn na igwôtỉ 'igwôtỉ'. | Division means to share things by a given number. This sign (÷) of division is called 'divide'. |
| ichỉyntỉ<br>=<br>equals to | Nchwæ ỉchỉyntỉ yèyn (=) nỉn dyêyn akôyn kỉ a kỉ fvỉ ikitỉ. | The equal (=) sign indicates the answer obtained from a given calculation. |
| dvỉ chwô<br>><br>greater than | Nchwæ ỉdvỉ i chwò(>) nỉn dyêyn na afo kèsa akôyn nỉn chwô. | The greater than (>) sign indicates that something or a certain value is more. |
| lẫ chwô<br><<br>less than | Nchwæ ilæ i chwò(<) nỉn dyêyn na afo kèsa akôyn nỉn lẫ. | The less than (<) sign indicates that something or a certain value is less. |
| dvỉ chwô kèsa  ghyani-à<br>≥<br>greater than or equal to | Nchwæ ỉdvỉ i chwô kèsa ghyani-à(≥) nỉn dyêyn na afo kèsa akôyn dvỉ chwô kèsa ghyani-à. | The greater than or equals to (≥) sign indicates that something or a certain value is more or same. |
| lẫ chwô kèsa  ghyani-à<br>≤<br>less than or equal to | Nchwæ læ chwô kèsa ghyani-à(≤) nỉn dyêyn na afo kèsa akôyn lẫ chwô kèsa ghyani-à. | The less than or equals to (≤) sign indicates that something or a certain value is less or same. |
| nchwæ iwèsi-antêynỉ<br>**{ }**<br>brackets | Nchwæ iwèsi-antêynỉ { } nỉn dyêyn na aleŋ a akôyn sỉ fèl sỉ asỉ. | Brackets ({ }) in fractions indicate the part of a problem to be first solved. |
| nchwæ iyỉnỉ<br>**U**<br>union | Nchwæ iyỉnỉ **U** nỉn dyêyn ỉnki–ỉ ỉfwo kèsa akôyn antêynỉ ỉntwayn ntwayn. | The union sign (**U**) indicates the elements (things or figures) in given sets. |
| nchwæ ỉghòmnỉ<br>∩<br>intersection | Nchwæ ỉghòmnỉ ∩ nỉn kîtỉ ỉfwo ỉntwayn ỉ bwò kèsa chwô. | The sign of intersection refers to the set of elements that are common to two or more sets. |

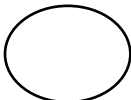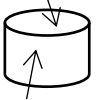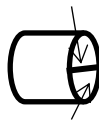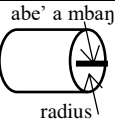| 1. Wà n-faytî kya nchwæsi akòyn sỉ kà?<br>2. Wà n-kiŋ igâmtỉ a nchwæsi akòyn sỉ kà?<br>3. Yỉ nya'lỉ ỉ bèsỉ àwo kỉ yi n-kya anòyn nỉ zỉ. | 1. Which mathematical signs do you understand best?<br>2. Which mathematical signs do you need help with?<br>3. List and share your experiences in groups. |
|---|---|

Source: Chuo's personal computation

The list above is a sample illustration, assembled in a forum when teachers sought to know how possible it is to teach mathematics in the Mother Tongue without the use of the official language. This result from the lack of education key terms in the mother tongue. In order to provide a solution to the questions asked, one went ahead and created the above list which was presented and the teachers adopted the list for class use. They used it for two years and found that pupils understanding of mathematics had improved. They concluded that it was due to the key terms that facilitated the comprehension of mathematical notions. In twelve classrooms of five hundred and fifty pupils, in twelve different schools, there were no repeaters during final promotions for the year except some few cases of drop-outs from schools and transfers from mother tongue medium schools to non-mother tongue schools.

As a result of positive feedback from the teachers, one went ahead to develop more KEKTsin domains of teaching that were complicated. The domain of shapes was deemed necessary for the development of more KEKT as teachers expressed the need to know the appellation of shapes in the Kom language. One became interested in the development of key terms across different subjects, since it is considered that mother tongue should be used as a medium of instruction. More inspiration was nursed when started receiving invitations to forums, the radio-television stations high profiled education meetings and celebrations. Shapes used were intended to yield a quick understanding of the concepts just at a glance both by the teachers and the pupils. The visibility of the shapes and their appellation cleared off all doubts as what was articulated was seen.

Atu:  Idyôyntɨ                                                                                                          Title:  shapes

| Ɨlɨŋsɨ          Pictures | Jàŋ itaŋikom | Read in English |
|---|---|---|
| àjɨŋkal<br><br>a circle | Àjɨŋkal a nɨn ghɨ mbaŋi i kalɨni ghɨ kɨ ighel-ighel sɨ lù abàs a li-a sɨ jem ateyn nɨ a li-a. Kɨ kà' a kɨ na ghɨ mbaŋi ta ghɨ gùf. Kɨ kà' a kɨ na ghɨ mbaŋi ta ghɨ bom. Kɨ Kà' a kɨ na ghɨ dyôyn ta ghɨ dyòyn a nse. | A circle is a rounded line consisting of equal points equally distant from different relative points. It can be a drawn line. It can be a constructed line. It can be a demarcation on the earth surface. |
| ikfal<br><br>circumference | Ɨkfal nɨn ghɨ mbaŋi ta yì n-jɨŋ kal ichvɨ afo a meŋlɨni-a. À n-ghɨ ɨdyêf i mbaŋi àteyn. Ntòynsɨ, ikfaŋ, mbomsɨ, nɨ ntòynsɨ kfenɨ sɨ nɨn kelɨ tɨkfal sa nyiŋ. | A circumference is a line that bounds a circular shape. It is the total length of that line. Buckets, dishes, cups and pots have different circumferences. |
| mabaŋi ì dyàŋsɨni<br><br>diameter | Mbaŋi ì dyàŋsɨni nɨn ghɨ mbaŋi àtɨ-ati ta yì n-kûmnɨ ilwê' ɨ bwò ikfal. Yì n-toynɨ antêynɨ-ântêynɨ ikfal. | A diameter is a straight line that runs through two related points in a circumference. It runs through the middle point of a circumference. |
| abe' a mbaŋi<br><br>radius | Abe' a mbaŋi a nɨn ghɨ a kɨ a kɨ dyâŋsɨ ikfal kɨ abe'. | A radius is half the line that runs through the middle point of a circumference. |
| 1. Ndyòyntɨ ilɨŋsɨ vzɨ a wà n-faytɨ kya.<br>2. Ndyòyntɨ ilɨŋsɨ vzɨ a wà n-faytɨ kya wi.<br>3. A mɨnòynɨ yì besi antêynɨ nɨ zɨ.<br>4. Ndyèyn ɨlwê' vzɨ a wu n-fimsɨ. | | 1. List the shapes you understand best.<br>2. List the shapes you do not understand.<br>3. In groups share your experiences.<br>4. Identify areas that need further clarifications. |

Source: Chuo's personal computation

The above were exemplified concepts in mathematics which opened the way for teachers to teach successfully. They remarked that their results were impacting from pupils' performance. According to Nforbi (2021 p. 193), *the level of teachers teaching MTs in Cameroon is low. It is too low, the right thing to do is to assist them with key terms so that they use them to improve their skills.*

Atu:  Ifêl Awu                                                                                                         Title:    Creative Work

| Ɨlɨŋsɨ  /pictures/ | Jàŋ itaŋikom | Read in English |
|---|---|---|
| fûyn<br><br>a phone | Fûynsɨ awu sɨ nɨn dvî a mbzî layn. Ghɨ kà' a ghɨ yeyn nô mɨ a ntè' î kà. Ghelɨ nɨn jâŋ kè nɨ kè nɨ ɨnseynsɨ. Àŋena nɨn yeynî ŋêyn suynsɨ nɨ woyn ghî nì-i a mbzɨ kɨ a nkèfsɨ. | Nowadays cell phones are common. They can be seen in every village. People use them to communicate with one another. They connect with friends and relatives over the world within seconds. They are of different kinds. |
| fɨnlɨ ìtaŋi<br><br>IC recorder | Tèyn nɨn ghɨ fɨ têbtɨ fɨ awo tumnî itaŋi. Ghɨ kà' a ghɨ ku njàŋsɨ, awo a bibtɨni-a, nɨ àwo si lèm mbôynî. Ghɨ kà' a ghɨ fvɨsɨ awo kɨ a ghɨ we ateyn a kòmbità sɨ nɨ nì ànkeynɨ-a a jisɨ-a jisɨ. | This is an Information Communication Recorder. It can be used to record music, interviews and security matters. It can be used to download collected information onto a computer for different uses. |
| ànyvîtɨ ìtùŋli<br><br>ear phone | Ghɨ kà' a ghɨ wesɨ ànyvîtɨ itùŋli a telɨfûynsɨ, mɨtêbtɨ, nɨ lidyòsɨ. Ghɨ n-wesɨ sɨ taŋɨ ateyn a wûl a wûl ilwè' ɨ ghasɨnɨ. Ghɨ n-tuŋ lzisî itùŋli. | Ear phones can be used with telephones, recorders and radios. They are used for individual communication in noisy areas. They are fitted into the ears. |
| kamalà ànini<br><br>a camera | Ghɨ n-ku fɨtùsɨ nɨ kamalà ànini. Ghɨ n-ku ghelɨ ateyn nɨ ɨfwo icho'nɨni i lue. Ghɨ kà' a ghɨ ka'sɨ aliŋsɨ lɨ gya nɨ Kamalà ànini. Ghɨ n-wesɨ lêm ilɨŋsɨ nɨ àwo kɨ a ghɨ kà'sɨ a   kòmbitàsɨ sɨ sɨ làè sɨ jæ sɨ fêl ateyn. | A digital camera is used for snapshots. It is used to snap people and cherished objects and activities. Digital cameras can be used for videotaping. Snapped and videotaped activities are downloaded onto computers for further use. |

Source: Chuo's personal computation

In the domain of Science and technology, information and communication tools were exemplified. Attempts were made and illustrations were drawn to facilitate the concept that was intended for communication. According to feedback, from teachers on the field, they say that the key terms linked to illustrations are a helping aid for recognition of the concepts.

Atu: Mijitî mɨ Ìtàŋi nɨ Ìbêsi-ɨ (MÌÌ)     Title: Information & Communication Tech (ICT)

| Hiŋsi /pictures/ | Jàŋ itaŋikom | Read in English |
|---|---|---|
| kòmbità ibzɨ<br><br>a lab top | Kòmbità ɨ bzɨ nɨn boynî sɨ ghal. Ghɨ kà' a ghɨ lem ibzɨ nà fêl ateyn. Ghɨ n-chu'tî wesî àwo ateyn. Ghɨ nfvɨsɨ àwo a intenèt nɨ ìnyeyn nɨ ifwo ilue ta lêm awo. | A lab top is portable. It can be placed and used on the labs. It is used for keyboarding information. It is used to download information online and from other accessories. |
| kàsêt ì kòmbità<br><br>a compact disc | Kàsêt kòmbità nɨn ghi àfo **lêm àwo tumnî itaŋi**. Ghɨ n-dɨm a kòmbità ibzɨ nɨ igha'nɨ. Ghɨ n-wesî fî fvɨsɨ àwo nɨ ìnyeyn. | A compact disc is an information communication accessory. It is used in a laptop and a computer. It is used exchange information. |
| fɨntûmnɨ fɨ awo<br><br>jump drive | Fɨntûmnɨ fɨ awo fɨ nin lêm àwo tumnî ìtaŋi. Ghɨ n-wesî fî fvɨsɨ àwo a kòmbitàsɨ ibzɨ nɨ sɨ gha'nɨsɨ. Ɨfyê' ateyn nin ghɨ a jigabâtsɨ. | A jump drive is an information communication device. It is used to install and download information from lab-tops and computers. Its capacity is determined in gigabytes. |
| ànsù a ŋwà'lɨsɨ<br><br>a printer | Ànsù a ŋwà'lɨsɨ a nin fêl yûŋnɨ a kòmbità ibzɨ kèsa igha'nɨ. Ghɨ n-sû fvɨsɨ àwo nɨ ìnyeyn a kòmbità atû ibzɨ kèsa igha'nɨ. Ìnsù ɨ ŋwà'lɨsɨ ɨ lue nin fêl àwo si idvì. Ghɨ kà' a ghɨ ka'sɨ sù ŋwà'lɨsɨ nɨ ànkeyni-a. | A printer is used alongside a laptop or computer. It is used to print out keyboarded information from a laptop or computer. Some printers have double function. They can also be used to photocopy documents. |
| 1. Tɨymlɨ fè'tɨ ifêl ɨ kòmbità ibzɨ a?<br>2. Ghɨ n-nî ghà nɨ  kàsêt ɨ kòmbità?<br>3. Ghɨ kà' a ghɨ keli ti-a igha'ɨ fɨntûmnɨ fɨ awo? | | 1. Briefly state the uses of a lab top.<br>2. What is a compact disc used for?<br>3. How is the size of a jump drive determined? |

Source: Chuo's personal computation

ICT is considered to be the most challenging subject for teachers to teach. This is because the concepts are foreign meriting a lot of lexicological reasoning combined with borrowing from the source language. This concept ties with the calling of the United Nations (2016 p. 18) which talks about the choice of language of education. According to testimonies from teachers, the borrowed or transliterated concepts have been integrated into the language.
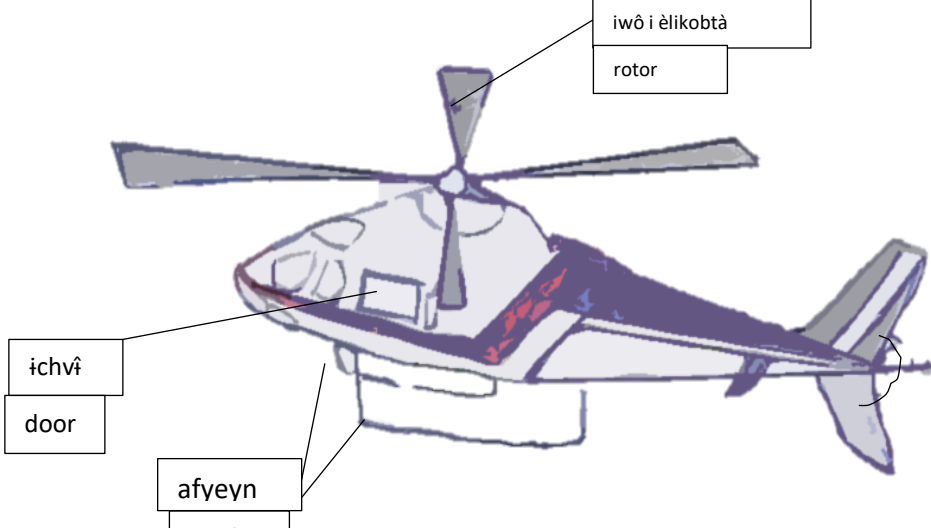
Atu: Ɨfwo sɨ Gàmtɨ Iye'i     Title: Educational technology  Information & Communication Tech(ICT)

| Hiŋsi      Pictures | Jàŋ itaŋikom | Read in English |
|---|---|---|
| àntsɨyn awo<br><br>a projector | Akêyn nɨn ghi àntsɨyn awo. Ghɨ n-fu sa' gha nɨ àkeyni-a; ye'i-à, dyêyn awo aninɨ-a nɨ ìtaŋi kûm àwo. Ki n-gâmtɨ sɨ fâbtɨ inyâ' abàŋ a nya'nɨ-a. Kɨ n-fâbtɨ ilvɨ vzɨ a ghɨ n-lî awo nî na iye'i na ajûŋ foma. Kɨ n-kɨŋ ibayn sɨ jæ sɨ fêl ilvɨ ta ghɨ n-fêl nɨ ànkeyni-a. Kɨ kà' a kɨ yuŋni a kòmbità ibzɨ nɨ sɨ gha'lini sɨ. | This is a projector. It is used to present reports; teach lessons, show videos and audio information. It helps reduce the burden of writing on the chalkboard. It reduces time spent on tasks and makes learning natural and fun. It requires electricity for power supply when in use. It can be attached to laptops or computers. |
| àntîsɨ ântsɨyn<br><br>remote control | Akêyn nɨn ghi àntîsɨ ântsɨyn. Ki n-jêlsɨ iliŋsi kèsa inyâ' na yi bayn fvɨ sa àntsɨyn awo. Ki kà' a kɨ fel kɨmɨ ta ànsò' sɨ dyèyn ilwê' vzɨ a ka ghɨ kɨ antêynɨ ɨbèsɨ. | This is a projector remote control. It is used to manage the images or print projected away from the projector. It can also be used as a pointer to indicate areas of attention in a projected discussion. |
| ànsù iliŋsi awo<br><br>a photocopier | Akêyn nɨn ghi ànsù a iliŋsi awo.  Ghɨ n-sû ŋwà'lɨsɨ nya'nɨsɨ nɨ sɨ leŋtinɨ sɨ, nɨ sɨ dyoyntinɨ sɨ. Kɨ n-keli àdya' sɨ sù sɨ fvɨsɨ kɨ àtɨ –ati a kòmbità. Sɨ li sɨ nɨn ghɨ ma ghɨ kà' a ghɨ ku kɨmɨ iliŋsi ateyn. | Here is a photocopier. It is used to photocopy written, typed, and drawn documents. Some photocopiers have the functions of printing directly from the computer. Some have scanning capabilities. |

Source: Chuo's personal computation

More KEKTs were developed in educational technology as found in the table above. The first instrument on the table is a projector. It is very important in the education system today, considering its use as a teaching apparatus that facilitates the presentation of lessons.
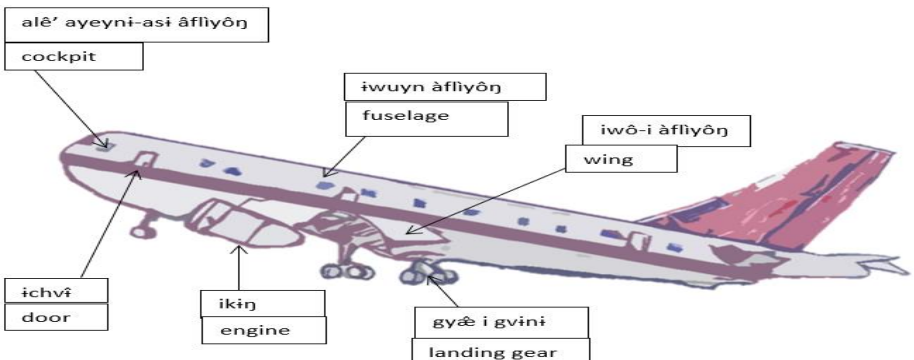
Atu:Ijêl Iyvɨ                                              Title :Air Transport

| Jàŋ itaŋikom | Read in English |
|---|---|
| **èlikobtà** | |



a helicopter

| | |
|---|---|
| Èlikobtà nìn ghɨ àfo bey'ì tâyn nì ghelɨ iyvɨ. Yì n-lî ndû nì ghelɨ ilwè' ilwè'. Yì n-tâyn iyvɨ gvî ilwè' ɨ cho'ninɨ. Ghɨ n-yâŋsì tâyn ateyn ilvɨ ta ilwê' nìn yalì. Ghɨ n-toŋtî wùl vzɨ a wù n-tâynsì èlikobtà na balòt. Ghɨ kà' a ghɨ tayn a èlikobtà ilvɨ ta ghɨ n-luŋ si le' mitùsi dvɨnɨ si, dzɨ i bɨ nì ìlala-i. | A helicopter is an air transport vessel. It transports people from place to place. It flies in the air and lands in preferred places. It is preferably used during good weather. The person who flies a helicopter is called a pilot. Helicopters can be used in times of emergencies to avoid traffic density, galloping and delay. |
| 1. Èlikobtà nìn ghɨ ghà? <br> 2. Èlikobtà nìn nî ghà? <br> 3. Ghɨ n-tâyn nì èlikobtàsì ilvɨ ɨ kfà? <br> 4. Ghɨ n-toŋtî ti wul vzɨ a wù n-tâyn èlikobtà a? <br> 5. Èlikobtà kà' a yì tayn ilvɨ gha? | 1. What is a helicopter? <br> 2. What does a helicopter do? <br> 3. When are helicopters preferably used? <br> 4. How is the person who flies a  helicopter called? <br> 5. At what times can helicopters be used? |

Source: Chuo's personal computation

Under technology and engineering, air and land transport were the common means of transport known by Kom children. They are not around the sea and majority among them do not even have the concept of a sea. They were drilled on parts of a helicopter and a plane.

Atu: Àfɨlìyôŋ                                              Title:   Aeroplane

| Jàŋ itaŋikom | Read in English |
|---|---|
| **àfɨlìyôŋ** | |



aeroplane

| | |
|---|---|
| Ìfilìyôŋ nin tâyn ndû ilwè' ilwè'. Wu n-bey'ì gheli nì ìfwo. Wu n-ghi ifyè' ifyè'. Ìfilìyôŋ i twelâ nin tâyn ndû ilwè' ghè a ndèynsì nin dyêf wi. Wu n-keli ikiŋ i mu i tela-ì. Wu n-keli ilwè' i dvini ilvue wu fêl a jisi a jisi. Ìfilìyôŋ nin keli ilwê' i gvini nì àŋena ghi toŋtî na æbòt. Ìfilìyôŋ i twelâ nì èlikobtàsì kà' a wu gvi kìmi a mî fîltì. | Aeroplanes fly from one place to another. They transport people and goods. They are of different sizes. Small aeroplanes fly at short distances. They have small fuel tanks. They have several other parts that are used in different ways. Aeroplanes have their landing stations called airports. Small aeroplanes and helicopters can also land in airstrips. |

Source: Chuo's personal computation

Above is a passenger plane with its parts identified, named in Kom alongside English-language text translation. Exercises of this nature are dream-fulfilling as it has been one's long-term goal to see notions of western cultures included into the education content of the Kom pupils.

*Pedagogic Seminar of Teachers*

In a pedagogic seminar of sixty teachers, they said that to name parts of the body was a huge challenge. In their collective efforts, they provided many parts that resulted in the following two illustrations that fall in the teaching of science:



Atu iwo: Ìlwê' iwùyn nì wùl Title:  Human body parts

atuŋlɨ, ikê', àntêynì isɨ, fɨnì fɨ isɨ, gvɨyn isɨ, ichvî atu, bò' àtu — apex, forehead , eye,  cornea, pupil, face, ear

idyel, gvɨ ichvì,  agyê', ichvî, — nose, mouth, jaws, chin, lip,

ɨkœ, àngàŋtì, fɨghaŋ  fɨ ɨmzì, ɨmzî, mbè' — Shoulder, neck, clavicle, chest,

armpit, breast, hypochondrium

alvɨvn. ighevn. kâf

forearm, wrist, vacio, palm

ayûŋ  awu, nwenî fɨkù, mbes ɨkœ

lum àwu
ngè àwu
baŋsɨ ɨwu
abzî
ilvɨ
ngva' ɨfyèyn
fɨkolakol
jɨm àvɨ

thumbnail
fingers
inner thigh
knee
shin
ankle
instep
toe

Source: Chuo's personal computation

According to hearings from teachers in a forum in Njinikom, they said that sometimes children are sick in school, but they find it difficult to tell the part of the body that hurts. By so doing, they frustrate the efforts of a caregiver to assist in medication and related help. They recommend that it is important to provide an illustr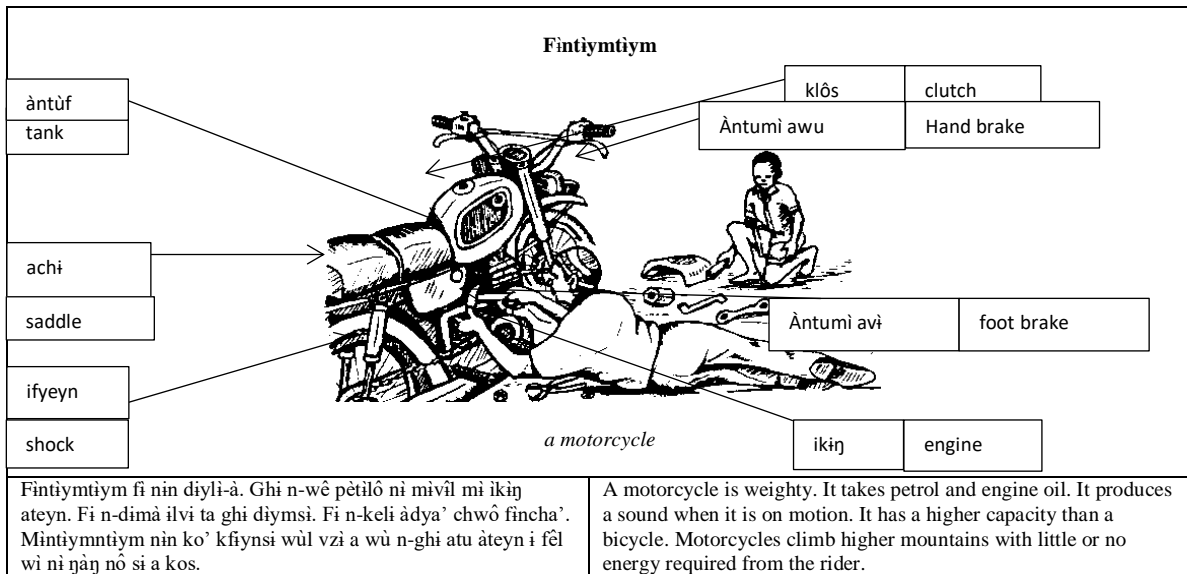ation that falls in line with the ones that have been presented earlier. In the course of presenting the image, teachers complained that it is not acceptable to expose the private parts of a human being. One had no choice than succumb to the recommendations of those who are more versed with the environment.

When teachers expressed their difficulties due to lack of key terms in education, one saw it as an opportunity he/she could not let go. Efforts were invested in the creation of more key terms. The parts of a motorcycle were sensed as an area of interest for the pupils, and an illustration was drawn and labelled in Kom and the English language. Below is the image with the crafted appellations.

Ati: Ɨlweŋ ɨ fɨntɨym-ntɨym, nɨ nfâytɨ      Title: Parts of a motorcycle, with a repairer

| Fɨntɨymtɨym | | |
|---|---|---|
| àntùf | klôs | clutch |
| tank | Àntumì awu | Hand brake |
| achɨ | Àntumì avɨ | foot brake |
| saddle | | |
| ifyeyn | ikɨŋ | engine |
| shock | *a motorcycle* | |

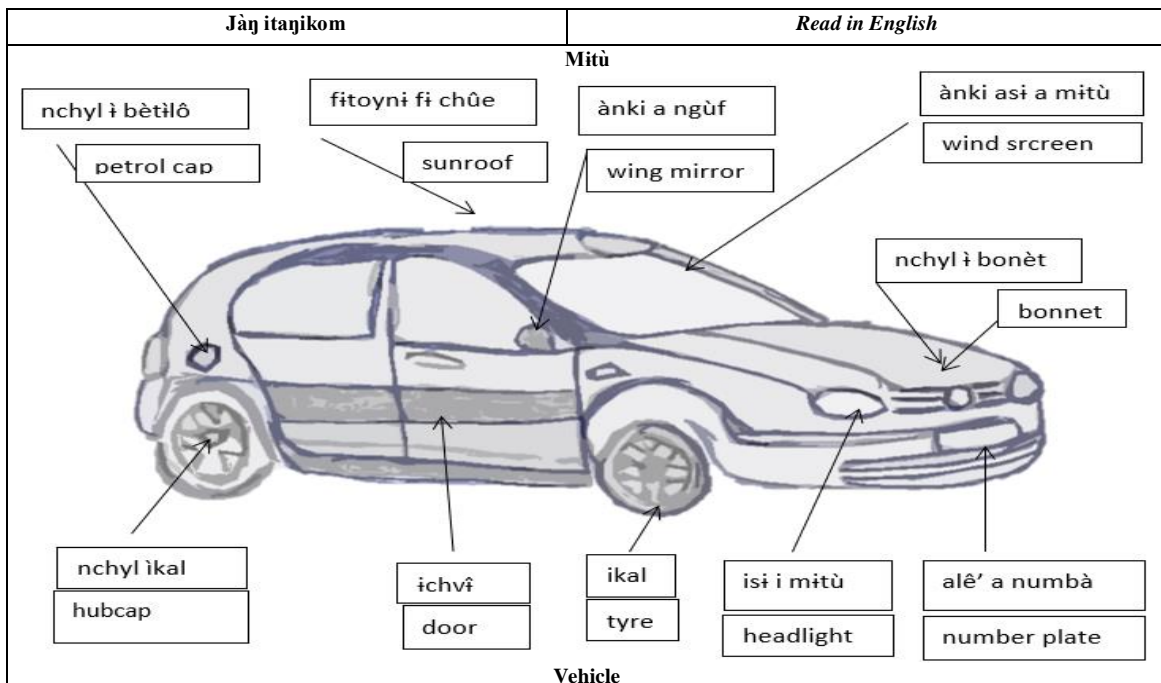| | |
|---|---|
| Fɨntɨymtɨym fɨ nɨn dɨylɨ-à. Ghɨ n-wê pètɨlô nɨ mɨvɨl mɨ ikɨŋ ateyn. Fɨ n-dɨmà ilvɨ ta ghɨ dɨymsɨ. Fɨ n-kelɨ àdya' chwô fɨncha'. Mɨntɨymntɨym nɨn ko' kfɨynsɨ wùl vzɨ a wù n-ghɨ atu àteyn ɨ fêl wɨ nɨ ŋàŋ nô sɨ a kos. | A motorcycle is weighty. It takes petrol and engine oil. It produces a sound when it is on motion. It has a higher capacity than a bicycle. Motorcycles climb higher mountains with little or no energy required from the rider. |

Source: Chuo's Artistic Sketch

When children grow up most of what they show interest in are modern innovations. They produce their toy bicycles, take sticks and ride on them producing the sound of objects they desire. With the commonality of motorcycles nowadays, the children see them even in villages where the worst roads exist. Teachers testify that after teaching the parts of a motorcycle some children express their intentions to become motorcycle repairers. They added that activities similar to that of the motorcycle image, help to develop the learners' artistic skills.

One of the groups expressed the need to know how the parts of a vehicle could be named in the Kom language. They made attempts to name the parts of a vehicle and one arranged them in an illustration as found on the next page:

Atu: Ɨlweŋ ɨ mɨtù      Title: Parts of a Vehicle
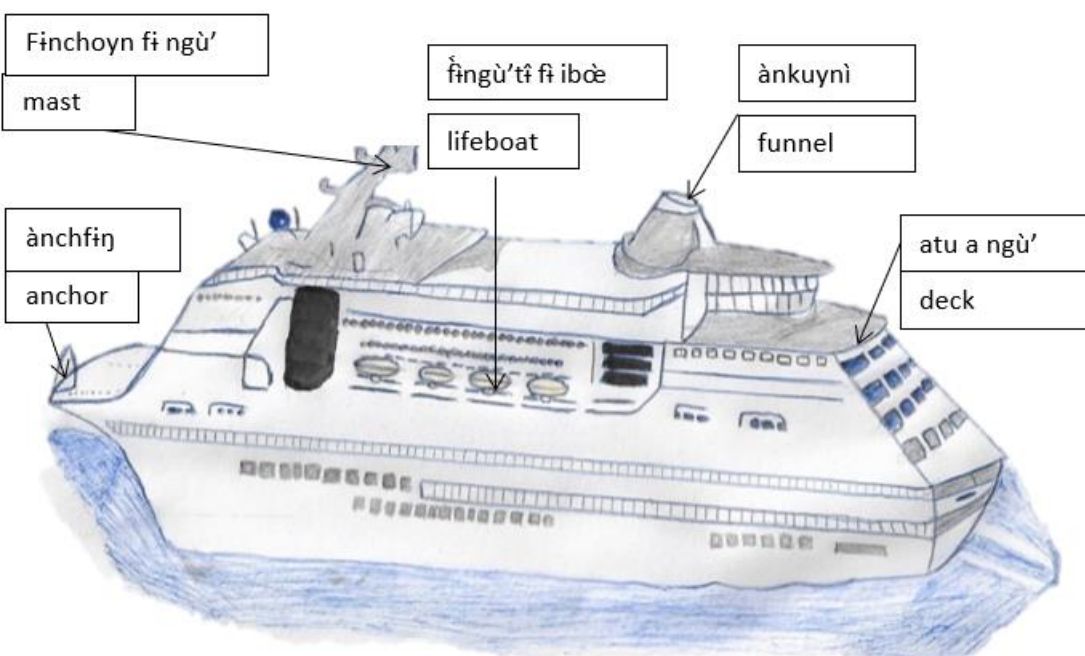
| Jàŋ itaŋikom | Read in English |
|---|---|
| Mɨtù | |
| nchyl ɨ bètɨlô | ànki a ngùf |
| petrol cap | wing mirror |
| fɨtoynɨ fɨ chûe | ànki asɨ a mɨtù |
| sunroof | wind srceen |
| | nchyl ɨ bonèt |
| | bonnet |
| nchyl ìkal | ɨchvɨ̂ — door   ikal — tyre   isɨ ɨ mɨtù — headlight   alê' a numbà — number plate |
| hubcap | |
| | Vehicle |

| | |
|---|---|
| Mìtù nìn ghɨ àfo ghɨ bey'ì ghelɨ ateyn. Mì n-to ikwo nô sa ŋaŋ bòm ta ghɨ n-faytî wɨ a Kàmàlûŋ. Mì n-bey'ì ghelɨ nì ɨfwo ndû ilwè' ilwè'. Mì n-kelɨ mìlê'nɨ nô sɨ i dvɨ. Ghɨ kà' a ghɨ fɨ jàŋ mìlè'nɨ mɨ àteyn ɨnlì abàs ikùe. | A vehicle is a device for transportation. It costs a lot of money because it is not made in Cameroon. It transports individuals and goods from one place to another. It has several parts. Some of the parts can be read again above. |
| 1. Ghɨ n-nî ghà nì mìtù a? <br> 2.Mìtùsɨ nin to ikwo bòm ghà? <br> 3. Toŋtɨ ilwê' ɨwùyn nì mìtù nsòmbo. <br> 4. À n-fêyn àlê' asi à kà na ka ivɨ-i lzɨ a mìtù a? | 1. What is a vehicle used for? <br> 2. Why does a vehicle cost a lot of money? <br> 3. Name seven parts of a vehicle. <br> 4. Which front part of a vehicle prevents     wind from entering inside? |

Source: Chuo's artistic sketch

Children make daily attempts to produce their own toy cars. Some of them even receive their birth day gifts from their uncles in form of toy cars. To teach the parts of a car is so interesting and children are so motivated in the lesson participation. One feels that teaching the parts from illustrations as laid down above can reduce explanation challenges.
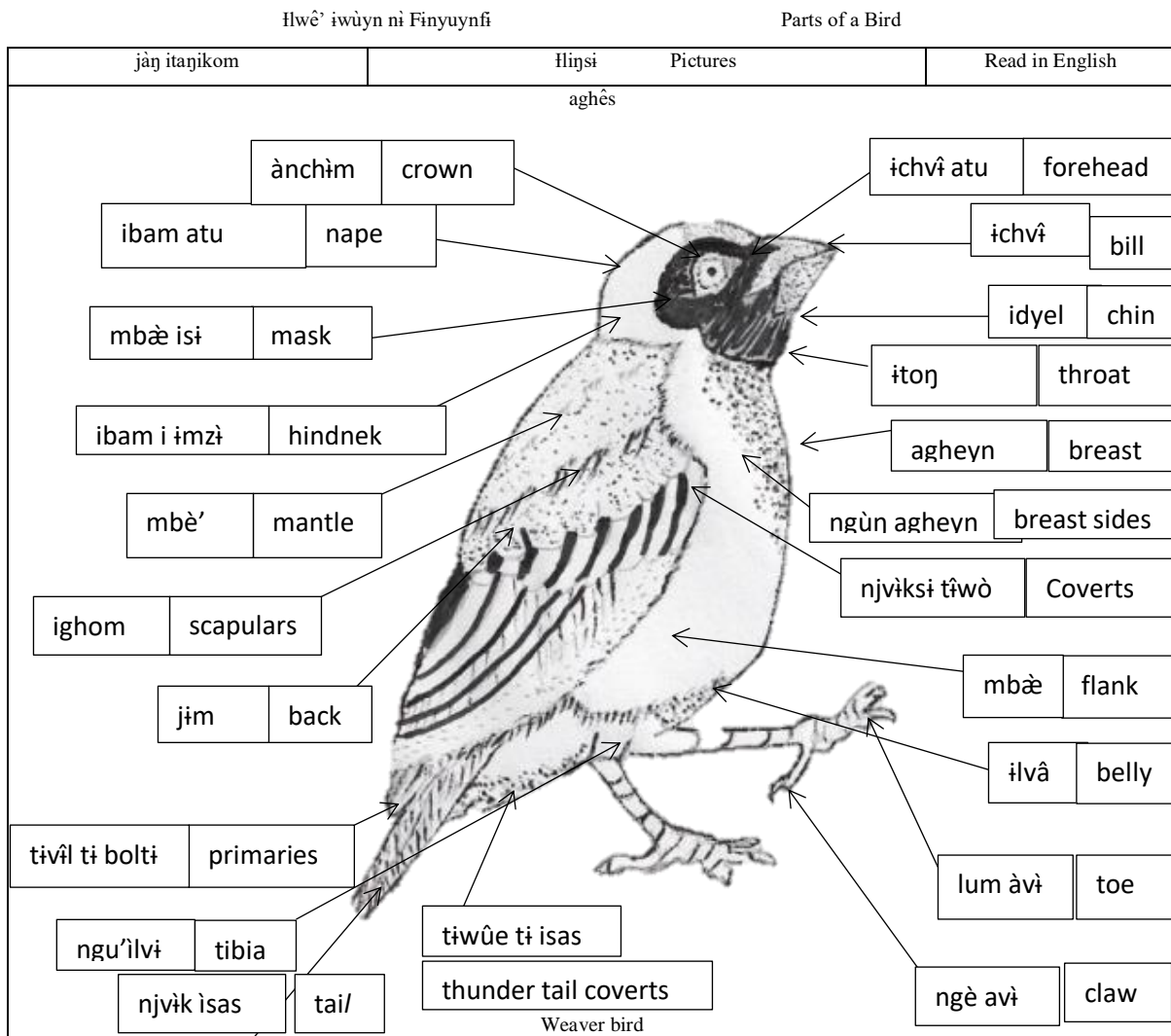
Under technology and engineering, one deemed it fitting to include sea transport to the land and air presented earlier. This was in order to create a balance by using the known to introduce the learner to the unknown.

Ngù' î gùfɨni                                                                                          A ship

| Jàŋ itaŋikom | Read in English |
|---|---|
| ngù' î gùfɨni | |



a ship

| | |
|---|---|
| Ngù' i gha'nɨ nin bey'ì ɨfwo jêl a jvâ. Yì n-ndû nì ghelɨ kèsa ɨfwo ilwè' ghè âŋena nin kɨŋ. Ngùsi nin ghɨ ifyè' ifyè'. À n-yâŋsɨ kelɨ ɨnôyn afyà' i gha'lini. Sɨ n-jêl kɨ a jva i ghanɨ si ndu ilwè' ghè a ghɨ n-kiŋ na si ndu. Ngu'sɨ nin timì ilwè' ghè a ghɨ lèm na sɨ na timî ateyn. | A ship is a vessel which sails on sea. It sails to preferred destinations with passengers or goods.  Ships are of different dimensions. They are mostly owned by companies. They are used to render transport services by means of the sea. Ships anchor at sea ports |

Source: Chuo's Artistic Sketch

Land and air transport vessels are common enough. They make the idea of travel clear in the mind of a learner. By linking sea transport to a learner, from land transport, the learner can quickly understand the concept of a sea and alongside the sea vessels.

Ħlwê' iwùyn nì Fínyuynfɨ      Parts of a Bird

| jàŋ itaŋikom | Ħliŋsɨ   Pictures | Read in English |
|---|---|---|



aghês

ànchɨm — crown

ibam atu — nape

mbæ̀ isɨ — mask

ibam i ɨmzɨ — hindnek

mbè' — mantle

ighom — scapulars

jɨm — back

tɨvîl tɨ boltɨ — primaries

ngu'ìlvɨ — tibia

njvɨk ìsas — taiⅼ

tɨwûe tɨ isas — thunder tail coverts

ɨchvî atu — forehead

ɨchvî — bill

idyel — chin

ɨtoŋ — throat

agheyn — breast

ngùn agheyn — breast sides

njvɨksɨ tîwò — Coverts

mbæ̀ — flank

ɨlvâ — belly

lum àvɨ — toe

ngè avɨ — claw

Weaver bird

Source: Chuo's artistic sketch

Through this method, one was able to appreciate the pupils and the teacher's class efforts. This ties with the declaration of Nunan which states that

*"... One needs qualitative data based on classroom observation if he/she intends to interpret for evaluation purposes of making decisions about programme alternatives ... (Nunan, 1996, as cited by Anyinkeng, 2005:20)".*

*Kom Orthography*

The KEKT were facilitated by the availability of the Kom alphabet which ties with norms of alphabets established for Cameroon languages (Tadadjeu *et al.*, 1979 p. 4-16). The alphabet has been in use for over thirty years and there seems to be a steady use after several arguments have been tabled against it for changes. It has twenty-nine letters and two-tone marks as found on the given illustration:

Table 1: Kom language alphabet

| a A | æ Æ | b B | ch Ch | d D | e E | f F | g G | gh Gh | i I |
|---|---|---|---|---|---|---|---|---|---|
| ɨ Ɨ | j J | ' ' | k K | l L | m M | n N | ny Ny | ŋ Ŋ | o O |
| œ Œ | s S | t T | ue Ue | v V | w W | y Y | z Z | ` ^ | |

Source: Listings Drawn From the Kom Alphabet

The alphabet was used during PROPELCA and KEPP. At the eve of the KEPP ¾ of the Kom Language Literacy Committee (KLLC) members expressed the need to include the /sh/ sound in the alphabet. One consulted three linguists (Mfonyam, Herdinger and Walters) who examined and clarified that /sh/ was allophonic to /s/ contained in the alphabet. This was clarified from a collection of some sample words in the Kom language as the members of the committee wanted them to be written with "sh" instead of /s/ as displayed in the following examples:

Table 2: List of verified kom disputed words

| № | Disputed forms glossed with "sh" | Verified forms glossed with /s/ |
|---|---|---|
| 1 | shiŋ    /sudden force/ | siŋ    /sudden force/ |
| 2 | shwà'    /affirmation to a request/ | swà'    /affirmation to a request/ |
| 3 | shfɨ    /fish/ | sfɨ    /fish/ |
| 4 | shyasɨ   /your own/ | syasɨ   /your own/ |
| 5 | shyèmsɨ /shift a bit/ | syèmsɨ /shift a bit/ |
| 6 | shfɨs    /pour/ | sfɨs    /pour/ |
| 7 | nshiŋ    /hanging stick over fire/ | nsiŋ    /hanging stick over fire/ |
| 8 | Ashiŋ   /name of a village/ | Asiŋ    /name of a village/ |
| 9 | Ashue  /foam or kind of vegetable/ | Asue    /foam or kind of vegetable/ |
| 10 | Fɨnshwo /local tray basket/ | Fɨnswo  /local tray basket/ |

Source: Chuo's Listings

Despite the existence of a Kom lexicon containing words with variant forms, the committee members still expressed concerns to write words in their cherished way. Consultations revealed that the letter **/s/** found its place in discredit to **"sh"** because it appears at word-initial, internal and final positions**.** On the basis of the acceptability, simplicity and usability of the alphabet, a number of publications were established to facilitate learning, teaching and the use of Kom language as a medium of instruction.

*Math Calendar Discovery*

It was observed that the Kom teachers were using the maths calendar in their classes which was a chart matched with accompanied learnable elements numbered to indicate its teaching procedures as follows:

The math calendar is used in classes one and two of Basic Education. This is a level where pupils' minds are shaped with fundamentals that lead them into lifelong learning. In class one it is taught in the MT. Meanwhile in class 2, it is taught orally in OL1. It is taught following given steps. The listed figures in smaller print around each box in its diagrammatic view indicated the order in which the labelled elements were taught.

| Itaŋikom | English |
|---|---|
| — iwo sɨ nì ɨwe | /weekly verse/ |
| mbaŋi àkòyn a mînchi mɨ ndô ŋwà'lɨ | /days of school number line/ |
| — mɨnchi mì ndô ŋwà'lɨ | /school days/ |
| — ikîtɨ i yamnɨ-i | /expanded notation/ |
| — akòyn achi | /date/ |
| — mɨnchi ɨwe | /days of the week/ |
| — njoŋsɨ a bêŋ | /months of the year/ |
| — ikîtɨ i gvɨnɨnɨ-i | /fact family/ |
| — ifvɨnɨ | /odd/ |
| — ighyanɨ | /even/ |
| — iba' | /tally/ |

The teacher introduces the math calendar daily and leads it for one month. After acquaintance with the calendar, the teacher leads and allows the pupils to say out required information while he/she lists on the board. He/she ensures appropriate articulations, right concepts and allows chances for individual pupils, groups and sections of the class to participate as desired.

During multiple training sessions, teachers testify that the math calendar was good to be taught to the Class 1 pupils in the Kom language, while in Class 2 it was taught in English language. This explains why the math calendar is first written in Kom language and glossed in the English language.

In other training sessions and workshops, teachers indicate that the math calendar influences the pupils' learning across given domains like mathematics, moral education, citizenship, human rights, writing, reading, geography, history and artistic education, through certain aspects in stated subjects as follows:

— *Mathematics***:** counting, place value, addition, subtraction, multiplication, division, even numbers, odd numbers, multiples, factors, shapes, time, indices and bases,
— *Reading***:** Weekly verses indicate meaning from what is written and read,
— *Moral education*: scripture verses, Kande story and proverbs (weekly verses),
— *Citizenship*: proverbs and trauma healing notions (weekly verses),
— *Writing***:** reasoning and listing calendar activities,
— *Geography*: periods of the week, months and seasons of the year.

## II. CONCLUSION

The developers of the Kom language believe that it is better late than never. Firmly holding to this belief, they are encouraged to relentlessly embrace the development of their language for use as a medium of instruction in education. The creation of KEKT in sciences and technology, citizenship, social studies, engineering, the maths calendar and the technical solutions provided to orthographic challenges are indicative of commitment of educationists to the Kom language standardization and its need in the education system.

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