Multilingualism in advertising: 
a comparative study of Cameroon and South Africa

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DECLARATION

I, Paul Nepapleh Nkamta, declare that the thesis entitled "Multilingualism in advertising: a comparative study of Cameroon and South Africa", hereby submitted for the degree of Doctor of Philosophy (Ph.D) in English has not previously been submitted by me for a degree at this or any other university. I declare that this is my work in design and execution and that all materials contained herein have been duly acknowledged.

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Date 09-09-2014
DEDICATION

This research study is dedicated to the loving memory of my father, Mr Nkamta Boniface Seh (RIP), my mother, Mrs Kazanwo Marie Nkamta and my family, Nkamta Edilson Kyron Nkamta, Azinwi Brian Nkamta (my sons) and my beloved wife, Sheila Nkamta (née Manka Ngoh).
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ABSTRACT

This study examines the current state of advertising in Cameroon and South Africa; two multilingual and multicultural societies with rich historical and linguistic backgrounds. Advertising in Douala, Cameroon, is not given enough attention and the inhabitants, not only of the city but the country as a whole, feel rejected and not taken on board in the discourse of advertising. The study identified personal characteristics of participants and their degree of satisfaction with the current state of advertising in Douala and Mafikeng.

The research design is mainly qualitative with a minor supporting component from the quantitative approach. A purposive sampling approach was used to select fifty participants in Douala and fifty in Mafikeng as well as five interviewees (three in Douala and two in Mafikeng). Data collected was analysed qualitatively and quantitatively. The qualitative analysis involved presenting the findings in major themes using information provided by participants in the open-ended items of the questionnaire and verbatim quotations from the interviews. Excerpts from the questionnaires and interviews were used to support identified themes emanating from the participants. Quantitative data was captured and analysed through Excel. Descriptive statistics such as frequency distribution and percentages were used to identify important and relevant characteristics about participants. Descriptive statistics were also used to summarise, compare data and enhance readability of results.

The study revealed that Douala city-dwellers are not satisfied with the dominant use of French and English in advertising as it deprives citizens of vital and useful information in their own languages. In Mafikeng, even though there is moderate use of Setswana, respondents apparently felt justified in recommending the exclusion of languages prevalent during the apartheid era (Afrikaans and English) in advertising. The researcher therefore suggests that policy and decision-makers, advertisers and stakeholders involved in advertising consider the local population in the selection of languages to be used in the sector and for Cameroonian advertising to take a leaf from the multilingual advertising practices of South Africa.

Keywords: Advertising, advocate, discourse of advertising, indigenous languages, multiculturalism, multilingualism.
LIST OF ABBREVIATIONS AND ACRONYMS

ACALAN: African Academy of Languages

ALA: Above the Line Advertising

ALCAM: Atlas Linguistique du Cameroun / Linguistic Atlas of Cameroon

AMA: American Marketing Association

ANC: African National Congress

BLA: Below the Line Advertising

CABTAL: Cameroon Association of Bible Translation and Literacy

CIM: Chartered Institute of Marketing

CPE: Cameroon Pidgin English

CRTV: Cameroon Radio and Television Corporation

KFC: Kentucky Fried Chicken

MTN: Mobile Telephone Network

NACALCO: National Association of Cameroon Language Committees

NASTR: National Office of Scientific and Technical Research

NEPAD: New Partnership for Africa’s Development

PANSALB: Pan South African Language Board

PROPELCA: Operational Research Programme for Language Teaching in Cameroon

SAB: South African Breweries Ltd.

SIL: Summer Institute of Linguistics
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CHAPTER ONE

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

According to Echu (2003a: 1), Cameroon is a linguistically diverse and multilingual country with over 247 indigenous languages and two official languages — English and French. This multilingual condition has not been adequately capitalised on in order to benefit Cameroonians. Language use has been largely through the colonial languages, handed down to Cameroon by the British and the French in the domains of education, administration, science and technology, advertising, marketing, politics and religion. Cameroon inherited English and French as the official languages after independence from Britain and France in 1960. Alongside these two European languages, there equally exist Cameroon Pidgin English (CPE), Cam-franglais, and indigenous languages.

The drive to undertake this study has been justified by the fact that even though Cameroon is a multilingual and multicultural country, very little is being done to promote the use of national languages and Cameroon Pidgin English (CPE) in advertising. The South African context presents a good example of the promotion of indigenous languages in advertising. The use of these languages in advertising in South Africa is aimed at reversing the racist linguistic divisions of the colonial era through legislating the use of multilingualism by which the country hopes to build social cohesion, unity and better race-relations. South Africa has eleven official languages, given equal status by virtue of the 1996 Constitution of the Republic of South Africa. This comparative study examines the Cameroonian and the South African linguistic landscape in terms of advertising.

The Cameroon Constitution of 1996 officially proclaims English and French as the two official languages and as far as the indigenous languages of Cameroon are concerned, the Constitution only mentions that they will be protected and promoted. Throughout the years, the linguistic landscape of Cameroon has been dominated by French and English and the marginalisation of indigenous
languages. Such domination has created linguistic inequalities and French and English hegemony in the country. This has sparked fears that the indigenous languages could possibly die or become extinct, contrary to the New Partnership for Africa's Development (NEPAD)'s call for the cultural upliftment and promotion of African languages. Important as the preservation of indigenous languages is, this is however, not the focus of this study.

As a part-time translator with one of the Internet Service Providers in Yaounde, Cameroon, the researcher identified a communication gap that existed in the company. The majority of employees in the company were Francophone and had difficulty communicating with non-French speaking Cameroonians. This difficulty was worse in most of the companies in Cameroon, where there were neither translators nor multilingual employees in marketing and communication departments. Most advertising information was disseminated in the colonial languages (French and English). Since Cameroon is multilingual and multicultural, there is a need for information to be disseminated not only in French and English but also in some of the national languages such as Cameroon Pidgin English (the main lingua franca), Cam-franglais, Duala, Basaa, Mungaka’a, Fulfulde, Ewondo and Bulu in order to have wider publicity and greater impact on consumers. One of the most effective means for achieving this goal is through advertising. The purpose of advertising is at least three-fold: to catch the attention of consumers and make them purchase a product, to make people aware of services and to gain access to some campaign or another. This should be carried out in a language that appeals to people. Cameroonian advertising speaks only to the privileged and minority elite, in contrast to South African advertising that involves more people of different language and ethnic groupings in the country. Because of this practice, many South Africans identify with what is being advertised. As Ager (2001: 2) maintains, “people tend to react negatively to a language that is not theirs but will be quick to identify with a person speaking their language, or to information that is in their own language”. In a multilingual context, messages and information should be in many voices for readers to be able to access them in a language of their choice. The exclusive use of English and French deprives Cameroonians of
information in their own tongue. Since independence in 1960, it has been the policy of the country to maintain English and French as official languages and many citizens feel they are not part of the economic process.

1.1.2 Historical background of Cameroon and South Africa

The purpose of this section is to present the historical background of Cameroon and South Africa in order to better understand what each of these two countries have gone through.

After the 1961 plebiscite, a unitary republic was formed out of East and West Cameroon to replace the former federal republic that existed shortly after independence. Historically, Cameroon was founded around 1472 by a Portuguese navigator called Fernão do Pó who arrived in the Bight of Biafra, then sailed up the Wouri River in the coastal region (Echu, 2004: 1). Cameroon has a population of 18,467,692 and is home to 247 major African language groups, including English and French (the official languages) and Cameroon Pidgin English which is considered a *lingua franca* (cf. CIA World Fact Book). With a surface area of 475,442 km², the country is bounded to the west by Nigeria, to the northeast by Chad, to the east by the Central African Republic and to the south by Equatorial Guinea, Gabon and Congo. The country is divided up into ten administrative regions, two English-speaking and eight French-speaking.

The Republic of Cameroon is a multilingual and multicultural country. Foreign languages such as Spanish, German, Arabic and Italian are part of the Cameroonian linguistic landscape. Latin is used in Roman Catholic churches and Arabic in Islamic mosques. English and French were inherited from the colonial masters (France and Britain) at the end of the First World War and after the country gained independence in 1960. Throughout the years since gaining independence, successive governments have decided to uphold the policy of official bilingualism, promoting the use of English and French (European languages) at the expense of the numerous indigenous languages spoken in Cameroon (Echu, 2004).
According to Breton and Fohtung (1991: 20), the languages of wider communication are Fulfulde, Ewondo, Basaa, Duala, Hausa, Wandala, Kanuri, Arabe Choa, English, Cameroon Pidgin English (CPE), French and to a lesser extent German. Alongside the existence of French and English, there are, according to Fonlon (1969: 31), other languages that existed prior to the introduction of English and French in Cameroon. German came onto the scene during the German colonial era from 1884 till 1914. After Germany was defeated in World War I, Cameroon was partitioned into two and given to France and Britain.

The new colonial masters sought to impose their language(s) in the newly acquired territory, both in the areas of education and administration (Echu, 2003: 2). Both French and English have been solidly implanted in the country and have gained greater stability, prominence and importance since independence in 1960. It should be recalled that during the colonial era, 80% of the territory was administered by France while 20% was under the British mandate (Echu, 2003: 3). After independence and subsequent unification, official bilingualism was adopted in Cameroon as stipulated in the Constitution of the Republic of Cameroon. In Article 1, paragraph 3 of the Cameroon Constitution of 16 January 1996, it is clearly stated that:

The official languages of the Republic of Cameroon shall be English and French, both languages having the same status. The state shall guarantee the promotion of bilingualism throughout the country. It shall endeavour to protect and promote national languages.

Successive Constitutions of the country have always emphasised the policy of official bilingualism even though there is no well defined language policy to date as to its implementation (Echu, 2004). French continues to dominate in the areas of administration, culture, education, the media, advertising and politics. This could be explained by the fact that about 80% of the country is French speaking while 20% is English speaking (Echu, 2003: 3). Even though the Constitution stipulates that efforts shall be made to protect and promote national languages, this exists only on
paper as no indigenous language is used in schooling, administration or in the private sector.

Cameroon, as mentioned earlier, is known to be one of the most linguistically diverse countries on the African continent. In contrast to most African countries where identity is primarily defined along ethnic boundaries, it has frequently been noted that Cameroon's identity is very often based on these former colonial divisions. In this regard, linguists such as Chumbow (1987) and Tadadjeu (2007) have pointed out the integrating force and neutral character of Cameroon Pidgin English (CPE) and have considered it as a language spoken by all Cameroonians, irrespective of their educational background (Echu, 2003: 5). However, very little effort has been made over the years since gaining independence and subsequent unification to promote, protect and develop the indigenous languages. This situation raises fears that these languages could one day cease to exist if no effort is made to pass on the languages to future generations.

Mai (2006: 3) maintains that in Cameroon, official language usage is restricted and confined to French and English while the vernaculars continue to be limited largely to oral usage and in rural or family circles. Echu (2004: 9) is even more vocal and observes that:

[Les langues nationales sont réduites à un usage oral, grégaire et familial. Leur function emblématique n'est exposée qu'à des fins politiques ponctuelles lors des campagnes électorales. Aucune de ces langues n'est utilisée ni dans l'administration, ni dans la presse écrite, ni dans la publicité, ni à la télévision nationale, ni dans l'enseignement formel, ni dans l'alphabetisation financée par le budget de l'état]. [Indigenous languages are reduced to usage in oral, rural and family contexts. Their emblematic function is exploited only for sporadic political ends during electoral campaigns. These languages are neither used in administration, the print media, publicity, national television, and formal education nor in sensitization campaigns financed by the state budget]. (Echu, 2004: 9)

With the complex language situation in Cameroon, Wolf (in Echu, 2003: 2) distinguishes three lingua franca zones in the country as follows: the Fulfulde lingua franca zone, the Pidgin English lingua franca zone and the French lingua
franca zone. Some of these languages that make up the different zones could be of vital importance to advertising and economic growth in the country.

Like Cameroon, South Africa is also a multilingual and multicultural country in sub-Saharan Africa. History holds that the San people were the first inhabitants of South Africa; the Khoikhoi and Bantu-speaking tribes followed. The Dutch were the first European settlers to arrive at the Cape of Good Hope in 1652, launching a colony that by the end of the 18th century, numbered only about 15,000 colonists (Berger, 2009: 24). Known as Boers or Afrikaners and speaking a Dutch dialect known as Afrikaans, the settlers tried as early as 1795 to establish an independent republic. After occupying the Cape Colony in that year, Britain took permanent possession in 1815 at the end of the Napoleonic Wars. Anglicisation of government and the freeing of slaves in 1833 drove about 12,000 Afrikaners to make the “great trek” north and east into African tribal territory, where they established the republics of the Transvaal and the Orange Free State. The country experienced long years of apartheid oppressive white rule that finally came to an end with the first ever democratic elections in 1994 which saw the African National Congress (ANC) winning the elections and putting an end to white minority rule. Below are maps of the Republic of South Africa and Cameroon showing their geographical locations and borders.


**Figure 1.1:** Map of the Republic of South Africa, geographical location and borders

Conflict over land, resources, language and political power dominated South Africa's history in the nineteenth century just as it did in the United States (Berger, 2009: 39). During their stay in Africa, Europeans constantly denigrated African languages and their cultures. Alexander (1995: 2) believes that "while there was no existing policy of actually denigrating African languages (as evident in South Africa), there was also no deliberate and systematic attempt to develop, modernise and spread the knowledge of indigenous languages throughout the country". Developing and spreading the use of national languages could have been a way of promoting and empowering the local population language-wise. Afrikaans and English were the official languages during the colonial era and black Africans were obliged to learn and use these languages in daily life, including advertising. The colonialists gave and still continue giving Africans the impression that African
languages do not have the necessary and appropriate vocabulary to express and name concepts. Alexander (1995: 3) maintains that South Africans have been made to believe that it is essential that they learn the English language so that they can overcome the 'deficit' of their languages since the colonialists have made the citizens to believe that African languages 'do not have the words' for most modern objects and scientific concepts.

Alexander (1995: 4) argues that “no nation has ever thrived or reached great heights of economic and cultural development if the vast majority of its people are compelled to communicate in a second or even a third language”. The so-called indigenous people of each country, that is, of Cameroon and South Africa, ought to be empowered to use and speak in a language of their choice (i.e. the first or home language). Prah (1993: 72-73) carries this argument further by suggesting that the educational policies of post-colonial African governments which neglected the modernisation and development of indigenous languages constitute the main reasons for the abysmal failure of all economic development programmes on the African continent. The languages inherited from the colonialists and used by Africans explain why Africans underrate their own languages. Because they have for decades been underrated, this has led to retardation in their development and meant, in consequence, the marginalisation of African languages and cultures in the effort to develop Africa. Prah (1993: 46) believes that this retardation implies stagnation and the confirmation of the inferior status of African languages and cultures in the general discourse on development in Africa.

To redress this linguistic imbalance, chapter 1, section 6 of the Constitution of South Africa of 1996, spells out the principles from which the language policy of the country must be derived. In summary, the Constitution provides for:

- The promotion of multilingualism;
- The equal treatment of all the languages spoken in South Africa;
- The development and modernisation of African Languages; and
The prohibition of the use of any language for the purpose of discrimination, exploitation and oppression.

Alexander (1995: 6) posits that a multilingual policy, besides its democratic and nation-building importance, also has considerable job-creation potential since it inevitably gives rise to a language industry (translators, interpreters, publishing, media and editing). "A national language plan should be integral to a national development plan," Alexander (1995: 8) maintains. Social scientists and politicians who understand the relationship among language policy, efficiency and productivity support the view expressed by one of the continent's foremost sociolinguists, Chumbow (1987: 22), namely, that:

The languages of a nation are its natural resources on the same level as its petroleum, minerals and other natural resources. These languages can therefore be harnessed and developed, if carefully planned, for the overall interest of a nation.... Language planning is consequently as important as any other aspect of economic planning and the place of language planning is therefore in the National Development Plan as a concomitant of all other aspects of economic planning for national development.

Even though South Africa is a multilingual and multicultural society with eleven official languages accorded equal status by virtue of the 1996 Constitution, Cawood and Du Toit (2006: 1) believe that commitment to multilingualism in the South African Constitution is not reflected in any formal regulation of language use in the advertising industry. Reference is made to general advertising practice in South African law but no reference is made as to the language(s) to be used in advertising. Just as in South Africa, the advertising sector in Cameroon, in terms of language use, is also not regulated and advertisers, copy-writers and art designers have the latitude to use whichever language they wish in advertising campaigns without taking into account the language needs of the citizens.

1.2 STATEMENT OF THE PROBLEM

Many companies, industries, firms, enterprises and parastatals have become increasingly involved in advertising using various media: television, radio, newspapers, posters, billboards, flyers, signboards and banners to sell their
products, services and ideas. With the advent of many companies and businesses providing similar services, competition is fierce. In other words, there is a need for each advertisement to capture a wider audience and market and for turnover to increase.

Linguistic inequality is evident in advertisements in Douala, Cameroon. This makes citizens feel marginalised as they are unable to express themselves or have access to advertising information in their own languages. By contrast, in Mafikeng, South Africa, advertising information is predominantly in English and to a lesser extent Afrikaans, but one can observe a significant number of billboards with messages in Setswana and other local languages. Cameroon is lagging behind South Africa as far as the use of indigenous languages in advertising is concerned. Policies and legal instruments in Cameroon do not promote the use of multilingualism in advertising. Even though the Constitutions of both countries recognise indigenous languages, there is no explicit policy on language use in advertising. Advertisers unilaterally decide on the language to use in the sector to the exclusion of the citizens. Consequently, a communication gap occurs which must be filled through the use of multilingual policies in advertising practices in both countries.

To investigate the above research problem, the following questions were posed:

1.3 RESEARCH QUESTION AND SUBSIDIARY QUESTIONS

The main research question was: What is the current state of advertising policy and practice in Douala, Cameroon and Mafikeng, South Africa?

The subsidiary questions asked were:

- What is the role of multilingualism in advertising in Cameroon and South Africa?
- What is the level of satisfaction of consumers with the current use of languages in advertising in the cities of Douala and Mafikeng?
• Which is the consumers’ preferred languages/s of advertising in Douala, Cameroon and Mafikeng, South Africa?
• What determines the choice of language(s) of an advertising campaign in Douala, Cameroon and Mafikeng, South Africa?
• What recommendations can be made for the improvement of the use of multilingualism in advertising in Cameroon and South Africa?
• Why should the choice of language in advertisements be egalitarian?

1.4 AIM OF THE STUDY

The aim of this study was to investigate the role of multilingualism in advertising in Cameroon and South Africa.

The subsidiary aims were:
• To examine the state of advertising policy and practice in Douala, Cameroon and Mafikeng, South Africa;
• To determine the level of satisfaction of consumers with the state of advertising in the cities of Douala and Mafikeng;
• To investigate consumers’ preferred language/s in advertising in Douala and Mafikeng;
• To investigate what determines the choice of a language/s of an advertisement;
• To make recommendations for the improvement of the use of multilingualism in advertising in Cameroon and South Africa; and
• To explain the pros and cons of egalitarian use of language in advertising in Cameroon and South Africa.

1.5 SIGNIFICANCE OF THE STUDY

The present study is intended to contribute guidelines and information on the importance of multilingualism in advertising in Cameroon and South Africa. The study provides strategic and policy directions which could impact positively on the current advertising and linguistic landscapes in Cameroon and South Africa. Both
countries could benefit from insights derived from this study as information gained from one country could be used to improve the situation in the other country.

Furthermore, studies on advertising have been conducted in other research projects (Caruana, 2005; Kelly-Holmes, 2005; Luna and Peracchio, 2005) but none has either the same focus as this study or its broad base. They have tended to focus on advertising and communication and code-switching in advertising. This study adds to the critical debate on advertising as it highlights that multilingual advertisements lead to nation-building and that linguistic inequality in advertising impacts negatively on a country's citizenry.

Hence, this study mutually benefits policy and decision-makers in Cameroon and South Africa.

1.6 RESEARCH METHODOLOGY

Two methods of investigation were used in this study: a literature review and an empirical investigation using a qualitative approach supported by a minor component of quantitative research design to address the closed-ended items of the questionnaire.

1.6.1 Literature review

The literature review constitutes an important part of the research process. It helps to determine whether the topic is worth studying and provides insight into ways in which the researcher can limit the scope of the area of enquiry. Creswell (2009: 250) affirms that a literature review accomplishes several purposes. It shares with the reader the results of other studies that are closely related to the one being undertaken. It relates the study to the larger, on-going dialogue in the literature, filling in gaps and extending prior studies. It also "provides a framework for establishing the importance of the study as a benchmark for comparing the results with other findings" (Creswell, 2009: 250).
The literature review of the current study concentrates on theories and literature related to the study. It involved consulting primary and secondary sources to understand and review what other researchers have written on multilingualism in advertising in Cameroon, South Africa and other multilingual and multicultural settings. The literature review revealed that even though much has been written on multilingualism in South Africa and Cameroon, South Africa appears to be ahead of Cameroon in this regard.

1.6.2 Empirical investigation

The study investigated the use of multilingualism in advertising in Cameroon and South Africa using mainly a qualitative approach with a minor component of the quantitative approach.

1.6.2.1 The qualitative approach

1.6.2.1(a) Selection of participants

A non-probability sampling technique was used in selecting participants for the study. Given that the main aim of the study was to examine the current state of advertising in Cameroon and South Africa, participants in the study comprised employees selected from companies in Douala and Mafikeng to show the impact and the role multilingualism plays in this sector. The participants were selected solely for the purpose of investigating their knowledge of advertising and the language needs of the companies and the target population. Participants were selected irrespective of their educational background but essentially based on their being part of the marketing and/or communication department of the business or ordinary employees within the companies.

1.6.2.1(b) Data collection

A questionnaire was designed by the researcher to obtain data from respondents. Semi-structured open-ended interviews were conducted with managers and tape-recorded for transcription. Prior to the interviews, an interview protocol was
designed to assist the researcher in conducting the interview. Creswell (2009: 230) defines an interview protocol as “a form used by a qualitative researcher for recording and writing down information obtained during an interview”. The interview protocol form is necessary during an interview to write responses to the interviewee’s comments given that the researcher cannot store all the information in his or her head.

1.6.2.1(c) Data analysis

“Data analysis ... in research consists of preparing and organising the data for analysis, then reducing the data into themes through a process of coding and considering the codes, and finally representing the data in figures, tables, or a discussion” (Creswell, 2007: 148). Since the study is mainly qualitative with a minor component of the quantitative approach, the data collected through the questionnaire and interviews were analysed taking into consideration the case under study and its context. According to Greg (2012: 2), thematic analysis is the most common form of qualitative research analysis. It emphasises pinpointing, examining and recording patterns or themes within data (Braun and Clarke, 2006:79-80). The returned questionnaires and responses from the interviewees were sorted out, coded, analysed and interpreted according to recurring themes. Generalisations were drawn from the responses given by participants. The closed-ended items of the questionnaire were analysed quantitatively while the open-ended items of the questionnaire, the semi-structured interviews and visual materials captured through the aid of a digital camera were analysed qualitatively.

1.7 DELIMITATIONS OF THE STUDY

The scope of this study is limited to Douala, Cameroon and Mafikeng, South Africa. This did not, however, affect the sample size as participants were selected and representative enough to reflect the scope of the study. The study focused on the inhabitants of Douala, but most of the inhabitants in the city are not natives of this city. Furthermore, given that the study was narrowed down and limited to Douala, Cameroon and Mafikeng, South Africa, the companies selected were trimmed
down to reduce and narrow the scope of the research on the basis of the nature of the businesses and the services offered. This perhaps may not have been a true reflection of the realities in the field but it is hoped that other research endeavours could complement the study.

1.8 LIMITATIONS OF THE STUDY

The following limitations were encountered in the course of the research. To begin with, the piloting of the questionnaire was conducted in Mafikeng among twenty-five Cameroonians resident in the city. Participants were chosen based only on the fact that they had spent some time in Douala and not based on the fact that they had any idea or involvement in advertising practices. Their responses may not have been a true reflection of what the researcher could have experienced if the questionnaire had been piloted in Douala. Focusing on Douala and Mafikeng (cities in Cameroon and South Africa) may not have given the researcher enough information on the feelings of citizens in rural areas or in other cities in Cameroon and South Africa.

1.9 CONSTRAINTS OF THE STUDY

Research endeavours are often faced with constraints of one sort or another. The following are some of the constraints of this study; funding for the current research was a major constraint. The researcher had to travel extensively for data collection and this had huge financial implications which the researcher was unable to meet adequately. The financial constraints experienced by the researcher delayed the completion of the study. Furthermore, the issue of non-return of questionnaires was another constraint. The low response rate (54%) could affect the generalisability and credibility of the findings of this study. However, the researcher followed up participants by calling them on the phone to remind them of the need to fill in the questionnaire and return it. The researcher personally collected the completed questionnaires at the place of work of participants and some were filled and returned through email. A greater number of the respondents are migrants from other parts of Cameroon and this may have influenced the responses in the
questionnaire. Furthermore, as already noted, finances also limited the scope of the research as the researcher was unable to cover the entire Littoral province in Cameroon and the North-West province in South Africa.

1.10 DEFINITION OF TERMS

This sub-section aims at clarifying the main concepts in this study. These concepts are discussed in detail in Chapters Two and Three of this study.

1.10.1 Marketing, according to Belch and Belch (2004), is an on-going process of planning and executing the marketing mix (product, price, place, promotion) for products, services or ideas to create exchange between individuals and organisations. Essentially, marketing is the process of creating or directing an organisation to be successful in selling a product or service that people not only desire, but are willing to buy. Given that companies carry out marketing and advertising in order to sell products, ideas and services, the Chartered Institute of Marketing (CIM) considers marketing as the “management process that identifies, anticipates and satisfies customer requirements profitably”. It is a broad topic that covers a wide range of aspects, including advertising, public relations, sales, branding and promotions. For this process to reach out to individuals and consumers, there is a need for language experts to disseminate the information and ensuring wide publicity. If this information has to go beyond local settings or within communities using different languages, multilingual professionals (translators and interpreters) will be of paramount importance in the process.

1.10.2 Advertising is an aspect of marketing. It is “any paid form of mass presentation of ideas, products or services by an advertiser, addressed to selected target audiences with the objective of creating awareness, informing, reminding, influencing or persuading them to buy the product or service or to be favourably inclined towards these ideas, products or services” (Cant and Van Heerden, 2010: 328). Advertising messages can be placed in newspapers and magazines, displayed in prominent places amongst the editorial material in order to attract the attention of readers. Even though advertisements are placed in conspicuous and
strategic places, some people do not bother to read them. Advertising could be carried out through the following media: the Internet, the radio, newspapers, billboards, banners, product wraps and T-shirts, posters, signboards and flyers. Advertising could be carried out above the line (ALA) and below the line (BLA).

1.10.3 Branding, which is also an aspect of marketing, is a label or logo for marketing a product or a company. It allows a company to differentiate itself from others and to create loyalty. It is a symbol of what a product or service is all about. For any business to thrive, there is a need for language experts and communicators to assist firms, companies and enterprises to promote, advertise, market and sell their products, services and ideas. Companies embark on branding to make their products and services unique from others and to capture and seek attention. Branding also provides reasons to buy, instils confidence and trust in consumers, affects attitudes towards a product and provides the basis for brand extensions (Cant and Van Heerden, 2010: 330).

1.10.4 Persuasion

According to the Collins Cobuild Advanced Learner’s English Dictionary, to persuade is to “cause someone to do something by giving them good reasons for doing it” (2006: 1071). It is the process of guiding oneself or another toward the adoption of an idea, attitude, or action by rational and symbolic means. The various methods used in persuasion are sometimes referred to as persuasion tactics, or persuasion strategies. Persuasion could be carried out in various ways. For example, one could use appearance and sex, similarity, comparing one brand with another, indirect persuasion and testimonials. In all these forms of persuasion, the main intention is to be able to cause the potential consumer to develop interest in what is being advertised. Cant and Van Heerden (2010: 349) maintain that “in order to be successful, a salesperson must master the art of persuasive communication”. This requires the ability to change a person’s beliefs, position or course of action. Advertisers need to acquire this skill in order to be able to
convince people to buy their products or become interested in their services and ideas.

1.10.5 Multilingualism is the use or knowledge of more than one language. It could equally refer to the usage of two or more languages in a community of speakers of different languages. Edwards (1994: 1) maintains that it is a powerful fact of life around the world, a situation arising at the simplest level from the need to communicate across speech communities. Given that societies and communities need to communicate, multilingualism therefore helps in breaking language barriers, creating and setting opportunities for greater and wider communication among people speaking different languages.

1.11 ORGANISATION OF THE THESIS

The thesis is divided into different chapters as follows:

Chapter 1 is the general orientation and background to the research study. This includes the introduction, statement of the problem, aim and objectives of the study, research questions, purpose of the study, significance of the study and definition of key concepts and terms, delimitation, limitations and constraints of the study.

Chapter 2 presents the first part of the literature related to the study, including the theoretical framework that has informed the study. This chapter focuses on language planning and language policy, language management in Cameroon, the historical and language backgrounds of Cameroon and South Africa and preserving, promoting and developing national languages in both of these countries. It also addresses the need for and importance of multilingualism and multiculturalism in both contexts.

Chapter 3 is an extension of the literature review of the study. In this Chapter, emphasis is on advertising as a genre and its various forms. Attention is also given to the role of persuasion in advertising, advertising and language, intertextuality
and the discourse of advertising, language and power, language and semiotics showing the importance and relationship between these concepts in advertising.

Chapter 4 focuses on the research design and methodology used in this research study. It also presents the study population and sample as well as instrumentation of the research study (questionnaire, interviews and visual materials obtained through the aid of a digital camera).

Chapter 5 presents the analysis and discussion of major findings of the research study. The findings are presented qualitatively and quantitatively.

Chapter 6 presents a synthesis of the findings of the study, the conclusion of the research study and offers recommendations to various stakeholders involved in or concerned with the study. The chapter also highlights areas for future research.

1.12 CONCLUSION

This chapter has presented the rationale as to why the study was conducted. It has provided a general background to the study, has highlighted the problem statement, the aim and objectives of the study as well as the research questions that are answered in the study. It has discussed and has provided the significance of the study and a synopsis of the research design and methodology used in the study. The next chapter is the literature review.
CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The literature review in the current study is divided into two chapters. Chapter Two constitutes the first part and focuses on language planning and language policy, language management policy, the historical and language-backgrounds of Cameroon and South Africa and preserving, promoting and developing national languages in both these countries. Chapter Three is an extension of the literature review and focuses on advertising as a genre and its various forms. Special attention is also given to the role of persuasion in advertising, advertising and language, intertextuality, language and power, and language and semiotics, showing the importance and relationship between these concepts in advertising.

2.2 LANGUAGE PLANNING AND LANGUAGE POLICY

According to Cooper (1989: 31), language planning refers to "the systematic, theory-based, rational and organised societal attention to language problems". It is the activities undertaken by governments, government-authorised agencies or other authoritative bodies, that is, organisations with a public mandate for language regulation in a country or institutions within a country (ibid.). The question asked when carrying out language planning in a country is: Who plans what for whom and how? It is the responsibility of government in each country to plan language policies that will guide citizens on language use in that country. In situations where governments cannot perform such tasks, the government could entrust planning to organisations with a public mandate for language regulation in the country. Language planning must be done in consultation with various stakeholders to ensure that the needs of the citizens are met. In so doing, language planners focus their attention on language behaviour to ensure that citizens are satisfied with the policies put in place in terms of language in the country.
Ager (2001: 5) shares the same view as Cooper regarding language planning but simplifies the meaning and takes the discussion further. He considers language planning to mean:

The ways in which organised communities, united by religious, ethnic or political ties, consciously attempt to influence the language(s) their members use, the languages used in education, or the ways in which academics, publishers or journalists transform language(s) in particular situations or contexts.

Language planning therefore comes with policies that can enforce the use and implementation of languages in the given community.

Deprez and Du Plessis (2000: 9) hold that “language policy starts with the constitution; and that any institutional development needs to flow from there”. The constitution gives the country and its citizens an indication of what language(s) to use in the various sectors in a country given that the constitution is the first and most important document of every country.

Language planning, therefore, entails putting in place a language policy to ensure that the plans are effectively carried out and implemented. As such, a language policy, Ager (2001: 5) posits, “is official planning, carried out by those in political authority and who wield power, and has clear similarities with any other form of policy”. Language planning and a solid language policy represent the exercise of political power in every society. In Cameroon, it is the policy of the government that English and French be the official languages by virtue of the 1996 Constitution of the Republic of Cameroon. In South Africa, the 1996 Constitution of the country gives official status to 11 languages in the country. This suggests that citizens in Cameroon will behave differently compared to citizens in South Africa, as in South Africa, some of the vernacular languages are official languages compared to Cameroon where policy dictates that only French and English are the official languages of the Republic of Cameroon.
Language policies put in place will give rise to different reactions and behaviour with regard to the language in use. People therefore, will tend to behave differently according to the language context they find themselves in. Ager (2001: 2) considers language behaviour to mean both how humans react when they use language and also how they would react towards others using language, or even towards the communication system being used. Africans have been made to believe that anything that is expressed in English and other western languages is superior while information and messages expressed in national and indigenous African languages are inferior and should play secondary roles in such contexts (Kuppens, 2009: 115).

It is therefore the responsibility of African leaders to undertake proper language planning and language policies in order to involve all stakeholders irrespective of political or cultural affiliation. People would tend to react negatively if information is not in their own language but would be quick to identify with advertising in a language that they can identify with. President Nelson Mandela in one of his quotable quotes maintained that “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart” (http://www.thinkexist.com/english/author/x/author_3763_.htm, accessed 27 August 2012). Policy and decision-makers in Cameroon and South Africa should consider putting in place language policies that will allow citizens to access advertising information in their own languages rather than foreign languages. Although there is moderate use of indigenous languages in higher level functions of language use in South Africa, including advertising, a lot still needs to be done in terms of legislating indigenous language use in the sector. Individuals tend to feel attached and pay more attention to someone using their local tongue than if the person uses a different code to communicate with them. Policy and decision-makers need to consider and understand the language needs of their citizens while carrying out language planning in their respective contexts especially in advertising in Cameroon and South Africa.
The colonisers, while in Africa and other parts of the world, believed that Africans lived in tribes, and tried everything in their power to divide the people along tribal lines and boundaries rather than according to geographical borders on the continent. Such was the case in South Africa during apartheid, when Africans were placed in the different Bantustans or homelands. This created divisions among Africans and weakened them politically. If one could not speak the language of a particular group of people, one was considered an outsider and therefore not belonging to that group of people. Advertising information should not be disseminated to divide the citizens along tribal lines but should be an element that should rather unify and bring all the people together. With proper language planning and a strong language policy, language should therefore be seen as a unifying element and not something that tears groups of citizens apart.

In a multicultural and multilingual country such as Cameroon with many national languages, there is a tendency that each tribe struggles for the protection of the interests of their tribe rather than the nation. If Africans cannot undo the damages of the past, they should strive as a continent to undo and prevent future damage. This can only be possible if governments develop and implement language policies that can include and unite all citizens rather than making the people feel that some tribes and/or languages are more important and superior to others as is the case in Cameroon. The languages of wider communication should be used for the masses to have a sense of belonging to the nation. The more united a nation is, the stronger it is.

As mentioned earlier, different communities sometimes react negatively to languages that are not theirs. This may sometimes be due to the fact that they feel their languages are marginalised in order to promote foreign languages. Cameroonians and South Africans need to access information, advertising messages especially, in the language of their choice. This would guide users to know what language to use in particular situations and contexts.
Ager (2001: 6) believes that effective and efficient language planning is usually divided into three main fields of application: status, corpus and acquisition planning. Status planning modifies the status and hence the prestige of languages or language varieties within the society. After independence from the British and French in 1960, policy makers in Cameroon opted to maintain English and French as official languages. These languages are used and spoken by the privileged few and if one cannot speak either of them, one is considered of inferior or lower social status in the country. It is not unusual for African children to be raised speaking English or French or any other colonial language, even in the home, and many African adults are able to speak but not write their mother tongue (ACALAN, 2006). Language planning should be carried out in such a manner that no one should feel superior to another because of the language they speak or use in the country. This could create divisions and may go a long way in dividing the country along tribal lines.

Given that citizens may not have proper mastery of a language, there is the tendency for speakers of these colonial languages (English and French in Cameroon and English and Afrikaans in South Africa) to insert foreign words into these languages in order to communicate with peers. French is mixed with English (Cam-Franglais), Cameroon Pidgin English (CPE) and some national languages in Cameroon. With proper language planning and an effective language policy, this practice could also be explored and encouraged in advertising so that citizens can identify with and appreciate what is being advertised.

In South Africa, both the youth and adults who may not have a proper mastery of English and Afrikaans may opt for code-switching, loanwords and code-mixing to keep the communication and conversation flowing. Users may at times settle on one of South Africa’s common indigenous languages understood by both parties to facilitate communication if they do not want to resort to code-mixing or code-switching. It is therefore not strange to find advertisements on billboards with more than one code for better understanding by the readers and consumers in South Africa. For citizens of a country to be proud of their country, identity and culture,
they must be able to acquire and know the language/s used in the country. There is a need therefore for acquisition planning to direct and guide policy and decision-makers as well as citizens of these countries. Acquisition planning involves the “acquisition, requisition, or maintenance of first, second or even foreign languages” (Ager, 1995: 6). Given that policy is the political action of governments in terms of how things ought to be done in particular contexts, it is therefore advisable for governments to plan for peace and harmony between all conflicting ethnic groups and other citizens of the country.

Governments and nations should carry out and implement language policies in their respective countries in order to maintain the culture and identity of its people. Linton in Caruana (2005: 236) defines culture as the “configuration of learned behaviour and the results of the behaviour, the component elements of which are shared and transmitted by members of a particular society”. As culture is the sum total of the way people in any society do things and behave, Caruana (2005: 236) points out that given the deep social roots and pervasive influence of culture and tradition, a message grounded in the social heritage of a community can only be understood if the culture and traditions of the people are studied and taken into consideration. In carrying out language planning and in drawing up proper language policies, cultural aspects of the citizens should be considered; advertisers, copy writers and art designers should also do likewise.

It has been argued that since culture and traditions differ from one community to another, the fact that a company or business has been successful in one context does not mean that the same company or business will also be successful and make a profit in another community. The presence of a good and strong language policy and proper language planning would stand companies in good stead as they would be able to know what language/s and what medium to use to reach out to readers and consumers in their advertising campaigns. The more the culture of the people is sidelined, the more consumers stay away from what is being advertised. Compared to South Africa, Cameroon is lagging behind in terms of the usage of the vernacular in higher levels of language use.
Ager (2001: 9) believes that there are seven motives for language planning and language policy in any given context. He argues that what should guide governments in language planning and language policy should include, amongst others, identity, ideology, image creation, insecurity in terms of violence due to the non-selection of some languages in a country, inequality accorded to the various languages, integration with a group and instrumental motives for advancement. When governments hold talks and discussions on the issue of language planning and language policy, there should be elements that show governments’ seriousness and determination to create equality among all languages and this should reflect the linguistic configuration of the country. Decision-makers will usually want to accord their own language/s greater power and importance. The ruling tribe in African countries would usually try to give more importance to their language than to other language(s). In Cameroon for example, if a citizen cannot speak Ewondo, Basaa, Bulu, Duala, Fulfulde or French, he/she is considered inferior or of a lower class. Those who speak these languages are considered part of the privileged elite. It is advisable for African countries in general, and Cameroon and South Africa in particular, to try to create a balance and accord equal “status” to some of the indigenous languages, especially the languages of wider communication spoken in the city of Douala, Cameroon. Ngugi wa Thiong’o (2011: 29), the celebrated Kenyan writer and critic, believes that if an African is able to speak isiZulu, Gikuyu, isiXhosa and European languages, they will become stronger, but if they can speak all the European and foreign languages and are unable to speak the local tongue, then that is modern enslavement.

Africans should therefore plan and decide on language policies that would decolonise the African (à la Ngugi) mind and plan for the development of Africa and its culture. Decolonisation would not mean ignorance of foreign traditions and culture, but a denial of their authority and withdrawal of allegiance to them. This will go a long way towards empowering Africans as they will be able to have a voice and contribute to economic development and growth of their country. Ager (2001: 12) claims that the attitude of policy makers or planners towards a particular language or variety, and to more specific goals which their action aims to achieve,
together with the needs they hope to satisfy, will determine what language(s) dominate and/or are used in the mainstream economy. These actions may impede the growth and development of other languages and could even retard or slow down economic progress. Citizens whose language is not chosen may decide to withdraw from all economic activities in opposition to such policies. What therefore guides advertisers, copy-writers and art directors in the choice and use of a language in advertising should be what policy and decision-makers have put in place. If there is a sound and solid language policy in a country that is all inclusive, no citizen would feel marginalised.

As mentioned earlier, culture is very important in advertising and being the sum total of the way people do things in particular societies, their identity and traditions is a *sine qua non* to any successful advertising campaign. Vestiges of the colonial era are still visible in Cameroon and South Africa in terms of language and culture. The colonisers and the colonised need therefore to negotiate their cultural differences and create a culture that is a hybrid, which is the revaluation of the assumption of colonial identity of both coloniser and colonised as Ramos (2000) points out. This negotiation should take cognisance that the society now is a mixture of cultures with African and European cultures existing side by side. Not only does hybridity (Ramos, 2000) refer to a mixture of cultures of the coloniser and the colonised but Cameroon and South Africa were once structured along tribal lines. The different tribes equally have different cultures but one common unifying factor is the sense of belonging to one nation with a common identity.

There are certainly differences between the cultures of the coloniser and the cultures of the colonised and this must be given adequate attention, even in a hybrid context. As Ramos (2000) opines, the process of creating the hybrid culture does not destroy the colonised but the coloniser for a “better” culture. Given the harsh periods of colonisation, some African leaders once in power would certainly not want to allow the culture of the colonial masters to have a place in the country. What needs to be done is for governments to seek ways for both the culture of the coloniser and that of the colonised to exist side by side without one dominating the
other. What some countries have done is to kill the culture of the colonised and promote the image and culture of the colonisers, as is the case in Cameroon, where English and French are the official languages and are used in major sectors of the economy including advertising. Depriving the masses of information in their own tongues is synonymous with relegating their language and pride to inferior roles.

Hybridity is necessary within conditions of political antagonism or inequality. During such periods of colonial and political antagonism in Cameroon and South Africa, the colonialists embarked on a policy of marginalising the African culture. English and French were the languages *en vogue* and they still enjoy this privilege in Cameroon. In South Africa, English and Afrikaans were the official languages during the apartheid era. The masses were forced to learn the languages of the masters at the time through legislation. The marginalisation of Africans was also extended to education in South Africa. Africans were not able to acquire a good education because of restrictions imposed on them by the colonialist government. Consequently, they could not also aspire to positions of responsibility in the mines and other sectors of the South African economy (Berger, 2009: 86). The situation has changed considerably in South Africa with instruments and policies such as the 1996 Constitution and the setting up of the Pan South African Language Board (PANSALB) to foster and promote indigenous languages. With the advent of democracy and the change in government to black rule, it has been the policy of the government of South Africa to ensure that blacks and previously disadvantaged groups are empowered in all sectors of the economy. This also explains why African languages have been made official and inserted in the 1996 Constitution in an attempt to redress the wrongs of the past and give all South Africans an opportunity to express themselves in their own tongues.

### 2.3 LANGUAGE MANAGEMENT

An important aspect that is worth discussing in this study is language management. Language management refers to a wide range of acts of attention to language problems within a community in particular or a country in general.
The theory aims to incorporate not only the whole of language, defined in the traditional narrow sense, but a wide range of additional problems implicating discourse, politeness, communication and intercultural contact situations, matters arising in proof reading, speech therapy or literary criticism (ibid.). Language management could be simple or organised. Simple management is management of problems as they appear in individual communication acts. For example, the problem of spelling a particular word, or the problem of how to redress the use of an expression that a speaker has just uttered but considers it as not sufficiently polite. Organised management occurs at a different level. It occurs at a broader level within the country and its main features are as follows:

- More than one person participates in the management process;
- Discourse about management takes place among various stakeholders; and
- Thought and ideology intervene in the process. An example of a highly organised management process is language reform.

In this process, policy and decision-makers ensure that language use within the society addresses the needs of citizens. Webb (2012: 203) argues that, for language reform to be effective and efficient, it must be both vertical and horizontal. It must be horizontal in the sense that it requires that citizens be able to know and use two or more languages to facilitate communication, and vertical in the sense that the language proficiency levels of citizens vary, often considerably. Governments thus must ensure that citizens are able to use the official languages and, at the same time, master their mother tongue in order to be able to communicate at informal levels of language use. This is because African countries prevent some citizens from being able to use formal languages as the educated in high level functions of language use due to the high levels of illiteracy in such countries.

It is also important to note that the presence of two official languages in Cameroon has imposed two distinct educational sub-systems, a situation that poses problems that call for specific attention and urgent responses. For example, Francophones
are better equipped and prepared in terms of bilingualism than their Anglophone counterparts. Echu (2004: 7) points out that in the Francophone sub-system, English is a compulsory subject up to the end of the twelfth year of schooling. This is not the case with French in the Anglophone sub-system, where it is compulsory only up to the GCE Ordinary Level (the tenth year). This means that Francophone students are generally better equipped and more prepared to use bilingual education at university than their Anglophone counterparts, given that they learn the second official language at secondary school for a longer period than their Anglophone counterparts. This is an attempt by the authorities to better prepare Francophones for the job market than their Anglophone counterparts. Proper language management in a country must strive to create a balance among all the official languages in the country, as is the case in South Africa, rather than giving preference to one official language over another. Ager (2001: 10) emphasises the issues of equality, justice and social equity in language planning and management. This requires that all languages be treated fairly and that there be no domination of one language over another.

All in all, the implementation of the policy of official bilingualism betrays poor language planning, language policy and language management in the country. Very little is done in the domain of status corpus planning and acquisition. Cooper (1989: 31) refers to corpus planning as "coining new terms, reforming spelling, and adopting a new script". It refers, in short, to the creation of new forms, the modification of old ones, or the selection from alternative forms in a spoken or written code. Echu (2004: 6) points out that although successive Constitutions of the Republic of Cameroon since independence (1961, 1972, 1984 and 1996) have reiterated the policy of official bilingualism, there are no well defined language implementation and language management programmes to date. Successive governments have come and gone but the implementation of what is outlined in the constitution is still absent. Chumbow (1980: 297) supports this opinion when he asserts that "there has been no clear knowledge of the destination of English-French bilingualism in Cameroon and consequently no clear knowledge of the best
way to get there". Tchoungui (1982: 791) is even more critical in her assessment of
the policy of official bilingualism. She writes,

... after nearly 20 years of independence, bilingualism is
extremely incoherent, fragmented and in fundamental
contradiction with other publicised aspects of educational policy
and the general policy of the country. In short, bilingualism is not
operational.

Now, it is over forty years since some lip service was first given to promoting
multilingualism, yet there is very little to show for it. In spite of the awareness that
both English and French are growing fast to cope with the realities of a multilingual
and multicultural landscape, no serious attempts are made to develop national
languages. History has shown that very few countries have been able to develop
their economies if the cultures and languages of the people are marginalised
(Lilford, 2007: 17). If attempts are made by policy and decision-makers in
promoting and implementing official bilingualism in Cameroon, efforts should also
be made to promote and develop national languages as promulgated in the 1996
Constitution of the Republic of Cameroon. The next section presents an historical
overview of language policies in Cameroon.

2.4 HISTORICAL OVERVIEW OF LANGUAGE POLICIES IN CAMEROON

Cameroon is a linguistically diverse country with languages from three major
families: Afro-Asiatic, Nilo-Saharan and Niger-Congo (Bird, 2001: 13). With a
population of 18 467 692, the country is home to 24 major African language
groups, including English and French which are the official languages (The World
Fact Book, 2008). The linguistic landscape that characterises the present state is
largely due to its colonial history. This situation is discussed in order to show how
various colonial eras have shaped the linguistic landscape of the Republic of
Cameroon.
2.4.1 The pre-colonial period (pre - 1884)

Before 1884, Cameroon was linguistically self-sufficient and not under any control from the outside world (Echu, 2003: 3). African languages were the sole media of socialisation within the language community, and communication within and outside the group (ACALAN, 2006). There was no question of any stigma being attached to the use of one’s own language for any purpose. In fact, the expression of the culture was intimately linked to the language (ibid, 2006). This means that the citizens were free to use the language(s) of their choice in communication in every domain, including the economic and religious sector. This is true of Fulfulde, which had been used for the dissemination of Islam in the three Northern regions as far back as the 17th century (Echu, 2003: 3). This language is still widely used in this part of the country.

2.4.2 The colonial period

The colonial period in the history of Cameroon started in 1884 with the arrival of the Germans who spent some thirty-two years in the country (Bitja’a Kody, 1999: 108). During this period, German was introduced into the linguistic landscape of Cameroon. For the first time in the history of the country, citizens were exposed to a foreign language, contrary to the pre-colonial period. Germany’s defeat in World War I and its subsequent departure from the country ushered in a fresh period that saw Cameroon partitioned into two and administered under France and Britain as mandated territories. During the colonial period, France and Britain instituted different language policies in their struggle to maintain and control the country. Cameroon gained independence in 1960, marking the end of colonial rule from France and Britain. French and English were, however, retained as the official languages of Cameroon after independence.

2.4.2.1 Cameroon under the Germans (1884-1916)

The Germans were the first European country to colonise Cameroon as intimated above. They ruled Cameroon from 1884-1916. During the German colonial era, the
colonial administration encouraged the use of German, although German Missionaries and American Presbyterian Missionaries preferred indigenous languages such as Basaa, Bulu, Duala, Ewondo and Mungaka’a for teaching and evangelisation (Mbuagbaw, 2000: 135). In spite of the underdeveloped nature of the German public school system in Cameroon, the colonialists tried to impose the use of German in schools by exerting constant pressure on the missionaries to use German as the language of preaching and a medium of instruction. In 1897, Governor von Puttkamer ordered, for example, the missionaries to use German in schools instead of indigenous languages (Echu, 2004: 4). Despite Von Puttkamme’s imposition during the German colonial period, indigenous languages continued to enjoy a comfortable position as far as communal communication was concerned. Even though there were fascist systems where there was a powerful role played by the armed forces in stopping political opposition in the country, the Germans allowed Cameroonians some freedom. Sultan Njoya of Bamum even invented the Bamum writing system in 1896 and opened schools in which this language was used as a medium of instruction (Echu, 2004: 4). These schools were, however, short-lived as they were forced to close down during the French colonial era. This heavy-handed decision by the French also marked the downfall of Bamum as it was no longer developed and promoted in this part of the country.

Bitja’a Kody (1999: 108) argues that if some detractors have described the German language policy in Cameroon as a failure, it is because of the relatively short period during which the Germans were masters of the colony. In his opinion, the Germans needed more than 25 years to put a language policy in place. This point of view, unfortunately, fails to take cognizance of the fact that the German colonial era effectively covered thirty-two (32) years (1884–1916), a period long enough to put in place, and effectively implement a dynamic language policy capable of transforming the linguistic landscape of Cameroon (Bitja’a Kody, 1999: 108). The truth is that the Germans lacked the vision, dedication and willpower necessary to conceive and implement a language policy that could guarantee status to the German language. German, therefore, is not as widely spoken in Cameroon as English and French are. It is taught in schools but not used in politics, the economy
and administration. The lukewarm attitude that the Germans had during their colonial stay in the country did not make Cameroonians develop an interest in the German language.

2.4.2.2 Cameroon under the French (1917-1960)

The French ruled Cameroon from 1917-1960 and brought about dominance of their language (Echu, 2004: 3). The language situation in the French-speaking part of Cameroon (République du Cameroun) during the colonial period was characterised by perpetual language conflict between missionaries, who insisted on the use of indigenous languages and the French colonial administration that insisted on the use of French (Stumpf 1979, Bitja’a Kody, 1999). The French administration took a series of measures aimed at promoting French, while relegating indigenous languages spoken in Cameroon to the background. French was the de facto language used in all sectors of the economy, including advertising. In 1917, the French colonial administration instituted a special grant for schools that used French as a language of instruction. Eventually, schools that taught in indigenous languages were closed down. Echu (2004: 4) explains that a clear example of the manifestation of this legislation by the French in Cameroon could be seen in the case where the 47 schools opened by Sultan Njoya in the Bamum region were closed down and his printing press destroyed by French administrators. This was an attempt to promote and develop the French language in Cameroon, given that the French were trying to assimilate Cameroonians. If these schools had been allowed to continue, this may have changed the linguistic landscape of Cameroon considerably. Young Cameroonians attending Sultan Njoya's schools might have been able to read and write their own language/s and freely use them in education, politics, administration and even advertising without being subjected to colonial languages, as is the case in Cameroon today.

From 1922, a total of 1 800 schools run by the American Presbyterian missionaries, using Bulu as the language of instruction, were also closed down by the French (Echu, 2004: 5). This systematic linguistic persecution was carried out with vigour, until French became the sole language of instruction. If the French
language policy had succeeded, it would probably have been because of the fact that the French colonial administration assumed exclusive responsibility for the education of its African subjects (Bokamba, 1991: 183), an effective means through which the policy of assimilation was implemented. This was not the case during the German colonial administration that consequently led to the low mastery and acquisition of the German language in Cameroon. With the policy of assimilation, French was accorded 'prestige' status and used as the medium of instruction in schools and other higher level functions of language use, denigrating vernacular languages in Cameroon.

France set up Cameroon as an autonomous state in 1957 and its legislative assembly voted for independence by 1960. However, in 1959, a fully autonomous government of Cameroon was formed under Ahmadou Ahidjo. Cameroon became an independent republic on January 1, 1960. The southern part of the British territory joined the new Federal Republic of Cameroon in 1961 while the northern section voted for unification with Nigeria. Post-independent Cameroon continued to use colonial languages. French was proclaimed the only official language at independence even though there were several indigenous languages spoken in French Cameroon. English was the dominant language in the south.

2.4.2.3 Cameroon under British rule (1917-1960)

The British rule started in 1917 and ended in 1960. During their stay in Cameroon, the British practised "the Policy of Indirect Rule" whereby the use of indigenous languages was an administrative imperative because British administrators governed through traditional authorities. In the territory under British mandate, some indigenous languages such as Bafut, Duala and Kenyang were used alongside English in schools (Bitja’a Kody 1999: 82). Todd (1983: 163) remarks that in the British system of education as practised in Cameroon, indigenous languages were used as languages of instruction during the first four years of primary education, while English was used during the last four years. In spite of this laissez-faire attitude where Cameroonians were allowed to use their local
languages in this part of the country compared to the French section, vernacular education declined during British rule. In 1927, for example, there were 299 vernacular schools teaching 7,155 children, but by 1959, the number of schools had dropped to 6 and the number of children being educated in this way to 191 (Todd, 1982: 10). The crop of leaders who took over the government in Cameroon at independence opted for “neutral” languages (French and English) on the pretext that promoting or introducing indigenous languages in education, politics, advertising, marketing and administration would be divisive and expensive. The poor financial situation of the country after independence also militated against the use of indigenous languages.

Todd (1982: 10), however, maintains that by 1959, ninety-nine per cent of children receiving primary education in English-speaking Cameroon were taught through the medium of English. The Anglophone part of the country had been given the freedom to use their vernaculars in education but they had failed to make it a policy in the country. Of course, this is not surprising, given that on 27 September 1958, a ministerial decree was issued by the autonomous government of Southern Cameroon instituting English as the sole language of instruction in Anglophone primary schools, stating that “English is to be the medium of instruction in primary schools and all the textbooks used are to be in English” (Todd 1983: 167). With the wind of change that was blowing across Africa and the need for African countries to be masters of their own destinies, the British rule was withdrawn from Cameroon. Ironically, it is not the British colonial masters who decided not to use indigenous languages in the school system but Cameroonian political authorities. Thus, language policies put in place by the Germans, the French and the British did not give space for the development of an indigenous language that could easily serve as a national or official language at independence.
2.4.2.4 The current language landscape of Cameroon: 1961 to date

2.4.2.4(a) The official languages of Cameroon

When Cameroon became independent, French was proclaimed the only official language in French-speaking Cameroon while English assumed the same status in the English-speaking section in 1961. At reunification on October 1 of the same year, official bilingualism was instituted in the new Federal Republic. Echu (2004: 5) holds that, like many other former African colonies, Cameroon chose the "neutral" foreign languages option as official languages in order to avoid language conflict arising from the choice of an indigenous language, on the one hand, and unwarranted "financial and material cost" on the other. Imported European languages (French and English), which served as the languages of colonial administration, have today overshadowed African languages in Cameroon, and have become the preferred mode of communication. The New Federal Constitution of 1961 clearly spelt out this official bilingualism option. It was silent on the position of vernacular languages spoken and used in Cameroon. The Constitution of the Republic of Cameroon (as amended in 1996), only mentions the promotion of indigenous languages. Article 1, paragraph 3 of the Constitution of 18 January 1996 states:

The official languages of the Republic of Cameroon shall be English and French, both languages having the same status. The State shall guarantee the promotion of bilingualism throughout the country. It shall endeavour to protect and promote national languages.

Nothing has been done in terms of implementation — the development, promotion, protection and management of indigenous languages of Cameroon — to date. Indigenous languages are still sidelined in higher level functions of language use. Bird (2001: 15) observes that the 1995 National Forum on Education and the 1996 Constitution of the Republic of Cameroon represented a change in official policy, ostensibly favouring the development of Cameroonian languages.
Even though French and English are the official languages of Cameroon, French dominates over English in the country. The dominance of French over English has raised a lot of criticism from Anglophones in the country. Anglophones have even gone as far as criticising and challenging the unfair implementation of the policy of official bilingualism in Cameroon. In the Buea Declaration, the 'All Anglophone Conference' (1993), for the first time in Cameroon's history, made public the fact that in spite of the policy of bilingualism, French dominates English at the level of the media (national radio and television):

When there is a football match in France, the entire Cameroon nation is held to ransom by CRTV as the match is shown, sometimes live, on Cameroon Television. The Cameroon Radio and Television Corporation (CRTV) does not react in the same manner when a football or any other sporting encounter takes place in England or involves an English team. Television films and programmes originally made in English are shown in Cameroon only after they have been translated into French, and only in their French version.
Broadcast time on radio and television is very unevenly divided between English and French programmes, even though it does not take longer to inform, educate or entertain in French than it does in English. In the end, Anglophones who share equally in the burden of financing the Cameroon Radio and Television (CRTV) get far less than 1/4 of the service provided by this public utility.

This is an injustice in the country that is not only manifested in the media but also in advertising in Cameroon. French is the language used in most advertisements in Douala, Cameroon and in cases where there is a bilingual text, the French version is in bigger font while the English version is in smaller font. The study, therefore, advocates not only the “equitable” use of French and English in the media and advertising, but also the use of some of the widely spoken languages in advertising as is the case in South Africa. As equal language use is impossible given the huge numerical differences in numbers of speakers of the respective languages, the term now used both by the Pan South Africa Language Boarad and the Constitution is 'equitable'.
Such situations contribute to the frustration and discontent of Anglophones who believe that the policy of official language bilingualism does not protect the English language and their culture in Cameroon. This situation further increases the frustration of Anglophones studying in the bilingual State universities and other institutions of higher learning where this policy is in full force. Many Anglophones are compelled to learn and master French if they are to succeed at tertiary level. One therefore questions the rationale of going through the English subsystem of education if English will not be the medium of instruction at university level and its subsequent use in the economy is peripheral. In an effort to address this language issue at tertiary level, the government of the Republic of Cameroon created the University of Buea following the English tradition and culture to address and meet the needs of Anglophone Cameroonians who intended to pursue university studies in English. The dominance of French over English prevents Anglophones from identifying with the culture and language of French education. Given that all Cameroonians are not bilingual in French and English, giving more attention and power to French deprives Anglophones of vital information in English. If they cannot have access to information in the vernacular languages, efforts should at least be made for them to get advertising information and messages in English.

Cameroon, it should be recalled, is made up of ten regions of which eight are French-speaking and two are English-speaking. This indicates that French is more dominant than English in the country and widely used in administration, politics, advertising, marketing, education and the media. In fact, it is not an over-statement to say that French influence as expressed in language, culture and political policy prevails in all domains (Wolf, 1997: 421). This status quo has persisted since independence in 1960 even though attempts have been made at redressing the situation. Anglophone Cameroonians are marginalised as French dominates most sectors of the economy. The domination of French is due to the demographic factor and the fact that Francophones have continued to occupy top ranking positions in government and the civil service and also because there is no effective language policy that guarantees the rights of minorities. Proper language planning and a solid and well defined language policy will be of great importance in
Cameroon for all citizens to have equal access to information in the language of their choice, especially in advertising.

Thus, the policy of official bilingualism has created an Anglophone/Francophone divide in Cameroon that, in recent years, constitutes a serious political problem for the state. Consequently, while being a unifying force that brings Cameroonians irrespective of tribe and region of origin together, bilingualism also constitutes a factor of disunity or conflict. Francophones look down on Anglophones as second-class citizens and this makes Anglophones feel marginalised. Such a situation has created a sense of separatist cultural identity among Anglophones that arises from their using the same language (English becoming a symbol of in-group solidarity) in an environment perceived as hostile to them both linguistically and socio-politically. Anglophones have remained very jealous about maintaining their geographical territory within the Cameroon state. Thus, rumours that arose in the 90s over the possible idea of creating regions that will witness the annexation of the Anglophone provinces into Francophone neighbouring regions (South-West and Littoral; North-West and West) so as to form autonomous regions, were rejected and opposed outright (Echu, 2004: 6-7). This was perceived by Anglophones as a design on the part of the government to annex the Anglophone provinces and eventually eradicate Anglophone culture and traditions (ibid.). And so, caught between the various alternatives that characterised the political landscape at the time, the new Constitution was drawn up in a process referred to as 'grand débat'. Anglophones had no other alternative but to accept the mid-way compromise of partitioning the country into ten autonomous regions. Anglophones have been able to maintain the Anglophone culture in English-speaking regions while Francophones have done the same in the French-speaking regions.

2.4.2.4(b) Cameroon Pidgin English (CPE)

Language contact occurs when two or more languages or varieties interact. When this interaction occurs among languages, this phenomenon is referred to as contact linguistics (Sankoff, 2001: 640). Multilingualism has been common throughout much of human history and, today, most people in the world are
multilingual. In tribal hunter-gatherer societies, multilingualism was common, as tribes had to communicate with neighbouring peoples. Nowadays, in areas such as Sub-Saharan Africa, where there is much variation in language over short distances, it is usual for anyone who has dealings outside their own town or village to know two or more languages. In the discourse of advertising, advertisers need to consider the various languages spoken within these communities in order to accommodate the majority, if not all the people who live within the community.

When speakers of different languages interact, it is typical for their languages to influence each other. Languages usually develop by gradually accumulating different aspects of the other language until two dialects cease to be mutually intelligible and similar. Language contact can occur at language borders, or can be the result of migration. In Cameroon, there are no clear-cut borders of languages spoken in particular regions or areas since when people migrate, they move with their language. With time, they use their language for communication as it grows with the arrival of other speakers of other languages. In Douala for instance, there is a huge presence of Bamileke people from the Western region of the country. With the influx of this group of people into the city, inhabitants of the city whose major languages are Duala and Basaa are now in the minority.

Language contact occurs in a variety of ways, including language convergence, and borrowing. The most common products are Pidgins, Creoles, code switching and mixed languages. The Duala and Basaa people are the main inhabitants of the city of Douala using Duala and Basaa as their vernaculars. These used to be the languages of wider communication but with migration from one town to another, these languages no longer enjoy this status in the city. For instance, the number of Bamileke people in the city cannot be underestimated; their languages dominate the Duala and Basaa speakers.

Obviously, a language's influence widens as its speakers grow in power. Chinese, Greek, Latin, French, Spanish, Arabic, Persian, Portuguese, Sanskrit, Russian, German and English have each seen periods of widespread importance and have had varying degrees of influence on native languages spoken in areas which they
colonised. Such could be the case with Fe’fe, Ngombale and other Bamileke languages spoken in Douala as a result of rural-urban migration.

The emergence of Pidgins in Cameroon could be traced as far back as the colonial period. Fonlon (1969) and Bird (2001) hold that the colonial period began with growing European language contact and trading along the West African Coast in the late 1700s and 1800s. By 1800, Britain dominated the Nigerian-Cameroonian coast and Pidgin English was increasingly the primary language of commerce (Fonlon, 1969: 10). The English Baptist Mission was established in Cameroon by Alfred Saker in 1845 and it was responsible for the first orthography for the Duala language (Bird, 2001: 7), in this way making Duala one of the contact languages along the coastal region of Cameroon where it was one of the main languages spoken in the region. Consequently, Cameroon Pidgin English makes use of many Duala terms.

Cameroon Pidgin English (CPE) evolved and was developed in the German plantations by indigenous Cameroonian working on these plantations in an attempt to conceal information from the German supervisors and colonial oppressors (Echu, 2003: 4). It is a lingua franca widely spoken in the Anglophone regions but also very widespread throughout the country. This compares well with Tsotsitaal in South Africa; a language that originated in the gold mines in the Transvaal from 1886 (Lewis et al., 2013). It is a mixture of Afrikaans, English and Bantu words and currently a form of speaking for young people in South Africa (ibid.). Many years after the departure of the Germans from Cameroon, CPE has continued to exist and has grown and spread throughout the country. It is even used in preaching in some churches (Roman Catholic Missions), especially in the English-speaking part of Cameroon. CPE is widely used not only in the North-West and South-West regions (Anglophone regions), but also in the Littoral and West regions (Echu, 2003: 2). It is also a language of wider communication for the less educated in the country. In contrast to Cameroon where CPE is used in religion and by the less educated, in South Africa, Tsotsitaal nowadays is speech for criminals, gang members or thugs (Lewis, et al. 2013).
Many so-called Anglophones and Francophones will speak English, French, Cameroon Pidgin English (CPE) and Cam-franglais alongside one, two or more indigenous Cameroon languages. In this multilingual and multicultural environment, it would be advisable that decision-makers consider the inclusion of national languages in advertising and other sectors of the economy. This decision could have a very positive impact in selling a more favourable image of the country, even beyond its borders. In conjunction with one or two indigenous languages, Cameroon Pidgin English (CPE), given its “neutral” character, could possibly become one of the languages that could be used to unite all Cameroonians as it did in the past, and create better public relations among all the citizens.

2.4.2.4(c) Indigenous languages of Cameroon

Currently, Cameroon has about 247 indigenous languages (Echu, 2003: 1) spoken in the ten regions that make up the Republic of Cameroon. It is considered to be one of the most linguistically diverse countries on the African continent (ibid, 2003: 1). Some of the major indigenous languages spoken in Cameroon are: Duala, Basaa, Ewondo, Bulu, Medumba, Fe'fe, Mungaka’a and Fulfulde. Echu (ibid.) maintains that of the four major language families of Africa, three are represented in Cameroon as follows: the Afro-Asiatic, the Nilo-Saharan and the Niger-Congo. The languages belonging to the Afro-Asiatic and Nilo-Saharan families are spoken in the northern regions of the country while Niger-Congo languages, which are the most highly represented in Cameroon, are spoken in the southern region (Echu, 2003: 2). Despite the strong presence of these major African language families in Cameroon, none of these languages is used in higher level functions such as administration, politics, education, commerce and industry including advertising. Moreover, none of these indigenous languages spoken in Cameroon have gained official status nor risen to prominence. This runs contrary to the vision and mission of the African Academy of Languages (ACALAN) of “fostering Africa’s integration and development through the development and promotion of the use of African languages in all domains of life” (ACALAN, 2006).

With headquarters in Bamako, Mali, ACALAN’s objectives are as follows:
• To empower African languages in general and vehicular cross-border languages in particular, in partnership with the languages inherited from colonisation;
• To promote convivial and functional multilingualism at every level, especially in the education sector; and
• To ensure the development and promotion of African languages as factors of African integration and development, of respect for values and mutual understanding and peace. (ibid.).

With these objectives in mind, and with Cameroon being a signatory of ACALAN, it is expected that the country should promote the use of indigenous languages alongside the languages inherited from colonisation (French and English). In contrast to South Africa where this plea by ACALAN has been answered, by making vernacular languages official alongside English and Afrikaans, in Cameroon, English and French are the official languages of the country. Indigenous languages are not used in higher level functions of language including advertising.

The indigenous languages spoken in Cameroon are mutually intelligible. Even though linguists and language researchers (Bird, 2001, Chumbow, 1987, Echu, 2003, Ethnologue, 2002, Wolf, 2001) hold that there are over 247 indigenous languages spoken in Cameroon, it is widely believed by these researchers that the languages are very similar to the extent that when one masters the reading and writing pattern of one, one could easily read or write another Cameroonian language. As Tadadjeu (in Hartell, 1993: 58) observes:

...any person who learns to read one Cameroonian language... will already be able to read any other Cameroonian language, even if s/he may not understand what s/he reads....

This suggests that Cameroonians are able to read and understand the various indigenous languages spoken in Cameroon. Given the fact that the vernacular languages in the country are mutually intelligible, policy and decision-makers could
exploit this mutual intelligibility, group the languages together and select a few indigenous languages that are spoken or understood by a great segment of the Cameroonian population, for use in higher levels of language in the country. This will also go a long way towards improving the multilingual and multicultural character of the country as well as increasing public relations among citizens.

Adegbija (2000: 80) remarks that:

The linguistic scenario in Cameroon, like in most sub-Saharan African countries, is characterised by multilingualism and multiculturalism; the official dominance of ex-colonial languages; the official neglect of national languages and socio-politically interwoven language-related problems.

The question whether Cameroon can really boast of a national language policy remains problematic. It is widely believed that Cameroon has no clearly defined language policy despite its rich multilingual and multicultural situation. Tchoungui (1982: 791) is even very vocal in this regard: "Although Cameroon professes to be bilingual, it has no language policy." Echu (2008: 8) argues that this overstatement is "due to the absence of a strong institutional framework on the implementation of the policy of official bilingualism and the lack of clear-cut objectives about the promotion of national languages as enshrined in the 1996 Constitution of the Republic of Cameroon. In contrast to Cameroon where indigenous languages are not promoted or used in advertising and other key sectors, in South Africa, indigenous languages are used more in the latter than in the former. Though there is no law regulating the use of vernacular languages in advertising, there are visible signs of the use of African languages in the sector in line with the 1996 Constitution of the Republic of South Africa.

Figures 2.1 and 2.2 below show the various African language families in Cameroon, their distribution and the various language clusters.
Figure 2.1: Cameroon Language Map Showing Principal Families (after Dieu and Renaud, 1983) (Accessed 20 July 2011).
Figure 2.2: Language clusters of the Republic of Cameroon

2.4.2.4(d) A glimmer of hope

Even though indigenous languages are not used in key sectors of the economy in Cameroon, at least there have been some efforts made by organisations and institutions for their promotion and use in the country. University departments of linguistics are doing their best to promote and develop the use of indigenous languages in Cameroon. The National Association of Cameroon Language Committees (NACALCO) ensures the standardisation of grammars throughout the country. With active projects in some 20 language areas, the Summer Institute of Linguistics (SIL) has collaborative links at every level and plays host to annual training courses in phonology, orthography and literacy in indigenous languages for young and aspiring linguists in Cameroon.

Indigenous languages had virtually no place in the early years of post-independence Cameroon. In fact, all that was done in their favour came from the initiatives of public and private organisations such as the University of Yaounde, the Institute of Social Sciences, the Summer Institute of Linguistics (SIL-Cameroon), Cameroon Association for Bible Translation and Literacy (CABTAL) and the National Association of Cameroonian Language Committees (NACALCO) (Echu, 2004: 5). The Operational Research Programme for Language Teaching in Cameroon (PROPELCA), in collaboration with the University of Yaounde and the Institute of Social Sciences, has been active since 1977 in the area of the unification and co-ordination of language teaching in Cameroon, be it with regard to official languages, national languages or foreign languages. PROPELCA harmonised the writing system of Cameroonien indigenous languages in March 1979 (Echu, 2004: 5). The work of PROPELCA in Cameroon compares well with PANSALB in South Africa, an independent statutory body that is primarily responsible for the promotion of multilingualism and for language development, particularly concerning the languages that were marginalised under the apartheid regime. The work done by PROPELCA has contributed immensely to the standardisation of some indigenous languages. Some of the languages such as Duala, Basaa, and Mungaka'a are now being taught at tertiary level and some used for evangelisation.
Another important project is the Linguistic Atlas of Cameroon known by its French acronym ALCAM (Atlas Linguistique du Cameroun). Initiated in the mid-70s, its objective was to establish a repertoire of Cameroonian indigenous languages with special focus on linguistic geography. Its findings have been instrumental in identifying Cameroonian indigenous languages and making recommendations for their use in Cameroon.

The National Association of Cameroonian Language Committees (NACALCO), created in 1989, is made up of all the local language development committees. As the successor of PROPELCA, NACALCO is a legal framework that serves as a supervisory body to local committees in the development and promotion of indigenous languages. Other organisations include the Summer Institute of Linguistics (SIL-Cameroon) and the Cameroon Association for Bible Translation and Literacy (CABTAL). SIL-Cameroon is a branch of the Summer Institute of Linguistics, which works under a cooperative agreement signed with the National Office for Scientific and Technical Research (NASTR). Its work, which focuses on indigenous language research as well as on the development and elaboration of their linguistic systems (grammar and phonology), is carried out in conjunction with local language study committees, especially in the area of producing reading and writing, primers and post-primer reading materials. CABTAL’s major task is the translation of the Bible into various indigenous languages.

Through the action of these private, foreign-funded organisations, literacy programmes in the national languages are facilitated and encouraged in the country. This gives Cameroonians the opportunity to express themselves in their local tongues rather than in colonial languages. Expressing themselves and having access to information in their own languages empowers the citizens and creates an opportunity for them to feel part of nation-building and express their identity. For citizens to feel this sense of belonging and to participate in nation-building, they must not be excluded from the discourse of advertising. Translations should, however, not only be done of the Bible but for advertising information as well in order to meet the advertising needs of Cameroonians.
Significant efforts have also been made in the teaching of indigenous languages in Cameroon. In contrast to the colonial period where vernacular languages were relegated to home use (except for Bamum), after independence some indigenous languages were taught in schools though the efforts have not been sustainable. In 1966 for instance, College Libermann, a secondary school in Douala, embarked on the teaching of indigenous languages. This private initiative was followed by other Catholic secondary schools such as Chevreuil, College de la Retraite, Mimetala and Le Sillon (Echu, 2004: 10). While College Libermann in Douala taught Duala and Basaa, College de la Retraite in Yaounde taught Ewondo (Echu, 2004: 10). These are some of the languages of wider communication in Cameroon. These are significant strides that have been made by the private sector to promote indigenous languages and it is hoped that the government will take their cue from this act. These languages could be promoted throughout Cameroon and used in education, administration, politics and advertising.

Furthermore, from 1970 to 1977, Duala, Baca, Ewondo, Bulu, Fulfulde and Fe’fe were taught in the Department of African Languages and Linguistics of the University of Yaounde. Chumbow (1996: 7-8) remarks that this was a laudable initiative on the part of the government but it was suppressed for fear that those Cameroonians whose languages were not chosen for teaching at the university would revolt and split the country. In order to prevent such revolt in the country over language matters, the term ‘national languages’ was adopted to refer to all Cameroonian vernacular languages (Chumbow 1996: 7-8). This was also an attempt to create the impression that all indigenous languages are equal in status in Cameroon. This compares well with South Africa making the nine major languages, which were spoken in the former Bantustans, into official languages. Even with this change in nomenclature, Cameroonians were not consulted to sample their opinions as to which language/s were to be adopted and used in key sectors such as education, politics, administration and advertising.

More recent developments in language policy are worth noting. In 1995 for instance, the Etats Généraux de l’Education (General Conference on Education), which brought together school authorities from the public and private sectors, as
well as educational experts in Cameroon, strongly recommended the teaching of national languages in schools. Their decision was a boost to the revised Constitution of 18 January 1996 that guarantees the pursuit of the policy of official bilingualism (the equitable use of French and English) on the one hand, and the promotion and protection of national languages, on the other.

The teaching of national languages in Cameroon constitutes another development in language policy and planning. Mba and Chiatoh (2000: 5) point out that in 1998, parliament passed a bill on the general orientation of education in Cameroon with special emphasis on the teaching of national languages, a bill that was subsequently promulgated into law N° 004 of April 1998 by the Head of State. The application and implementation of this law would mean the teaching and exposure to national languages would enable users to be better equipped in the various languages spoken in Cameroon. Equipping the local population with the ability to use and master a national language could lead to improved public relations, social cohesion, positive economic spin-offs and access to information by all Cameroonians.

Most indigenous languages in Cameroon lack a written form and orthography. In contrast to South Africa where the Constitution is clear on the various official languages and their use in the economy, in Cameroon the Constitution only mentions that national languages will be promoted and protected but very little effort is made to give indigenous languages a written form, or even developing an alphabet for them. Mai (2006: 4) maintains that these languages are relegated to secondary roles while French and English are given higher status in the country. Fonlon (1969: 30) points out that “the written form of the languages of wider communication in Cameroon was rendered mostly by the white missionaries who settled in Cameroon during the colonial period, spreading the word of God”. After the departure of the white missionaries and given the poor financial situation of the country, very little was done to sustain these languages and improve on what was left behind by these missionaries.
2.5 THE LANGUAGE LANDSCAPE OF SOUTH AFRICA

According to mid-year estimates of 2013, the Republic of South Africa is inhabited by 52,98 million people on an area of 1 219 912km² (Statistics South Africa, 2013). The population is composed of four major groups: Africans, Whites, Coloureds and Indians. Each group represents a variety of languages and cultures of the country. This diversity was exploited by the apartheid government to divide and rule the Southern African populace (Deprez and Du Plessis, 2000: 96).

Before 1994, the Republic of South Africa was made up of four provinces and ten homelands/Bantustans. The four provinces were: the Cape of Good Hope, the Orange Free State, Natal and Transvaal while the ten Bantustans/homelands were Bophuthatswana, Ciskei, Transkei, Venda, Gazankulu, KaNgwane, KwaNdebele, KwaZulu, Lebowa and Qwaqwa. English and Afrikaans were the official languages in the four provinces while the Bantustans were conceived along major ethno-linguistic lines: Transkei and Ciskei were designated for Xhosas, Bophuthatswana for Tswanas, Venda for Vendas, Gazankulu for Tsongas, KaNgwane for Swazis, KwaNdebele for Ndebeles, KwaZulu for Zulus, Lebowa for North Sothos and Qwaqwa for South Sothos (ibid.). The languages spoken by the people living in the Bantustans were made official within these regions. However, English and/or Afrikaans were also made official in the Bantustans.

Because of South Africa’s deeply divided past, nation-building is a priority of the new government (op. cit: 97). This explains why previously disadvantaged languages were made official as per the new South African Constitution, Act 108 of 1996. At the dawn of the current democracy (1994), the previous four provinces and ten homelands were reorganised into nine provinces: Western Cape, Northern Cape, Eastern Cape, KwaZulu-Natal, Free State, North West, Gauteng, Mpumalanga and the Northern Province. The central concern when deciding on the new administrative borders was viability of the new non-racial entities and not on language and culture as was the case in the past (Besdziek, 1998: 149). Reorganising the country along linguistic lines as in the Bantustans would have been seen as a re-invention of the apartheid past (op. cit. 97). This explains why
today, in each of the provinces, there are people of different linguistic, cultural and racial backgrounds. This is an attempt by the government to unify all South Africans irrespective of province of origin, racial and cultural background. The map below shows the distribution of the population in South Africa by language group.

![Map of South Africa showing distribution of languages](image)

**Figure 2.3:** Distribution of the population in South Africa by language group as per South Africa Tours and Travel (2005-2013).


English and Afrikaans at alternating stages were the official languages of the Republic of South Africa during the colonial era. Local languages were relegated and marginalised until the 1990s. Advertising was mainly in English and Afrikaans, relegating and assigning inferior roles to African languages. There are currently
eleven official languages given equal status as per the 1996 Constitution of the Republic of South Africa. These official languages are:

- Afrikaans
- English
- isiNdebele
- isiXhosa
- isiZulu
- Sepedi
- Sesotho
- Setswana
- Siswati
- Tshivenda
- Xitsonga

Indigenous languages have been made official languages, side by side with English and Afrikaans and are used in key sectors in the economy including advertising in the country. Besides these official languages, scores of others – African, European, Asian and more – are spoken in the country. A great percentage of South Africans speak one of the Bantu languages. One may conclude that no black elite class speaks only a Western language, as in many post-colonial African countries.

The marginalisation of Africans during apartheid was also extended to education. Berger (2009: 86). Black South Africans were deprived of a good education because of apartheid laws and this prevented blacks from aspiring to positions of responsibility in the South African economy. Quality education was reserved for whites, and Africans were forced to study in the language of the colonialists. A government decree during the apartheid era that Mathematics and Social Studies be taught not in English but in Afrikaans prompted some fifteen thousand to twenty thousand students, some as young as six or seven years old, to gather early on the cold winter morning of June 16, 1976, to march and rally in protest against this ruling (Mathabane, 1986: 259). The placards they carried announced their demands: “If we must do Afrikaans, Vorster [the Prime Minister] must do Zulu,” “We don’t want to learn the languages of our oppressors,” and “we want equal
education not slave education” (Mathabane, 1986: 259 and Mandela, 1984: 112). The 1976 march changed the linguistic landscape of South Africa as the voices of the local people were heard and their cry for the recognition of indigenous languages was considered after 1994.

South African artists also played a part in shaping the linguistic landscape of South Africa. Writers and musicians defied the policies of apartheid and Bantu education to promote and uphold African culture and tradition (Berger, 2009: 131). Just like Ngugi wa Thiong’o, the Kenyan writer and critic, Mazisi Kunene (a famous South African writer) was dedicated to ending what he considered the poisonous colonial legacy of African literature in European languages. The writings during the colonial era did not reflect the culture and traditions of indigenous South Africans. If artists during the colonial era could fight for the promotion of African culture and traditions, the current generation of leaders in South Africa and the African continent at large should continue the fight in order to promote African culture in all sectors of life. This can only be achieved if African languages are used in politics, administration, education and advertising.

Berger (2009: 135) remarks that for blacks to be politically emancipated in South Africa (in terms of language, education and culture), they needed to overcome white domination and as a prelude to successful resistance, blacks had to overcome the inferiority complex fostered by a racist government and institutions. This inferiority complex was seen in education, politics, administration and other sectors of higher language use. This practice of assigning inferior roles to African languages was not only common to South Africa but in other parts of the continent (c.f. Cameroon under French Rule: par. 2.4.2.2). In the early 1960s, with the wind of change blowing across Africa, African countries fought for their independence and liberation from imperial rule in order to be masters of their own destinies. In contrast to Cameroon where the British allowed Cameroonians some freedom in terms of language use through the policy of “Indirect Rule”, in South Africa, the whites (British and Dutch) imposed their culture on South Africans and denigrated everything that was African (e.g. language, religion and culture).
South Africa’s linguistic diversity means all 11 languages have had a profound effect on one another. Black South African English (BSAE), for example, is littered with words and phrases from Afrikaans, isiZulu and other African languages. For example, Vuvuzela, Fundi, and Donga are from isiZulu. There are also a few indigenous creoles and pidgins (Tsotsi taal or Iscamtho and Fanagalo) spoken in the country (SouthAfrica.info: 2012, accessed 20 July 2013) but nobody speaks these as their L1. English is moderately understood across the country, and is the language of business, politics, education and the media. Webb (2006: 9) argues that although the South African Constitution prescribes linguistic and cultural pluralism, the South African national community is a long way from giving meaning to this whole idea of multilingualism and multiculturalism. The promotion of diversity is not possible through European languages that exclude indigenous South Africans in the discourse.

The indigenous languages spoken in South Africa can be put under four broad language groups, that is, Nguni, Sotho, Xitsonga and Tshivenda languages. IsiZulu, isiXhosa, Siswati and Ndebele are collectively referred to as the Nguni languages and have many similarities in syntax and grammar and are mutually intelligible. The Sotho languages – Setswana, Sepedi and Sesotho – also share similarities. Therefore, speakers of one of the Nguni languages may be able to speak the other Nguni languages and speakers of the Sotho languages may comfortably speak the other Sotho languages.

English has been both a highly influential language in South Africa and a language adapted in the country’s different communities. Estimates based on the 2011 census suggest that English is spoken as a home language by almost 5 million people (9.6 % of the population) in South Africa (Statistics, South Africa, 2011). Today, English is the primary language of government, business and commerce. It is a compulsory subject in all schools and a medium of instruction in most schools and tertiary institutions.
Given its historical past and the denigration of African languages and culture, the South African government set up a body, the Pan South African Language Board (PANSALB) to redress this situation and promote the use of indigenous languages throughout the country. PANSALB is South Africa’s “watchdog” on language issues. “It is an independent statutory body that is primarily responsible for the promotion of multilingualism and for language development, particularly concerning the languages that were marginalised under the apartheid regime” (Deprez and Du Plessis, 2000: 9) in order to bring about social justice, equity and social cohesion. These are indigenous South African languages that were given secondary and inferior roles during the colonial era. The role of PANSALB in South Africa compares well with PROPELCA in Cameroon which is a body that ensures the harmonisation of the writing system and the teaching of Cameroonian indigenous language (cf. Par. 2.4.2.4.4).

### 2.5.1 South Africa and multilingualism

South Africa is a multilingual and multicultural society that has some unique linguistic problems because of its history of apartheid. The just over fifty million South Africans speak at least 24 “sizeable home languages” which belong to four language families: the Khoe and San languages, the African/Bantu languages, the Germanic languages and the Indic languages (Van der Merwe, 1990: 1). The Germanic group comprises Afrikaans, English and some European immigrant languages such as German and Dutch (Grobler, 1990: 17). The Indic group is represented by Gujarati, Hindi, Tamil, Telegu and Urdu (Mesthrie, 1995: xv). This makes the country a multilingual, multi-racial and multicultural society and thus it gained the appellation “rainbow nation”.

Section 6(1) of the 1996 Constitution provides for eleven official languages – those indigenous and colonial languages that were already official during the apartheid era in one way or another in the four provinces and in the Bantustans (Deprez and Du Plessis, 2000: 104). Consideration was given to the number of speakers before making these languages official. Deprez and Du Plessis (2000: 102) remark that the number of speakers of the indigenous languages was one of the criteria used
when determining the official languages of the new South Africa. They maintain that even a small language like isiNdebele was declared an official language at the national level. This was perhaps an attempt to keep alive all the languages that were used in the former Bantustans and to maintain the multilingual and multicultural character of the country. As a consequence of South Africa’s linguistic history, languages such as isiNdebele, Tshivenda and Xitsonga enjoy official status today. Though these languages enjoy this official status, they are all not used in all aspects of the economy including advertising. Section 6(2) states that the state must take practical and positive measures to elevate the status and advance the use of the historically marginalised languages. This means that all the official languages be used in the economy, including advertising, must consider the multilingual nature of the country.

It should be noted that South Africa was once a bilingual country. According to Deprez and Du Plessis (2000: 105), when South Africa was founded in 1909, English and Dutch became its two official languages. They maintain that Afrikaans was added as an official language in 1925. The eleven-language dispensation currently witnessed in the country today was first introduced in 1961, when provision was made for the proclamation of an additional official language in the Bantustans. This policy was continued until 1993. However, there was a notable disparity in status and usage between English and Afrikaans on the one hand and the other nine languages on the other (ibid.).

The nine African languages were official languages at the regional level only (within the Bantustans), whereas Afrikaans and English were official languages at both national and regional levels. This led to the general view that South Africa was a ‘bilingual country’ (ibid.). Deprez and Du Plessis (ibid.) argue that Afrikaans was developed in order to function as an equal partner of English. The implementation of this policy saw the production of official documents in the two languages, a policy that was continued until 1993. Deprez and Du Plessis also remark that Acts of government are still produced in English and Afrikaans but it would seem that the president now certifies and signs only the English texts; but before 1993, he alternately signed the English and Afrikaans texts (2000: 105).
Since 1996, even though there is a clause in the Constitution of the Republic of South Africa that spells out multiple language use in the country, English, the colonial language has become the language of government (Deprez and Du Plessis, 2000: 106). It could be concluded that government is thus promoting monolingualism, even though it is supposed to work out a multilingual policy that will benefit the whole country. As Chumbow (2008: 5) argues, “multilingualism in the African context quite often implies multiculturalism or a plurality of cultures”. However, this does not imply that language and culture must correlate as an attempt to correlate the two (language and culture) may lead governments promoting culture rather than strengthening and promoting the use of indigenous languages in a country. In the current political situation, it is observed that more efforts are put into raising the status of African languages than into the real advancement of the use of these languages into the mainstream economy (Deprez and Du Plessis, 2000: 106). Elevation of status is a soft option; the advancement of the use of these languages would definitely require a higher and greater commitment on the part of government (op. cit, 108). One of the indications of this commitment of government could be in advertising in which messages are created in or translated into all the official languages as enshrined in the Constitution of the Republic of South Africa.

Given the multilingual and multicultural character of the country, advertising messages should be top-down and bottom-up in order to accommodate the non-speakers of European languages in South Africa. Dowling (2012: 242) argues that top-down advertising is used for official signs and advertising in Cape Town while bottom-up advertising is predominantly for informal businesses. This suggests that the less literate are excluded from official advertising in the city.

The South African Constitution of 1996 favours multilingualism but government practice suggests the opposite (Deprez and Du Plessis, 2000: 9). Like many other countries on the African continent, South Africa is gradually moving towards being a monolingual state. This is evident in the fact that most messages and information in the country are disseminated in English contrary to the Constitution. In situations
where advertising messages are disseminated in the indigenous languages, they do not carry very serious information. They are usually warnings, orders or signs advertising small, local and informal businesses. This is clearly visible in advertising in most parts of the country, including Mafikeng.

2.6 PRESERVING, PROMOTING AND DEVELOPING NATIONAL LANGUAGES

The identity of a country and its uniqueness amongst other nations of the world is through the language/s used within its geographical borders. It is therefore, necessary for countries to preserve, promote and develop national languages since history has shown that citizens identify themselves through language rather than geographical boundaries. Developing African languages requires both government and grassroots support (Tadadjeu, 2007: 11). Tadadjeu also maintains the major challenges facing the promotion, preservation and development of African languages is a psychological one. African leaders and decision-makers in Africa have for long marginalised the vernaculars, thinking that they could foster the development of the African continent and of various African countries without necessarily using African languages (Lilford, 2007: 17). Tadadjeu (2007: 11) believes that the world does not have an illustration of a country that has developed through using foreign languages exclusively. People have to think about development in their own language/s and development in this sense becomes cultural development. The local people often feel proud when they communicate in their national languages. Such should be the case of language use in Cameroon, South Africa and other African countries rather than promoting, preserving and developing colonial languages that citizens will not be able to identify with.

French, English, Portuguese and Spanish are European languages more widely spoken in Africa. National languages should be introduced and promoted in education, administration, politics, advertising and international relations. A case in point is the example of Kiswahili, which has effectively become one of the official languages of the African Union (AU). Tadadjeu (2007: 12) proposes that African educational institutions should institute local languages into the school curriculum. Such a move will encourage citizens to love and embrace their culture and they will
be better equipped to use vernacular languages in other sectors such as politics, administration and advertising. Experience has shown that citizens who do not have a good mastery of their own mother tongue may develop negative attitudes towards the mother tongue. In support of the introduction of African languages into the school curriculum, Tadadjeu argues:

It is our African governments that should really put resources into revitalising these languages in the education system; then children will have no problem in speaking these languages. (Tadadjeu, 2007: 12)

The Cameroonian and other African governments should put more resources into developing their national languages, as is the case in South Africa. Local councils, government departments, regional economic communities and the African Union should promote African languages at higher levels of language use. This can only be achieved if African languages are given official status so that they can be used in conjunction with European languages on the African continent. South Africa is a typical example of an African country that has given official status to national languages. Even though the 1996 Constitution of the Republic of South Africa gives equal status to vernacular languages, their use as instructional languages is still to be implemented at tertiary level to achieve the same status as Afrikaans and English. There is however, moderate use of indigenous languages in key sectors of the economy such as advertising and South Africans feel proud and have a sense of belonging to the country.

In contrast to Cameroon where indigenous language learning is not yet part of the curriculum, in 2007, Uganda launched a new curriculum for pupils starting primary 1 (Lilford, 2007: 16). The new curriculum emphasises mother-tongue as a subject, which becomes the medium of instruction at primary level. Lilford (2007: 16) believes that the promotion and development of Ugandan languages will generate employment in publishing, translation and teaching as well as interpretation. Professionals, artisans and service workers in both the public and private sector will be more effective in serving Ugandans if they are able to do so in a Ugandan language. The same could hold true for Cameroon if the citizens were able to
access advertising information in their own language rather than in French or English. This will give Cameroonians a sense of belonging and identity in their country.

Science and technology are largely language-neutral domains. The general belief by Europeans that African languages do not have equivalents for scientific and technological concepts is largely debatable. Japan and South Korea have become technological superpowers through using Asian languages (Lilford, 2007: 17). Their use of local Asian languages in science and technology enables citizens to feel that they belong to the nation. African countries should also emulate such examples of success stories, implement and take measures to preserve, promote and develop national languages and not feel that African languages are inferior to European languages. Proper language planning and solid language policies would go a long way towards solving the language problem in African countries where the minority elite in power have marginalised the masses.

The inclusion of African languages into the curriculum of schools comes at a price. Such inclusion into the linguistic landscape means that there is no longer a rupture between community and school, where the latter attempts to denigrate the language, values and reality present in the former. Lilford (2007: 22) believes that the greatest challenge to such language projects in Africa (Uganda for example), is the shortage of resources, since there are few books available in Ugandan and other African languages such as in Cameroon. Lugbara, a local language spoken in Uganda, for example, has no texts at all. This is a challenge equally experienced in Cameroon as many of the indigenous languages do not have orthography or an alphabet. Linguists need to develop these languages for speakers to be able to have a writing system and enjoy free communication in all sectors of the economy. Even if these languages are developed, there will still be challenges in sustaining them as the advertising sector is currently dominated by European languages.

South Africa has a longer history of development in local languages, especially with recent initiatives in teaching science and technology in the mother tongue.
Learners are exposed to science and technology in schools in Setswana, isiXhosa, and isiZulu and the other official vernacular languages. With eleven official languages (indigenous languages included), children are taught in their mother tongue in schools. This leads to better understanding and facilitates the teaching/learning process in classrooms. Lilford (op. cit.) also maintains that in Tanzania and Kenya, Kiswahili has developed a detailed terminology in such areas as law, biology, medicine and mathematics and specialised technical dictionaries in this language are widely available in the educational system. This example of mother-tongue and national language education is an initiative that was launched in Cameroon whereby some schools taught indigenous languages in schools but this was not sustainable. The sustainability of such a move would have changed the landscape considerably and perhaps increased the use of indigenous languages in the country.

Advertising is one of the ways by which a country could sell its image, products, services and ideas beyond its borders. Policy and decision-makers should agree on some of the national languages (Basaa, Duala, Fulfulde, Fe’fe, Ewondo, Bulu and Mungaka’a) to use in the advertising sector in Cameroon. National language promotion, preservation and development are not only common on the African continent but a phenomenon that is world-wide.

The Singaporean society in Asia, for example, is heterogeneous in ethnic and linguistic composition. The present population of Singapore, totalling over 2.3 million, is composed of approximately 76% Chinese, 15% Malays, 7% “Indians” (including Pakistanis and Sri Lankans), and less than 2% from smaller ethnicities including Europeans, and Eurasians (Kuo, 1978: 1067). As a compromise among the three major and potentially competitive, ethnic communities, the leaders of Singapore decided at the time of independence that there would be four official languages in the republic. Malay, (Mandarin) Chinese and Tamil were selected to represent the three ethnic-cultural traditions in Singapore and English was selected because of its international status and Singapore’s colonial background. Of the four, Malay was designated the national language, a reflection of both the historical
and geographical position of the island-state. South Africa at the dawn of democracy in 1994, opted for indigenous languages alongside English and Afrikaans to reflect the geographical composition, linguistic background and history of the country. Blacks, Whites, Indians, Coloureds and other races feel very free and comfortable in using their first language (L1). In Cameroon, despite having more than 247 national languages, the authorities and administrators at independence rather opted for colonial languages (French and English).

According to Kuo (1978: 1068), the language policy of Singapore can best be described as multilingualism or linguistic pluralism which prescribes that all four official languages should be treated as equal in principle. This is, however, not the case in Cameroon (a typical example of a multilingual context). Here, the various indigenous languages are considered dead languages, while French and English are used as the two official languages of the country. In South Africa, the 1996 Constitution of the Republic of South Africa gives equal status to all the official languages, but implementation is also a big problem here. There is no policy as to which language to use in advertising (Alexander, 1995: 5). Afrikaans and English still dominate in this sector. What is significant about the policy of multilingualism in Singapore is that the amount of formal recognition is sufficient to rule out any substantial inter-ethnic conflict based on the language issue (Kuo, 1978:1069).

English in Singapore is being promoted as the language of technology and economic development and as a means to achieve politico-operational integration, and to develop instrumental attachments to the supra-ethnic national system among the heterogeneous ethnic population. The ethnic languages are retained under the policy of multilingualism to maintain socio-cultural integration at the ethnic-speech community level and for the sake of sentimental attachments (Kuo, 1978: 1069). Cameroon, with its many local languages, makes use only of French and English as official languages. The national languages are seldom used in the domains of administration, advertising, education and politics. The use of vernaculars is, however, evident in cultural and religious events but not in advertising and other key sectors of the economy. This situation makes it difficult
for the transmission of information to a greater audience as many Cameroonians feel they are not part of nation-building and excluded from economic development.

Kuo (1978: 1076) also notes that while Singapore's policy of multilingualism is obvious even to the "casual visitor", this policy is most clearly and significantly manifested in the Republic's educational system and mass communication structures. Ethnic language programmes of an informative or an educational nature are sufficiently supplied to make sure that the messages are received by members of various ethnic communities, Kuo (1978:1078) maintains. In South Africa, the official languages are used in almost all sectors of the economy without any discrimination in schools, the economy and advertisement campaigns. The Singaporean example and the South African situation could very well be emulated and introduced in Cameroon so as to provide vital advertising and marketing information to the greater masses who are apparently not literate in either French or English. This could also assist in the promotion and preservation of national languages and in giving a sense of identity to the citizens. The more these languages are used in advertising, the more they will stay alive but if they are not properly utilised, these national languages will no longer have speakers and might disappear from the linguistic landscape.

2.7 CONCLUSION

This section has provided the first part of the literature review. In it, language use in Cameroon and South Africa was examined. The language policies of both countries, and language management policy were also examined and issues of power and dominance were discussed. South Africa and Cameroon are two multilingual and multicultural contexts with diverse and rich historical backgrounds. Emphasis was on how the two countries handle language use in their respective countries and what place national languages have in the advertising sector and the economy in general. The next chapter is an extension of the literature review and focuses on advertising as a genre and its various forms.
CHAPTER THREE

LITERATURE REVIEW

THE DISCOURSE OF ADVERTISING

3.1 INTRODUCTION

This chapter examines the discourse of multilingual advertising in Cameroon and South Africa, referring to the genre of advertising in general and its use in these countries. The current state of advertising in both countries is discussed, while questioning why major advertisements in Cameroon and South Africa should still be mainly in European languages (English and French in Cameroon, and English and Afrikaans in South Africa) long after the departure of the colonialists from these countries.

3.2 ADVERTISING AS COMMUNICATION

Advertising is a key concept in business. Belch and Belch (2004: 16) define advertising as "any paid form of non-personal communication about an organisation, product, service, or idea by an identified sponsor". They maintain that it is the best-known and most widely discussed form of promotion, probably because of its persuasiveness. Through advertising, consumers are persuaded to buy or recommend the products and services advertised to other consumers. Advertising therefore acts as a very important promotional tool, particularly for companies whose products and services are targeted at mass markets (Belch and Belch, 2004: 16-17).

In order to advertise, companies decide on a brand name that can remain in the minds of consumers. In the past, the advertising strategy for a national brand involved creating one or two commercials that could be run on network television, a
few print advertisements that would run in general interest magazines, and some sales promotion support such as coupons or premium offers (Belch and Belch, 2004: iv). However, in today's world, there is a myriad of media outlets – print, the radio, cable and satellite TV and the Internet – all competing for consumers' attention (ibid, 2004: vi). Marketers and advertisers continually look beyond the traditional media to find new and better ways and avenues to communicate with their consumers, given the emergence of diverse and varied forms of advertising, marketing and promotion media such as flyers, posters, billboards, magazines and personal selling. Perry (2006:4) maintains that wrong advertising can actually reduce sales of a product, service or idea. If the advertisement fails to catch the attention of the readers and consumers, it may create a negative feeling in the public. Advertisers should, thus, be very careful when designing every advertisement and should study the target population very closely before embarking on any campaign.

Language constitutes the most important vehicle for advertising. For the communication process to take place, it should involve at least two persons: the person speaking (the addresser), the person spoken to (the addressee), and what is talked about (the message) (Kelly-Holmes, 2005: 2). In advertising, the advertiser is the addresser, the consumer is the addressee and the content of the advertisement constitutes the message. Advertising is not only intended to sell products and services but could also be used to sell ideas and opinions of governments and companies. A case in point is the example of politicians who mount soapboxes during political rallies and campaigns to convince the electorate to vote for them and also to publicise their manifestos.

Advertising can be done indoors as well as outdoors. Indoor advertising could be shown on television, movies, broadcast on radio, or placed in magazines and newspapers. Outdoor advertising include advertisements on billboards, posters, flyers, signboards, bus stops and public transport vehicles, directed at various levels of consumers. It is therefore the choice of the advertisers to decide on what kind of advertising is to be carried out, depending on the target audience.
For advertising to work, verbal stimuli must be expressed in effective signifiers. Luna and Peracchio (2003: 352) specify that verbal stimuli are easier to process in one’s first language than in one’s second language. This therefore implies that messages in the consumers’ first language would be remembered better than messages in their second language (Luna and Peracchio, 2003: 352). It is therefore necessary that in multilingual and multicultural societies such as Cameroon and South Africa, advertising information be disseminated to consumers and readers in their first language (L1) and not in their second language (L2). This would enable readers and consumers of the advertised products, services or ideas to better remember what is on the market.

Cook (1994: 5) maintains: “the majority of advertisements not only have the function of persuading addressees to buy a product but also serve in amusing, informing ... or warning the public”. Through advertising, readers and consumers could be entertained by design advertisements that will make them laugh. This could be achieved through caricatures and other funny images and signs. In terms of informing the public, through advertising, readers and consumers are able to know about new products and services that have been introduced on the market. Readers and consumers can also be informed of the location of businesses and sources where to get more information regarding the product, service or idea advertised. As a warning tool, advertisements could be used to sensitise and guard readers and consumers about the dangers of certain products, services or campaigns. For instance advertisements can warn pregnant women on the dangers of drinking and smoking during pregnancy.

But as regards the function of amusing, informing and warning, Perry (2006: 4) disagrees. His argument is that advertising should not be regarded as mere entertainment or an art form, that the function of advertising is essentially to disseminate information. Perry remarks as follows:

When an advertisement is written, one does not want anyone to tell the advertiser that they found it creative. People should rather find it so interesting that they are
motivated to buy the product and also recommend it to other consumers who may not be aware of its existence.

All these functions are relevant to advertising but the paramount use is selling. Advertisers must ensure that advertisements are designed in a manner that not only disseminates the information, amuses and warns readers and consumers, but must also be able to sell the brand or product advertised.

Advertising can be commercial or non-commercial. Non-commercial advertisements include communication from government agencies to citizens, or appeals from various associations and societies, whether their purposes are for charity or political propaganda. When government departments put up billboards in strategic parts of the cities, the purpose is to educate citizens on the campaign and issues of concern. Such advertisements would appeal to the public to heed government messages (for example, billboards on the dangers of HIV/AIDS, the dangers of drinking during pregnancy, drinking while driving, etc.). Such information helps citizens to be aware of the dangers of risky behaviour. Through these billboards, the government is able to sell its ideas, policies and political propaganda to its citizens.

Without advertising, the product will not have wide publicity. Some products which sell well without being advertised might sell better and make more profit with advertising and the process should be treated as a production cost, not a selling cost (Perry: 2006: 4). Advertisers should know the cost of producing an advertisement for a product, service or idea and how much the product, service or idea will sell for.

3.2.1 Branding in advertising

Not all advertising increases sales. This is because those that promote an idea have little to do with sales. Advertising messages should, therefore, be thought of as a contribution to the brand image. Communication could be enhanced by using images, graphics and signs familiar to consumers. By image, reference is made to personality, the name, packaging and price, style of its advertising, logo and most
importantly, the nature of the product itself (Perry, 2006: 5). In addition, the brand image is definitely done in a language since advertising is all about communication and information to sell a product.

Just like language, branding also plays a very important role in advertising. Having a strong brand name and identity is of paramount importance to companies competing in the global economy as they must reach consumers far from their home base and often beyond their borders. Branding should be done using images, graphics and languages that potential consumers will be able to identify with and not ones which deter them.

A strong brand name is important for companies entering new markets or introducing new products. Companies and businesses must understand that what they bring into the market is not something consumers are unfamiliar with. For consumers to be attracted to the new brand introduced on the market, companies must ensure that the brand appeals to consumers. The companies should endeavour not to replicate existing brands on the market. In the design process, non-verbal elements could also be used in designing the brand name and image of a product. According to Perry (2006: 7), a person usually reads an advertisement by first looking at the illustration, then the headline and the message conveyed in the advertisement. Advertisers are called upon to design and place advertisements in this order so as to catch the attention and interest of readers and potential consumers. If the illustration and headline of the advert appeal to the consumers, then the advertisement would have succeeded in passing on the information to the public.

Perry (2006: 11) recommends that, when marketing and advertising products, focus should be put on the “heavy” consumers and advertisers should have a range of four or five brands, and move from one to another depending on the outcome of the campaign. “Heavy” consumers refers to the critical segment of the population at which most of the advertising and marketing efforts of a company or business are directed. The most cherished amongst the four or five brands put on the market will give an indication to the advertisers about which of the brands to
retain for the product put on the market. Those who are able to purchase the products and services in bulk will constitute “big” consumers in the context of this research and advertisers should target them.

Language use in advertising should reflect the culture of the people. Advertisers in Cameroon and South Africa need to find out and understand the communicational impact of the use, introduction and promotion of other indigenous languages into the linguistic landscape of these countries with regard to branding and advertising. Once advertisers decide on the language/s to use in this sector, the language/s would also help branding in situations where words take precedence over images and signs. Given that the principal intentions of an advertisement are to sell products, services and ideas and also to target major consumers and international clients, the designer of an advertisement could decide to use code-switching and lexical carry over (the use of foreign words in another language) in order to appeal to and attract more consumers.

The goal of advertising is to get those who already use the product, at least occasionally, to use it more frequently and to persuade those who have never used the product to try it. Given the growing number of foreign companies penetrating the Cameroonian and South African markets and taking business away from domestic firms, there is a need for local firms to intensify advertising campaigns through the introduction and strengthening of other local and indigenous languages in the advertising landscape.

3.3 ADVERTISING AND SEMIOTICS

Semiotics is an important aspect that should be taken into consideration in the discourse of advertising. It is “the study of signs and symbols, what they mean and how they are used” (Moore, O’Connor and Stock, 2005: 1154). A sign is “a mark or shape that always has a particular meaning ...” (Macaulay and Seaton, 2006: 1346). Advertisers use signs, images and symbols in advertising to enable readers and consumers to identify and recognise products, services or ideas as well as to decipher messages.
The way signs are interpreted depends upon the message conveyed by the sign. As Deely (1990: 35) remarks, “the main concern of semiotics is to give an account of the uniqueness of the way signs and symbols are interpreted by readers and consumers”. Signs can be interpreted without words but should also be designed to be understood by the target for which the signs are intended. In the process of advertising, signs play a major role in the transmission of information to the desired or would-be-consumers. Semiotic studies therefore investigate the way signs and symbols affect consumers and readers and how they react to them, showing how signs appeal and draw the attention of users of the products in question.

Semiotics also helps to capture attention. When advertisements are placed on billboards and other strategic places for public consumption, copy-writers and advertisers make use of visual images and signs in order to capture the attention of their clientele. The intention is for consumers to identify themselves with the signs, images and symbols and to buy the product. Advertisers may decide to use the image of a celebrity in their advertisements, or a particular colour and gadget to catch attention. Once readers and consumers are able to identify with the celebrity, the sign, symbol, image or unique colour used by advertisers on the advert, the product, service or idea advertised often remains in the minds of readers and consumers as illustrated in the advertisement of Express Exchange below.
Figure 3.1: Advertising and semiotics

The advertisement for Express Exchange above is painted on a red background. The foreground and background signs and graphics convey different messages to readers and potential customers. Red is a popular colour used in all advertisements and billboards by Express Exchange (A Money Transfer Company) in Douala. Once consumers and readers see this colour on a billboard, they most likely associate it with the company. Red has, therefore, become symbolic of Express Exchange in Douala and other parts of Cameroon.

The visual images in the advertisement convey different messages and interpretations to readers and consumers. Express Exchange, as mentioned earlier, is a money transfer company spread throughout the Republic of Cameroon, with over 161 branches. The bank notes (foreign notes) displayed in the advertisement remind readers and consumers that, at Express Exchange, they can send and receive money all over the world at any time irrespective of the currency and country. The two circular images in the advertisement indicate to readers and consumers that once money is received at a branch, just a click on the computer and the transaction is done from one point to another. The foreground picture of
the computer is to indicate to customers that their information will be conveyed from one terminal to another without the need for displacements.

There is no need to panic as the transaction is very fast. The MTN and MoneyGram logos found on the advertisement are indications to readers of partners of the company. With every transaction at Express Exchange, customers receive a message (sms) notifying them of the transaction. With MoneyGram, their money is secure at Express Exchange. Advertisers need therefore to make use of signs, symbols and images that reflect the local population if they wish to catch local attention in their advertisements.

Signs and other graphic elements used on advertisements should be able to make sense to readers. As Dowling (2012: 243) remarks, when signs are created and used in advertising, “the actual meaning of the signs and their significance to those who read them are less important to the creators...”. If readers have to make sense out of the signs, advertisers must ensure that the intended message is not lost by the reader. Signs therefore are very important in advertising as they help readers and consumers remember companies, businesses and brands advertised.

3.4 LANGUAGE, POWER AND THE DISCOURSE OF ADVERTISING

Van Dijk (1993: 249-250) defines dominance [power] as “the exercise of social power by elites, institutions, or groups that results in social inequality, including political, cultural, class, ethnic, racial and gender inequality”. What dominance does, therefore, is to suppress other groups so much so that they have no voice in society. In most cases, power is generally in the hands of a few individuals and these individuals, who are usually in the minority, use it to suppress the masses and the powerless. Anybody without power could be considered voiceless and may not have any say in the running of the affairs of state.

One crucial supposition of critical discourse analysis is to understand the nature of social power and dominance in every society or community. The dominant language in any society would certainly have hegemonic tendencies in that environment and other languages get relegated to secondary roles. Chumbow
(2008: 6) argues that from “the ideological perspective, cultural assimilation may be, and often is used as an instrument of power to ensure the hegemonic domination of a cultural group by another or as an instrument to counter linguistic diversity and pluralism”. French and English are dominant languages in Cameroon and are used in all sectors of life, including advertising. The powerful and privileged position enjoyed by these European languages in the mainstream economy has tended to force indigenous languages to be restricted and limited to home usage and reserved for social interaction among citizens of the country. An insight into the pain and damage caused by such dominance may be of help in the formulation of ideas about how discourse contributes to the reproduction and multiplication of other cultures.

Foucault (1980: 210) believes that “power [doesn’t] hide or mask itself; it reveals itself as tyranny pursued into the tiniest details; it is cynical and at the same time, pure and entirely justified, because its practice can be totally formulated within the framework of morality”. No matter how subtle those who wield power may try to be, the masses will never be given the same attention and power as those at the helm. As Janks (2010: 50) argues, “power is used to sustain a particular discourse and to establish its hegemony”. European languages (English, French and Afrikaans) dominate the discourse of advertising in Cameroon and South Africa. The masses, therefore, need to struggle to gain power as their silence will never be taken into consideration. Access to power can only be achieved if the local population is given voice to express themselves in their tongues and be vocal and assertive in their approach. This is the case of advertising that needs to be done in the language of the masses for groups speaking these languages to be considered part of the discourse of advertising.

There can be no public relations if people feel marginalised and oppressed. The marginalised and oppressed will never feel free to open up to the oppressor. This is why Cameroonians and South Africans should be allowed the freedom of accessing advertising messages and information in the language of their choice.
and not in the colonial languages as in the current political system of Cameroon and to a lesser extent, South Africa.

Power is always exercised at the expense of the people. Those who wield power do so by depriving the down-trodden of expression in their own tongues. Since power is held by a minority of a privileged few, there is therefore a need for the masses to stand up and fight against their marginalisation and the relegation of their culture and language to secondary roles. Social power therefore plays an important role in the struggle for recognition and acceptance of minority languages in the mainstream economy. In an attempt to recognise and accommodate the masses in the discourse of advertising, some advertising messages in Douala, Cameroon now make use of Cam-Franglais which is a mixture of Cameroonian French, Pidgin English and English. This move is an attempt to involve the youth to become interested in the products, services and ideas advertised by companies in Douala.

Social power is based on privileged access to socially valued resources, such as wealth, income, position, status, force, group membership, education or knowledge as Van Dijk (1993: 254) points out. Those in positions of authority and who wield power will command respect and authority; their children and family members will continue to live in affluence while the less fortunate languish in abject poverty. Power to Van Dijk (ibid.) involves control; namely, by (members of) one group over (those of) other groups. Such control may pertain to action and cognition: that is, a powerful group may limit the freedom of action of others, but also influence their minds for them to be able to accept what is proposed to them without questioning. Effective power is mostly cognitive and enacted through persuasion, dissimulation or manipulation, among other strategic ways to change the minds of others in one’s own interests (op. cit., 254). Advertisers and copy writers usually design their advertisements to change the way of thinking of readers and consumers. This shows the power and influence of language on readers and consumers. Managing the minds of others is essentially a function of the text and talk and the messages as they seek to appeal to the senses and minds of the consumers and readers.
Dominance does not always mean using power or force to achieve intentions but could equally be through subtle, routine, everyday forms of text and talk that appear natural and quite acceptable, as Van Dijk points out. Foucault (1980: 207) argues that there exists a system of power which blocks, prohibits and invalidates the discourse of language, power and knowledge, a power not only found in the manifest authority of censorship, but one that profoundly and subtly penetrates an entire societal work. The 1996 Constitution of the Republic of South Africa gives equal status to all the eleven official languages, but Cawood and Du Toit (2008: 81) point out that there is no formal regulation of language use in the advertising industry to correspond to the declared commitment to multilingualism in the South African Constitution. Even though there is moderate use of Setswana (the main language spoken in the city) in advertisements in Mafikeng, South Africa, most of the advertisements are in English. For positive advertising to be realised, there is need to incorporate and give equal status to Setswana in advertising in line with the Constitution of the Republic of South Africa.

In Cameroon, when companies go out on advertising campaigns, the dominant languages used are French and English. But with warnings about certain dangers, translators and interpreters are usually on hand to pass on the messages to the local population in their own tongues for the local population to have the information in a language that they speak and understand better. If power and dominance have been defined as the control of action, also, discursive action may be restricted in many ways, either because of institutional power resources such as positions in authority, and professional expertise in certain fields. Certain positions and professions are accorded preference over others. For instance, doctors or judges may be given more power and status in a society because of the economic and social power they hold while a cleaner or a gardener may not even have a say in the country as they may be considered inferior and of no social and economic status. Males and females are also treated differently due to gender roles and stereotypes and the belief that males are stronger than females. The playing fields need therefore to be level for everyone to have fair and equitable access to information. Language struggle and the need to protect minority languages are
therefore important in the discourse of advertising. No matter the gender, males and females should be given the same opportunities to access information, the choice and power to purchase products and services desired. All should contribute to the discourse of advertising as everyone’s contribution counts in society.

Power is a dominant aspect in advertising. Those who wield power in society always want their language to dominate the discourse of advertising. According to Fairclough (2001: 204), “questions of language and power are fundamental to understanding the new order and to the politics of the new order, because language is becoming increasingly important in social life, advertising and other businesses”. Almost no action can be carried out without the use of language either in the form of signs or signifiers. Struggles to impose or resist the new order are partly struggles over language, both over new ways of using language, and over linguistic representation of change (Fairclough, 2001: 204).

Power is seen as being in the hands of dominant groups in society who have power over subordinate groups (Janks, 2010: 35). Power is seen as oppressive: social relations invest members of dominant groups with power over others whom they subordinate, constructing a world of ‘top dogs’ and ‘underdogs’ (Janks, 2010: 36). Language is central in manipulating people. To standardise language in a society is a good example of a process used to naturalise the construction of a national language and a collective identity. Janks (2010: 38) believes that the variety of the language which is codified as the standard is invariably the variety approved of or spoken by the dominant members of the society. Not all members of the society have equal access to this variety so this unificatory move simultaneously dissimulates inequality (ibid.). Not every Cameroonian can speak or read French and English. These are dominant languages in Cameroon and compelling citizens to use these European languages deprives them of their basic human rights. Given that a new crop of leaders are emerging in Africa and throughout the world, there are growing efforts to change the current order of things and bring in languages that will favour and satisfy the regime in power. In South Africa, the current government is trying to depart from the traditionally
dominant use of Afrikaans and English in advertising to a significant use of indigenous or local languages in the sector. The absence of a unifying factor may lead to differentiation and disgruntled groups might unite and mount a challenge against the ruling class. To avoid the ‘divide and rule’ system (that is, ‘us’ and ‘them’), policy and decision-makers need to strike a balance in order to accommodate the majority in society.

In Mafikeng, there are visible signs of the use of Setswana on billboards attracting readers and pulling their attention to what is being proposed. Given that “charity begins at home”, advertisements in the city of Mafikeng make use of indigenous languages for the local population to be able to have access to advertising information in their tongues. In Douala, Cameroon, on the contrary, policy and decision-makers still insist on the use of English and French (European language). This is an attempt to please the colonial masters, enjoy their support and hold onto power. Insisting on the use of a particular language/s by political leaders for power is detrimental to advertising and speakers of minority languages as the masses will be left out in the discourse.

As already noted, the term discourse is used to mean different things in various situations. Discourse, as a linguistic concept, is simply connected writing or speech (Hall, 2004: 72). It is about the production of knowledge through language. Discourse consists of thoughts, statements and concepts and these statements, thoughts and concepts need to be put into language for speakers to be able to communicate or understand what is intended in the dialogue. Gee (1990: 142) maintains discourses “are ways of being in the world, or forms of life which integrate words, acts, beliefs, attitudes, social identities, as well as gestures, glances, body positions and clothes”. Discourse in advertising is not only about writing and speech but the images and graphic designs displayed on the advertisements in order to appeal to and seek attention from readers and consumers of the products, services and ideas.

Specific forms of language use have particular rules for syntax. Writing has a set of rules that must be followed for meaning to be conveyed. A good sentence should
have a subject and an action taking place. Advertisements go contrary to these set rules and copy writers, advertisers and art directors may decide to use pictures and other visual images and the advertisements will still be understood by the readers and consumers. Copy writers, in designing their advertisements, are usually not interested in the structure of sentences but in making sure that consumer attention is captured. In capturing the attention of readers and consumers, advertisers should design advertisements in the language of the masses in order to include them in the discourse of advertising. Thoughts, statements and concepts need to be put into language for readers and speakers to understand what is intended in the dialogue. Given the power struggle by African politicians and the need for national languages to play a role in the discourse of advertising, advertisements should be designed in such a way that the citizens feel part of the economic development process. The struggle for liberation and subsequent independence should also mean freedom to use and access information in their own languages.

The privileged elite in Cameroon use language to dominate the masses as they are voiceless. Those who wield power always want to manipulate things in their favour and maintain control at the helm of power. Experience has shown that those in power preserve and protect their language/s. Language is equivalent to power and if one language is in control in a particular country, it means therefore that those who speak the language will be the ones dictating policies in the country. In Cameroon for instance, power is in the hands of the Francophones as they constitute the majority of the population. This explains why most advertisements are in French especially in the city of Douala.

Hall (2004: 77) argues that people tend to think of power as always radiating in a single direction – from top to bottom – and coming from a specific source – the sovereign, the state and the ruling class. In Cameroon, the languages considered to be more powerful (English and French) are the predominant languages used in the advertising sector while more than 247 indigenous languages are ignored. This is due to the fact that the speakers of these other languages do not wield power and are voiceless. Some of the languages do not even have a written orthography.
Power should not be one-sided as even those who are not in power also have a say in the affairs of a country. Power does not function in the form of a chain; it is deployed and exercised through a net-like organisation (Foucault, 1980: 98). This suggests that we are all, to some degree, caught up in its circulation – the oppressors and the oppressed. This situation of the oppressor and the oppressed was characteristic of the colonial era in both South Africa and Cameroon where those in power, the colonialists, promoted their culture and language and relegated African languages and their culture to secondary and inferior positions. Power is not only negative, repressing what it seeks to control. It is also productive. The research is not totally against the notion of power and who wields it but for those who are in control to be able to work for the good of all the masses and not for selfish and personal interests. As Foucault (1980: 119) rightly maintains, “power needs to be thought of as a productive network, which runs through the whole social body.” Thus, all sectors of the society and stakeholders need to be part of the nation-building process in order to avoid complaints and issues of marginalisation among citizens.

Language in its many and varied forms, is the central element in ideology and power. It moves people against other people. It is portrayed as a powerful and dangerous force (Janks, 2010: 60). Decision-makers, in their choice of language/s to be used in advertising should not only think of those in power but also think of the voiceless in the society as they also have a contribution to make towards the growth and development of the economy and the country as a whole. Development and language needs should address future needs.

3.5. CULTURE AND THE DISCOURSE OF ADVERTISING

Culture is an important element in the discourse of advertising. It is the sum total of a people’s way of doing things, their language, dressing and speaking. Language is necessary in promoting the culture of people in any given society. If these aspects of culture are not taken into consideration while carrying out language planning and language policies, this will be tantamount to killing the culture and identity of the people and the country as a whole. As Bakhtin (1988: 65) puts it,
“utterances and their types, that is, speech genres, are the drive belts from the history of society to the history of language”. Nations have had or passed through difficult and trying moments in history struggling for an identity and a language they can call theirs. Cameroon, South Africa and other African countries all have local and indigenous languages and the citizens would feel proud and happy speaking in their own languages rather than in the colonial and foreign languages. Given the heterogeneous nature of Cameroon and South Africa, multilingualism and multiculturalism should be a compulsory stake in advertising. Citizens should be able to identify themselves with the various languages displayed on billboards and other forms of advertising. This would be possible if the advertisements are in some of the indigenous languages spoken in Cameroon and South Africa. Copy writers, advertisers and art directors in Douala, Cameroon could design advertisements to include languages such as Duala, Basaa, Fulfulde, Camfranglais and Cameroon Pidgin English (CPE), while in Mafikeng, South Africa, advertisements could include Setswana, Afrikaans, English, Tsotsi-taal or Iscamtho and Fanagalo as well as other official languages as enshrined in the 1996 Constitution of the Republic of South Africa. This could make a positive contribution to the promotion of business and human relations in both Cameroon and South Africa and also in the promotion of the language and culture of the respective countries to visitors and the outside world. Experience has shown that people will pay more attention to advertisements that are in their local tongues than in a foreign language. Douala city-dwellers may be more eager to read advertisements in their local languages than in foreign languages and inhabitants of Mafikeng will also be pleased to find and read advertisements that are written in Setswana rather than in Afrikaans or English. If in a foreign language, citizens of both cities may feel the advertisements are not intended for them and therefore there is no reason for them to read or get interested in what is being advertised.
3.6 ADVERTISING AND ECONOMIC GROWTH

Advertising plays a very important role in the growth and development of a country. Cronje et al. (2003: 3) point out that given the importance of advertising, “the business world has become a complex system of individuals and business organisations operating in a market economy”. It involves the activity of transforming resources into products and services in order to meet the needs of the people. These products and services are offered to the market in exchange for profit. Business is the result of activities related to meeting the needs of people in a market economy. For this business to reach its potential consumers, advertisers must get the products and services to the markets. This is done through a communication process that involves more than one stakeholder. Marketers and advertisers need to be actively involved in order for the business process to be complete. Consumers could be aware of the existence of certain products or services on the market but may not find the need to obtain them because no one has taken the effort to convince them to obtain or buy the product and how vital such products could be to their lives. By getting to know about the product and services, consumers would be interested in what is advertised and purchase them. This will increase sales and contribute to the growth of the business and the economy.

The impact of economic development on advertising varies according to expenditure. Van der Wurff et al. (2008: 29) hold that companies that want to have their share of the growing economic pie use advertising to attract new customers. The more companies and businesses spend on advertising, the more likely it is that they will make more profit. The profit made by these companies and businesses could lead to economic development. Van der Wurff et al. (2008: 29) maintain that “advertising correlates with economic growth and development.” Economic development according to Van der Wurff et al. (2008: 29) is simply “the increase in the standard of living in a nation’s population with sustained growth from a simple low-income economy to a high-income economy”. When sales and output increase, the standard of living of the citizens may increase as there will be more money injected into the economy.
For advertising to stimulate economic growth and development, advertisers need to incorporate different business elements into the process; one of which is marketing. Marketing comprises a wide range of aspects and individual activities such as sales, advertising or retailing activities. The American Marketing Association (AMA), which represents marketing professionals in the United States and Canada, defines marketing as:

The process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individuals and organisational objectives. (Belch and Belch, 2004: 7)

The job of the advertiser, Cronje et al. (2003: 5) point out, comprises four key elements that can be used in a specific combination to communicate with consumers. These four important elements are:

- Advertising
- Personal selling
- Sales promotion
- Publicity

Personal selling is an oral form of communication with buyers and potential buyers of a product with the intention of making a sale. The selling may focus initially on developing a relationship with the potential buyer, but will always ultimately end with an attempt to close or conclude the sale. Promotion has been defined by Belch and Belch (2004: 16) as, “the coordination of all seller-initiated efforts to set up channels of information and persuasion in order to sell goods and services or promote an idea” such as selling the image of a political party or the brand name of businesses established in a particular locale. The intention is to produce immediate or short-term sales effects. The incorporation and proper use of the item being promoted could boost sales and the activities of the businesses considerably.
According to the *Free Online Dictionary*, publicity could be understood as information that concerns a person, group, event or product and that is disseminated through various media to attract public notice. Promotional strategies, personal selling and publicity play an important role in advertising programmes of companies as they attempt to communicate with and sell products and services to their consumers. If these three elements are not considered by the advertiser, the product/s may not be sufficiently known to the outside world. It is therefore the job of the advertiser to integrate all these elements in any campaign in order to publicise the product to a wider audience, market and promote the product or service, persuade the consumer to buy the product or get interested in the service and to sell the product/s and services advertised. Belch and Belch (2004: 8) are of the opinion that many companies must recognise and acknowledge the need to integrate their various communication efforts, such as media advertising, sales promotion, and publicity to achieve more effective advertising that can lead to economic growth and the development of the country. For goods or services to get to the market, there is need for their promotion and a good advertising and promotion campaign is a *sine qua non* to the success of the goods and services proposed.

Advertising should be captivating in order to create economic growth. Images of real individuals and celebrities should be put in advertisements in order to catch the attention of consumers. The advert below taken from a billboard in the city of Douala, Cameroon portrays a cross section of the Cameroonian population and the reason why the citizens should buy *Mayonnaise*. Even though it is a foreign product obtained from an “American Garden”, children, women and men are represented in the advertisement, indicating that everyone can consume the product. By inserting images that reflect and represent the Cameroonian society, it is more likely that local consumers will be attracted to the product and will not consider *Mayonnaise* as a foreign product. For sales to increase and lead to economic growth, advertisers should consider the local market and carefully select what image/s to put in advertisements. Figure 3.1 below presents a typical Cameroonian society irrespective of gender and class using the product being
advertised. By identifying themselves with the images in the advertisement, Douala city-dwellers will probably be persuaded to buy the product and thus increase sales.

Figure 3.2: Advertising and the Cameroonian society

The formulation of the marketing message in advertisements in the different media requires careful consideration given that advertising plays a key role in economic growth and development of a country. By buying the products, getting interested in the services and ideas of companies and businesses, companies will be able to stay in business. Continuing the business will also create employment and improve the standard of living of the citizens. If advertisements are able to perform this function, advertising could achieve its role as a business tool in society. If advertising fails to convince consumers to get what they need, then the purpose of
selling would have failed. Copy-writers, art designers and advertisers would need then to work together to make advertising successful in meeting the needs of consumers who could be in millions just waiting for that advertisement. If this is done, advertising could achieve its role as a tool for persuasion in society and in the economic growth and development of a country.

3.7 ADVERTISING AND LANGUAGE CHOICE

The link between business and advertising is the fact that the latter is expressed in words. One may find graphics on billboards and other places for advertising but these are often accompanied by words that “anchor” them. In order to achieve this communicative purpose, text producers and advertisers make use of various strategies. Apart from using appellative speech acts like recommendations, requests or invitations, text producers and advertisers also use referential, expressive, and phatic utterances as an indirect means of persuasion (Nord, 2008: 1). By referential one refers to the reality around an environment where the advertisement is conceived and designed (ibid.). Advertisers usually would prefer to put a picture of a bike, car or cell phone they are advertising for consumers to appreciate. The expressive refers to the emotions that the speaker wants to express by not calling whatever is expressed by name (e.g. a talking device to stand for a cell phone). The phatic function of language refers to the small talk or conversations which people have at the opening of a communication, e.g. greetings. The phatic utterances help in introducing the advertisement and communication with the consumers. The purpose of the referential, expressive and phatic utterances in advertising is to persuade and to capture the interest and attention of consumers amongst the target markets. The advertisement below shows how referential and expressive utterances could be used to draw the attention of consumers in Douala.
In the advertisement above, the advertiser makes use of referential and expressive utterances in order to persuade consumers to buy the seasoning spice advertised. By inserting a bottle of Maggi Arome in the advertisement, consumers are able to see what product is being advertised and what it looks like. Every woman who uses Maggi Arome is considered a “star” as depicted by the slogan: Avec Maggi, chaque femme est une Étoile (with Maggi, every Woman is a Star). Furthermore, consumers stand a chance of winning a scooter and many other prizes as depicted in the advertisement. By displaying the prizes to be won in the advertisement, the advertisers of Maggi Arome want to attract the attention of many consumers who will be rushing to purchase the seasoning spice in order to stand a chance of winning.

Advertising should be able to inform consumers about new products, services and ideas on the market. People have to be informed about advertising and this
through a language they can read, and understand. Consumers should not complain that they did not understand what the real message behind the advertisement was. If consumers are unable to decipher the meaning in advertisements, sales may drop. Every good advertisement should therefore perform its informative role in society.

The expression in the form of a language should follow a particular style and language choice. Nord (2008: 284) considers style to be “the choice a speaker makes from two or more grammatically correct forms to express a particular communicative intention”. Sometimes ungrammatical forms may be used to capture the audience as they may enjoy and appreciate such constructions. For example, in the television advertisement of "Savannah", a local cider, bottled and sold in South Africa, the advertisers use the word “can-venient” instead of “convenient” to indicate that those who chose the new ‘can Savannah’ would enjoy the convenience of the can over that of the bottle. Though not grammatically correct (can-venient), consumers are able to remember, enjoy and go for the product because of this creative structure and innovation. Advertising language does not follow the normal grammatical order of sentence structure, but will be short, captivating and straight to the point. Examples of such instances could be seen in the following taglines: TOTAL: MY CHOICE; MTN: THE BETTER CONNECTION; Nando's: THERE’S NO SAYING NO; KFC: IT'S FINGER LICKIN' GOOD. Whenever there is more than one way to verbalise an intention, a choice has to be made and this choice is guided, albeit often unconsciously, by the conventions prevailing in the involved culture (Nord, 2008: 2).

Given the function advertising performs in a society, it is understandable that this function has to be carried out in a language that consumers understand and have access to the message. It is usually not very easy for advertisers and marketers to decide what language/s to use in a multilingual and multicultural society. Smith in Kelly-Holmes (2008: 8) describes the language of advertising as a “functional dialect”, a term that describes the product of a process whereby language is chosen and used for a particular purpose (hence, ‘functional’), and consequently becomes a genre of its own.
Language choice in advertising is of significant importance in multilingual settings. Language choice in advertising poses a great challenge to advertisers. The question arises as to which language(s) to use in advertising in such multilingual and multicultural settings like Cameroon and South Africa. Kelly-Holmes (2008: 10) considers multilingual communication as a phenomenon in advertising and other
market-related discourses as “the appearance of a number of languages or voices in a market-discourse situation”. The example below from the 2010 FIFA World Cup organised and hosted in South Africa demonstrates the blend of English and indigenous languages on advertisements in South Africa. Contrary to the advertisement below (Figure 3.5), in Figure 3.4 above on one of the billboards in Douala, Cameroon, only French and English are used to advertise the product. The consumer is informed that SMIRNOFF ICE – an alcoholic beverage - sold in liquor stores in Cameroon is made from VODKA but nothing is said in any of the national languages of the country. The English text is: BE CLEARLY ORIGINAL; The French one is: BOISSON À BASE DE VODKA; A CONSOMMER AVEC MODERATION (VODKA FLAVOURED DRINK).

The uneducated could be made part of the targeted customers through the use of their Cameroon Pidgin English (CPE), which is a lingua franca spoken by a cross section of the population. Translating the Smirnoff Ice advertisement could yield the following text in Cameroonian Pidgin English: Mimbo whe them don make am wit e VODKA Jin. This would make the masses feel part of what is being advertised and they may be attracted to buy the drink because it will be in a lingua franca that is spoken across the country.

The advertisement below is an example of the use of local language(s) in South African advertising. It not only uses English to market the World Cup but uses a local language as well. This would make people feel that the advertisement is also speaking to South Africans and not only visitors and soccer supporters that descended on South Africa during the 2010 World Cup.
In figure 3.5 above, the phrase *KE NAKO* loosely translated means "it is time". The African continent had been waiting for so long to host the World Cup and the decision to grant the hosting rights to South Africa meant that the 2010 World Cup was a big African event. The message in English "Celebrating Africa’s Humanity" is an indication that South Africa represented the whole African continent and not a region as the World Cup in South Africa was described as an "African World Cup". This portrays the *ubuntu/botho* spirit of South Africans as they were ready to welcome and receive the world to their shores.

Other instances of code-switching could be demonstrated in cases where there are advertisements of the same product or service in different languages. In such cases, there is usually a dominant or majority language and other minority languages. Advertisers would prefer to disseminate messages in a language that is generally accepted by the public than in a language spoken only by the minority in terms of power or numbers. In Cameroon, for instance, advertisers would prefer to advertise in French and English since they believe that these languages would
appeal more than indigenous languages can. This is because those who have the buying power would be able to read and understand the advertisements in the colonial languages while the uneducated masses have less economic power to buy and recommend the products/services being advertised.

Kuppens (2009: 115) maintains that no matter the target market, be it Asian, European or Latin-American consumers, advertisers seem to regard the use of English words, sentences and even entire texts as an effective strategy to sell brands and products to consumers. Kuppens believes that English is the language of business, science and technology and for any business to thrive, advertisements should be in English. This is certainly not true because there are trained translators and linguists who are able to design or translate advertisements into indigenous languages without distorting the meanings and intentions of the advertisements. Kuppens (2009: 115) also points out that the use of English is a popular technique in winning over the minds of consumers who are capable of understanding and speaking the language. This is unacceptable as the masses are denied access to information in their tongues, resulting in the creation of linguistic inequalities in the society. Kelly-Holmes (in Kuppens, 2009: 116) agrees that it is a marketing and advertising strategy to keep slogans and brand names worldwide in the original languages as translations may distort the message. Despite the stance taken by Kelly-Holmes, the researcher believes that there are good translators in South Africa and Cameroon who could translate texts from European to African languages without distorting meaning.

Advertising should be made to reach out to all the masses so that one should not walk down the street, shop, watch television, go through the mail, log on to the Internet, read a newspaper or take a train without being exposed to advertisements. Belch and Belch (2004) hold that people in most parts of the world would pay to watch films and read books; put paintings in galleries and sculptures in museums; but advertising is often regarded as a peripheral creation; except by those directly involved in the advertising process. Advertisers should, therefore, ensure that advertisements are placed in strategic places that would allow a
greater segment of the population to access them rather than placing them in newspapers and other media sources.

Vestergaard and Schröder (1995: 49) point out that there are a few obstacles that advertisers have to overcome in the discharge of their duty. The first obstacle is to make sure the advertisement is noticed. Once the readers or consumers have been persuaded through promotion, personal selling and publicity, the advertisement should also hold the attention of the consumers and convince them that the product, service or idea being advertised is of interest to them. Furthermore, the advertisement has to convince the reader that the commodity will satisfy some need – or create a need which they have not felt before. The advertisement should also convince prospective customers that the particular brand advertised has some qualities which will make it superior to other similar brands (Vestergaard and Schröder, 1995: 49). As mentioned earlier in this chapter, there is usually more than one brand of a product on the market and advertisers must conduct a proper survey and study of the market to be able to avoid producing a replica of things that already exist elsewhere. The advertiser should therefore be careful in designing advertisements so that this possibility is avoided.

Vestergaard and Schröder (1995: 117) remark that, when studying advertising, it is unreasonable to expect readers to decipher advertisements as factual statements about reality. Most advertisements, they argue, are just “too meagre in informative content and too rich in emotional suggestive detail to be read literally”. If people read them literally, they would soon be forced to realise their error when the glamorous promises contained in the advertisements do not materialise. Because advertisements are under the obligation of pleasing consumers, to reflect the attitudes, hopes and dreams of their readers as closely as possible, advertisers can gain an insight into the readers' consciousness, their ways of thinking and their ideology by analysing the structures of meaning found in advertisements (Vestergaard and Schröder, 1995:121).

Many African languages would not have the exact equivalent in the local languages and changing the word may distort the intended meaning. The same
situation may occur for English and French and advertisers would prefer to keep
advertisements in the original language that the advert was produced. In
Cameroon, almost all MTN advertising information on billboards is in English
irrespective of the geographical location or region of the advertisement; be it in a
Francophone or Anglophone region of the country. For instance Pay as you go,
The better Connection are both in English throughout the country. It is true that this
tagline or slogan of the MTN advertisement in Cameroon could well be translated
into other national languages in Cameroon and South Africa but departments of
marketing and communication of companies and managers fear that by translating
this tagline, the meaning could be distorted when carried over into indigenous
languages spoken in Cameroon. The translation into indigenous languages could
be a positive move as information will be made accessible to consumers in their
local languages. The local population and the citizens will not need to struggle to
interpret and understand what is said in European languages. Many Africans have
been made to think that anything that is in English or in a western language is of
superior quality than when proposed in the local languages (Kuppens, 2009: 117).
This is because of the colonial mentality that some African policy and decision-
makers still have of European languages. These African leaders have failed to
assist in the development of African languages to compete with European
languages in advertising and other business sectors. Kuppens further asserts that
language use is always a cultural practice, and so the study of advertising
language must involve an analysis of the broader cultural meaning of the
advertisements. The issue of minority as opposed to majority therefore comes into
play as advertisers need a wider and bigger market for their products, services and
ideas.

The issue of minority and majority languages has always posed challenges in
multilingual and multicultural contexts and to win over consumers, advertisers have
tended to move to code-switching to compensate for the non-use of indigenous
languages in advertising campaigns (Kuppens, 2009). Code-switching is very
common among speakers in Cameroon and South Africa, two multilingual and
multicultural societies. In Cameroon, it is common practice to hear people, the
youth in particular, mix French, English and Pidgin in their speech while in South Africa, English and Afrikaans are mixed with other official languages while speaking and even in some advertisements in public places. This code-switching technique could be useful as it includes other speakers of minority languages in the discourse. Code-switching could also be used for variety, to move away from boredom and make consumers feel part of the advertising process and discourse. This would contribute to nation-building and improve public relations in Cameroon and South Africa. The use of code-switching, will also give speakers of the minority language/s a sense of belonging to the nation and taking part in nation-building. In so doing, social cohesion will be enhanced and citizens will become more and more united. However, the exclusive use of European languages in the discourse of advertising leaves power and decision-making in the hands of a select and privileged few.

Kelly-Holmes (2008: 12) posits that code-switching as a multilingual phenomenon is not always seen as a positive phenomenon, something that enriches a language. The phenomenon deprives citizens of learning and knowing a language in its original form. Speakers and users of a language should thus be allowed to learn and know a language in its original form as this will help preserve the language. Ager (2001: 6) views language as a resource, a right and a threat. As a resource, language can be used to communicate and exchange ideas. This resource is not adequately exploited in Cameroonian advertising as citizens are compelled to communicate and exchange ideas in English and French. In South Africa, though the 1996 Constitution emphasises the equitable use of all eleven official languages, this is not the case as English and Afrikaans still dominate the advertising sector. The dominant use of these European languages in the sector leaves citizens marginalised and is detrimental to social cohesion as citizens will be torn apart rather than coming together as a united people. It is a human right for everyone to express themselves in a language of their choice. Depriving citizens from enjoying this basic human right is a gross violation of their dignity. A language could die out if not constantly utilised or spoken. This therefore poses a threat to their language(s) as they may become extinct for lack of speakers and usage.
When code-switching occurs, it becomes difficult for speakers to master a particular language as they tend to insert foreign words in their speech whenever they are speaking or have difficulties getting an exact equivalent word or expression.

In the absence of code-switching, advertisers could also resort to borrowing as an alternative means of communicating with the clientele. Borrowing is very common among local languages in Cameroon and South Africa and leads to new coinages which become acceptable in the local language for lack of an exact equivalent in the indigenous language (Echu, 2003). With borrowing, the indigenous population may feel involved in the advertising process and tend to buy or even recommend the services and products to other consumers. It is common in South Africa to hear or see the word *Mahala* in some advertisements even though the code being used is the English language, for instance, the use of *Mahala Thursday* by MTN informing its customers of free airtime. The word *Mahala* loosely translated means ‘free’. Such utterances when frequently used may cause non-native English speakers to give an ear to what is being said and may even force its way into the vocabulary of the language with time. As Bakhtin (1981) asserts, diglossia and heteroglossia become useful in multilingual and multicultural communities for citizens to be part of the discourse. If monoglossia becomes the norm at the expense of the use of two or more closely related languages, citizens will feel marginalised and not contribute to nation-building.

### 3.8 Language and Culture

Advertising affects most consumers in a number of different ways and spheres of life. It may change their lifestyles and patterns and may increase the sale of particular products and services if properly carried out. It takes many forms, but in most of them, language is of crucial importance. Language is an integral part of culture and the people’s culture should be considered in designing advertisements.

Culture is the sum total of a people’s way of doing things and given that language is part of culture, Douala city-dwellers need to be addressed in the language that
appeals to them. The constant use of English and French in addressing the masses denies them their basic social and human rights of having information in a language of their choice. Advertisers should therefore familiarise themselves with the culture and values of the societies where they are operating to be able to better market the products and services they are proposing to consumers. One of the ways would be the use of indigenous languages spoken in Cameroon and South Africa as their use could appeal to more consumers in these countries and they might feel part of the advertisement if written in their own language/s. Some of the indigenous languages are already being used in advertising in South Africa and Cameroonian advertising should be able to take a leaf from the dynamic multilingual practices of South African advertising. In Mafikeng, South Africa, for example, there are advertisements that are written in English and Setswana, making it easier for inhabitants of the city to be able to identify themselves with the advertisements, contrary to what is being practised in Douala, Cameroon. Advertising, moreover, not only influences any human society in which it is widespread but also reflects certain aspects of that society’s values and that society’s structure.

3.9 LANGUAGE AND IDENTITY

Identity is a key feature and construct in modern day life and affects societies in general. According to Block (2010: 338), identities are related to different traditionally demographic categories such as ethnicity, race, nationality, migration, gender, sexuality, religion, social class and language. Language plays a very central role in peoples’ cultures as it gives them a sense of autonomy and power. Expression in a person’s first language (L1) makes citizens believe that they are in control of resources and call the shots in the country. Because human beings better express themselves in the first language, thought becomes easier and better than when they have to think and translate concepts and notions into their L2.

If identity is expressed through body movements, clothing, and space, it also means that identity could be expressed in advertising texts. The language used in advertising, the clothing and graphics on advertisements are all signs of identity of
a people. Identity comes with appropriate instructions on how people should act, talk and write so as to take on a particular social role that others will recognize (Gee, 1996: 127).

Just like dressing, body language and writing, voice is very important in expressing identity. Lemke points out that "we speak with the voices of our communities, and to the extent that we have individual voices, we fashion these out of social voices already available to us, appropriating the words of others to speak a word of our own" (Lemke, 1995: 24-25). As Wortham argues, "speaking with a certain voice... means using words that index social positions because these words are characteristically used by members of a certain group" (Wortham, 2001: 38).

The constant and significant use of English and French in advertising in Douala, Cameroon, and English and Afrikaans in Mafikeng, South Africa is against the Constitution of both countries. This makes one wonder if these countries are still under colonial rule or totally independent. For reasons one may not be able to explain, the current crop of leaders in Cameroon regard English and French as "Prestigious" languages and force them down everybody's throat irrespective of their province of origin and irrespective of whether they are Duala, Basaa, Ewondo-speaking. These are the expected languages and styles and it is too bad if one cannot read and understand advertisements in these languages. Cameroonians and South Africans can achieve and live in a peaceful nation only if they 'live and let live' and if they stop trying to force everybody into being something they cannot possibly be. Countries in the rest of the world advertise in their own separate languages and they flourish. This hampering of the Constitution is becoming restrictive to the freedom of Cameroonians and South Africans and depriving them of their identity.

3.10 INTERTEXTUALITY

Intertextuality is a common feature in the discourse of advertising and advertisers are making use of this technique a great deal. According to Myers (in Van Niekerk, 2008:497), intertextuality can be described as "the way in which linguistic features
of one text are interpreted in relation to those in other texts”. Kuppens (2009: 119) maintains intertextuality has become a pervasive feature of advertising discourse. It is therefore imperative for advertisers to gain insight into what members of the target audience (consumers) are likely to find relevant before embarking on intertextuality. In many advertising texts, recognition of a specific intertext may be essential to the aim of extending certain positive associations to the advertised brand (Conradie, 2012: 299). The lexical items in advertisements may at times not be the original messages of the copy-writers. They may also refer to statements and comments made in the past in other domains and pieces of writing given that “all advertisements, even those making no explicit allusions, carry associations from other texts, advertisements, movies, novels and everyday talk” as Myers (in Van Nieker, 2008: 497) points out.

The incorporation of material from other texts, whether conscious or unconscious, affects not only the production/encoding, but also the consumption/decoding of a text, so that whether approached from one perspective or the other, no text exists in isolation (Conradie, 2012: 298). This suggests that for a text to be created, it must be affected by the existence of another text. Advertisers must therefore draw inspiration from printed and oral material in order to design their advertisements. Crook (2004: 730;) and Lim et al. (2009: 1784) maintain that a major advantage of engaging consumers in intertextuality is that consumers become actively engaged in the process of constructing the advertisements’ meaning, which in turn has been linked with stronger retention of the advertisements’ message.

Apart from being a technique that shows the interpretation of the linguistic features of one text in relation to other texts, intertextuality is also used to make allusions to other texts. Intertextuality establishes associations between the consumers and the product. By alluding to words, puns, and graphics and by teasing out the intellectual and sophisticated nature of advertisements, readers transfer the air of intellectual sophistication to the product (O'Donohore, 1997: 238). For example Earle - Scottsdale’s pun: “An undertaker can be one of your best friends, he is always the last one to let you down” shows the importance of an undertaker. The pun here is at the level of the undertaker being the best friend and the one who
never lets people down. It is well known that undertakers will never be best friends to the living but only to the dead people. One is confident that no matter the situation, the undertaker will always be there for us as death is inevitable. By alluding to other texts, advertisements subconsciously attract people to view and/or identify themselves with the product. O’Donohoe (1997: 238) maintains that the exact function of intertextual references – i.e. the particular relationship between the intertext and the advertised product – can only be achieved by an advertisement’s audience: it does not take place within the advertisement itself. The use of intertextuality in advertising texts is employed to subtly suggest appealing characteristics about a product, service or idea.

Van Niekerk (2008: 498) maintains that intertextuality is an “attention-getting device”. This means that the recipient has to work out the embedded meaning of the advertisement because there is more than one message and there is also more than one text (the advertisement and the intertext). Readers are called upon to think broadly and this makes intertextuality an ‘intellectual game’ (Van Niekerk, 2008: 498). Being an ‘attention-getting device’, intertextuality also provides the platform for readers to put into practice their cognitive skills and abilities in order to decipher graphic and linguistic items in advertisements. However, readers and consumers will only be able to identify, recognise and give meaning to the intertext in advertisements if they have adequate knowledge of the myriad of texts which potential readers and consumers are exposed to and interact with daily.

Intertextuality also produces a context which can sustain many varied sub-readings while still promoting a particular brand of a product, service or idea. Advertisements show how the advertisers can engage and encourage readers to participate in decoding the linguistic and visual signs and to enjoy this decoding activity (Bignell, 1997: 33). This acts to produce the feeling in the readers that they are in control of the decoding process and that they have a free range of interpretations to associate with the text. Since interpretation is an active and individualistic process, texts may also contain allusions which the creator of the text may not even have knowledge of, let alone have intended.
Intertextuality affects readers’ attitudes and their involvement in a product, develops the brand consumption and the relationship between the readers and the product. No text operates in isolation. Its formation and interpretation is influenced by the prior knowledge of creator’s audience; other texts; cultural conventions; and the associations that they individually produce. Advertisements are becoming more and more complex and sophisticated and given the many similar products and the various competing brands on the market, copy-writers and advertisers cannot rely only on the rational argument to sell their goods (Williamson and Dyer, 1982: 7-8). Advertisers therefore use intertextuality to overcome advertising restrictions on the use of individuals (celebrities) and perhaps groups of people in advertising. Through intertextuality, these associations and targets can be produced.

Copy-writers use intertextuality in advertising to create a long and lasting metaphor in the minds of readers. The signifier – such as the yellow colour on which the MTN slogan is painted – has become just as important as the brand name. Through the recognition of the colour – yellow – the readers are steered towards the correct interpretation of the advertisement and the product. Yellow evokes the concept of quality as in gold and importance and implies that this product is on a higher plane than other brands. The colour has therefore become the symbolic tool with which the reader can discover the advertisements of MTN.

Despite the benefits of intertextuality, there is a risk in using such technique as readers may end up giving wrong interpretations to the intended message and this may backfire and lead to a drop in sales. Van Niekerk (2008: 499) notes that the “cost of advertising space urges copy-writers to be certain that the chosen intertext and the intertextual advertisement created are familiar to their target market”. The inability of the readers to work out the connection between the advertisement and the intertext will mean their inability to understand the message in the text and the subject. Consequently, advertisers ought to make sure that readers and consumers are able to properly and adequately interpret texts in their own tongues for better understanding.
3.11 ADVERTISING AND PERSUASION

According to the *Collins Cobuild Advanced Learner’s English Dictionary*, to persuade is to “cause someone to do something by giving them good reasons for doing it” (2006: 1071). It constitutes an act of speech and the process is carried out by speaking to people in one or more codes. Persuasion is a form of social influence. It is the process of guiding oneself or another toward the adoption of an idea, attitude, or action by rational and symbolic means. For persuasion to take place, advertisers make use of various methods to catch the attention of readers and consumers. Given that the purpose of persuasion in advertising is to lure and attract consumers to products, services and ideas, more often, persuasion causes consumers to alter and adjust their attitudes and behaviour patterns. Crook (2004: 723) observes that contemporary advertisements are commonly designed to “create only minute effects in their audience”. Instead of openly demonstrating that a certain product is better than another product, advertisers simply link and associate the product with a popular movie or television series or famous personality that is memorable and favourable to the brand advertised (Conradie, 2012: 298). For persuasion to happen, advertisers use varied methods to lure consumers.

The various methods used in persuasion are sometimes referred to as persuasion tactics, or persuasion strategies. These strategies are used by advertisers to achieve the following effects: for the purposes of reciprocity (return favours); for consumers to create a commitment to what is right; as a social proof (i.e. for people to do things because others are doing it); for authority (obey figures in authority); for personal liking (people are easily persuaded by people whom they like; and present the scarcity of the product (perceived scarcity will generate demand) (Crook, 2004: 724-25). These strategies certainly create a positive impact and help in attracting the attention of consumers.

Advertising as a huge global business is practised by companies, industries, and governments with the intention of making known services, ideas and products. Very few businesses can thrive without it. For products, services and ideas, as well
as brand names to appear and be sustainable on the market, they must be backed up by advertising. This requires that the products, services, ideas and brand names be made known to the public through advertising campaigns. This persuasion could be carried out through above-the-line (ATL) advertising or below-the-line (BTL) advertising. Above-the-line advertising activities are carried out through the mass media, such as the television, radio, and newspapers. This form of advertising is tailored for a mass audience while below-the-line advertising strategies are forms of non-media communication and are targeted at individuals according to their needs or preferences (Study Mode.com, accessed 25 July 2012). This could include bus stand hoardings, pamphlets, and small informational sheets along with the newspaper, among others. Consumers do not have to depend on information that is researched somewhere from the mass media but they can visibly see and feel what is proposed to them from these sources. Advertisements are designed to make people take some turn-around decision to be loyal to one brand as opposed to another brand.

For advertising to achieve its commercial purpose, Nord (2008: 283) maintains that text producers make use of various strategies and techniques as indicated above. Advertisers use very subtle and indirect language to convince consumers to buy a product. Advertisers would not want to sound as if they were commanding or giving instructions to consumers but a subtle appeal for them to be interested in what is being advertised on the market. This indicates that advertisers would do all in their power to be polite and attract consumers as rude utterances will rather deter them. Since each reader or potential customer needs to be convinced to be loyal to a particular product, service or idea, the choice of images, graphics and signifiers must appeal to consumers' taste. Consumers are attracted to products and services depending on how subtly text producers speak to them. Below-the-line promotions perform this function as they use forms of non-media communication to appeal to people to get interested in what is being advertised as mentioned above.
As Nord (2008: 292) argues, "even though persuasive communication strives after attaining originality to attract the audience's attention, this is not true for the phatic aspect, where cultural acceptability is the aim". Language performs different functions in communication. Jakobson distinguishes six elements or factors of communication that are necessary for communication to occur: 1) context; 2) addresser (sender); 3) addressee (receiver); 4) contact; 5) common code; and 6) message. From these factors, Jakobson (1960: 350–77) distinguishes six functions of language as follows: 1) the referential is oriented toward the context (the dominant function in a message like "water boils at 100 degrees"); 2) the emotive function is oriented toward the addressee (as in interjections "Bah! and Oh!"); 3) the conative function is oriented toward the addresser (imperatives and apostrophes); 4) the phatic function serves to establish, prolong or discontinue communication (or confirm whether the contact is still there) as in [Hello!, Hi!]; 5) the metalingual is used to establish mutual agreement on the code (for example, a definition); 6) the poetic function puts the focus on the message. When advertisements are designed, they are generally intended to fulfil at least four of these functions (Jacobson, 1960: 350-77): to create contact between the addresser and the addressee, the referential (appeal to reason); the cognitive (convince customers to buy the product advertised); the phatic (attract attention and get people to act). A good advertisement should, therefore, be able to perform the above mentioned functions for consumers to develop interest in the product, service or idea.

3.12 CONCLUSION

This section has examined the various features and characteristics of advertising and the role they play in the discourse of advertising. It has examined advertising as a genre, its role in communication, advertising and economic growth and the characteristics of advertising and language choice. Language and culture were also discussed in relation to advertising as a genre, language and identity as they relate to Cameroon and South Africa were discussed as well intertextuality in advertising. The persuasive nature of advertising was examined and the power of
Language is central to any advertising discourse and this chapter examined what guides advertisers in their choice of language/s used in advertising. Consumers need to be persuaded and convinced to get interested in a product, idea or service. Persuasion and its strategies were examined, discussed and its various facets explained. For advertising to be effective and efficient, there is need for the advertiser to give careful thought and examination in the choice of the images, graphics and words in order to convince consumers and customers to buy the product, idea or service. Though faced with a number of restrictions that prevent it from reaching out to a greater segment of the population as far as possible, the advertising genre is still a vital tool in ensuring that sales increase and contribute to the economic growth and development of a country. The next chapter presents the research design and the methodology used in conducting this study.
CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Chapters Two and Three presented the literature review of the study. These chapters provided the theoretical framework for the study and examined, amongst other aspects, the language situation, language planning and language policies of Cameroon and South Africa, features of advertising and the role multilingualism could play in such multilingual and multicultural settings.

This chapter describes the research design and methodology of the study. The critical ethnography theory research approach, considered appropriate for this study is described; the sampling methods and procedures, strategies used in collecting data, data analysis, issues of credibility and trustworthiness as applicable to qualitative research as well as issues of validity, reliability, triangulation and ethical considerations are discussed.

4.2 RESEARCH DESIGN, APPROACH AND WORLDVIEW

Research designs are "plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis" (Creswell, 2009: 233). They involve the intersection of philosophical assumptions, strategies of inquiry and specific methods. A research design contains a clear indication of how the study will be composed (Henning et al. 2004: 151). The research as a whole needs to fit the methodology. Creswell (2009: 3) identifies three types of research designs: qualitative, quantitative and mixed or combined methods. The mixed or combined method resides in the middle of this continuum because it incorporates elements of both qualitative and quantitative approaches. The distinction between qualitative and quantitative research is usually framed in terms of using words (qualitative) rather than numbers (quantitative), or using closed-ended questions (quantitative hypotheses), rather than open-ended
questions (qualitative interview questions). Creswell (2009: 4) considers the mixed method approach to be an inquiry that combines or associates philosophical assumptions, the use of qualitative and quantitative approaches and the mixing of both approaches in a study. The choice of the type of approach to use in a research will depend on what the researcher sets out to investigate. In a qualitative approach, Creswell (2009: 98) maintains “the author will set out to describe a research problem that can best be understood by exploring a phenomenon or concept. It is exploratory, and researchers use it to explore a topic when the variables and theory base are known”. In a quantitative project, Creswell (2009: 99) suggests the problem is best addressed by understanding what factors or variables influence an outcome. From this explanation, the qualitative research design adopted in this study enabled participants (respondents and interviewees) in Douala and Mafikeng to express themselves without being influenced by the researcher. Through the questionnaires and semi-structured face-to-face interviews, participants were able to discuss freely how they felt about the current state of advertising in their cities and what could be done to improve the current situation and the linguistic hegemony in their cities.

4.2.1 Research design

This is a mainly qualitative study with a minor quantitative supportive component aimed chiefly at triangulating data sources and methods. The quantitative aspect was used to capture and describe biographical data and perceptions of participants regarding the nature of advertising in Douala, Cameroon and Mafikeng, South Africa. According to Hancock, Windridge and Ockleford (2007: 4), qualitative research seeks explanations for existing phenomena. In other words, it attempts to broaden and/or deepen our understanding of how things came to be the way they are in our social world, and why people act the way they do.

Mouton (2001) considers a research design as a plan or blue-print of how one intends to conduct the research. A research design provides the glue that holds and binds the research together. This suggests that a research design should focus on the end product, and this requires the formulation of a research problem
as a point of departure for focusing on the logic of the research. A design is used in every piece of investigation to structure the research and to show all of the major parts of the research project, the samples, measures, treatment or programmes, and methods of assignment working together to address the central research question.

4.2.2 Rationale for a qualitative research design

The qualitative design was considered appropriate to this study since the aim of the research was to understand the feelings, emotions and perceptions of participants, and this is best captured by means of words rather than numbers. However, the minor quantitative component was added as a supplement to the qualitative approach in order to capture the numerical data that was generated by the closed-ended items of the research questionnaire. Thus, the qualitative nature of the study enabled the researcher to have a full understanding of the language situation of Cameroon and South Africa.

4.2.3 Research paradigm or worldview

Researchers in both qualitative and quantitative traditions need to articulate their philosophical assumptions (Creswell and Plano Clark, 2011: 38). These assumptions are best articulated in the selection and description of an appropriate paradigm or worldview and help in shaping the processes of research and the conduct of inquiry.

A paradigm or worldview is “a basic set of beliefs that guide action” (Guba, 1990: 17). In other words, it is a perspective, a set of questions that can be applied to data to help the analyst draw out the contextual factors and identify relationships between context and process. It is a tool that helps the researcher to identify contextual factors and then link them with process (Corbin and Strauss, 2008: 89).

Four worldviews inform research: post-positivism, constructivism, advocacy / participatory, and pragmatism (Creswell, 2007: 19). Each paradigm is useful and informs the practice of research differently. Worldviews “provide a general
philosophical orientation to research and ... they can be combined or used individually" (Creswell and Plano Clark, 2011: 40). In contrast to post-positivism, which is often associated with quantitative approaches, constructivism and participatory worldviews are associated with qualitative approaches. Pragmatism is typically associated with mixed methods research (Creswell and Plano Clark, 2011: 40-41).

4.2.3.1 Advocacy / participatory worldview

The advocacy / participatory worldview was selected for this study. This worldview is best suited for the research as it advocates the emancipation of the oppressed and the need for local languages to be introduced and used in advertising in Cameroon and strengthened in South Africa. Researchers might use an alternative worldview, advocacy/participatory because the post-positivist imposes structural laws and theories that do not fit marginalised individuals or groups and the constructivists do not go far enough in advocating for action to help individuals (Creswell, 2007: 21). Participatory worldviews are influenced by political concerns, and this perspective is more often associated with qualitative approaches than quantitative approaches (Creswell and Plano Clark, 2011: 41). The need to improve society and those in it characterises these views.

Creswell (2007: 21) maintains that:

The basic tenet of this worldview is that research should contain an action agenda for reform that may change the lives of participants, the institutions in which they live and work, or even the researchers’ lives.

The issues these marginalised groups face are of paramount importance to the study; issues such as oppression, domination, suppression, alienation and hegemony. The study of these issues provides the researcher the opportunity to expose and provide a voice for participants, raising their consciousness and improving their lives. This study advocates for the social world to be changed for the better, so that individuals will be less marginalised and feel free to access advertising information in their local languages.
4.2.3.2 Ethnography research design

Creswell (2013: 70) identifies five types of qualitative research as follows: Narrative research; Phenomenology; Grounded theory; Ethnography; and Case study. For the purpose of this study, the ethnographic research design and in particular, critical ethnography was selected for this study and is discussed in detail below.

4.2.3.2(a) Definition and background

Ethnography as a qualitative research design is aimed at exploring cultural phenomena. The resulting field study or a case reflects the knowledge and the system of meanings in the lives of a cultural group. Hancock (1998: 4-5) posits that ethnography has a background in anthropology. According to Hancock, the term means “portrait of a people” and it is a methodology for descriptive studies of cultures and peoples. Harris, as cited in Creswell (2013: 90), maintains that in ethnography, the researcher describes and interprets the shared and learned patterns of values, behaviours, beliefs and language of a culture-sharing group. Ethnographers study the meaning of the behaviour, the language and the interaction among members of the culture-sharing group (Creswell, 2013: 90). Ethnography privileges the direct observation of human behaviour within particular ‘cultures’ and settings and seeks to understand a social reality from the perspectives of those involved in the observed interactions (Starfield, 2010: 50).

The intent in ethnography is therefore to determine how the culture works rather than either developing an in-depth understanding of a single case or exploring an issue or problem using the case as a specific illustration (Creswell, 2013: 97).

As a process, “ethnography involves extended observations of the group, most often through participant observation, in which the researcher is immersed in the day-to-day lives of the people and observes and interviews the group participants” (Creswell, 2007: 68). Different types of ethnography are applicable in qualitative research studies.
4.2.3.2(b) Critical ethnography

Since critical ethnographers advocate the emancipation of groups marginalised in society, it was found to be an appropriate design for this study. Ethnography today employs a critical approach by including in the research an advocacy perspective (Creswell, 2007: 70). This approach is in response to current society, in which the systems of power, prestige, privilege and authority serve to marginalise individuals who are from different classes, races and gender (ibid.). Critical ethnography advocates the emancipation of groups marginalised in society. Critical researchers seek through their writing and research, to speak out against inequality and domination of other groups. The major components of a critical ethnography include a value-laden orientation, empowering people by giving them more authority, challenging the status quo and addressing concerns about power and control. A critical ethnographer will study issues of power, empowerment, inequality, inequity, dominance, repression, hegemony and victimisation (Creswell, 2007: 70).

This study can best be described as critical ethnography as the research encourages social change (change in the way advertising is carried out) in Douala and Mafikeng. According to Carspecken (1996: 204), “critical ethnographic researchers consider the social location of the group they are studying through examining their access to economic, political and cultural resources...”. The design is considered critical ethnography because it advocates, through interviews and comments from participants, the need for equality in advertising.

4.3 ROLE OF THE RESEARCHER

Qualitative research is interpretative in nature, with the enquirer typically involved in a sustained and intensive experience with participants (Creswell, 2009: 177). In qualitative research endeavours, the researcher acts as a key instrument in data collection. Qualitative researchers collect data themselves through examining documents, observing behaviour, or interviewing participants (Creswell, 2009: 46). The qualitative researcher is in most cases, involved in the life and daily experiences as lived by participants in the study area. Enquirers in qualitative
research explicitly identify biases, such as gender, values, culture and socio-economic status, that may shape interpretations formed in the course of the study.

In addition, gaining entry to a research site and the ethical issues that might arise are also elements of the researcher’s role (Creswell, 2009: 177). Qualitative researchers usually deal with people and situations and researchers must ensure that ethical issues are considered before gaining access to the research site.

4.3.1 Gaining access to the research site / field work

Once the researcher has selected those people who could provide information for the research, they need to be convinced of their value in taking part in the research. According to Feldman et al. (cited in Johl and Renganathan, 2010: 42), gaining access to the field involves four stages: pre-entry, during fieldwork, after fieldwork and getting back. Access to fieldwork and the research sites was obtained in the following ways: first, the researcher identified various companies and the sample population for the study. The second stage involved obtaining authorisation from the Faculty Ethics Committee granting permission to the researcher to conduct research and to collect data. The letter was submitted to the managers of the companies explaining the purpose of the research. Together with the managers, a list of employees to be sampled was drafted and questionnaires issued by e-mail or handed over to the managers for onward transmission to participants.

Permission to conduct research and to collect data was obtained from the Faculty’s Ethics Committee and is attached in the appendix section of the research report. This was done in order to inform participants of the purpose of the research and obtain their consent before participating in the study. The purpose of the permission to conduct research and gain access to the research site is usually to protect the rights of human participants given that most qualitative researches study human beings and/or situations. The permission to conduct research included details such as why the site was chosen for the study, activities that
occurred at the site during the research study, how the results were to be reported
and how the companies were to benefit from the study (Creswell, 2009: 178).

Furthermore, the researcher also made use of colleagues who had contacts,
friends or relatives in the companies in order to gain access to companies in
Mafikeng. This was due to the fact that the researcher is not fluent in Setswana,
which is the main language spoken in the city. In Douala, the researcher used
former classmates, friends and former colleagues to identify participants and to
obtain e-mail addresses and phone numbers of participants. Appointments were
made on the basis on interviewees’ availability. Issues of anonymity and
confidentiality were also assured.

4.4 RESEARCH METHODOLOGY

4.4.1 Choice of research sites

This study is a comparative one that examines the state of advertising in
Cameroon and South Africa and the role of multilingualism in the sector. Cameroon
was chosen because it is a linguistically diverse and multicultural country with more
than 247 indigenous languages, two official languages – English and French – and
a lingua franca, Cameroon Pidgin English (cf. Par. 1.1). With a population of over
18 million inhabitants, the country is home to some of the major languages spoken
on the African continent. Like Cameroon, South Africa is also a multilingual and
multicultural country in sub-Saharan Africa (cf. Par. 1.2). South Africa has eleven
official languages given equal status as per the 1996 Constitution of the Republic
of South Africa. Despite the equal status of these official languages, there is no law
regulating language use in advertising in the Republic of South Africa (cf. Par.
2.8.1). English is the predominant language used in advertising in Mafikeng, with a
few cases of Afrikaans and other indigenous languages (official languages of the
Republic of South Africa). In Cameroon, English and French are the dominant
languages in the sector with a few cases of Cam-fran glais (the mixture of French,
English and Cameroon Pidgin English).
4.4.2 Sampling

Sampling in this study focused on selecting participants and companies from whom information was sought. A purposive sampling strategy was used to select companies, respondents and interviewees in Douala, Cameroon and Mafikeng, South Africa. The sample targeted people involved in regulating, promoting, advertising, marketing and implementing policies in Cameroon and South Africa. According to Creswell (2007: 125), in a purposeful sampling strategy, “the inquirer selects individuals and sites for the study because they can purposefully inform an understanding of the research problem and the central phenomenon in the study”.

In Cameroon, there are various types of businesses such as private companies, public companies and parastatals. They can further be grouped into small and medium-sized enterprises (SME) and big companies. In this study, the sample was limited to three major companies in Douala, Cameroon (MTN-Cameroon, AES Sonel and Express Exchange) and three in Mafikeng, South Africa (Eskom, Capitec Bank and the South African Breweries Ltd).

The participants of the study comprised employees selected from companies in Douala and Mafikeng to show the impact and the role multilingualism could play in this sector. The participants were selected for the purpose of investigating their knowledge of advertising and the language needs of the companies and the target population. Participants were also selected irrespective of their educational background but essentially based on their being part of the marketing and communication department of the business or ordinary employees within these companies.

Furthermore, the participants were selected for their availability and willingness to provide information and shed more light on the study. Participants were selected basically on the basis that they could comment on the state of advertising and say something on the language needs of the public and the company. In addition, respondents were considered as having the experience and know-how and an in-depth knowledge of the industrial needs and management since the marketing and
communication department constitutes the backbone and most important department in relating with the public and the clientele.

4.4.3 Instrument development, pre-testing and administration

4.4.3.1 Development of the questionnaire

A questionnaire for the study was designed and developed by the researcher based on the research questions and the problem statement. The questionnaire was divided into three sections, as follows: Section A of the questionnaire comprised closed-ended items and focused on biographical data, requesting respondents to provide information regarding their gender, age, level of education, training in marketing communication, number of years lived in Douala/Mafikeng and employment details. Section B contained closed, multiple-choice type and open-ended questions on language choice and usage in advertising in Cameroon and South Africa. Closed-ended questions offer respondents the choice of selecting (as per instructions), one or more responses from the list of options. The closed-ended items of the research questionnaire enabled the researcher to collect data that provided statistical and numerical information, relationships, descriptions and explanations on the research questions and the aim of the study. Section C consisted of open-ended questions where respondents were expected to provide their own opinions, observations and impressions regarding the current use of the colonial languages in the advertising sector and suggestions for some indigenous languages to be proposed to decision and policy makers for inclusion and use in the sector especially in Douala, Cameroon.

The questionnaire was administered to a sample of one hundred (100) participants from the companies selected for the study in Douala and Mafikeng. The aim of the questionnaire was to obtain feedback and responses to issues relating to multilingualism in advertising in Cameroon and South Africa. The questionnaire was designed in English and translated into French to involve French-speaking respondents given that Douala is predominantly made up of Francophones. The questionnaire for respondents in Mafikeng was administered in English.
4.4.3.2 Pre-testing of the questionnaire and the face-to-face interviews

Piloting means "trying out", and testing the intended questionnaire for relevance and appropriateness to the intended group of people to be studied or investigated. The questionnaire was piloted before full administration on a sample in Douala, Cameroon and Mafikeng, South Africa. Blaikie (2003: 216) holds that "items are pre-tested on a diverse sample to establish the degree to which responses to each item are consistent with the total score based on them". This was done by pre-testing the items on twenty (20) Douala city-dwellers (Cameroonian) and twenty (20) South Africans residing in Mafikeng, South Africa. Respondents were requested to highlight problematic areas in the questionnaire and ambiguous questions. Criticisms and shortcomings were noted and changes made on the final version where appropriate.

The pilot study focused on the following aspects:
- clarity of the questionnaire;
- logical construction of the questionnaire;
- order of the items in the questionnaire;
- relevance of the questionnaire; and
- language of the questionnaire.

Semi-structured face-to-face interviews were also piloted with two colleagues to check the duration of the interviews, the response level and confidence of potential interviewees. The trial run helped the researcher to determine whether the questionnaire and the interviews could be completed without difficulty, and whether the questions were clear and unambiguous. The participants in the pilot test were requested to provide written comments and suggestions directly on the questionnaires and by e-mail and the researcher used such information to modify, change and/or restructure the items on the questionnaire and the interview protocol form to reflect or suit these concerns.
4.4.4 Data collection

Data collection offers an opportunity for assessing the research design within each approach to inquiry (Creswell, 2007: 117). There are four basic types of information: interviews, observations, documents and audiovisual materials (Creswell, 2007: 43). However, new forms of information for collecting data have emerged that challenge this categorisation. The backbone of qualitative research is extensive collection of data, typically from multiple sources of information. Data for this study was collected through the use of semi-structured face-to-face interviews, a structured questionnaire; visual materials (pictures) taken from billboards in Douala and Mafikeng through the use of a digital camera.

4.4.5 Interviews

An interview is a face-to-face encounter between two or more people. It involves an interviewer and an interviewee with the aim of soliciting information that may be relevant to a research study. Denzin (1978: 113) maintains “the interview is the qualitative researcher’s main data-gathering device”. Greef (2002: 292) concurs with Denzin by affirming that interviewing is the predominant mode of data or information collection in qualitative research. Researchers are called upon to create an atmosphere of conviviality with participants to be able to make the process interesting and to obtain the much needed information. The interview, as defined by Creswell (2013: 173) “is a dialogue that is conducted one-way, provides information for the researcher, is based on the researcher’s agenda, leads to the researcher’s interpretations, and contains ‘counter control’ elements by the interviewee who withholds information”. By using the semi-structured face-to-face interviews in the current study, the researcher was able to collect in-depth information on the problem being investigated.

The interviews were used to complement the data obtained from the questionnaires and the visual materials, and to provide a deep and full understanding of the current state of affairs with regards to advertising practice in Douala and Mafikeng. Semi-structured face-to-face interviews were conducted with managers involved in the sales/marketing and/or communication department in
Douala, Cameroon. A similar process was carried out in Mafikeng, South Africa.
Interview data was captured with the aid of a tape-recorder and an interview
protocol form (cf. Par. 4.7.1).

4.4.5.1 Conducting an interview

According to Hancock, Windridge, and Ockleford (2007: 7), qualitative research is
involved in developing explanations of social phenomena. It aims to help us
understand the social world in which we live and why things are the way they are.
"Qualitative approaches to data collection usually involve direct interaction with
individuals on a one-to-one basis or in a group setting" (Hancock, 1998: 9).
Qualitative studies derive data from face-to-face interviews, focus group
discussions, observations and visual materials. Samples are usually smaller
compared to quantitative studies.

Interviewing can, at one end of the spectrum, be structured, with questions
prepared and presented to each interviewee in an identical way using a strict
predetermined order. At the other extreme, interviews can be completely
unstructured, like a free-flowing conversation (Hancock, et al. 2007: 16).
Qualitative researchers usually employ "semi-structured" interviews which involve a
number of open-ended questions based on the topic areas that the researcher
wants to cover or address (ibid.). The open-ended nature of the question posed
defines the topic under investigation but also provides opportunities for both
interviewer and interviewee to discuss some topics in more detail (op. cit. 17). In
semi-structured interviews, if the interviewee has difficulty answering a question or
provides a response that is considered unsatisfactory, the interviewer can use cues
or prompts to encourage the interviewee to consider the question and discuss it
further (Hancock, 1998: 9). In a semi-structured interview, the interviewer also has
the freedom to probe the interviewee to elaborate further on the initial response or
to follow up a line of enquiry introduced by the interviewee.

Structured interviews consist of the interviewer asking the same set of questions to
each respondent in basically the same manner. The items could be phrased in a
manner that limits the responses of the interviewees. Example: “Do you think that advertising in your city is excellent, good, average, fair or poor?”

Unstructured interviews or in-depth interviews have very little structure at all. The interviewer goes to the interview with the aim of discussing a limited number of topics, sometimes as few as one or two and frames the questions on the basis of the interviewee’s previous response. Unstructured interviews have no structure, or preconceived plan as to how to deal with the topic.

The current research study made use of semi-structured face-to-face interviews in the data collection process. In the course of the interviews, the researcher asked follow-up questions to elicit further explanations and clarity from interviewees. The interview sessions were held at a venue convenient to the interviewees (preferably their place of work). Interviewees were given the opportunity to decide on the day and time most suited and convenient for the interviews. The actual time taken to conduct each interview was supposed to be 20 minutes. However, one of the interviews took 31 minutes because the interviewee, once in a while, had to attend to other administrative duties, answer phone calls and respond to incoming emails that required urgent attention. The researcher drew up an interview chart on the day, time, place and duration of each interview session.

**4.4.5.2 The interview protocol form**

Semi-structured open-ended face-to-face interviews were conducted with managers and audiotaped for transcription. Prior to the interviews, an interview protocol was designed to assist the researcher in conducting the interview. Creswell (2009: 230) defines an interview protocol as “a form used by a qualitative researcher for recording and writing down information obtained during an interview”. The interview protocol form is necessary during an interview to write responses to the interviewee’s comments given that the researcher cannot store all the information in the head. The interview protocol form included information such as the title of the project, time, place and date of the interview, position of the interviewee, a brief description of the project as well as questions derived mainly from the research questions to solicit responses from the interviewees. The
interviews and questionnaires solicited information on demographics, geographical
distribution and acquisition of advertising and the level of implementation of the
laws regulating advertising practice in Cameroon and South Africa.

The same process was carried out among all the interviewees. Interviewees were
asked the same questions and allowed to raise issues that were not included in the
protocol form. The researcher also asked follow-up questions and took copious
notes in the course of the interviews. Interviewees were thanked and their general
impressions sought at the end of the interview.

4.4.6 Documents analysis

Documents as a data gathering technique focus on “all types of written
communications that may shed light on the phenomenon that you are investigating”
(Maree, 2010: 82). This data source may include published and unpublished
documents such as company reports, memoranda, agendas, administrative
documents, letters, reports, email messages, faxes, newspaper articles, or any
document that is connected to the investigation.

Two types of data sources can be distinguished: primary and secondary sources.
Primary sources are usually in unpublished form and may include a letter in a
newspaper or company report and which the researcher has gathered from
participants or organisations in the course of the study. In short, it is the original
source document (Maree, 2010: 83). Secondary sources refer to any materials
(books, articles and journals) that are based on previously published works.

Document analysis in this study consisted in consulting and analysing official
documents or public documents of the companies selected for the study. Official
documents according to De Vos, Strydom, Fouché and Delport (2002: 323-324)
imply documents that are compiled and maintained on a continuous basis by large
organisations such as government institutions and big companies. Official or public
documents (the Internet, correspondence) of companies selected for the study
were examined in order to have a better understanding of the structures and
functioning of these companies, their organisation charts in particular. The
marketing and advertising policies of these companies were examined and analysed in terms of the various forms of advertising carried out by these companies particularly relating to the use of multilingualism in advertising. In Mafikeng, South Africa, focus was on ESKOM (the electricity supplier in the city), Capitec Bank (a banking institution) and the South African Breweries Ltd (SAB). These companies were selected based on the high consumption of their products and services by inhabitants of both cities.

4.4.7 Distribution of the questionnaire

Questionnaires were sent out to participants electronically, via post and personally (hand delivered) at the work place of the participants identified for the study. The contact details of participants were obtained from the managers of the various sales/marketing and/or communication departments. The researcher made follow-up by calling respondents by the phone. Follow-up e-mails were sent to respondents to remind them of the purpose of the research and the benefits of the study to participants and the company. To achieve the best possible rate of participation from respondents, the researcher sent out the questionnaires (by e-mail, post and hand delivered) at least three times to participants. An analysis of the questionnaires was done on the basis of the language needs of the participants and issues raised and identified in the questionnaire.

4.5. DATA ANALYSIS

"Data analysis ... in research consists of preparing and organising the data for analysis, then reducing the data into themes through a process of coding and considering the codes, and finally representing the data in figures, tables, or a discussion" (Creswell, 2007: 148). As the study uses a predominantly qualitative approach, the data collected through the questionnaire, visual materials and interviews were analysed taking into consideration the case under study and its context. The returned questionnaires and responses from the interviewees were analysed, interpreted and generalisations drawn from the responses given by participants. The closed-ended items on the questionnaire were analysed
quantitatively while the open-ended items of the questionnaire and the semi-structured face-to-face interviews were analysed qualitatively. The visual materials (pictures) were used to support the research problem, the aim and objectives of the study and also to enable readers to have a clearer picture of the situation under discussion.

4.5.1 Qualitative data analysis

The first phase of the analysis process involved qualitative data analysis. This was done by first reading through the open-ended items of the questionnaires returned by participants, the interview transcripts and the copious notes on the protocol form. This gave the researcher a general sense of the information and enabled him to reflect on the overall meaning of the data. In the process, the researcher found out what participants were saying, wrote notes on margins and recorded general thoughts about the data. After reading through the open-ended items of the questionnaire, the data was coded according to identified themes. Creswell (2009: 186) considers coding "as the process of organising the material into chunks or segments of text before bringing meaning to information". The text data (interviews and questionnaires) and pictures gathered during data collection were sorted, preferably in the language of the participants and according to the various sections of the questionnaires. Topics or themes were divided into groups that related to each other and arranged according to major and significant topics and themes. A detailed description of each situation and setting was analysed for evidence, conclusions, generalisations and evolution of the case under review and context. Furthermore, a table was drawn up to show the relationship and differences between the two contexts under discussion. Finally, questionnaire responses from participants in Douala and Mafikeng were compared.

4.6 ETHICAL CONSIDERATIONS

In most educational settings, one must obtain permission from the Faculty Higher Research Degrees before conducting any research or involving participants in any research project (Gass, 2010: 16). The overriding concern is usually that the rights
of participants are protected at all times. Since this is a study that deals with human beings, their feelings, morals and values, participants had to declare their consent, and agree to participate in the study. Creswell (2007: 123) maintains that in every research endeavour, participants must be informed and should know the risks or dangers in participating in the research. Permission to conduct this study was requested from the Faculty’s Research Ethics Committee. The letter of permission was submitted to the various institutions in order to inform participants of the purpose of the research and guarantee confidentiality. Also, managers of the various sales/marketing and communication departments were issued copies of the letter to show conformity and compliance with research ethics. In order to ensure anonymity in research, participants were not in any way requested to disclose their identities. In the case of the semi-structured face-to-face interviews, interviewees were requested to create their own codes (pseudo-codes) that could be remembered by the researcher during the analysis process. In this case, anonymity was established.

4.7 TRUSTWORTHINESS OF DATA

The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry’s findings are “worth paying attention to” (Lincoln & Guba, 1985: 290). This is quite different from the traditional experimental design of attempting to show validity, soundness and significance. Trustworthiness of a research is important to evaluating its worth. Lincoln & Guba (1985) identify four criteria in the evaluation of trustworthiness in qualitative research. These include: credibility, transferability, dependability and confirmability.

4.7.1 Credibility

Credibility is an evaluation of whether or not the research findings represent a ‘credible’ conceptual interpretation of the data drawn from the participants’ original data (Lincoln & Guba, 1985: 296). Credibility gives confidence in the truth of the findings. According to De Vos et al. (2002: 351), the goal of ‘credibility’ in research “is to demonstrate that the inquiry was conducted in such a manner as to ensure that the subject was accurately identified and described.” The study focused on
Douala, Cameroon and Mafikeng, South Africa and aimed at identifying shortcomings in advertising in both multilingual and multicultural contexts. The linguistic situation of both of these countries were described, companies were identified and selected and a list of participants drawn up for the sample.

To address credibility, the researcher made use of some research techniques applicable to the qualitative approach. Documents and available literature were consulted to understand the current state of advertising in Douala and Mafikeng. A questionnaire was issued to participants and semi-structured face-to-face interviews conducted to collect data for the study. The data from participants gave the researcher a clear understanding and a true picture of the advertising situation in both contexts. The semi-structured face-to-face interviews complemented the data obtained from the research questionnaire. Recommendations were made for Cameroonian advertising to take a leaf from the South African example in relation to difficulties and challenges experienced by Cameroonian language planning and policy makers in terms of a language policy to be used in advertising. In this way, a richer and more credible data set was generated.

4.7.2 Transferability

According to De Vos et al. (2002: 352), transferability “is the alternative to external validity or generalisability, in which the burden of demonstrating the applicability of one set of findings to another context rests more with the investigator who would make the transfer, than with the original investigator”. It is the degree to which the findings of an inquiry can apply or transfer beyond the bounds of the research project. It shows that findings of a study could also be used in other contexts. Given that findings of a qualitative research project are specific to a small number of particular situations and individuals, it is impossible to demonstrate and show that the findings and conclusions drawn are applicable to other contexts and populations. To counter this challenge, De Vos et al. (2002: 352) maintain that “the researcher can refer back to the original theoretical framework to show how data collection and analysis will be guided by concepts and models”.

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Sufficient contextual information about field work sites was provided to enable the reader to make transfer. Furthermore, a description of the state of advertising in Douala and Mafikeng were carefully described in the research to allow readers to have a proper understanding of it, thereby enabling them to compare the instances of the situation described in the research report with those that they have seen emerge in their situations. Information on the number of organisations taking part in the study and their location, the number of participants involved in the field work, the data collection methods employed, the number and length of the data collection sessions and the time period over which the data was collected was provided to enable the readers to compare the results and findings with other research projects.

The study focused on multilingualism in advertising with particular reference to Douala, Cameroon and Mafikeng, South Africa. It identified some of the problems faced by art designers, copy-writers and advertisers in selling and marketing products and services and what language to use in the sector. The findings of the study could be useful not only to advertisers, copy-writers and art designers but also to governments, policy and decision-makers in Cameroon and South Africa. In so doing, the language needs of the masses in Cameroon and South Africa could be identified and addressed.

4.7.3. Dependability

Dependability is the process by which the researcher “attempts to account for changing conditions in the phenomenon chosen for the study, as well as changes in the design created by an increasingly refined understanding of the setting” (De Vos et al., 2002; 352). It is an assessment of the quality of the integrated processes of data collection, data analysis and theory generation. It shows that the findings are consistent and could be repeated. The purpose is to evaluate the accuracy and assess whether or not the findings, interpretations and conclusions are supported by the data. In designing the questionnaire and in structuring the interviews, the researcher was guided by the research questions formulated in chapter one of the study (cf. Par. 1.4).
In order to ensure dependability in research, the research method and its effectiveness were outlined with sections devoted to the research design and its implementation; describing what was planned and actually carried out at each level of the research process; details of the data gathering; addressing issues of what was done in the field, and an appraisal of the project, evaluating the effectiveness of the process of inquiry undertaken. In so doing, dependability was ensured.

4.7.4 Confirmability

Confirmability “captures the traditional concept of objectivity in research” (De Vos et al., 2002: 352). It is a measure of how well the inquiry’s findings are supported by the data collected (Lincoln & Guba, 1985: 296). Lincoln and Guba stress the need to ask whether the findings of the study could be confirmed. In this study, confirmability was ensured by keeping the raw data collected from respondents safe. The raw data included field notes, documents, articles and the visual materials used in the course of the study. The questionnaire and the protocol form used in collecting data are included in the appendix section of the research for reference and consultation by readers and future researchers. Furthermore, the tape-recorded data from the interviewees will be kept for at least two years if possible. In so doing, trustworthiness was ensured.

4.7.5 Triangulation of data

Triangulation of data collection methods is also a form of ensuring trustworthiness of data. Data was collected through face-to-face interviews, a structured questionnaire and visual images through the use of a digital camera. The purpose of triangulation is to ensure validity and reliability of data collected, and increase the credibility and validity of results. Berg (1998: 5) believes that for many researchers, triangulation is restricted to the use of multiple data-gathering techniques (usually three) to investigate the same phenomenon. The research made use of a questionnaire, semi-structured face-to-face interviews to determine and interpret measures and validate findings. The literature review consulted in the course of the research helped supplement and support the data. Using two or more
methods of data collection is the essence of triangulation. While participant observation permits the careful recording of situations and determines the reality of things, it does not however offer and provide direct data on the broader spheres of influence. Given that each method reveals different aspects of reality, combining these two methods in this research provided validity and reliability to the research. This method also helped to increase the depth of understanding of the study and the research.

4.7.6 Validity and reliability of the questionnaire

Validity refers to the “correctness and appropriateness that a researcher makes of his/her study” (Gass, 2010: 12). It is concerned with the degree to which research findings can be applied to the real world, beyond the controlled setting of the research. Care must therefore be taken so that information gathered does not invalidate the findings of the research study. Validity was ensured and taken into consideration in the research as follows:

- careful selection of respondents to participate in the study;
- appropriate sampling procedures and methodology;
- adequately designed questionnaire;
- piloting to test instruments; and
- checking the instruments (questionnaire and interviews) to make sure that they cover all areas.

Reliability refers to consistency and is a way of ensuring that constructs are being measured appropriately (Gass, 2010: 15). Reliability compares results from an initial test with repeated measures later on, the assumption being that if the instrument is reliable, there will be close agreement over repeated tests if the variables being measured remain unchanged. The test is considered reliable if it produces consistent results over repeated testing. Both validity and reliability are ways of ensuring quality in research. To ensure reliability, the researcher ensured that respondents actively took part in the research by calling them on the phone if possible and requesting them to participate in filling in the questionnaire. The
researcher also sent out the questionnaire several times (at least three times) electronically and hand delivered to respondents at their place of work.

Methods used in ensuring reliability included the following:

- making sure that I understood the sample under discussion;
- ensuring that the contact details of the respondents and interviewees were correct at all times; and
- designing a questionnaire free of ambiguities that respondents could be able to read and understand.

4.8 PRESENTATION OF FINDINGS

The qualitative findings of the research are presented in chapter five according to the themes identified during the coding process of the data. The qualitative findings of the study are presented according to the emerging themes in words and sentences and supported where need be, by verbatim quotations, references and examples from the semi-structured face-to-face interviews and the open-ended items of the research questionnaire. Quantitative data is presented by means of statistical and numerical tabular representations. This is supported by information gathered from section A of the questionnaire and from the closed-ended items of section B of the questionnaire.

4.9. CONCLUSION

This chapter has presented the research approach of the study. The research design and methodology were outlined and the rationale for choosing a qualitative design with a minor supporting qualitative component described. The relevant and appropriate research methods used in generating and collecting data for the study were indicated and justified. The sampling, data analysis process and issues of trustworthiness of the research and relevant ethical issues were also described. The next chapter (chapter 5) focuses on data analysis and presentation of major and significant findings of the study.
CHAPTER FIVE

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This chapter presents a discussion of the results and analysis of findings of this research study. The data collected in the field is analysed and presented in this chapter to give a clear indication of what the researcher found in the course of the research. As indicated in chapter four of this study, data was gathered through a questionnaire, semi-structured face-to-face interviews and visual images captured through a digital camera. The semi-structured face-to-face interviews helped in complementing information on gaps left in the questionnaires. This gave the researcher an idea of the feelings of respondents under review.

A total of one hundred (100) questionnaires were issued to participants in the study. Fifty (50) questionnaires were issued to participants in Douala and 50 to participants in Mafikeng. Out of the 50 questionnaires issued, 27 were filled in and returned in Douala indicating a response rate of 54% while 26 questionnaires were filled in and returned in Mafikeng indicating a response rate of 52%. Three semi-structured face-to-face interviews were arranged and conducted in Douala indicating a 100% participation rate while three interviews were arranged in Mafikeng and two conducted indicating a participation rate of 66.7%. Each interview lasted twenty minutes and interviewees were given the opportunity to freely express the views with regard to the topic under discussion. However, one interview lasted thirty-one minutes because the interviewee had to attend to other responsibilities related to his job.

A purposeful sampling strategy (Creswell, 2007: 125) was used to select participants and sites for the study. Employees of the selected companies were targeted to participate in the study to ensure that the views expressed in the questionnaires and interviews represented those of the target population (cf. Par. 4.2.2). However, while the findings represent the views of the target population,
they cannot claim to be representative of the views of all Douala and Mafikeng city-dwellers, nor do they represent the views of citizens of Cameroon and South Africa.

This chapter is divided into two sections: the first section presents the qualitative data analysis, while the second section presents the quantitative data analysis of the study. The qualitative section focuses on the open-ended items of the questionnaire, the semi-structured face-to-face interviews and the visual materials collected through a digital camera. The second part of this chapter is dedicated to the quantitative analysis of the results gathered from the closed-ended items of the questionnaire. The quantitative section focuses on the results and discussion of the descriptive statistics of participants (personal characteristics, profile, educational level, language spoken and attitude towards advertisements in Douala and Mafikeng).

5.2 THE ROLE OF ADVERTISING AND MARKETING IN BUSINESS

Before presenting the analysis of the findings of this study, it is necessary to briefly indicate the role of advertising and marketing in business. This is to have a better understanding of the responses of participants sampled in the study. A reading of administrative documents of the South African Breweries clearly spells out the role of marketing and advertising in business. Ian Penhale, marketing director at the South African Breweries (SAB Ltd) believes that the function of marketing is "getting out brilliant brands that inspire the staff, motivate trade partners and delight consumers not only of a company but the general public". Since the brands really belong to the consumers, they are 'social enablers' that allow consumers to make specific statements about themselves – because what they choose to consume reflects something about who they are. Companies therefore have a huge responsibility to ensure that the brands, products and services remain credible, relevant and desirable to consumers at all times.

The advertising and marketing department of a company or business is responsible for the brand positioning of a company’s product, service or idea. This
The department should specifically focus on understanding the market, and researching who its consumers are, and what it is exactly that they want. Based on this knowledge, the company builds brands by developing advertising campaigns and promotions for trade and end consumers through the appropriate media channels.

By maximising the potential of the brands, developing innovative new brands and introducing international brands into the market, companies ensure that their products, services and ideas are the first choice of potential consumers. In achieving this objective, the language and advertising needs of the public must be identified and addressed. This is done to ensure that brands put on the market have an impact on consumers. Failure to take into account the language and advertising needs of consumers may result in products, services or ideas not being appreciated or understood by readers and consumers.

Consequently, advertising, sales, marketing, promotion and distribution teams in areas or cities where companies are represented must ensure that consumers receive the products, services and ideas that are vital for their well-being and are kept informed of new product developments and promotions. The marketing, communication and advertising department teams are responsible for managing the commercial relationships, developing new business opportunities and contributing valuable insights into the positioning and well-being of company brands. They better inform the company of the needs of the public and ensure that these needs are met. Without advertising, a company or business may not be known and their products, services or ideas will not also be known to the inhabitants of the city where these businesses are located. Advertising therefore plays a very important role in the life of a business.

5.3 PRESENTATION OF QUALITATIVE DATA

5.3.1 Presentation and discussion of significant themes from the questionnaire, interviews and visual materials

This section focuses on the qualitative part of the data analysis of the study. It presents significant themes identified by the researcher from the open-ended items.
of the questionnaire, the semi-structured face-to-face interviews and the visual materials captured through the use of a digital camera.

**5.3.2 The role of multilingualism and multiculturalism in advertising**

The aim of this study was to investigate the role of multilingualism in advertising in Cameroon and South Africa. Multilingualism is the use or knowledge of more than one language. It could equally refer to the usage of two or more languages in a community of speakers of different languages. Kelly-Holmes (2005: 1) remarks as follows with regard to multilingualism:

> From the point of view of linguistics, the term multilingualism has an invariably positive ring. It conjures up associations of pluralism, cultural enrichment, diversity and the expression of linguistic rights and freedoms.

Multilingualism therefore helps to promote and enrich culture, create diversity and allow people the freedom of expressing themselves in their own language/s.

Given that the “market is also a place of multilingualism” as mooted by Kelly-Holmes (cf. Par. 3.4), advertisers need to diversify their messages in order to accommodate the multilingual nature of the market. This should be done by taking into account the various languages spoken within the community. Participants in the study maintain that multilingualism in advertising is a way of teaching local languages to the population. In Mafikeng, respondents advocate the equitable use of all indigenous languages spoken in the city (English, Afrikaans, Setswana and Sesotho) on advertisements and insist advertisements should not be biased as captured in the comment by one of the respondents:

>Advertisers should cater for all races (Blacks, Whites, Indians and Coloureds) and even foreigners who do not speak Setswana or Afrikaans, and the blind should also be accommodated.

Even though there is use of multilingualism in advertising in Mafikeng, it is not representative enough. Participants insist that advertisements on billboards should make use of the home language/s of city-dwellers. Given that the 1996 Constitution of the Republic of South Africa accords equal status to all the official languages,
given that multilingualism and cultural diversity is a reality in South Africa, the most obvious response is to structure and regulate the advertising sector in South Africa to incorporate multilingualism and multiculturalism. This does not mean that English and Afrikaans should be excluded from the discourse of advertising but that local languages should be more represented in advertising than what obtains at present.

As indicated in the literature review, Deprez and Du Plessis (2000: 108) differ from the views expressed by respondents in the study that “not many African states have succeeded in implementing a multilingual policy in which a central role is assigned to indigenous languages”. This should, however, not discourage, weaken or demoralise Cameroonians and South Africans committed to creating and establishing multilingual and multicultural states. Legal frameworks and instruments for such policy must be put in place and structures set up to this effect. This should be a policy of the government in both countries if they have to live up to the multilingual and multicultural character of Cameroon and South Africa. African languages must not only be used for symbolic rituals and functions but must play key roles especially in advertising given that it is a very important sector in the growth of a country’s economy.

Lilford (2007: 17), as indicated in the literature review, concurs with respondents in this study and says that “Japan and South Korea have become technological super powers through Asian languages and not foreign languages”. This success demystifies assertions that English is the language of science and technology and that African and Asian languages lack the terminologies or concepts in science and technology.

Mafikeng and Douala have people from all over the world living in these cities. If advertisers could listen to the cry of the inhabitants and display multilingual and multicultural texts in their advertisements, all who live in these cities will be able to identify with the advertisements and be persuaded to buy the product, service or idea advertised to them. Even though it is generally believed that “local is lekker”,

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respondents in Mafikeng hold that advertisements should be designed ‘to accommodate foreigners’ and the ‘diverse cultural groups living in the city’.

Given that multilingualism is the use or knowledge of more than one language, advertisers need to break away from the practice of using only one or two languages in advertising. South Africa, it should be recalled, was isolated for many years because of its policy of apartheid. Since the country has now entered the international arena and become a democracy, institutional development has therefore become very important. This involves maintaining the multilingual and multicultural character of the country. As a multilingual and multicultural country, Deprez and Du Plessis (2000: 1) add that as a matter of fact, democratisation:

> Involves more than the drafting of a democratic constitution and having elections. It requires a certain ethos, a national spirit, tolerance, respect for human rights and a consolidation of democratic institutions and processes.

This requires the design and promotion of a solid language policy to reflect the multilingual and multicultural character of the country. It emerged from the literature review that Deprez and du Plessis (2000: 2) concur with respondents that for the new South Africa to become a ‘rainbow nation’ – a unitary state where all languages, cultures and religions can flourish – African languages must be used in all sectors of the economy including advertising. However, although South Africa advocates multilingualism, it has over a few years evolved into a predominantly English-speaking state, where not only has Afrikaans lost much of its power but where, more particularly, the African language communities have not received the support they need. Alexander (1999: 11) concurs with this assertion and is even more vocal saying that “English cannot possibly form an expression of African Renaissance.” For any true renaissance to happen in Africa in general, and South Africa and Cameroon in particular, indigenous languages must play a significant role in the economic transformation of the country.

Given that citizens in Mafikeng and Douala are multilingual and multicultural, advertising should also be able to reflect the nature of these cities. The use of more than one language in advertising could boost sales of various products, sell
the image of the city, advance public relations, assist in economic growth and development, unite citizens of the country and help in nation-building as indicated in the excerpt below:

*I personally feel that Mafikeng does not promote multilingualism and multiculturalism, it only focuses on one language.*

This assertion by this respondent is however, contrary to the Constitution of the Republic of South Africa which favours the use of all the official languages in all sectors of life. This leads the researcher to agree with Deprez and Du Plessis (2000) as indicated in the literature that South Africa is fast becoming a monolingual country contrary to its Constitution.

### 5.3.3 Consolidating multilingual and multicultural practices in advertising

If Cameroon and South Africa have to maintain and keep the multilingual and multicultural nature of Douala and Mafikeng and the advertising sector in particular as expressed by participants in the study, advertisements in Douala and Mafikeng should take into account what Dowling (2012: 243) describes as “linguistic change and urban varieties in which code-switching and borrowing from other languages are common, rather than focus on translations and bilingual texts that deliberately avoid contemporary African languages” as on the advertisement below:
This advertisement makes use of English and French and does not use any of the indigenous languages spoken in Douala, Cameroon. The tag line of the advert is in English while other key messages are in French. The images on the advertisement reflect the African nature of the city and the age group for which the advertisement is meant. Given that the advertisement aims to promote and market the consumption of ‘sweets’, language use should also accommodate the group for which the advertisement is intended. However, this advertisement does not meet the needs of youngsters whom the advertisement supposedly targets as it uses European languages to the exclusion of the way of speaking characteristic of the youths in Douala. In order for the advertisement above to appeal to its target, advertisers need to insert messages in Cameroon Pidgin English (CPE), Camfranglais, Duala and/or Basaa for city-dwellers and youngsters to be able to better appreciate the advertisement than in its current state.
In as much as multilingualism and multiculturalism is encouraged in business, Dowling (2012: 250), as indicated in the literature, contends that “commercialised print marketing in African languages is extremely scarce”. Perhaps this lack of African languages in advertising suggests that the linguistic landscape that predominates as the language of print is English and not the mother tongue as indicated in the advertisement above. It is argued that advertisers use English in advertising because it is attractive and linked to modernity as held by Dowling (2012: 249) and that English makes economic sense to indicate a readiness to do business with a linguistically diverse clientele. Advertisers in Douala, Cameroon have resorted to the use of Cam-français in advertising depending on the target audience. Some periodic advertisements targeting the youth in the city now make use of this language as seen on the advert below.

Figure 5.2: Multilingual advertising in Douala, Cameroon
In contrast to Figure 5.1 above which makes exclusive use of English and French, Figure 5.2 makes use of English, French and Cam-franglais which is a blend of English, French and Pidgin English. Figure 5.2 is a periodic advertisement for ‘Beaufort Light’ – an alcoholic beverage produced by Les Brasseries du Cameroun. By using French and Cam-franglais (Light Toi et gagne) in this periodic advert in the city of Douala, the youthful population and the less educated are able to identify with the advertisement better than the one in figure 5.1 which uses only English and French. Figure 5.1 speaks only to the educated and inhabitants of Douala who have a good mastery of English and French. Consumers with basic knowledge of French and English seemed left out in the discourse. Not only does figure 5.2 speak to the youth and less educated in Douala but also to consumers of ‘Beaufort Light’ throughout the city. The advertisers understand that social gatherings are usually less formal, and using very formal language in such an advertisement will not attract as many consumers as desired. But in its present state, consumers imagine themselves in social gatherings consuming ‘Beaufort Light’ and engaging in informal conversations.

In contrast to Douala, Cameroon where advertisements make use of French, English, Pidgin and Cam-franglais (Figures 5.1 and 5.2) to the exclusion of indigenous languages spoken in the city (Duala, Basaa) in particular and the country as a whole, in Mafikeng, South Africa, advertising messages make use of some of the official languages spoken in the city and the country as illustrated in Figure 5.3 below.
The advertisement above advertising this optometrist and physiotherapist’s business makes use of English and Setswana. Even though a greater part of the information on the advertisement is in English, the main text is in both languages (English and Setswana) which are official languages of the Republic of South Africa. By looking at the advertisement, Mafikeng city-dwellers will feel part of the advertisement and will comfortably visit this optometrist because they are sure that they will be provided with services in their local tongue. Cameroonian advertising should not only use colonial languages and Cam-franglais but should incorporate local languages spoken in Douala as is the case in Mafikeng.

Even though advertisements in Mafikeng make use of indigenous African languages, there are still some advertisements that use only English and Afrikaans as portrayed on the advertisement below.
The advertisement above is reminiscent of the colonial era in South Africa when advertising was done solely in English and Afrikaans. It emerged from the literature review that official advertising (top-down) is done in English and Afrikaans while non-official (bottom-up) advertising is done in indigenous South African languages. Dowling (2012: 242) concurs with this assertion and asserts that non-official signs where local languages are used are replete with obsolete words, numerous spelling errors and incorrect orthography. But with official advertising, the signs are in formal language and most of the time error-free texts.
In the advertisement above, the advertisers do not take special care in translating the information into Setswana. ‘Buy and Braai’ does not mean Chesa Nyama but in its current form, it gives the impression that Africans are great lovers of food. Furthermore, the action of buying is not rendered in Setswana. Though Figure 5.5 represents the multilingual and multicultural nature of Mafikeng, considerable care and attention should be given in the design and translation of advertising messages so that the various languages used on advertisements are given equal attention and treatment and do not mislead consumers.

5.3.4 Multilingualism, advertising and nation-building

Nation-building can be viewed as a state-led process of evoking national identity to promote unity and social cohesion within the state (Stinson, 2009: 12). As Stinson maintains, nation-building is done with the aim of enhancing the legitimacy, stability
and the capacity of state institutions. Fritz and Menocal (2007: 47-480) concur that nation-building emphasises the role of communities and social identities within the process of establishing or strengthening state institutions and political systems. For nation-building to be effective and successful, communities must join hands in ensuring that government and political systems are respected. If advertising messages are not appealing to consumers, they will not be interested in nor attracted to products, services or ideas advertised. If the interest is not there, the nation may not grow or develop. Consequently, advertisers, copy-writers and art directors should design advertisements that ensure that citizens are able to identify themselves with them. Participants in Douala and Mafikeng strongly believe advertising can help in nation-building as indicated in these statements by respondents: 'It will make people of different languages to feel belonging to a nation', 'building cultural bridges through translation and interpretation', 'the use of different languages will help in breaking language barriers in the city and the country'.

By breaking linguistic barriers, inhabitants of the country will be able to identify with other citizens through the use of different languages and this can promote national unity. A united nation is a stronger nation and for this to happen, citizens must be able to also identify themselves with the major languages of the country as indicated in the comment by one of the respondents in Douala:

_The use of different languages can be used to promote national unity._

In South Africa, there is need for the harmonisation of the Nguni and Sotho languages for them to become more relevant. As it emerged in the literature, Alexander (as cited in Deprez and Du Plessis, 2000, 11) "pleads for the development of a written Standard Nguni and a written Standard Sotho, which would have to be promoted in all formal situations and in education". Such harmonisation could lead to a more stable and stronger nation and perhaps economic and political stability. It could also make the African languages stronger.

It is in fact discriminatory not to provide services in the language of the majority or even of large groups of the population. Locally, authorities in a country should
provide for more services in a particular language if the number of speakers of that language is growing. Advertising information should be made available to the growing number of migrants in Douala for them to feel a sense of belonging in the city. Advertising in the language of these migrants from other provinces will motivate them to help grow the economy and not think of returning to their regions of origin.

It is true that multilingualism contributes to nation-building but there are countless obstacles to building a multilingual state: insufficient financial means, shortage of multilingual civil servants and teachers, biased language attitudes, and so on (Deprez and Du Plessis, 2000: 13). In view of the number of official languages and the practical constraints, functional multilingualism seems to be the only option. A policy aiming at a differential use of the languages depending on location and on the type of service could be designed in order to accommodate various groups of people in society and depending on the product, service or idea advertised.

Respondents in Mafikeng share this view by Deprez and Du Plessis that multilingualism and multiculturalism could lead to nation-building as indicated in the excerpts below:

I think advertising is a very positive factor in nation building and in unity as it exposes us to different languages and helps us to get used to them.

Advertising tells me that at least people relate because no one is forced to stay in a particular language and people from various cultures now relate and through ads, people can express their thoughts fluently with an assurity (sic) that they will be heard.

Through advertising, cultures also come together as pointed out by a participant in Mafikeng:

This would really bring people with different cultures together. It would bring a sense of belonging and we would feel appreciated as well. It would expose the people of my city to unity.

Unity in diversity is an important aspect to consider in nation-building as if the different cultures that make up the country do not see eye to eye, whatever policy
or decision advanced by the government will be bound to fail. It is therefore of paramount importance that policy and decision-makers as well as stakeholders involved in the advertising sector, consider bringing communities together to use each of the languages spoken in the city and have a sense of belonging to the nation as a whole. Translators and interpreters could be trained in order to ensure that important messages especially advertising information is rendered in the languages of wider communication spoken in Douala as is the case in Mafikeng.

One of the interviewees in Douala indicated that their company is already involved in the use of multilingualism, not in advertising per se, but in sensitising Cameroonians living in rural areas. These are safety messages that need to be passed on to the less educated for them to better understand.

In partnership with local radio stations in Cameroon, safety messages are delivered to people in Fe'fe in Dschang, Medumba in Bangante and Bafang, Bamun in Foumban, Mungaka’a in Bali Nyonga, Fulfulde in the Northern regions of Cameroon, Duala and Basaa in the littoral region.

According to the interviewee in Douala, not only has this sensitisation campaign helped to reduce fatalities (electrocutions and other electricity-related accidents) in Cameroon but has also helped in selling the image of the company to the rural population. If this campaign could be extended to advertising, it is obvious that it will lead to improved sales and economic growth of the country.

5.3.5 The role of advertising in business

Advertising involves the design and production of public information in order to promote the sale of marketable products, services or ideas. Advertising messages can be placed in newspapers and magazines, displayed or placed in prominent places amongst the editorial material in order to attract the attention of readers. Even though advertisements are placed in conspicuous and strategic places for public consumption, some people do not bother to read them. Advertising therefore plays a major role, not only in the existence of a company but also in the life of citizens at whom the advertisement is targeted.
One of the objectives of this study has been to investigate the role of advertising in
society. Participants sampled in Douala and Mafikeng indicated different reasons
as to why advertising should be carried out. Participants believe advertising is
useful because it increases sales, informs or educates the public on the proper
functioning of a product or the use of a service, consolidating the brand name of a
company and institutional messages as well helping in economic growth of a nation
as a whole.

5.3.5.1 Advertising and sales

Most companies advertise because they want their products, services and ideas
known by a wider audience. Even though the goal is to publicise the company,
there is also an economic aspect behind every advertising campaign, which is to
increase sales. This was reiterated by respondents in Douala and Mafikeng. In
Mafikeng, respondents maintain that advertising ‘helps a lot especially in bringing
customers into the business very fast. Also, profits will enter more into the
business. Advertising boosts their sales, and improves sales and image,’ it attracts
customers and grow up sales.’

Respondents in Douala also share the same view by maintaining that advertising
helps to ‘sell the image and products of the company, and makes people prefer a
particular product or service over another or others’.

Furthermore, advertising also helps to position the brand name of the company, to
recruit new consumers, respond to actions of competitors and acts of social
responsibility of a company. One of the main purposes of advertising is to attract
and retain the attention of readers and consumers. Respondents in the city of
Douala also support this function and maintain that advertising helps to ‘attract and
retain a greater number of consumers as far as possible, ‘it helps the business sell
more of its products, services or boost its brands.’ This view is also shared by
respondents in Mafikeng who maintain that advertising helps ‘to reach as many
people as possible,’ ‘to make consumers interested in a product’, ‘it is to let people
know about a certain brand or product in the market and other things taking place in the city,' and 'to promote a product in order for it to sell'.

Not only does advertising create and retain the attention of readers and consumers, it also creates curiosity and interest in readers and potential consumers. In Douala, participants maintain that advertising 'creates awareness in customers and the public on the existence of a company, its products, services and innovations'.

Since respondents in Douala and Mafikeng strongly hold that advertising boosts sales and informs the public of a new product, advertisers therefore need to consider language in their campaigns if they have to meet these objectives. Without the use of a language/s that appeal/s to consumers, interest in the products, services or ideas will not be developed.

Advertising also helps to create awareness, according to respondents in Mafikeng who say: 'Advertising is very important in marketing. If you don’t advertise, there will be no awareness of your product which is the purpose for the advertisement,' 'advertising gives a clear understanding about what the product entails.' It is also to capture the people's interest to buy the product.' The more a product is advertised, the more it is known to the public. This is only possible if positive advertising is carried out by advertisers.

If awareness is created in consumers, new customers will be recruited as mentioned by one respondent in Douala: 'It is first and foremost to attract customers, which will in turn boost up their sales and demand for their products'.

Respondents in Douala and Mafikeng share the same view, that advertising improves sales, creates awareness, positions the brand image of a company or business and helps in recruiting new customers. These perceptions by respondents in Douala and Mafikeng about the functions of advertisements indicate that even though these respondents are separated by distance, their perceptions dovetail.
In as much as advertising performs the functions mentioned above, those involved in the advertising sector must understand the language needs of their readers and customers in order to carry out a successful and positive campaign that will meet these goals. As indicated by one of the interviewees in Douala, ‘lack of proper research and market strategies may lead to negative advertising and drop in sales of a company.’ Advertising is not only used to sell a product, service or idea, but it is also used to inform and educate the public.

5.3.5.2 Advertising and education

One of the roles of advertising is to inform and educate readers and potential consumers of the existence of a particular product, service or idea. Advertising enables inhabitants to be able to identify and locate particular businesses in their city. The statements below from respondents in Mafikeng confirm this function of advertising.

*There are many city-dwellers who do not know where some shops that have some products are found, so this is used for directive measures (sic).*

*Advertising is used to inform people of other things beyond their reach, but importantly, they pass messages to citizens.*

*To advertise is to give out information, let people know maybe what is on the shelf and what to expect.*

By giving directions regarding the location of a company or business, readers and customers are informed about the process. In the process of informing the public on the location of a business, inhabitants are educated as mentioned by this respondent in Douala:

*Using different languages educates the citizens in that area about the product and how it shall be used and consumed.*

This educative role of advertising is also shared by respondents in Mafikeng as indicated in the statements below:

*To educate people on different things, to attract them to a particular thing or to invite them to a particular event. It serves many purposes.*
Is to educate or introduce a new product on the market to people.

This therefore requires that advertisers in designing advertisements to be placed on billboards in major cities of Cameroon and South Africa must consider indicating the location of their business for readers and consumers to be able to locate them. If readers are unable to get the location and the necessary information about the businesses, then the purpose of the advertisement in informing and educating the public will be defeated.

If respondents strongly hold that one of the purposes of advertising is to educate and inform the public, advertisers must ensure that this goal is achieved by practicing positive advertising and using messages on the advertisements that will not only teach the public, but also go a long way in educating and informing them.

Interviewees in Douala also share the same view as respondents on the informative and educative function of advertising as captured in the statement below.

*Depending on the mix, outdoor campaigns should consider a third language, Cameroon Pidgin English (CPE) could help in conveying messages to the uneducated in rural areas (sic).*

This interviewee in Douala not only looks at advertising as meant for the educated but also believes that the less educated should be taken on board through the use of CPE, a lingua franca spoken throughout Cameroon.

In contrast to Mafikeng where respondents maintain that advertising helps to inform and educate, in Douala, respondents only indicated the educative role of advertising.
5.3.5.3 Advertising and public relations

One of the aims of this study was to determine the level of satisfaction of consumers with the state of advertising in Douala and Mafikeng. Participants were asked to indicate how they think the use of different languages could promote interaction between people of different cultures and languages in their cities. Respondents in Douala maintain that the use of different languages will promote unity amongst people of different cultures and create a sense of unity among citizens in the country. It should be recalled that Cameroon and South Africa are multilingual and multicultural societies with diverse historical backgrounds. Because of the multilingual and multicultural nature of these two countries, participants in Douala and Mafikeng had diverse responses regarding advertising and public relations in their cities. In Douala, respondents indicated as follows:

Of course, because everyone will at least understand what is being said especially health talks and can easily help others and themselves by benefiting from it and transmitting the news to others.

The use of different languages will call for the attention of the various speakers. Generally, when a native language is used on media, the speakers develop and speak it without fear of being mocked.

Some respondents in Douala believe the use of different languages will create a feeling of oneness within Douala in particular and Cameroon in general as indicated by the excerpts below.

This will spur a feeling of oneness and wipe out any tribal sentiments thereby promoting economic growth and development not only in the city, but also in the country as a whole.

They can freely discuss cultural, intercultural and national events without needing the services of a translator or interpreter.

People who do not understand the language will be obliged to come closer to those who understand the language either by curiosity or interest in the advertised product.
By creating a feeling of oneness among inhabitants of Douala in particular and Cameroon in general, citizens will be able to better relate to each other as there will be no stereotypes among citizens.

Participants in Mafikeng were not indifferent to the issue of public relations in their city as the country experienced very cruel language policies during apartheid. Respondents in Mafikeng maintain that through multilingualism in advertising, people can better understand each other, as indicated by a respondent in Mafikeng:

*I think it would create a better understanding between different people of different cultures and help people get to know each other on a better level. It would eliminate many stereotypic statements and bust myths as people would now have one on one interaction.*

By coming together and understanding each other better, people are able to learn other cultures as indicated by these respondents in Mafikeng:

*It will encourage citizens to yearn to learn other languages and about other cultures.*

*If in advertising or on radio, languages can be mixed like that language used in mines (sic) where there a certain language involving many or a few others to create one meaningful sentence. That will show that whoever wrote about that considers other peoples' languages and cultures and people could be able to approach one another (sic).*

Learning the culture of other people also goes a long way in enabling people to accept others the way they are and their choices as maintained by this respondent in Mafikeng:

*If people are keen to learn other languages, they will firstly know more about it in order to respect it. When you respect one’s culture, you will finally accept them and their choices of a lifestyle and this brings unity.*

One respondent in Mafikeng indicated the following:

*They will understand and feel confident about talking to those products with other viewers (sic).*
Multilingualism not only creates better public relations but also makes citizens develop confidence and interaction with others. By creating better and improved public relations, social communication is also enhanced among citizens. One respondent in Mafikeng indicated as follows:

*It would bring unity amongst people. This would also make people to feel comfortable in saying their mind about certain things and lastly, if a problem is encountered, people would be able to come up with ideas on how to solve the problem with the understanding they have.*

This social communication created by the use of different languages brings people together and makes them proud of their country as they can talk and interact better in society. Advertising not only promotes or improves public relations but also helps in selling the culture of the people and the country as a whole.

### 5.3.5.4 Advertising as social communication

One of the main aims of advertising is to communicate with the public, to make known what is being advertised and to reach out to a wider audience. Once an advertisement is put on a billboard, there is an almost immediate relationship between the reader of the advertisement, who could be called the ‘advertisee’ and the text itself; between the ‘advertisee’ and the advertiser, who, although they do not meet in person, do interact with the advertising text (Kelly-Holmes, 2005: 2). Advertising texts create multilayered, multidimensional relationships between individuals, companies, brands, products, services and texts (Ibid.). These relations are usually at the social, cultural, economic, linguistic and to a lesser extent, political levels. In order for an advertising text to function, the advertiser needs to assume a common culture or communicative context (op. cit: 3). Advertising texts help to reinforce the relationships for which they are created and keep close contact with readers and consumers. As Fairclough points out, “discourse and practice in general ... are both the products of structures and the producers of structures” (2001: 39). Whatever images, symbols, messages and information are disseminated or made available for the public must have just one goal: to communicate with the readers and potential consumers.
Communication therefore becomes a “corporate social responsibility of business” as it creates greater exposure to the company and a better interaction with the audience.

From the discussion with one of the interviewees in Douala, an attempt is made by the company to translate messages, especially safety messages into the local languages spoken in Cameroon. The interviewee maintains that in partnership with community radio stations, these safety messages are translated into Fulfulde in the North of Cameroon, Mungaka’a in Bali Nyonga, Fe’fe in Dschang and Medumba in Bangante in the Western region of Cameroon, Duala and Basaa in Douala. This partnership with community radio stations to convey safety messages in Cameroon in the vernaculars is a sensitisation campaign that warns citizens about the dangers of electricity. Below is an excerpt from the interviewee in Douala:

> Communication can never be complete if your correspondent does not understand what you are trying to say. It is an advantage if you can express yourself in different languages given the different languages in your city.

Considering the fact that the purpose of advertising is to communicate, it is necessary for such communication to be able to trickle down to every citizen rather than to speak to a selected few.

Taking the cue from the comments of the interviewee in Douala, one of the interviewees in Mafikeng also shared the same feeling and maintains that the method of communicating with the public will depend on the product or service advertised and the location of consumers. The interviewee maintains that for the advertising of a national product such as ‘Internet Banking’, English is essentially used on billboards, national radio stations and national television channels. But for local products or services of a regional branch, advertisements will be in the local languages of the inhabitants. This is done through local Radio stations in Mafikeng in order to reach out to as many people as possible including those in rural areas.

These views by interviewees in Douala and Mafikeng indicate that they share the same feeling that companies must communicate with consumers and customers in
order to keep them updated with new products and services on the market. For such updates on the market to succeed, advertisers must conduct proper research.

5.3.5.5 Research and advertising

For advertising to fulfil its communicative function in society, there is a need for thorough research to be conducted in order to identify and understand the advertising needs of the public. Advertising is carried out in order to bring a solution to a problem identified within the target population. According to one interviewee in Douala,

Companies must do research before launching their campaigns. If research is not conducted, it will lead to a failure in the campaign and rather cause negative advertising.

This interviewee in Douala adds that “advertising must bring something new into the market in order to ‘out-do’ other companies”. If companies providing the same services, products and ideas are competing in the market, advertising should be able to bring in something new that will make the brand name unique and distinct from other brands. This can only be achieved if advertisers and businesses conduct proper research on the advertising and language needs of the intended audience and target.

For instance in Douala, Cameroon as indicated by the interviewee, if a company intends to carry out a campaign that targets university students, the company needs to conduct research in order to understand the needs of the students. Research on a particular product, service or idea should reveal the target population and guide the company. If there is need to bring in some English slang, it will depend on the findings of the research, as indicated by the interviewee in Douala.

Furthermore, the interviewee in Douala also suggests that observation and direct experience as well as secondary data based on other similar research and records available from this must condition the campaign. If the product targets the young in
Douala, for example, advertisers should use a language that appeals to their age group (Cameroon Pidgin English and/or Cam-franglais).

This same feeling is shared by one of the interviewees in Mafikeng who also believes that any true advertising must be guided by research and the outcome of other advertising campaigns. Advertising in isolation may be misleading as advertisers may not know if they are replicating the same messages from other companies. Research is thus necessary for advertisers to be able to bring in something new and avoid placing the same things on the market.

5.3.5.6 Advertising and service delivery

In order to enhance the quality of life for all citizens, governments, companies and various stakeholders must ensure that service delivery is improved. Service delivery ensures that citizens are provided with services to satisfy their needs. This study sought to investigate how beneficial the introduction and/or use of multilingualism could be to the inhabitants of Douala and Mafikeng. Interviewees in Douala believe that advertising could improve service delivery in their cities.

Because of the need to be innovative and better serve the public, one of the interviewees in Douala maintains advertising does not only create awareness but helps in service delivery. The interviewee pointed out that the introduction of 'Mobile Money' in partnership with MTN-Cameroon has greatly reduced the long queues that used to be seen on the streets of Douala to pay electricity bills. The second interviewee in Douala also shared this view by maintaining that 'just a click and bills are paid.' Both interviewees in Douala maintain the service is 'time saving' and inhabitants enjoy the comfort of their houses and bills are paid rather than queuing for long hours as was the case in the past to pay electricity bills.

In contrast to Cameroon where interviewees believe advertising can improve service delivery in Douala, interviewees in Mafikeng do not share the same feeling. Service delivery should be the responsibility of municipalities and government to ensure that the quality of life of citizens is improved.
5.3.5.7 Language and culture in advertising

One of the objectives of this study was to investigate the role which the introduction or promotion of multilingualism in advertising could play in Douala, Cameroon and Mafikeng, South Africa. Participants maintain that the introduction or promotion of multilingualism in advertising could promote the culture of the people of Douala and Mafikeng to the outside world. Culture is very central to people and for any business to survive, the culture of the people must be taken into consideration. Respondents were asked to indicate how they think the use of different languages could promote interaction between people of different cultures and languages in Douala and Mafikeng. Participants in Mafikeng believe the use of different languages will increase interaction between people of different cultures as indicated in the excerpt from one of the participants:

People will understand other languages and be able to interact with other people of different cultures and languages.

Through multilingualism, citizens will have a sense of belonging to the nation. This sentiment was voiced out by a respondent in Mafikeng as follows:

It would bring them together. It would give them a sense of belonging and would unite the nation. They would also really appreciate it.

This view by participants in Mafikeng was also shared by respondents in Douala, who believe that the introduction and promotion of multilingualism in advertising will lead to improved interaction in the city, as indicated below:

This can improve interaction between people of different cultures and this will improve our communication skills.

Language is part of culture and if people are able to express themselves in the language of the masses, then the language will grow beyond its borders. Multilingualism also helps to unite citizens of a country as languages are not discriminated against, as expressed by a respondent in Douala.

It promotes unity and better understanding of other cultures.
For unity to be consolidated, the culture of the local people must be given priority and used in key sectors of the economy such as advertising. The use of multilingualism in advertising helps to accommodate other cultures. The widespread use of major languages in the world today (English, French, Spanish, Portuguese and Arabic) has been possible because the countries of origin of these languages were able to promote and use them in business rather than foreign languages. If Africans have to sell their culture, it must start with the use of local languages in advertising as it is a gateway in reaching out to a greater and wider audience.

The use of indigenous languages is already a practice in South Africa as per the 1996 Constitution. Even though English still dominates the advertising sector in South Africa, Cameroonian advertisers and policy makers should take a leaf from the South African advertising practices in order to ensure that the language and culture of the people are promoted. As one interviewee in Mafikeng remarks:

> Multilingualism is very important for diversity. It helps to accommodate the different cultures, languages and facilitate the sale of products. English is the primary language of communication in our business but the use of other languages will help grow the business and create more profits.

It should be recalled that culture is the sum total of a people's way of doing things. It involves the way they dress, speak, dance and the customs and traditions of a people. Language is an aspect of culture and must be considered very seriously in every society. In order to preserve culture, the language needs of the people must be understood and considered. But this must not be to the detriment of those cultures within the society who do not speak a certain language. Jansen (2013: 15) as indicated in the literature review argues that unless a new language is continuously spoken by new adult learners, especially, the speaker soon loses fluency in that language. In the same way, if citizens continue to be provided with information in languages other than the local tongues of citizens, they will soon forget their mother tongue and take up foreign languages.
While non-Setswana speaking city-dwellers in Mafikeng may find it difficult to access information in Setswana, for culture’s sake, the language must be made visible on billboards and other important places (bottom-up advertising) in the city. It is not compulsory that advertisers must use Setswana and other African languages in advertising but its use will display the multilingual and multicultural nature and character of the city. Language is an explosive symbolism in so many countries and South Africa’s recent history makes it abundantly clear.

Companies, businesses and advertisers should make African languages exciting and interesting in order to preserve their literacy, historical and cultural richness while also ensuring that non-speakers are accommodated into the advertising discourse and landscape. By using multilingualism and multiculturalism in advertising in Douala and Mafikeng, companies and advertisers will be able to maintain and protect diversity within the city and not lose important audience and consumers. Without advocating an African cultural nationalism, there is a need to protect and preserve African languages so that their users and speakers can better think and express themselves in these languages.

Care should therefore be taken in the choice of a language in order to avoid a situation where South Africans and Cameroonians will tie language to ethnic and racial identity rather than to a more progressive sense of language resources which should be open and accessible to all. For indigenous languages to thrive and flourish there is a need for more official recognition of neglected tongues, such as in public addresses and in parliament, in Cameroon and South Africa.

5.3.5.8 Language, advertising and economic growth

For any country to be considered strong, the economy must also be buoyant. This means that advertisers must be able to attract foreign markets into the economic landscape. This can only be achieved if advertisers and governments are able to sell the local companies to the outside world through their products, services and ideas and in a language that would appeal to foreign investors.
According to a respondent in Mafikeng, language and advertising may contribute to economic growth in a country as indicated below:

*It all depends on the context: if the local population of the city identifies itself with the different languages, their use could enable a closer link with the cosmopolitan environment. However, the use of different languages could be an aspect of a city. Thus, if a country or a community wishes to encourage and promote tourism, the use of several languages in advertising could be a favourable factor.*

The respondent above believes that when tourists (foreign tourists especially) visit a country, they bring their local currency into a country. The exchange of the currency will pump more money into the country and boost the economy. It is therefore necessary for advertisers to use a language that tourists will be able to identify with. English is a widely spoken language around the world but advertisers must ensure that other languages are also included in the discourse in order to sell the image of the city and the country as a whole. If this is done, tourists will be able to identify with some of the languages used in advertising in the city and also aspire to learning the language and culture of the people.

The view held by the participant that advertising can lead to economic growth was also shared by an interviewee in Douala. The interviewee in Douala maintains that advertising is very important in the life of a business in various ways as captured from the interview:

*By using different languages in advertising, the company gets known- in terms of material value- products and services. In terms of corporate-immaterial value, the company will sell its products and improve on its revenue base as well as tremendously contribute to a company’s growth.*

The growth of the company means more money comes into the company and the country. Furthermore, if a business grows in size, it is likely that the economy will also grow and may lead to the creation of more job opportunities and attract tourists into the country.
5.3.5.9 Advertising and sensitisation

Participants in Douala and Mafikeng also maintain that advertising is used as a tool to sensitise and lure readers and consumers to like a product, service or idea. One of the interviewees in Douala remarked as follows:

*Sensitisation campaigns constitute a social responsibility of a company.* (sic)

According to the interviewee in Douala, it is priority number one of the company he works for. Given that Douala is mostly made up of Francophones, French is the *de facto* language used in most advertisements in the city as on the advertisement below:

![Figure 5.6: Advertising and sensitisation](image)

*Figure 5.6: Advertising and sensitisation*
Even though this advertisement aims to promote "Always" (a feminine hygiene product), it also sensitises and creates awareness in potential users that once they use it, they will always remain dry and happy all the time.

In one of the companies in Douala, Cameroon, the interviewee indicated that advertising is used to reach out to a wider audience. In the company the interviewee represents, advertising is used to sensitise electricity users on some of the dangers they may come across during usage. Depending on the campaign, messages are not only limited to French, English and Pidgin English in Douala and the country as a whole as indicated below by the interviewee:

*Messages are translated (safety messages) in the language of the people of the area. For instance, Fulfulde is used in the North of Cameroon, Mungaka’a in Bali Nyonga in the North West, Fe’fe in Dschang and Medumba in Bangante in the Western region of Cameroon. This, it should be noted, is done with the assistance of community radio stations. The aim is to convey the messages in as many vernacular languages as far as possible.*

If this partnership with community radio stations to sensitise rural people could be extended to advertising (especially the print media and billboards), it is possible that the audience and readership would be even greater and wider. It is worth indicating the Bible has been translated into Fe’fe, Medumba and Mungaka’a. Since these languages already have a written orthography, they could be used in advertising in Douala considering the huge number of Bamilekes living in the city.

This same feeling was shared by an interviewee in Mafikeng, South Africa. One of the interviewees in Mafikeng maintains that campaigns that are destined for the rural masses are done in Setswana through the local Radio Channels like Mafikeng FM and North West FM to pass on the desired information. This effort in the local language is to ensure that the message is received by most, if not everybody in the rural area as indicated by the interviewee in Mafikeng:

*Our company carries out advertising in local languages depending on the campaign. English is used for national campaigns but the language of the masses is also used to market a product. The company also uses local radio stations in advertising. Setswana is used when marketing a local product. At times, the
company may erect a billboard in a local language depending on the product but the main language of the company is English.

This similar view shared by these interviewees in Douala and Mafikeng goes a long way in showing how important advertising is to a business and the community as a whole. Advertising also helps in persuading or luring readers and consumers to a product, service or idea.

5.3.5.10 Advertising and persuasion

To persuade is to use ordinary language in a special way. It is to use subtle and soft words in order to convince a person to do something or get interested in a product, service or idea. One of the main purposes of advertising is to persuade and convince readers and potential consumers to like and buy a product. Respondents in Douala maintain that advertisers must first study the market, simplify messages, communicate in a language which is popular and understood by the masses and choose visual images that are attractive and adapted to the messages on billboards. By so doing, readers and potential consumers will be more persuaded to get interested in the product, service or idea as the messages in their language/s will touch their hearts as indicated in the excerpts from respondents in Douala. Respondents maintain that advertisers should:

Display the message in at least two most spoken languages, let the graphics be self-explanatory so that those who cannot read could have an idea of what the advert is all about.

A respondent in Douala holds that in order for advertising to fulfil its persuasive role, advertisers must make use of advertisements that appeal to consumers. To the participant, advertisers must "invest more in advertising and recruit only the best with regard to advertisements. Fine tune advertising language." By fine-tuning the advertising language, consumers will be more attracted to advertisements.

This same opinion was echoed by respondents in Mafikeng. They also maintain that advertisements should be persuasive enough in order to lure potential consumers to whatever is advertised. Respondents in Mafikeng maintain
advertising is used 'to persuade people to buy the advertiser's products,' and 'to persuade possible consumers.'

For advertising to succeed in its persuasive function, advertisers and advertising messages must speak to the greater segment of the population. Signs, images and symbols must be attractive enough and reflect local colour. As indicated by one of interviewees in Mafikeng:

For advertisements to be persuasive enough, advertisers must endeavour to use visual images that appeal to the target audience. For instance, if the advert targets the youth, images of famous people (soccer players) or celebrities should be included on billboards not only to attract and persuade readers and consumers but also to convey the intended message of the campaign.

5.4 LANGUAGE AND SOCIAL COHESION

The use of local languages in advertising and the teaching of indigenous languages in Douala, Cameroon and Mafikeng, South Africa could lead to social cohesion. Social cohesion is how a country can "unite and work towards a common goal" (Nchoba, 2011). It comes down to recognising the common meaningful ways of meeting basic needs, amongst them, basic shelter, food, meaningful work, respect, family and friendship. For social cohesion to be effective, there must be diversity, inclusivity, values and access to resources by all citizens (Nchoba, 2011). These pillars must be built on the constitution and must guarantee the right of every citizen and non-citizen living in the country. Cameroon and South Africa are two diverse countries. This diversity must be exploited and utilised for the benefit of all including language use and the culture of the people.

The need for social cohesion and to promote indigenous languages in South Africa has prompted the Minister of Basic Education to make the teaching of indigenous languages compulsory in all schools throughout the republic. This move by the minister is an attempt to "foster multilingualism in South Africa" (Masombuka, 2013: 2). All public schools will therefore be required to introduce a third language in their
curriculum. Demographics will play a role in the choice of the language and Afrikaans will also fall within the category of indigenous languages.

The teaching of indigenous languages in schools is also a policy recently adopted by the government of the republic of Cameroon. It is hoped that this policy will see the promotion and effective use of local languages in education, politics, administration and other sectors of higher language use. With the mastery and knowledge of these indigenous languages, it is hoped that messages will in future be disseminated in these vernaculars to enable a wider audience to access information in their tongues. As indicated by a respondent in Mafikeng, “knowledge of the local languages in South Africa will go a long way to creating a stronger and more united country”. This view was not echoed by participants in Douala or interviewees in Douala. It is worth indicating that members of strongly cohesive groups are more inclined to participate readily and to stay with the group than those that are torn apart by linguistic and cultural differences.

5.5 IMPROVING THE LANGUAGE SITUATION IN DOUALA AND MAFIKENG

There are many reasons for choosing a language to be used in advertising in any context. The choice will depend on the needs of the population and the purpose of the advertisement. Participants in the study were asked to propose ways of improving the language situation in Douala and Mafikeng, and several reasons were advanced. Given that inhabitants of both cities are not satisfied with the state of advertising, participants proposed ways of remedying or salvaging the situation. In Douala, participants are of the view that advertising campaigns should be carried out in “local languages spoken in the city other than in French and English (European languages). Companies doing business in Douala should use multilingual and multicultural texts in order to meet the advertising needs of the population”. Given that Cameroon is a linguistically diverse country with over 247 languages (c.f. Par. 1.1), respondents indicated that “the use of Duala, Basaa and Cameroon Pidgin English (CPE) in advertisements in Douala will be beneficial to inhabitants”. Apart from using local languages in improving multilingualism in advertising, a respondent in Douala advocates the recruitment of translators to
translate advertisements into languages of wider communication as indicated from the response below.

*Companies should hire professional translators to do the translation.*

Translating advertising messages into other languages was not a view shared by respondents in Mafikeng. In Mafikeng, respondents rather advocate that a census be conducted in order to know what language to use in advertising campaigns as indicated below.

*I believe a census could be done on city-dwellers to find out which language/s will be better for them to understand when doing advertisements.*

By conducting a census on the language needs of the inhabitants of the city, advertisers will be better informed on what language to use in the sector.

When asked what in their opinion determines the choice of a language to be used in advertising, interview participants in Douala indicated that the public was very important in the choice of a language as captured below:

*The public, because they are our consumers and if the advert succeeds, this could mean increase in sales and a wider target market.*

Participants in Douala also indicated that the target market was vital in the choice of a language in advertising:

*The target market because if you know the language needs of your target, the company can be able to talk to them in a language that they better understand.*

*It depends on who you are talking to. When the company will find out that people in rural areas have the buying power, they will trickle down information to them. Campaigns cost a lot of money and the department of communication and marketing cannot justify to management that the company is spending money and not getting returns.*

Marketing and communication departments of companies should ensure that proper and correct research is conducted before embarking on any advertising campaign in Douala. Conducting research will inform advertisers of the needs of the public.
Respondents in Mafikeng also shared the same view as those in Douala regarding the choice of language in advertising campaigns in their city. In Mafikeng, participants also suggest that the target market should determine the choice of a language as indicated below:

*English has been idolised that advertisers turn (sic) to forget that advertising is aimed at the public but not advertisers themselves. The target market area in which it takes place determines language use.*

Apart from the target audience, participants suggest advertising should be done in two main languages as reflected in the contribution of one of the interviewees in Mafikeng as follows:

*Advertising should be done in two languages, according to the dominant languages spoken in that city. One half of the poster should be in one language and the other half in the other language.*

This view strongly suggests that respondents also advocate the translation of important messages in English and Setswana for city-dwellers to better appreciate advertisements. Given that Mafikeng is a cosmopolitan city with people from all parts of the world, advertisements should be conceived and designed to be understood by the majority of people who live in the city.

It is therefore evident from the thoughts shared by participants and interviewees regarding what should determine the choice of a language to be used in advertising that both the target audience and people speaking the language must be considered in choosing a language in the sector. Policy and decision-makers must ensure that advertisements are designed and displayed in a language that not only meets the needs of the public but should also ensure that the target audience for whom the advertisement is designed is considered.

**5.6 ADVICE TO STAKEHOLDERS IN THE ADVERTISING SECTOR**

The researcher sought to find out from participants what advice they could propose to stakeholders and advertisers in terms of advertising in their respective cities. There are several reasons why advertisers decide on a language to use in advertising in a city. This could range from the number of people speaking the
language to the status of the language within that particular community as well as
the target audience of the advertising campaign. Participants of the study indicated
various ways stakeholders and advertisers could use in order to improve on the
advertising sector in Douala and Mafikeng. To begin with, participants suggested
that advertising should be carried out in all languages, especially the languages of
wider communication in Douala and Mafikeng. In Mafikeng, for instance,
participants suggested that English should be maintained as the main language of
advertising but the local language should also be considered as advertisements
are not meant only for the educated and foreigners living in the city. Participants in
Mafikeng maintain that English is an international language but that local
languages should also be considered, as indicated in the comments by these
respondents:

There is no language problem in advertising in our city. I believe advertising serves
to educate people and allow us to be involved in the international market through
the use of English as the main language.

To reduce the number of advertisements in English and Afrikaans and place more
advertisements in English, Setswana and Sesotho.

Participants in Mafikeng also suggest the "use of tribal leaders in deciding on
advertising language as tribal leaders best know the language needs of the people
they are leading". They also suggest that advertisers should go to villages and
advertise there for people in rural areas to be part of the advertising discourse.

Respondents also suggested that advertisements should be constantly updated.
Outdated ones should be replaced with more recent ones for readers to be abreast
of current products and services on the market:

Change billboards now and again, make sure it has informative info, it’s visible
(sic).

It should be noted that periodically advertisements stay too long on billboards in
Mafikeng and readers and consumers do not know if the campaign is still on or
over. Once a campaign is over, advertisers must ensure that the old campaign
Technology and modern methods are also ways of improving on the situation in Mafikeng. There should be the strict use of Setswana to sell the language beyond its borders.

Some respondents suggest the use of flyers and signboards around town to promote products and services. Interviewees who participated in the semi-structured face-to-face interviews in Mafikeng suggest that advertisers should be “encouraged to use home languages,” and “should use simplified terminology in all languages”.

In Douala, participants also concur with respondents in Mafikeng by suggesting that advertising should be carried in the major languages spoken in the city - that is, the languages of wider communication; Cameroon Pidgin English (CPE), Duala and Basaa - for those in remote areas to feel part of the advertising process. One of the participants in Douala indicated as follows:

I think I will ask them to put captivating pictures on billboards, flyers and posters and use many languages as possible and even paint sceneries and pictures for those who are not able to read. The media could also be used to advertise for those who cannot read ....

Furthermore, respondents in Douala also share the same feeling as those in Mafikeng and suggest that companies should hire translators and interpreters to render messages to citizens in their language/s of choice as reflected in the excerpt below:

Always target a wider audience by having their advertisements in multiple languages. Hire professional translators to do the translation.

Interviewees in Douala also concur with respondents in the use of local languages in advertising in Douala as indicated in the excerpts below:
I would request them to use local languages like Duala, Basaa and especially Pidgin English as it is widely spoken in the city. However, local languages are used in rural areas to inform locals on safety tips, energy conservation and how to prevent accidents and major fatalities.

I would also request the introduction of local languages in advertising campaigns as it would have positive repercussions. The future could be better, it may be good for companies doing business, attract more customers and it will consequently make readers to feel treasured in their city.

Respondents also see the need to regulate the advertising sector and do away with "quacks" who have no knowledge of the advertising needs of the public. One of the respondents indicated as follows:

*Advertising should be organised and regulated rather than leaving it in the hands of quacks who are out only to make money. Marketing professionals must organise their activity and break down advertising language to the level of the target audience.*

Some advertising messages are usually not very clear to readers and consumers. At times, they need to dig deep into their intellectual reserves in order to decipher meanings of some ads. Consequently, advertisers in Douala should rethink their advertising strategies in the city and adopt a more local approach in their publicity that will include Duala, Basaa, Cameroon Pidgin English (CPE) and Cam-franglais. Other participants suggest that seminars and workshops should be held including all Public Relations Officers of companies and their marketing Directors on the advantages of multilingualism in the city and methods provided in achieving this objective.

From the discussions above, it is evident that respondents and interviewees all share the same views regarding what could be done to improve the state of advertising in their respective cities. This shows that though separated by distance, their feelings are almost the same. Each country should therefore strive to emulate the best practices of the other in order to improve on the current situation.
5.7 ADVERTISING AND EUROPEAN LANGUAGES

The research also sought to find out how participants in Douala and Mafikeng feel about the current use of European languages in advertising in their respective cities. Respondents were thus requested to indicate their general feeling on the current use of European languages (English and French in Douala and English and Afrikaans in Mafikeng). In Mafikeng, participants indicated that the current use of European languages in advertising is reminiscent of the apartheid era when everything was in Afrikaans and English. They indicated that this is not healthy as it gives secondary status to African languages. Indigenous languages are assigned secondary roles in the sector. One participant remarked as follows:

*I feel that English is very much respect (sic). We take extended measures to learn and understand it above our own language. Afrikaans is not really important to the people in this city. Most of them don’t understand it (sic).*

Participants in Mafikeng feel that English dominates other languages and this is not in favour of blacks. To respondents, Afrikaans is an apartheid tongue and the youth are not interested in learning it. South Africa is a free country and people should not be forced to read advertisements in English and Afrikaans. Through the use of English and Afrikaans, the youth are gradually losing their roots and they can no longer express themselves properly in their mother tongue. Placing advertisements in local languages will be a way of teaching and selling the language to a wider audience.

Participants in Mafikeng were also asked to indicate if the languages used in advertising campaigns meet the needs of the public. One of the respondents indicated as follows:

*No, they use the language that does not meet the needs of the public. Most of the public members are Tswana-speaking and this makes advertising less impacting (sic).*

In Douala, participants do not share the same feelings as those in Mafikeng. Respondents in Douala believe the use of English and French (European
languages) is not a great problem as city-dwellers can switch from one code to the other. However, the great majority of respondents believe it would be a great idea for advertising to be done in local languages spoken in Douala as pointed out by one of the respondents:

For lack of a national language as widely spoken as English and French, I cannot but give credit to these European languages without which we (Cameroonian) would not be able to understand.

In contrast to Mafikeng where participants are not satisfied with the use of English and Afrikaans in advertising, in Douala, participants maintain they have no choice of using English and French as they are the official languages of the country. One of the interviewees had the following to say in terms of meeting the language needs of the public:

Yes, to a greater extent because most customers can speak and understand English and French. However, we are considering the introduction of other languages like Pidgin English into the landscape because it is accepted and spoken by almost every Cameroonian and Douala city-dweller.

CPE is a lingua franca spoken across the republic of Cameroon. Its introduction in print advertising could be very beneficial in business in Douala as it will speak to all. Below are excerpts from participants in Douala regarding the level of satisfaction regarding the use of French and English in advertising:

Yes, because English and French are international languages and most of our customers can speak and use these languages.

Yes, the response to our campaigns is positive. The company has about 600 000 subscribers in the country and the communication is usually intended for the general public to give them safety tips, news of energy conservation and this also depends on the type of communication the company intends to achieve.

If Douala city-dwellers are satisfied with the use of English and French in advertising, it is because they are the official languages of Cameroon and also because these are languages they have been exposed to since independence. The many languages also spoken in the country makes it difficult for the
government of the republic of Cameroon to settle on a particular local language/s to be made official in the country. In Mafikeng, South Africa, participants expressed their dissatisfaction due to the colonial past and considering the fact that South Africa has eleven official languages given equal status as per the 1996 Constitution.

5.8 CONTRIBUTION OF MULTILINGUALISM IN ADVERTISING

The ability to be able to read, talk, write and understand more than one language constitutes the essence of multilingualism. Given that advertising speaks to all who make up the population, it is important for advertisers to consider the use of multilingualism in the sector. Participants believe that the use of multilingualism in Mafikeng will enable people to be able to read in a language of their choice. People will be able to interact with one another freely and with no difficulty. In other words, the use of multilingualism in Mafikeng will enable people to socialise as remarked by one participant:

People will be able to socialise correctly not offending others; you will be able to know other people’s cultural values and beliefs. When a Xhosa comes to a Motswana, they will be able to be civil to one another (sic).

Participants in Mafikeng maintain that multilingualism could also help in national growth. As President Nelson Mandela, South Africa’s first democratic black president once said: “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” Advertisers should talk to readers and consumers in their language so that the message can go into their hearts and not into their heads.

Participants in Mafikeng also believe multilingualism could promote and encourage the free movement of people within the country as indicated by a respondent:

South Africa is a multilingual country with 11 official languages. Freedom of movement has contributed to the multilingual cities and therefore, Mafikeng is no exception.
The multilingual nature of the country and the city is good reason for advertisers to consider posting and displaying multilingual advertisements in the city of Mafikeng to cater for the needs of all.

In Douala, participants do not concur with respondents in Mafikeng that multilingualism could lead to freedom of movement and encourage social bonding. Participants in Douala believe multilingualism could greatly promote human relations by virtue of the fact that communication will be more effective when people can speak and understand more than one language. With multilingualism, Douala will become a global village as people from all over the world will be able to communicate in a language of their choice. Being able to use more than one language will help in the promotion of better human relations as indicated by a respondent in Douala:

*Multilingualism greatly promotes human relations by dint of the fact that communication is more effective when people can speak and understand more than one language.*

Respondents also maintain the use of multilingualism will go a long way in uniting citizens of the country as indicated in the excerpt below:

*Multilingualism will have the effect of uniting the local population as they effectively are able to communicate freely.*

Uniting citizens make them feel they actually belong to the nation.

*Multilingualism gives a sense of belonging as you can understand and feel at ease with multilingualism.*

Interviewees in Douala also shared their views regarding the contribution of multilingualism in advertising in the city. One of the interviewees in Douala remarked that multilingualism could enable a company to be better known by the public as indicated below:
Due to the cost and limited space of advertising in the city, the company has no option but to advertise in English and French. But advertising in many languages could help in making the company better known in all corners of the country and readers and consumers will be better informed of the company. This may increase the number of subscribers which is good for business.

Apart from knowing the company, multilingualism can also attract more readers and consumers for the company as indicated by one of the interviewees in Douala:

Companies will be able to catch more customers as they will be speaking to them in their languages (vernaculars), it would also enable people to relate better with each other.

Interviewees in Douala also maintain that multilingualism in advertising could help in breaking linguistic barriers in the city:

Multilingualism in advertising will break language barriers and sell the image of the city to the outside world, promote other languages and break the monotony of English and French (sic).

Given the important role multilingualism could play in Mafikeng and Douala, there is no denying the fact that it is high time stakeholders, advertisers and policy makers consider strengthening its use in Mafikeng, South Africa and its introduction and promotion in Douala, Cameroon.

5.8.1 Promoting multilingualism in advertising

The previous section indicated that participants strongly believe that multilingualism is very important in advertising. This section explores ways by which it could be introduced or promoted in advertising in Douala and what could be done to strengthen its use in Mafikeng.

As one of the items of the questionnaire, participants were asked to indicate ways of promoting multilingualism in advertising in their cities (Douala and Mafikeng). Participants in Mafikeng suggest that advertisements should be designed in other languages apart from Setswana and English as indicated below:
Billboards should be written in other languages and not only in English and Setswana, in TV, we should be given options of changing the language of a particular programme to one you understand better as in like in the cellphones (sic).

Apart from designing advertisements in as many languages as possible, respondents in Mafikeng also suggest that "education" could be a tool in promoting multilingualism in advertising. This suggests that schools be opened in Mafikeng to teach the local language to city-dwellers. This will enable inhabitants to be able to read and understand advertisements in the local language since they would have had proper education in the language.

Participants in Mafikeng also suggest that a body be created to take care of the language and advertising needs of inhabitants in Mafikeng as highlighted by a respondent below:

A government body responsible for all advertisements that are used in every corner of the city should be created. This body must ensure that advertisements promote multilingualism before they are posted on the streets.

Furthermore, participants also maintain that stakeholders must acknowledge the power and influence of language in society as pointed out by a respondent:

Start by acknowledging the power and influence language has in the effort of appealing to a human. If the targeted consumer is addressed in his/her language, it would increase the chance of understanding the full intent of the message delivered.

The suggestion by the respondent as indicated above means that people will pay more attention if messages are in their local languages than in a foreign language. Advertisers and policy makers ought to consider this plea and ensure that Mafikeng city-dwellers get more and more advertising messages in their own tongues.

Respondents in Mafikeng also suggest the translation of advertising messages into other languages to accommodate city-dwellers as indicated by a respondent:
Advertise in English but have a translation in an African language that is used by that specific place.

The translation of advertising messages into the local language spoken in Mafikeng will not only go a long way in increasing sales but will also assist in job creation. Translators and interpreters will be recruited in order to translate advertising messages before putting them on billboards.

In Douala, participants also shared their views regarding ways of introducing and promoting multilingualism in their city. Just like in Mafikeng, participants in Douala suggest the creation of institutions for people to learn other languages. Respondents suggest institutions be created where languages of wider communication spoken in Douala could be promoted as a starting point for their mass use as indicated below by these respondents:

*It all starts from the base, school programmes should be designed taking into account these realities and introduce in their curriculum, the teaching of programmes in favour of these ideas.*

*Spread the usage of vernacular languages through the gradual introduction of main vernacular languages in primary schools.*

As indicated in the literature review, Tadadjeu (2007: 12) concurs with respondents in Mafikeng and Douala that African educational institutions institute indigenous languages into the school curriculum. Such a move will encourage citizens to love and embrace their culture better. They will also be able to use the vernacular languages in other areas such as politics, administration and advertising when they acquire the reading and writing skills in school. It is hoped that the teaching and learning of vernacular languages as early as in primary school will go a long way to better prepare Douala city-dwellers to use local languages in other sectors of the economy in Douala.

Also, multilingual texts in advertising could go a long way in addressing the multilingual situation in the city of Douala as inhabitants of Douala will be able to
access information in a language of their choice. This was also echoed by a respondent in Douala as indicated below:

*More needs to be done especially in the multiculturalism side of it. Advertising needs to be done in various languages such as Duala, Ewondo and Basaa as these people are found more in Douala city.*

In contrast to Mafikeng where participants only indicate the teaching of local languages in schools, respondents in Douala went as far as suggesting the training of officials in marketing communication to have a better understanding of the needs of the population. It is worth indicating that 48.1 % of respondents in Douala have training in marketing communication while 51.9 % do not have any training in the field. In Mafikeng, 46.15 % have training in marketing communication while 53.85 % have no training. The suggestion for training in marketing communication is indicated by a respondent in Douala as follows:

*Marketing directors should be trained in both English and French and the local language of their city of work, so as to be able to reach to the people in that city in all languages when time arises.*

From the above, it is vital for the government of the Republic of Cameroon to impose laws in the country, city, industries and companies regulating language use and multilingualism in advertising. Multilingualism is of very great importance as it exposes readers and consumers to information in different languages.

### 5.9 ADVERTISING AND LANGUAGE CHOICE

The main research question asked in this study was: What is the role of multilingualism in advertising in Cameroon and South Africa? As a sub-question, the study also sought to investigate what determines the choice of a language/s of an advert. Participants in Mafikeng and Douala advanced various reasons that should be considered by advertisers and copy-writers in designing an advert for public consumption. In Mafikeng, respondents suggest the dominant culture should determine the choice of a language in advertising as indicated by a participant:
The culture that dominates the city and the number of people that have matriculated in the area.

Advertisers should be able to design advertisements that will reflect the people's culture. If inhabitants of Mafikeng are able to identify themselves with the advertisements, then it is likely that the products, services and ideas will do well on the market.

While some believe culture should determine the choice of the language to be used in advertising, others are of the opinion that the common or the main language spoken in the city should be the key determining factor. It is worth indicating that language is an aspect of culture and if advertisements speak to the people in their language, then their culture is also exposed in the city in particular and the country at large. The excerpts below from respondents in Mafikeng indicate the need to consider the population and dominant language in the city before designing an advertisement.

The languages spoken by people in the city / or country and the majority of people speaking a certain language.

The medium of communication should determine the choice of a language to be used in advertising.

It should be recalled this is an ethnographic study and such studies allow the development of an insider's view of different cultures and therefore facilitate a greater understanding of those cultures. Given that indigenous languages are not greatly used in advertising in these cities, ethnic minorities and speakers of minority languages have a right to shape their lives and this can be achieved only if they stand up and voice their frustrations. Participants in Mafikeng also suggest that the dominant population of an area should be a determining factor in designing an advertisement as pointed out by these respondents:
The population around must be taken into consideration, e.g. Mafikeng has 80% of Tswana speaking people and advertising should accommodate them.

When advertising, looking at a language that is mostly used, domination of every language in a certain place. The language that most of people understand (sic).

From the responses, it is evident that language plays a very central role in advertising. Advertisers therefore need to conduct research on the language needs of Mafikeng city-dwellers before designing and placing advertisements on billboards in order to satisfy the inhabitants.

While some respondents consider language to be the key determining factor, some respondents differ in opinion and consider the target population as the most important aspect to be considered by advertisers in deciding a language/s to be used in advertising. Below are some of their responses as indicated by participants in Mafikeng:

*It should be determined by the majority of people and their views on advertising. Statistics should show which cultural population settle in a particular area and also question their views on advertising. Whereas, the international language should also be considered.*

*The target market should be the first priority. Then advertisers should try to link or join languages to promote multilingualism. A typical example would be “KFC – Mahala”; the concept combines a mixture of two languages.*

*The target market of whoever the product is for, use a language understood by the target market and people living in that area, city and or country.*

Respondents in Mafikeng also suggest that the cosmopolitan nature of the city should be taken into consideration in designing an advertisement as it is not only Tswana people who live in the city but also people from other provinces and other parts of Africa and the world. Language is a medium of communication and is used in accessing information in all sectors of the economy. For advertising to succeed in its goals of catching the attention of readers and increasing sales, advertisers must consider the language to be used in their advertisements. Participants in Mafikeng maintain that English and Setswana be used as the languages in
advertising in the city. They argue that English is an international language widely used in science and business and that most people in the city of Mafikeng can speak English and Setswana. Respondents also maintain that given the cosmopolitan nature of Mafikeng, advertising should be in English as it is a “neutral” language that will accommodate all in the city as remarked by respondents below:

It is because the people based here are mostly Tswana and English is an international language and also a language of learning and teaching.

English is an internationally used language and therefore people of different languages can understand it rather than ignoring the vital message passed to them. Most people can speak or understand at least a foreign language thus is necessary (sic).

There are a lot of people from various parts of our country, some are here for school, others for work and they live amongst us- so I believe everyone should learn those languages in order to be able to talk to everyone else.

From the responses above, it is clear that the main language spoken in the city, the population and the target market or audience should determine the choice of a language to be used in advertisements in Mafikeng, South Africa.

French and English are the languages with the ‘widest’ audience in Douala, Cameroon. Douala is situated in the French speaking part of the country and French should automatically be the language to use in the sector. According to one of the respondents in Douala, “80% of the population in the city use French. English and French are International languages and the advertisements are not meant for locals only”. The choice of Cameroon Pidgin English (CPE) and other indigenous languages in advertisements will also target the masses in the city.

Participants in Douala also share the same views with respondents in Douala and maintain that the number of people speaking a particular language should serve as the main reason for choosing a language to be used in advertising. The excerpts below justify this claim in Douala:
Demographic composition of the region, the literacy rate or educational level of the target population and the most commonly used language in the locality.

The inhabitants in the area where the product is marketed should be the determinant of the language used for advertising.

Respondents in Douala also concur with those in Mafikeng that advertisers need to know their target audience and what language to use in giving out information. The percentage of speakers is therefore of great importance in the business as indicated below by a respondent in Douala:

In my opinion, the language to be used will depend mostly on the target population to whom the advertisements are being directed; that is the number of speakers of a particular language.

From the previous comments, it is clear that language and the target population are determining factors that must be taken into account while designing advertisements in both Douala and Mafikeng. If these two aspects are ignored, advertisements may have negative effects on readers and consumers and may even lead to a drop in sales.

In order for advertisements to meet the greatest level of satisfaction of city-dwellers in Mafikeng, there is need to consider and include other languages spoken in Mafikeng (Setswana, English, Tsotsi Taal, Fanagalo) in advertisements. This will go a long way towards attracting readers and consumers from all sectors of the economy.

5.10 ADVERTISING AND ATTRACTION

One of the intentions of advertising is to catch the attention of readers and for consumers to get interested in products, services and ideas of governments, companies or businesses. For advertisements to perform this function, they need to appeal to readers and consumers. Byrne (2006: 4) maintains that "the greatest teachers who have lived have told us that the law of attraction is the most powerful law in the universe". Poets such as William Shakespeare and William Blake delivered it in their poetry; musicians such as Ludwig van Beethoven expressed it
through music; artists such as Leonardo da Vinci depicted it in paintings (Byrne, 2006: 5). The law of attraction determines the complete order in the universe, every moment of one's life and every single thing one experiences in life. It does not matter who you are or where you are, the law of attraction is forming your entire life experience and this all powerful law is doing that through your thoughts. Byrne (2006: 5) believes that “you are the one who calls the law of attraction into action and you do it through your thought”. Just as a man gets attracted to a woman because of her beauty and many other factors, so also do readers and consumers get attracted to advertisements and other advertising messages. For this to happen, the information displayed must appeal and be attractive to readers and consumers.

Participants in Mafikeng feel advertisements in the city are not attractive enough to lure readers and consumers to products, services and ideas of companies. They believe that advertisements in the city are not innovative enough and stay up for just too long even after the events advertised have long passed. Such is the case with periodic advertising that needs to be removed as soon as the event advertised is over. This is indicated in the responses from participants in Mafikeng:

Advertising should communicate with different age groups; it should not only be based on products but also inspirational words/messages.

It seems like whatever company or organisation that runs advertisements especially those on big billboards do not manage that effectively. There has been one that showed some artist who was supposed to come and perform a long time ago, the person came and left and the ad was there even a year later. Something could have been advertised on that space.

Often times, advertisers tend to put up one product on a billboard for a very long time, boring citizens with seeing only one thing every day.

Not only should advertisers be creative, there is also a need for advertisements to be removed once the event has happened or passed. The non-removal of these advertisements becomes boring and less attractive to readers and consumers. Participants therefore appeal to advertisers and companies doing business in
Mafikeng to be innovative and creative enough in designing advertisements that will be able to hold the attention of the greater segment of the population.

In contrast to Mafikeng where respondents suggest that billboards be replaced regularly with new advertisements, in Douala respondents were indifferent about the attractive nature of advertisements in their city. This shows that respondents in Douala care less about beauty and aesthetics in advertising.

5.11 ADVERTISING IN DOUALA AND MAVIKENG: THE WAY FORWARD

President Nelson Mandela maintained that “After climbing a great hill, one only finds that there are many more hills to climb” (Mandela, 1995: 554). The state of advertising in Mafikeng has improved considerably compared to the situation that prevailed during the colonial era when advertising was basically done only in English and Afrikaans. Though some advertisements in the city still use European languages (cf. Fig. 5.4), city-dwellers believe a lot still needs to be done as indicated by a respondent regarding advertising in the city:

*It is poor, it caters only for certain population like those who are educated but they are also trying to use radio but it is not filling the gap because people get attracted to a product that they can see and hear not only hear about, it is out dated, more needs to be done.*

In Douala, just like in Mafikeng, inhabitants also feel that the situation needs to be improved as advertisements are predominantly in French and English to the exclusion of vernacular languages spoken in Douala (cf. Fig. 5.1). They believe this is totally contrary to the 1996 Constitution of the Republic of Cameroon which encourages the promotion of indigenous languages in all sectors of the economy including advertising. One of the respondents in Douala remarked as follows:

*It is poor, as many advertisements are mostly done in French, thereby forgetting the inhabitants who speak English and other local languages.*

Anglophone respondents in particular believe that if advertising cannot be done in the local languages spoken in the city of Douala, it should at least be done in a
language that will include all in the discourse rather than advertising mainly in French to the exclusion of Anglophones. This suggests that CPE and Camfranglais could be of great use in advertising in Douala, Cameroon given their “neutral” character. This suggestion is reflected in the response below from Douala:

It is poor, and more still needs to be done like doing or carrying out advertisements in the local languages of the city.

Interviewees in Mafikeng are not also happy with the state of advertising in their city and remarked as follows:

The state of advertising is not impressive in Mafikeng. It does not reach the ultimate goal.

Boring-almost non-existent. Needs to be more inviting, creative and attention grabbing.

As indicated above, interviewees in Mafikeng believe advertising in their city is boring. This is probably because of the centralisation of the marketing and communication departments of the companies they represent. It should be indicated that advertising messages of the companies selected for the study in Mafikeng are all controlled from the head offices. This therefore leaves regional and branch managers with no option but to accept the advertising information offered by the head offices even if they do not meet the advertising needs of the local population.

If one understands the plea of citizens in Douala, the languages of wider communication that would meet the needs of consumers will definitely be Cameroon Pidgin English (CPE), Duala, Basaa and Cam-franglais. Participants in Douala when asked to comment on the state of advertising in the city had this to say:

English and French are mostly used in advertising in the city of Douala to the exclusion of other local languages.
Advertising is done basically in English and French in the city but there are spots on radio and television in other languages, Duala, Basaa, English, Fulfulde, Ewondo, etc.

The greater part of advertising in the city of Douala is carried out in English and French. This is because advertisers prefer using these languages and also due to the fact that 10% of the local population is indigenous, so introducing a local language will be impossible.

It is true, the majority of Douala city-dwellers are not originally from the Littoral region of Cameroon, but advertising should not only consider the needs of the local population but advertisers should understand that introducing or using other languages in the sector will be a way of promoting the language and selling the image and culture of the city and the country to the outside world. A lot still needs to be done as the state needs to regulate the sector that has been invaded by quacks. Regulating the sector will mean improving on the language situation and therefore meeting the needs of the majority of city-dwellers speaking the minority language in Douala.

5.12 LANGUAGE AND THE ESTABLISHMENT OF A COLONIAL ECONOMY IN AFRICA

In most African countries, including Cameroon and South Africa, advertising is tailored to suit the former colonial masters through the use of European or colonial languages (English and French in Cameroon and English and Afrikaans in South Africa). The indigenes who make up the majority of the mainstream population are not involved in the discourse of advertising. The colonialists, who are still mainly in control of the economy in most African countries, use the colonial languages solely to their advantage to extract minerals, and export raw materials from Africa because those who control the economy are stooges of the former colonial regimes.

Advertising should be expanded to include the masses. This can only be done through the use of language/s that speak/s to the masses. By expanding advertising to include the masses and by using indigenous languages in advertising can go a long way towards growing the economy. Using colonial
languages is unsustainable and thus governments in Cameroon and South Africa need to rethink their language and advertising policies to involve the masses.

5.13 PRESENTATION OF QUANTITATIVE DATA

5.13.1 Presentation and discussion of quantitative items in the questionnaire

This section presents the quantitative analysis of data as obtained from the closed-ended items of the questionnaire. The closed-ended items of the questionnaire sought to find out the personal characteristics of participants, level of qualification in marketing communication, frequency in reading advertising messages and the rating of advertisements in Douala and Mafikeng by participants. The numerical data is interpreted and presented in this section in the form of simple descriptive statistics (c.f. Par. 4.11.1).

5.13.2 Gender representation of participants

A total of one hundred (100) questionnaires were issued to participants - fifty (50) in Douala, Cameroon and fifty (50) in Mafikeng, South Africa. The return rate of the questionnaires indicates a 54% response rate by participants in Douala and 52% in Mafikeng. The results revealed that in Douala, 40.7% of participants were males, while 59.3% were females. In Mafikeng, 46.15% males participated in the study as opposed to 53.85% females. The results show that more females participated in the study in Douala and Mafikeng. This does not suggest that males are not represented in the companies sampled but because most of the males contacted were not willing to participate in the study for lack of time to fill in the questionnaire. Even though the percentages differ, it is because of the response rate in both cities. The high rate of female participation in the study indicates that females are usually more patient and willing to assist than males.

5.13.3 Age distribution of participants

One of the items on the questionnaire sought to find out the age of participants in the study. This item was included in the questionnaire as it is believed that the age of participants could influence their decision on the choice of a language to be
used in advertising in their respective cities. The study reveals that the majority (30.03%) of those involved in the companies sampled in Douala are youths aged 26-30. This shows that the majority of participants are the youth and the active population. This definitely has an influence on the language they will want used in advertising in their cities. Given that most young people prefer European languages to their mother-tongue, (because they are not fluent in the language as is the case in Douala, Cameroon), it is evident from the study that most participants in Douala, Cameroon prefer English and French as languages of advertisement. Given that the majority of inhabitants in Douala do not originate from the Littoral region, their preference of English and French could be understood as they will not want to advocate and promote the use of a language in advertising that is not their mother-tongue. The situation is also similar in Mafikeng, South Africa as the majority of participants (46.15%) fall within the 26-30 years age group.

5.13.4 Educational level of participants

The educational level of participants was also included as an item in the questionnaire as it was strongly believed by the researcher that the level of education of respondents could determine the preference of one language over another given the literacy level. The more educated a participant, the greater the chances of making informed decisions. The study revealed that the majority of participants in Douala (59.3%) hold a Master's degree, followed by a Bachelor's degree or its equivalent (37%). In Mafikeng, 26.92% of participants hold a National Senior Certificate (Matric), 26.92%, a diploma or its equivalent, 19.3% have been educated up to the Bachelor's level while 23.07% hold an Honours degree in their respective fields of study and 3.85% of respondents hold a Master degree. This goes to confirm the fact that the educated are more involved in the businesses sampled in Douala than in Mafikeng. The more educated participants are, the more they will advocate and want to promote a language that can better sell their culture beyond the borders where the language is spoken.

All the participants in Douala have used English and/or French as a medium of instruction throughout their schooling life. Given the fact that most indigenous
languages are not formally taught in schools in Cameroon, it is obvious that the respondents advocate the use of English and French in advertising. But given the fact that multilingualism is a factor that can better sell Cameroon's image abroad, participants suggested the introduction and use of languages of wider communication (CPE, Basaa, Duala and Cam-franglais). In Mafikeng, most participants speak and/or understand Setswana and English. This explains why respondents prefer the use of their tongues to English and Afrikaans. Furthermore, preference for Setswana is also a way of fighting the linguistic hegemony of English and Afrikaans that prevailed during the colonial era.

5.13.5 Training in marketing communication and educational level in the discipline

The focus of the study was on companies involved in business and in reaching out to a wide range of people. A good and sound knowledge in marketing communication would better equip employees in ways and means of dealing with consumers and consumers of products, services and ideas of the companies they are working for. This will also enable employees to be better equipped and informed of the language needs and requirements of the companies. A lack of such knowledge may be detrimental to the company. Customer care is very important in every business and employees ought to know how to deal with their clientele.

The study shows that the majority of employees are not equipped in marketing communication skills. Given the ill-equipped nature of employees in marketing communication, respondents were unable to identify and know the needs of the clientele. In Douala, 48.1% of respondents have taken training in marketing communication while 51.9% have no knowledge of the skill. In Mafikeng, 46.15% indicated that they have knowledge in marketing communication while 53.85% have not done marketing communication. Out of the 48.1% of participants in Douala who have acquired training in marketing communication, 11.1% of participants acquired it at the GCE Advanced Level, 11.1% have a certificate in the discipline, and 22.2% have a Bachelor's degree or its equivalent while 3.7% have a
Master's degree. In Mafikeng, out of the 46.15% of participants who have been trained in marketing communication, 19.23% have a certificate or diploma in the discipline, 19.23% have a Bachelor’s degree or its equivalent, while 7.7% have it at Matric level. The researcher therefore advocates that companies should ensure that employees are given opportunities to acquire skills in marketing communication as its acquisition will enable them better know and understand the needs of their customers and also better respond to their worries whenever they visit these companies for services and assistance.

5.13.6 Period of time lived in Douala or Mafikeng

One of the items in the questionnaire sought to find out the length of time participants had lived in Douala or Mafikeng. The length of time lived in the city it is believed might have influenced inhabitants to prefer languages spoken in Douala or Mafikeng to their own mother tongue. This explains why the item was included in the questionnaire. From the responses gathered in the questionnaire, 37% of participants have lived in Douala for over 20 years while 38.46% of respondents have lived in Mafikeng for over 20 years. Given the length of time lived in these cities, it is obvious why they advocated the use of the languages of these cities rather than their own tongues. It should be mentioned that the majority of Douala city-dwellers are not originally from Douala. They are mostly from the Western, South Western and North West regions of Cameroon.

5.13.7 Advertising and intended audience

One of the main functions of advertising is to reach out to as many readers and consumers as possible. Participants in the study were asked to indicate the intended target of advertising messages in their respective cities. In Douala, a majority of participants (63%) indicated that advertisements are mainly intended for the educated while in Mafikeng, 46.15% of respondents shared the same view. 52% in Douala maintained that advertisements target semi-literate while 43.61% shared the same view in Mafikeng. This shows that advertising messages target the educated and working class to the exclusion of people in rural areas.
Advertisers focus more on people who can read and/or write to the exclusion of the uneducated and the masses in rural areas. The researcher therefore suggests that advertisers revisit their way of doing business and consider the rural masses and the uneducated in their advertisements and advertising campaigns. From the responses gathered, the uneducated are also not also considered in the discourse as is the case in Douala, Cameroon.

For every advertising campaign to be effective and successful, advertisers must know well in advance who their target audience will be. Not all advertising messages are addressed to the whole society or community at the same time. The rural masses are not included in the discourse of advertising. The study therefore suggests that advertisers should also consider people in rural areas and design advertisements that will accommodate these groups of people. Advertisements meant for people in rural areas could be designed and presented in a language that will be understood by the masses. In Mafikeng for instance, advertisements meant for rural areas could be translated into Setswana given that it is the main language spoken in the city and the province. In so doing, advertisers will also be able to reach out to people in rural areas and increase sales.

Given that Setswana is the main language spoken in Mafikeng, signs warning inhabitants, giving orders or restrictions in the city are sometimes written in English and a translation in the local language as seen in the caution below.

Figure 5.7: Signs and translation in Mafikeng
In Douala, advertisers could use Cameroon Pidgin English (CPE) or Cam-français for rural people as is the case with Express Exchange, Douala, Cameroon. During the face-to-face semi-structured interview session with the head of the marketing and communications service at Express Exchange, it was indicated that depending on the campaign, comedians and mass caravans are used in advertising in the language of the rural people and Pidgin English. Also, messages are printed on trash cans in the language of the masses for them to be able to access such information in their local languages. Such examples could be proposed to other companies in Douala in order to ensure that rural people are included and catered for in advertising.

5.13.8. Consumer interest in advertisements

Participants in Douala and Mafikeng were also asked to indicate the frequency with which they pay attention to advertising messages in their respective cities. Participants in Douala and Mafikeng are of the opinion that advertisements in these two cities speak to a privileged minority. As revealed in the study, 55.6% of participants in Douala pay attention to advertisements on billboards ‘always’, 25.9% are ‘often’ attracted to flyers, 40.7% pay attention to posters ‘always’ while 48.1% get attracted to signboards ‘always’. Participants indicated that the low interest in paying attention to and in getting attracted to advertisements in Douala and Mafikeng is due to the fact that the advertisements are at times in foreign or European languages. In Mafikeng, 46.15% of participants pay attention to advertisements on billboards ‘often’, 46.15% read advertising messages handed to them in the form of flyers ‘sometimes’, 34.62% read posters ‘sometimes’ while 34.62% of participants read signboards in Mafikeng ‘often’.

The negative attitude of participants towards advertisements on billboards, flyers, posters and signboards in Douala and Mafikeng could be addressed by revisiting the way advertising is done in both cities. Participants in the study, however, suggested some ways to spark interest in consumers as follows: Advertisements in Douala and Mafikeng should make use of local languages, make use of multilingual texts and allow consumers to choose their own language/s in
advertising. This will spark interest in consumers and they will get attracted to advertisements.

### 5.13.9 Advertising and level of satisfaction in Douala and Mafikeng

One of the objectives of this study has been to understand how participants feel about the current state of advertising in their respective cities (c.f. Par. 1.4). Participants were asked to rate the level of satisfaction of the advertisements (from very poor to excellent). In Mafikeng, 19.23% indicated that the advertisements are very poor as opposed to a meagre 3.7% in Douala who shared this view. 23% of participants in Mafikeng indicated that the advertisements are poor while 3.7% in Douala shared the same view. The majority of participants (59.2%) in Douala maintain the advertisements are fair compared to 42.3% in Mafikeng. These statistics strongly indicate participants are fairly satisfied with advertisements in their respective cities. Advertisers are thus called upon to improve the level of advertisements in the city in terms of its multilingual and multicultural nature to spark greater interest from readers and consumers of the products, services and ideas advertised.

### 5.13.10 Rating the state of advertising messages in Douala and Mafikeng

Section 63(1) of the National Credit Act ("the Act") of the Republic of South Africa states that:

> A consumer has the right to receive any document that is required in terms of the Act in an official language that the consumer reads or understands, to the extent that is reasonable having regard to usage practicality, expense, regional circumstances and the balance of the needs and preferences of the population ordinarily served by the person required to deliver that document.

The National Credit Act clearly stipulates that consumers be given the opportunity to access information in a language that they read and understand better. Such is not the case as there is no law that regulates language use in the mainstream economy in South Africa.

The use of different cultural aspects - graphics - on advertisements may affect the
pattern of behaviour of consumers and readers. Participants in the study were asked to rate advertising messages on billboards, flyers, posters and signboards in Douala and Mafikeng. The results show that participants are unhappy with the current state of affairs in their respective cities. From the results obtained, 11.23% indicated that advertisements in Mafikeng are very poor, 23% (poor), 42.3% (fair), 7.7% (good), 7.7% (very good). No participant indicated that the advertisements in Mafikeng are excellent. In contrast to Mafikeng where 23% of participants indicated that advertisements are very poor, in Douala, only 3.7% of respondents indicated that advertisements are very poor. This is because of the fact that English and French are the official languages and they find nothing wrong with their use in advertising. Most participants (59.2%) maintain that advertising in Douala is fair while 25.9% hold that the messages are good. No participant indicated that advertising information in Douala is excellent. This shows that there is an imbalance of opinion amongst Douala city-dwellers. This imbalance indicates that advertisers need to do a lot more in order to please readers and consumers in Mafikeng and Douala as advertisements are just fair enough. This goes to show that participants demand more from advertisers in terms of multiculturalism, attraction and better visual images that they can identify themselves with. Advertisements need to speak to consumers through culture. From the previous comments, it is clear that the National Credit Act is not taken into consideration while designing and placing advertisements in the city of Mafikeng.

5.13.11 Multilingual and multicultural advertisements in Douala and Mafikeng

Respondents in Mafikeng were asked to indicate if advertisements on billboards in their city make use of multilingual and multicultural texts, in other words, if the advertisements depict various cultures and various languages in their city. The results obtained indicate that a minority of advertisements in Mafikeng (30.77 %) make use of multilingual and multicultural texts while the majority (69.23 %) make use of multilingual and multicultural texts while the majority (69.23 %) of advertisements on billboards do not make use of multilingual and multicultural texts. Given the multilingual and multicultural nature of the city, advertisers need to ensure that some cultural aspects of the city are represented on advertisements. This will go a long way in selling not only the brand name of the company but also help in boosting sales and
increasing profit margins of the businesses.

Douala and Mafikeng are two multilingual and multicultural contexts displaying almost similar historical and linguistic backgrounds. While 69.23% of respondents in Mafikeng maintain advertisements do not make use of multilingual and multicultural texts, in Douala, 51.86% of participants hold that advertisements make use of multilingual and multicultural texts while 48.14% disagree. Participants in Douala advocate the use of local languages on advertisements in the city to attract the attention of the majority of consumers in the city. It should be recalled that the main aim of advertising is to persuade consumers to get attracted to products, services and ideas and if possible, buy or use them. The inclusion of other languages on advertisements while designing billboards and other forms of advertising will have a more positive impact in the sector and go a long way in attracting and catching the attention of consumers.

5.13.12 Impact of multilingual and multicultural advertisements

One of the items of the questionnaire also sought to know if advertisements in Douala and Mafikeng make use of multilingualism and multiculturalism and the impact of multilingual and multicultural advertising in Douala and Mafikeng. The aim was to understand the feeling of participants regarding the nature of advertising in their respective cities. 51.86% indicated in Douala that advertisements make use of multilingualism and multiculturalism while 48.14% indicated that advertisements do not make use of these aspects in the city. In Mafikeng, 30.77% maintain advertisements make use of multilingualism and multiculturalism while 69.23% denied the assertion.

With regard to the impact of multilingualism and multiculturalism in advertising, participants were given options to choose from in order of preference as follows: boosts sales; sell the image of the city; advance public relations; lead to economic growth and development; unite citizens of the country; and help in nation-building. In Douala, 92.6% indicated that multilingual and multicultural advertisements will boost sales in the city while 65.38% in Mafikeng shared the same view. This strongly indicates that for business to thrive, there is need for advertisers to introduce, promote or strengthen the use of multilingual and multicultural advertisements in Douala and
With regard to selling the image of the city, 25.9% of participants in Douala maintained multicultural and multilingual advertisements will sell the image of the city while 50% in Mafikeng shared the same view. With regard to advancing public relations in the city, 37% of participants held this view in Douala while only 15.38% shared this view in Mafikeng. 50% of respondents in Mafikeng indicated that multilingual and multicultural advertisements could lead to economic growth and development while only 44.4% of participants in Douala upheld this view. With regard to uniting citizens in the country, 44.4% in Douala indicated that such advertisements could help unite citizens of the country while only 26.92% in Mafikeng shared this view. This suggests that Mafikeng city-dwellers do not believe in the spirit of ubuntu/botho as preached by leaders in South Africa. Finally, 46.15% of participants in Mafikeng held that multilingual and multicultural advertisements could help in nation-building while 40.7% in Douala shared this view. From the responses obtained from participants, it is evident that multilingual and multicultural advertisements will boost sales and grow business rather than uniting and helping in nation-building. This is a clear indication that advertisers and stakeholders involved in the advertising sector must consider the introduction of multilingual and multicultural advertisements in advertising in Douala and strengthening its use in Mafikeng if business has to grow.

5.14. CONCLUSION

This chapter has focused on the analysis of the data collected in the field. The first part of the chapter presented the qualitative analysis of major themes that emerged from the data as indicated by the open-ended items of the questionnaire, the semi-structured face-to-face interviews and the visual materials captured through the aid of a digital camera. The second part of the analysis presented the quantitative analysis of the data as obtained from the closed-ended items of the questionnaire. From the analysis, it is evident that participants in Douala and Mafikeng are totally dissatisfied with the current state of advertising in their respective cities. A lot therefore needs to be done by advertisers and the governments in Cameroon and South Africa to meet
the needs of the inhabitants not only of these two cities but the countries in general in terms of language choice in advertising. Language is a tool for thought and communication and enables people to express their identity, feelings and idea, help them know their roots, manage the world in which they live, broaden and redefine cultural diversity and social relations. It is therefore important for the masses to be given the opportunity to access advertising information in their own language.

Furthermore, when designing and formulating language policies in any country, all social factors have to be taken into consideration. These include aspects such as economic and power relations between the various language groups, their demographic strength and geographical concentration, their histories and cultural particularities, the ambitions of their leaders and elites and political complexities of the country in general. No two systems can ever be the same in every respect, thus policy and decision-makers must conduct proper research in order to meet the language and advertising needs of Cameroonians and South Africans. As Deprez and Du Plessis (2000: 12) remark, “if one accepts that everyone must have equal access to government services, then officials have to be able to use the languages of the people”. Chapter 6 presents a synthesis of the findings, conclusions, recommendations and areas for future research of the study.
CHAPTER SIX
SYNTHESIS OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

The main purpose of this study has been to investigate and compare the experiences of Douala and Mafikeng city-dwellers in terms of their advertising and language needs. The investigation has enabled the researcher to provide insights into the reasons why advertisements are still in English and French in Douala long after Cameroon gained independence in 1960, and to record the improvement of advertising in Mafikeng.

This chapter presents a synthesis of the findings of the study, recommendations for policy and decision-makers in Cameroon and South Africa in terms of language choice and advertising, limitations of the study, areas for future research as well as general conclusions of the study as a whole.

6.1.1. General overview of the study

This section presents a general overview of the study taking into consideration the problem statement as outlined in 1.2. This study has investigated, analysed and compared the state of advertising in Douala, Cameroon and Mafikeng, South Africa. The dominant use of European languages (French and English) in advertising in Douala, and English and Afrikaans in Mafikeng has been highlighted. The researcher was motivated to undertake this study because of the prevailing situation in Cameroon where advertisements and advertising campaigns are predominantly in French and English even though the country boasts of over 247 indigenous languages and a lingua franca (Cameroon Pidgin English) (Echu, 2003: 1). As a translator working in Cameroon, the researcher observed that most advertising messages were in French, favouring Francophones to the detriment of Anglophones. Furthermore, having lived in Mafikeng, South Africa, it was also observed that Setswana, the main language of the city, was not adequately used in
advertising campaigns despite the fact the 1996 Constitution of the Republic of South Africa gives equal status to the eleven official languages.

The findings revealed that European languages still dominate the discourse of advertising in Douala, Cameroon and Mafikeng, South Africa even though they are multilingual and multicultural cities. This therefore justified a study to investigate what could be done to redress this situation and make citizens of these two cities feel less marginalised in terms of language use in the sectors.

6.2 ORGANISATION OF THE RESEARCH MATERIAL

The major findings of the qualitative and quantitative enquiries presented in chapter 5 of this study are synthesised below. This is followed by conclusions drawn from the findings of the study and recommendations for policy and decision-makers, areas for further research and general conclusions of the study.

6.2.1 Synthesis of major findings of the study

Given that the main aim of the study was to examine the current state of advertising policy and practice in Douala, Cameroon and Mafikeng, South Africa and the role of multilingualism in Cameroon and South Africa, the following major findings were identified. The study revealed some of the significant benefits of advertising to a business and the advantages companies and citizens of Cameroon and South Africa stand to gain with the introduction or improvement of multilingualism in advertising.

Firstly, the findings revealed that South Africa appears to be ahead of Cameroon in terms of multilingualism in advertising. There is moderate use of Setswana, the main language spoken in Mafikeng in advertising alongside other official languages of South Africa. In contrast, in Douala, there is little or no use of indigenous languages in advertising but there is fair usage of Cameroon Pidgin English and Cam-franglais in advertising in the city.
Furthermore, the findings also revealed that the introduction and/or promotion of multilingualism in advertising could lead to the exposure of the culture of Douala and Mafikeng city-dwellers. It could also help in creating cultural diversity among citizens and better sell the image of the cities. Multilingualism could also enable citizens to express themselves in their own tongues rather than in the language of the former colonial masters. The use of multilingualism in advertising is also a way of learning/teaching local languages to inhabitants of the city. The findings therefore reveal that multilingualism should be encouraged, practised and strengthened in both cities in order to enable inhabitants to better learn indigenous languages.

The study also revealed that multilingualism in advertising helps in nation-building. If citizens of a country speak one language, they are able to bond better than if linguistically divided. Policy and decision-makers ought, therefore, to strike a balance and opt for languages that unite and not separate citizens. Through language, the concept of nationhood must be developed and instilled in Cameroonians and South Africans.

In order for nation-building to succeed, there is need for the harmonisation of the Nguni and Sotho languages in order for them to become more relevant and useful in advertising in South Africa. In Cameroon, there is need for the languages of wider communication to be strengthened, introduced and promoted in the advertising discourse and for the lingua franca (Cameroon Pidgin English) to have a greater impact in higher language levels in the country as it did during the colonial period.

Furthermore, the study also revealed the importance of advertising not only to a business but to a country in general. It has been revealed in the study that advertising is very beneficial in business as it not only increases or boosts sales but helps in promoting the brand name and image of a company. Advertising therefore helps in positioning the brand image of a company and, in the process, causes economic growth. If sales of companies improve, it is likely that more jobs will be created and more money injected into the economy.
From the findings of the study, advertising not only helps in increasing sales of a company but also informs and educates inhabitants of the city in particular and the country in general. If respondents and interviewees strongly hold that one of the purposes of advertising is to educate and inform the public, advertisers must ensure that this goal is achieved by practising positive advertising and using messages on advertisements that will not only teach the public, but also go a long way in educating and informing them.

Advertising and multilingualism also help in improving better public relations among citizens and inhabitants of Douala and Mafikeng. Respondents and interviewees in Douala and Mafikeng maintain that the use of different languages promotes unity amongst people of different cultures; it creates a sense of unity among citizens in the country. It should be recalled that Cameroon and South Africa are multilingual and multicultural societies with diverse historical and linguistic backgrounds. Because of the multilingual and multicultural nature of these two countries, participants in Douala and Mafikeng hold that advertising and multilingualism will promote better public relations in their cities as everyone will be able to understand what is said in any of the languages of the cities. It is therefore vital that policy and decision-makers embark on the teaching and use of the major languages in Douala and the strengthening of the use of the official languages in Mafikeng in order to improve relations among inhabitants.

One of the purposes of advertising is to persuade readers and potential consumers to be attracted to a product, service or idea. The findings of this study also reveal that respondents and participants in Douala and Mafikeng share this view about advertising. Respondents and interviewees in Douala and Mafikeng maintain that advertisers must first study the market, simplify messages, communicate in a popular language understood by the masses, and choose visual images that are attractive and adapted to the messages on billboards. By so doing, readers and potential consumers will be persuaded to get interested in the product, service or idea as the messages in their language/s will touch their hearts. Participants maintain that if this is not taken into consideration, advertising will not be appealing to consumers and will rather lead to negative advertising and a drop in sales.
Significant findings also emerged from the quantitative supporting component of the study.

Firstly, the majority of participants who participated in the study were females both in Douala and Mafikeng. This does not suggest that males were not part of the companies sampled but that most of the males were too busy to fill in the questionnaires. Secondly, the findings also revealed that most participants (30.03%) in Douala were aged 26-30. In Douala, most participants (59.3%) had attained a Master’s degree while in Mafikeng, the majority of participants (29.92%) attained Matric and Diplomas. A large number of participants in both cities do not have any education in marketing communication and most of them have lived in Douala and Mafikeng for over twenty years. The long stay in the respective cities by participants in the study was a major reason for the choice of languages to be used in advertising in Douala and Mafikeng.

6.3 RECOMMENDATIONS

Recommendations suggested in this research are informed by the findings from the comparative study of the multilingual and multicultural landscape of Douala, Cameroon and Mafikeng, South Africa. Based on these findings, the following recommendations are advanced.

6.3.1 Setting up a marketing/communication department within companies

The researcher discovered in the course of the research that companies targeted for the study in Mafikeng, South Africa do not have departments of marketing and communication within regional branches. Marketing and communication campaigns are centralised or carried out in the companies’ headquarters in Johannesburg (South African Breweries Limited) for national campaigns, while regional advertising for the company is carried out in Bloemfontein, Stellenbosch (Capitec) and Klerksdorp (Eskom). This leaves a gap in the process as the needs of the local population are not taken into consideration. In contrast to Douala where all three companies have their marketing and communication departments within their structures, in Mafikeng, this is not the case. The study therefore recommends to
management of these companies to decentralise marketing and communication processes for companies in each of the provinces in the Republic of South Africa to be free to carry out their own advertising and marketing campaigns. This will go a long way towards meeting and addressing the language and advertising needs of city-dwellers.

6.3.2 Ensuring formal training in marketing communication for employees

The findings also revealed that most employees within the companies selected for the study did not have any formal training in marketing communication. This leaves a communication gap in the business as customer service constitutes one of the most important departments in every business. The study therefore suggests that companies should encourage employees involved in the marketing or communication department to take short courses in marketing communication in order to better equip themselves with marketing and communication aspects and to better deal with customers. Furthermore, companies could organise short courses or refresher courses for their employees on marketing communication. Customers remain faithful and loyal to particular products, services or ideas because of customer care. If poorly treated, they might divert to other brands on the market.

6.3.3 Incorporating rural and less educated people in advertising messages

Furthermore, the findings revealed that advertisements are designed mostly for city-dwellers and the educated in Douala and Mafikeng. The study recommends that art designers, copy-writers, advertisers and stakeholders involved in advertising consider people living in rural areas and the less educated in designing and in placing advertisements on billboards in Douala and Mafikeng. The choice of language for advertising should depend mainly on the number of people using the language and the majority language not the minority language.
6.3.4 Introducing and consolidating multilingual practices in advertising

Decision-makers should plan and design language policies in Cameroon and South Africa that do not exclude certain categories of citizens. Alexander (1995) believes that the introduction and use of other languages in marketing and advertising could help in job creation for translators, editors, proofreaders and interpreters. The researcher therefore recommends that advertising information be disseminated in indigenous languages spoken in Douala, Cameroon (Duala, Basaa, Cameroon Pidgin English) as this will be a way of promoting, maintaining and sustaining the languages and preventing their imminent extinction.

Significant strides have been made in Cameroon to foster the promotion of national languages as some of the languages of wider communication such as Basaa, Duala, Ewondo and Munga’ka are now being taught in some secondary schools and universities. The challenge is in sustaining the languages and using them in advertising as the sector is dominated by English and French. There are great efforts in Cameroon in the domain of multilingual advertising and marketing - radio and television, excluding the print media - but this effort is not very satisfactory regarding the needs of some sectors of the population (education, administration, politics and advertising). The researcher suggests that information be disseminated in other national languages on billboards, banners and flyers in order for marketing and advertising information to reach out to a wider audience. This could have positive contributions to the economy of the country and even in promoting the image of the country as well as the culture beyond its borders. Many businesses have seen their turnover drop drastically because of the absence of better marketing and advertising policies and practices and some have gone as far as winding up due to lack of good marketing and advertising policies that could enable the businesses to stand up to competition. This is further compounded by the fact that language experts are not properly utilised in the marketing and advertising process and landscape.
6.3.5 Respect for the constitution and safeguarding local languages

The Constitutions of both Cameroon and South Africa provide for the promotion and safeguarding of vernacular languages, but nothing is said about the use and promotion of multilingualism in the domain of advertising. It is important to note that the transmission of information from one community to another is done mainly through language. In a century where the world is gradually becoming a global village and where trans-border business has become the order of the day, language becomes one of the main agents for breaking borders. To facilitate global communication, the role of multilingualism becomes indispensable.

6.4 LIMITATIONS OF THE STUDY

To begin with, although the study examines the current state of advertising in Cameroon and South Africa, the sample was not large enough and consequently restricts the generalisation of the results.

Furthermore, Capitec and the South African Breweries (SAB Ltd), both based in Mafikeng, do not have marketing and communication departments within their structures and depot in Mafikeng. The Branch Manager of Capitec had to forward the interview questions to the communications manager and the regional manager for information in order to respond to the questions during the semi-structured face-to-face interviews. In terms of billboards for Capitec, Mafikeng branch, the branch manager indicated that it is his duty to request the installation of a billboard advertising a particular product depending on the needs, requests from the population and the product that is being advertised.

Regarding the SAB, it was indicated by the sales manager interviewed during the research that marketing and advertising are done from Bloemfontein. Regional depots have sales managers who deal with customers only and have nothing to do with communication and advertising. However, it is the duty of sales managers to ensure that they win over new consumers for the company.
Given that both companies had to send the interview questions to their head offices and superiors for approval and permission before responding or giving out any vital information, this delayed the data collection process. It is therefore recommended that regional branches of companies be allowed to carry out their own advertising campaigns as the companies in the various cities will be able to understand the needs of their population rather than centralising the process in one venue as is the case with the companies in Mafikeng, South Africa.

6.5 AREAS FOR FUTURE RESEARCH

Having examined the current state of advertising and the general feelings of city-dwellers in Douala, Cameroon and Mafikeng, South Africa as well as the limitations of the study, the research raises the following areas for future research:

I) Research could be conducted on multilingualism in other areas such as administration, politics and education especially in Cameroon where there is extensive use of French and English in advertising. The Constitution of the Republic of Cameroon only mentions the promotion and protection of indigenous languages but nothing is said about their use in key sectors such as education, politics, administration and advertising.

II) Work on lexical standardisation of Cameroon Pidgin English (CPE), Cam-franglais and Cameroon French is seriously lagging behind due to lack of institutional and financial support. Such support is obviously necessary for the promotion of the official languages and national languages in the country.

III) The introduction of multilingualism in advertising and other sectors will necessitate the design and production of material for the teaching and learning of indigenous languages in schools and universities in Cameroon. This area could also be explored and researched by other academics.

IV) Furthermore, there are languages in Cameroon that do not have alphabets, let alone orthographies. This study could open up avenues for
the translation of concepts from English and French into indigenous languages thereby creating employment for linguists, translators and interpreters.

6.6 CONCLUSION

Advertising plays a very important role in business. For business to thrive, there is a need for advertisers, policy makers, decision-makers and stakeholders to ensure that citizens receive information in their own tongues. Multilingualism could be beneficial to Cameroon and South Africa if utilised positively. The study should therefore help decision-makers and stakeholders in the advertising sector to understand and address the language and advertising needs of inhabitants in Douala and Mafikeng for all to be part of the discourse of advertising. Multilingualism is already practised in South Africa and Cameroonian advertising should emulate such practices in order to enrich and sell the image of Cameroon beyond its borders.

This research therefore challenges all Cameroonians and South Africans to take ownership of their economy and be the reading capitals of Africa and the world. This objective can only be accomplished if the youth in both countries who are tomorrow’s leaders redefine and reshape the linguistic and advertising landscape of Cameroon and South Africa to accommodate most, if not all, who live in the country. In so doing, the concept of “colonial economy”, a legacy left behind by the colonialists in most African countries with the intention of draining the economy of African countries, will be dismantled.

Cameroon is officially a bilingual (English and French-speaking) country, a multilingual and multicultural nation with more than 247 indigenous languages, including Cameroon Pidgin English, but Cameroon does not have a vibrant advertising market as is the case with other English-speaking countries such as Kenya, Nigeria and South Africa. English and French remain the most widely used languages in the country, especially in business; introducing African languages in
advertising will enforce and improve the sector, strengthen and promote national unity.
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APPENDIX A: INTERVIEW PROTOCOL

Interview Protocol Project: Multilingualism in advertising: a comparative study of Cameroon and South Africa

Time of Interview:
Date of interview:
Place of interview:
Interviewer:
Interviewee:
Position of interviewee:

Informed consent to be completed by all interviewees

Dear interviewee,

This is a study that seeks to gauge and understand what people feel about the current linguistic state of advertising in Douala, Cameroon and Mafikeng, South Africa. Your responses will help me develop a better understanding of the needs and ideas of Douala and Mafikeng city dwellers regarding the use or introduction of multilingualism in advertising in these two cities. The information you provide will be anonymous, so you should feel free to say exactly what you think and feel. Since this is not a test or examination, the questions do not have ‘right’ or ‘wrong’ answers. Providing answers to the interview is voluntary and the information obtained will be kept confidential and used solely for the purpose of this research study.

I unreservedly agree to participate in the study voluntarily. I fully understand that I am free to withdraw from filling in the questionnaire and in taking part in the study at any time and at any stage at my own will.

Signature: ....................................................

Signed at (Place) ........................................ on (Date) .................................
Questions:

1- What is the state of advertising in your city?

2- What are the languages used in advertising campaigns by your business and why are these languages used?

3- Does the use of these languages meet the advertising and language needs of the public? If yes, why? If no why?
4- What in your opinion determines the choice of a language to be used in advertising and why?

5- If you were in a position to advise policy and decision-makers, copy writers and art directors, what would you request them to do in terms of language use in advertising in your city?

6- How beneficial is advertising to a business?
7- What do you think could be the contribution of multilingualism (the use of many languages) in the promotion of business in your city?

8- To whom should we talk to or find more information about the current state of advertising within the company?

Thank you for participating in the interview. I hope to come back to you if need be for a follow up interview and to update you on the findings of the study.
Dear respondent,

This research forms part of a doctoral thesis entitled "Multilingualism in advertising: a comparative study of Cameroon and South Africa." The study seeks to understand what people feel about the current linguistic state of advertising in Douala, Cameroon and Mafikeng, South Africa. Your responses will contribute towards a better understanding of the needs and ideas of Douala and Mafikeng city-dwellers regarding the use or introduction of multilingualism in advertising in these two cities. You are kindly requested to complete this questionnaire as honestly and openly as possible. The information you provide will be anonymous, so you should feel free to say exactly what you think and feel. Since this is not a test or examination, the questions do not have 'right' or 'wrong' answers. Answering the questionnaire is voluntary and the information obtained will be kept confidential and used solely for the purpose of this research study.

Thanking you in advance.
<p>| | | |</p>
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<thead>
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<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

2. Age group (please place an [x] in the appropriate box)

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<tbody>
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<td>3</td>
<td>31-35</td>
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<td>36-40</td>
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<tr>
<td>5</td>
<td>41-45</td>
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<tr>
<td>6</td>
<td>46-50</td>
<td></td>
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<tr>
<td>7</td>
<td>51-55</td>
<td></td>
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<tr>
<td>8</td>
<td>55+</td>
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</tbody>
</table>

3. Educational Level (Please place an [x] in the appropriate box)

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>G.C.E Ordinary Level or below</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>G.C.E Advanced Level</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Diploma / Certificate</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Bachelor's Degree or equivalent</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Master's Degree or equivalent</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Doctorate or equivalent</td>
<td></td>
</tr>
</tbody>
</table>
SECTION B – Language choice and advertising

10. Languages which you can speak and those that you can understand. Place an [x] in the appropriate box.

<table>
<thead>
<tr>
<th>Languages</th>
<th>Speak</th>
<th>Understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 English</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2 French</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3 Cameroon Pidgin English</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4 Fulfulde</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5 Ewondo</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6 Basaa</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7 Fe’fe</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8 Mungaka’a</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9 Duala</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10 Ghomala</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11 Spanish</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12 Arabic</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>13 German</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

Other, please specify:

1
2
3
11. Which of the following languages are used in advertising on billboards in your city? Select all those that apply and place an [x] in the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
</tr>
<tr>
<td>2</td>
<td>French</td>
</tr>
<tr>
<td>3</td>
<td>Cameroon Pidgin English</td>
</tr>
<tr>
<td>4</td>
<td>Fulfulde</td>
</tr>
<tr>
<td>5</td>
<td>Ewondo</td>
</tr>
<tr>
<td>6</td>
<td>Basaa</td>
</tr>
<tr>
<td>7</td>
<td>Fe'fe</td>
</tr>
<tr>
<td>8</td>
<td>Mungaka’a</td>
</tr>
<tr>
<td>9</td>
<td>Duala</td>
</tr>
<tr>
<td>10</td>
<td>Ghomala</td>
</tr>
<tr>
<td>11</td>
<td>Spanish</td>
</tr>
<tr>
<td>12</td>
<td>Arabic</td>
</tr>
<tr>
<td>13</td>
<td>German</td>
</tr>
</tbody>
</table>

12. Which language/s would you prefer to be used in advertising in your city? Place an [x] in the appropriate box and select as many as applicable.

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
</tr>
<tr>
<td>2</td>
<td>French</td>
</tr>
<tr>
<td>3</td>
<td>Cameroon Pidgin English</td>
</tr>
<tr>
<td>4</td>
<td>Fulfulde</td>
</tr>
<tr>
<td>5</td>
<td>Ewondo</td>
</tr>
<tr>
<td>6</td>
<td>Basaa</td>
</tr>
<tr>
<td>7</td>
<td>Fe’fe</td>
</tr>
<tr>
<td>8</td>
<td>Mungaka’a</td>
</tr>
<tr>
<td>9</td>
<td>Duala</td>
</tr>
</tbody>
</table>
13. Why did you choose the language mentioned in 12 above?

________________________________________________________________________

14. Are you satisfied with the state of advertising in your city? Please answer yes or no by placing an [x] in the appropriate box.

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<table>
<thead>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
</tbody>
</table>

15. If yes, please explain in what way the state of advertising satisfies you?

________________________________________________________________________

________________________________________________________________________

16. If no, please explain why you are not satisfied with the state of advertising in your city.

________________________________________________________________________

________________________________________________________________________

17. As far as you are concerned, for whom are advertisements intended? Place an [x] in the appropriate box.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The educated / Literate</td>
</tr>
<tr>
<td>2</td>
<td>Semi-literate</td>
</tr>
<tr>
<td>3</td>
<td>The uneducated</td>
</tr>
<tr>
<td>4</td>
<td>City dwellers</td>
</tr>
<tr>
<td>5</td>
<td>People in rural areas</td>
</tr>
</tbody>
</table>
18. Do advertisements on billboards in your city make use of multilingual and multicultural texts? In other words, do the advertisements depict various cultures and various languages? Place an [x] in the appropriate box.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
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</tbody>
</table>

19. What do you think could be the impact of multilingual and multicultural advertisements in your city? Tick as many options as possible:

<p>| | |</p>
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Boost sales of various products</td>
</tr>
<tr>
<td>2</td>
<td>Sell the image of the city</td>
</tr>
<tr>
<td>3</td>
<td>Advance public relations</td>
</tr>
<tr>
<td>4</td>
<td>Economic growth and development</td>
</tr>
<tr>
<td>5</td>
<td>Unite citizens of the country</td>
</tr>
<tr>
<td>6</td>
<td>Help in nation building</td>
</tr>
</tbody>
</table>

20. What is your impression regarding the multilingual and multicultural nature of advertisements in your city?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

21. What do you think could be done to improve multilingualism and multiculturalism in advertising in your city?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
22. How often do you read advertising information on billboards, flyers, signboards in your city? Please place an [x] in the appropriate boxes.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billboards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flyers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signboards</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

23. How would you rate the present state of advertising in your city regarding the accessibility of information to consumers in their language of preference?

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<tbody>
<tr>
<td>1</td>
<td>Very poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Very good</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Excellent</td>
<td></td>
<td></td>
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</tbody>
</table>

24. Do advertisements have any influence in your choice of a product? Please answer yes or no by placing an [x] in the appropriate box.

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</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. If no, what do you think could be done to make consumers more interested in advertisements in your city?
26. In your opinion, do you think billboard advertisements in your city are attractive? Please answer yes or no by placing an [x] in the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>Yes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>No</td>
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</tbody>
</table>

27. In your opinion, what makes the billboard advert in your city attractive or unattractive?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

28. In your opinion, what is the purpose of advertising?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

29. In your opinion, how does advertising help a business?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Section C - Advice to companies and stakeholders involved in advertising

30. If you were in a position to advise stakeholders involved in the advertising sector in your city, what advice would you give them regarding advertising?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
31. What do you feel about the current use of European languages (English and French) in advertising in your city?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

32. In your opinion, how do you think the use of different languages can promote interaction between people of different cultures and languages in your city?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

33. In your opinion, what should determine the choice of a language to be used in advertising in your city and/or country?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Thank you for completing this questionnaire.
Chère personne interrogée,

Cette recherche s'inscrit dans le cadre d'une thèse de doctorat intitulée « Le Multilinguisme en publicité: une étude comparative du Cameroun et de l'Afrique du Sud ». L'étude cherche à comprendre ce que les gens pensent de l'état linguistique actuel de la publicité à Douala au Cameroun et à Mafikeng en Afrique du Sud. Vos réponses contribueront à une meilleure compréhension des besoins et des idées des habitants de Douala et de Mafikeng quant à l'utilisation ou à l'introduction du multilinguisme dans la publicité dans ces deux villes. Vous êtes priée de remplir ce questionnaire le plus honnêtement et ouvertement possible. L'information que vous fournirez sera anonyme, de sorte que vous devriez vous sentir libre de dire exactement ce que vous pensez et ressentez. Étant donné qu'il ne s'agit pas d'un test ou d'un examen, les questions n'ont pas de « bonnes » ou de « mauvaises » réponses. Répondre au questionnaire est volontaire et les informations recueillies seront gardées confidentielles et utilisées uniquement aux fins de la présente étude.

Merci d'avance.
### QUESTIONNAIRE

#### SECTION A - Informations biographiques

1. Sexe (veuillez inscrire [X] dans la case appropriée)

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>masculin</td>
</tr>
<tr>
<td>2</td>
<td>féminin</td>
</tr>
</tbody>
</table>

2. Groupe d’âge (veuillez inscrire [X] dans la case appropriée)

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<tbody>
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<td>31-35</td>
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<td>4</td>
<td>36-40</td>
</tr>
<tr>
<td>5</td>
<td>41-45</td>
</tr>
<tr>
<td>6</td>
<td>46-50</td>
</tr>
<tr>
<td>7</td>
<td>51-55</td>
</tr>
<tr>
<td>8</td>
<td>55+</td>
</tr>
</tbody>
</table>

3. Niveau d'instruction (veuillez inscrire [X] dans la case appropriée)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BEPC ou moins</td>
</tr>
<tr>
<td>2</td>
<td>Baccalauréat (BAC)</td>
</tr>
<tr>
<td>3</td>
<td>Diplôme / Certificat</td>
</tr>
<tr>
<td>4</td>
<td>Licence ou équivalent</td>
</tr>
<tr>
<td>5</td>
<td>Maîtrise ou équivalent</td>
</tr>
<tr>
<td>6</td>
<td>Doctorat ou équivalent</td>
</tr>
</tbody>
</table>
4. Avez-vous une formation quelconque en communication marketing? Veuillez cocher la case appropriée.

<table>
<thead>
<tr>
<th></th>
<th>Oui</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Non</td>
</tr>
</tbody>
</table>

5. Niveau de qualification en communication marketing. (Veuillez inscrire [X] dans la case appropriée)

<table>
<thead>
<tr>
<th></th>
<th>BEPC ou moins</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Baccalauréat (BAC)</td>
</tr>
<tr>
<td>3</td>
<td>Diplôme / Certificat</td>
</tr>
<tr>
<td>4</td>
<td>Licence ou équivalent</td>
</tr>
<tr>
<td>5</td>
<td>Maîtrise ou équivalent</td>
</tr>
<tr>
<td>6</td>
<td>Doctorat ou équivalent</td>
</tr>
</tbody>
</table>

6. Depuis combien de temps habitez-vous Douala? (Veuillez inscrire [X] dans la case appropriée)

<table>
<thead>
<tr>
<th></th>
<th>≤ 2 ans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2 – 5 ans</td>
</tr>
<tr>
<td>3</td>
<td>2 – 5 ans</td>
</tr>
<tr>
<td>4</td>
<td>6 - 10 ans</td>
</tr>
<tr>
<td>5</td>
<td>11 - 15 ans</td>
</tr>
<tr>
<td>6</td>
<td>16 - 20 ans</td>
</tr>
<tr>
<td>7</td>
<td>Plus de 20 ans</td>
</tr>
</tbody>
</table>

Informations relatives à l'emploi:

7. Veuillez indiquer votre profession:

8. Nom de l'institution ou de la société dans laquelle vous êtes employé(e):

9. Poste que vous occupez au sein de l'institution, société ou entreprise:
SECTION B – Choix de la langue et la publicité

10. Les langues que vous êtes capables de parler et celles que vous pouvez comprendre. Veuillez inscrire [X] dans la case appropriée.

<table>
<thead>
<tr>
<th>Langues</th>
<th>Parler</th>
<th>Comprendre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglais</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Français</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pidgin</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Fulfulde</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Ewondo</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Bassa</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Fe’fe</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Mungaka’a</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Douala</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Ghomala</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Espagnol</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Arabe</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Allemand</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

Autre, veuillez préciser:

1
2
3
11. Lesquelles des langues suivantes sont utilisées sur les panneaux publicitaires dans votre ville? Sélectionnez toutes celles qui s'appliquent et inscrivez [X] dans la case appropriée

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anglais</td>
</tr>
<tr>
<td>2</td>
<td>Français</td>
</tr>
<tr>
<td>3</td>
<td>Pidgin</td>
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<tr>
<td>4</td>
<td>Fulfulde</td>
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<tr>
<td>5</td>
<td>Ewondo</td>
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<tr>
<td>6</td>
<td>Bassa</td>
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<tr>
<td>7</td>
<td>Fe’fe</td>
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<tr>
<td>8</td>
<td>Mungaka’a</td>
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<tr>
<td>9</td>
<td>Douala</td>
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<tr>
<td>10</td>
<td>Ghomala</td>
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<tr>
<td>11</td>
<td>Espagnol</td>
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<tr>
<td>12</td>
<td>Arabe</td>
</tr>
<tr>
<td>13</td>
<td>Allemand</td>
</tr>
</tbody>
</table>

12. Quelle(s) langue(s) préférez-vous que l'on utilise dans la publicité dans votre ville? Inscrivez [X] dans la case appropriée et sélectionnez autant que faire se peut.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anglais</td>
</tr>
<tr>
<td>2</td>
<td>Français</td>
</tr>
<tr>
<td>3</td>
<td>Pidgin</td>
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<tr>
<td>4</td>
<td>Fulfulde</td>
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<td>5</td>
<td>Ewondo</td>
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<td>6</td>
<td>Bassa</td>
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<tr>
<td>7</td>
<td>Fe’fe</td>
</tr>
<tr>
<td>8</td>
<td>Mungaka’a</td>
</tr>
<tr>
<td>9</td>
<td>Douala</td>
</tr>
</tbody>
</table>
13. Pourquoi le choix de la langue mentionnée au point 12 ci-dessus?

______________________________________________________________

14. Êtes-vous satisfait de l'état de la publicité dans votre ville? Veuillez répondre par "Oui" ou par "Non" en inscrivant [X] dans la case appropriée

<table>
<thead>
<tr>
<th></th>
<th>Oui</th>
<th>Non</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Si oui, veuillez expliquer en quoi l'état de la publicité vous satisfait?

______________________________________________________________

16. Si non, veuillez expliquer pourquoi vous n'êtes pas satisfait(e) de l'état de la publicité dans votre ville.

______________________________________________________________

17. En ce qui vous concerne, qui sont ceux dont les annonces ont pour cibles? Veuillez inscrire [X] dans la case appropriée.

<table>
<thead>
<tr>
<th></th>
<th>Les gens instruits / alphabétisés</th>
<th>A moitié alphabétisés</th>
<th>Les illettrés</th>
<th>Citadins</th>
<th>Populations rurales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<td></td>
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<td>3</td>
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<td>4</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18. Dans les annonces publicitaires sur les panneaux d'affichage dans votre ville fait-on usage de textes multilingues et multiculturels? En d'autres termes, les annonces illustrent-elles la diversité des cultures et des langues? Veuillez inscrire [X] dans la case appropriée.

<table>
<thead>
<tr>
<th></th>
<th>Oui</th>
<th>Non</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. Quel serait, d'après vous, l'impact des annonces multilingues et multiculturelles dans votre ville? Cochez autant d'options que possible:

<table>
<thead>
<tr>
<th></th>
<th>Stimuler les ventes de divers produits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vendre l'image de la ville</td>
</tr>
<tr>
<td>2</td>
<td>Promouvoir les relations publiques</td>
</tr>
<tr>
<td>3</td>
<td>Assurer la croissance économique et développement</td>
</tr>
<tr>
<td>4</td>
<td>Promouvoir l'unité nationale</td>
</tr>
<tr>
<td>5</td>
<td>Aider à l'édification de la nation</td>
</tr>
</tbody>
</table>

20. Quelle est votre impression quant à la nature multilingue et multiculturelle des annonces dans votre ville?

________________________________________________________________________

________________________________________________________________________

21. D'après vous, qu'est-ce qui pourrait être fait pour améliorer le multilinguisme et le multiculturalisme dans la publicité dans votre ville?

________________________________________________________________________

________________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Toujours</th>
<th>Souvent</th>
<th>Parfois</th>
<th>Rarement</th>
<th>Jamais</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panneaux d'affichage</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Dépliants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affiches</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Panneaux de signalisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. Comment évaluez-vous l'état actuel de la publicité dans votre ville concernant l'accessibilité de l'information pour les consommateurs dans leur langue préférée?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Très médiocre</td>
</tr>
<tr>
<td>2</td>
<td>Médiocre</td>
</tr>
<tr>
<td>3</td>
<td>Assez bien</td>
</tr>
<tr>
<td>4</td>
<td>Bien</td>
</tr>
<tr>
<td>5</td>
<td>Très bien</td>
</tr>
<tr>
<td>6</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

24. Les annonces publicitaires ont-elles une influence dans votre choix d'un produit? Veuillez répondre par "Oui" ou par "Non" en inscrivant [X] dans la case appropriée

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oui</td>
</tr>
<tr>
<td>2</td>
<td>Non</td>
</tr>
</tbody>
</table>
25. Si non, qu’est-ce qui pourrait être fait pour amener les consommateurs à s’intéresser davantage aux annonces publicitaires dans votre ville?


26. À votre avis, trouvez-vous les annonces sur les panneaux publicitaires dans votre ville attrayantes? Veuillez répondre par "Oui" ou par "Non" en inscrivant [X] dans la case appropriée

<table>
<thead>
<tr>
<th></th>
<th>Oui</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Non</td>
<td></td>
</tr>
</tbody>
</table>

27. À votre avis, qu’est-ce qui rend les annonces sur les panneaux publicitaires dans votre ville attrayantes ou non?


28. À votre avis, quel est le but de la publicité?


29. À votre avis, comment la publicité aide-t-elle une entreprise?


245
Section C - Conseils aux entreprises et aux parties prenantes impliquées dans la publicité

30. Si vous étiez en mesure de conseiller les parties prenantes œuvrant dans le secteur de la publicité dans votre ville, quels conseils leur donneriez-vous en la matière?

31. Que pensez-vous de l'utilisation actuelle des langues européennes (anglais et français) dans la publicité dans votre ville?

32. À votre avis, comment pensez-vous que l'utilisation de langues différentes peut favoriser l'interaction entre les gens de cultures et de langues différentes dans votre ville?

33. À votre avis, qu'est-ce qui devrait déterminer le choix d'une langue à utiliser dans la publicité dans votre ville et / ou pays?

Merci d'avoir rempli ce questionnaire.
APPENDIX D: QUESTIONNAIRE - MAFIKENG

Dear respondent,

This research forms part of a doctoral thesis entitled “Multilingualism in advertising: a comparative study of Cameroon and South Africa”. The study seeks to understand what people feel about the current linguistic state of advertising in Douala, Cameroon and Mafikeng, South Africa. Your responses will contribute towards a better understanding of the needs and ideas of Douala and Mafikeng city-dwellers regarding the use or introduction of multilingualism in advertising in these two cities. You are kindly requested to complete this questionnaire as honestly and openly as possible. The information you provide will be anonymous, so you should feel free to say exactly what you think and feel. Since this is not a test or examination, the questions do not have ‘right’ or ‘wrong’ answers. Answering the questionnaire is voluntary and the information obtained will be kept confidential and used solely for the purpose of this research study.

Thanking you in advance.
### QUESTIONNAIRE

**SECTION - Biographical information**

1. Gender (Please place an [x] where appropriate)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
</tr>
</tbody>
</table>

2. Age group (please place an [x] in the appropriate box)

<table>
<thead>
<tr>
<th></th>
<th>Age Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20-25</td>
</tr>
<tr>
<td>2</td>
<td>26-30</td>
</tr>
<tr>
<td>3</td>
<td>31-35</td>
</tr>
<tr>
<td>4</td>
<td>36-40</td>
</tr>
<tr>
<td>5</td>
<td>41-45</td>
</tr>
<tr>
<td>6</td>
<td>46-50</td>
</tr>
<tr>
<td>7</td>
<td>51-55</td>
</tr>
<tr>
<td>8</td>
<td>55+</td>
</tr>
</tbody>
</table>

3. Educational Level (Please place an [x] in the appropriate box)

<table>
<thead>
<tr>
<th></th>
<th>Educational Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Below Matric</td>
</tr>
<tr>
<td>2</td>
<td>Matric or equivalent</td>
</tr>
<tr>
<td>3</td>
<td>Diploma/Certificate</td>
</tr>
<tr>
<td>4</td>
<td>Bachelor’s degree or equivalent</td>
</tr>
<tr>
<td>5</td>
<td>Honour’s degree</td>
</tr>
<tr>
<td>6</td>
<td>Master’s degree or equivalent</td>
</tr>
<tr>
<td>7</td>
<td>Doctorate or equivalent</td>
</tr>
</tbody>
</table>
4. Do you have any training in marketing communication? Please tick the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Level of qualification in marketing communication (Place an [x] in the appropriate box)

<table>
<thead>
<tr>
<th></th>
<th>Below Matric</th>
<th>Matric or equivalent</th>
<th>Diploma/certificate</th>
<th>Bachelor's degree or equivalent</th>
<th>Honour's degree</th>
<th>Master's degree</th>
<th>Doctorate or equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td></td>
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<td>7</td>
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</tr>
</tbody>
</table>

6. For how long have you lived in Mafikeng? (Place an [x] in the appropriate box)

<table>
<thead>
<tr>
<th></th>
<th>≤ 2 years</th>
<th>2 - 5 years</th>
<th>2 - 5 years</th>
<th>6 - 10 years</th>
<th>11 - 15 years</th>
<th>16 - 20 years</th>
<th>Above 20 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>2</td>
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<td>7</td>
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<td></td>
</tr>
</tbody>
</table>

**Employment details:**

7. Please state your occupation:

8. Name of institution or company at which you are employed:

9. Position which you occupy within the institution, company or business:
SECTION B - Language choice and advertising

10. Which language/s do you speak? Tick as many languages as applicable:

<table>
<thead>
<tr>
<th>Languages</th>
<th>Speak</th>
<th>Understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 English</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2 Afrikaans</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3 isiXhosa</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4 Xitsonga</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5 Setswana</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6 Siswati</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7 isiZulu</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8 isiNdebele</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9 Tshivenda</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10 Sesotho</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11 Sepedi</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Other, please specify:

1
2
3
11. Which of the following languages are used in advertising on billboards in your city? 
Select all those that apply and place an [x] in the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
</tr>
<tr>
<td>2</td>
<td>Afrikaans</td>
</tr>
<tr>
<td>3</td>
<td>isiXhosa</td>
</tr>
<tr>
<td>4</td>
<td>Xitsonga</td>
</tr>
<tr>
<td>5</td>
<td>Setswana</td>
</tr>
<tr>
<td>6</td>
<td>Siswati</td>
</tr>
<tr>
<td>7</td>
<td>isiZulu</td>
</tr>
<tr>
<td>8</td>
<td>isiNdebele</td>
</tr>
<tr>
<td>9</td>
<td>Tshivenda</td>
</tr>
<tr>
<td>10</td>
<td>Sesotho</td>
</tr>
<tr>
<td>11</td>
<td>Sepedi</td>
</tr>
</tbody>
</table>

12. Which language/s would you prefer to be used in advertising in your city? Place an [x] in the appropriate box and select as many as applicable.

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
</tr>
<tr>
<td>2</td>
<td>Afrikaans</td>
</tr>
<tr>
<td>3</td>
<td>isiXhosa</td>
</tr>
<tr>
<td>4</td>
<td>Xitsonga</td>
</tr>
<tr>
<td>5</td>
<td>Setswana</td>
</tr>
<tr>
<td>6</td>
<td>Siswati</td>
</tr>
<tr>
<td>7</td>
<td>isiZulu</td>
</tr>
<tr>
<td>8</td>
<td>isiNdebele</td>
</tr>
<tr>
<td>9</td>
<td>Tshivenda</td>
</tr>
<tr>
<td>10</td>
<td>Sesotho</td>
</tr>
<tr>
<td>11</td>
<td>Sepedi</td>
</tr>
</tbody>
</table>
13. Why did you choose the language mentioned in 12 above?

________________________________________________________________________

________________________________________________________________________

14. Are you satisfied with the state of advertising in your city? Please answer yes or no by placing an [x] in the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

15. If yes, please explain in what way the state of advertising satisfies you?

________________________________________________________________________

________________________________________________________________________

16. If no, please explain why you are not satisfied with the state of advertising in your city.

________________________________________________________________________

________________________________________________________________________

17. As far as you are concerned, for whom are advertisements intended? Place an [x] in the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>The educated / Literate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Semi-literate</td>
</tr>
<tr>
<td>3</td>
<td>The uneducated</td>
</tr>
<tr>
<td>4</td>
<td>City dwellers</td>
</tr>
<tr>
<td>5</td>
<td>People in rural areas</td>
</tr>
</tbody>
</table>

252
18. Do advertisements on billboards in your city make use of multilingual and multicultural texts? In other words, do the advertisements depict various cultures and various languages? Place an [x] in the appropriate box.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
</tbody>
</table>

19. What do you think could be the impact of multilingual and multicultural advertisements in your city? Tick as many options as possible:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Boost sales of various products</td>
</tr>
<tr>
<td>2</td>
<td>Sell the image of the city</td>
</tr>
<tr>
<td>3</td>
<td>Advance public relations</td>
</tr>
<tr>
<td>4</td>
<td>Economic growth and development</td>
</tr>
<tr>
<td>5</td>
<td>Unite citizens of the country</td>
</tr>
<tr>
<td>6</td>
<td>Help in nation building</td>
</tr>
</tbody>
</table>

20. What is your impression regarding the multilingual and multicultural nature of advertisements in your city?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

21. What do you think could be done to improve multilingualism and multiculturalism in advertising in your city?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

253
22. How often do you read advertising information on billboards, flyers, signboards in your city? Please place an [x] in the appropriate boxes.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billboards</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Flyers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signboards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. How would you rate the present state of advertising in your city regarding the accessibility of information to consumers in their language of preference?

<table>
<thead>
<tr>
<th></th>
<th>Very poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>4</td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. Do advertisements have any influence in your choice of a product? Please answer yes or no by placing an [x] in the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

25. If no, what do you think could be done to make consumers more interested in advertisements in your city?
26. In your opinion, do you think billboard advertisements in your city are attractive? Please answer yes or no by placing an [x] in the appropriate box.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
</tbody>
</table>

27. In your opinion, what makes the billboard advert in your city attractive or unattractive?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

28. In your opinion, what is the purpose of advertising?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

29. In your opinion, how does advertising help a business?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Section C - Advice to companies and stakeholders involved in advertising

30. If you were in a position to advise stakeholders involved in the advertising sector in your city, what advice would you give them regarding advertising?

____________________________________________________________________________________

31. What do you feel about the current use of European languages (English and Afrikaans) in advertising in your city?

____________________________________________________________________________________

32. In your opinion, how do you think the use of different languages can promote interaction between people of different cultures and languages in your city?

____________________________________________________________________________________

33. In your opinion, what should determine the choice of a language to be used in advertising in your city and/or country?

____________________________________________________________________________________

Thank you for completing this questionnaire.