Volume 21 Issue 41
Originally issued as G10

Global Journal of human-social science: G
Linguistics & Education
Volume 21 Issue 10 Version 1.0 Year 2021
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

The Creation and Standardization of Information and Communication Technologies Terminology in Cameroonian Languages: The Case of Kom

By James N. Tasah
University of Maroua

Abstract- One of the main objections often advanced against the use of indigenous languages in the domain of Information and Communication Technology (Henceforth, ICTS) is the alleged absence of relevant terminology comparable to that available in exoglossic languages. This erroneous belief is often expressed as local languages cannot adequately express technological and scientific concepts. With increasing numbers of computers and penetration of the internet in different localities in Cameroon, some linguists are creating and standardizing ICTS terminology in different languages. Due to the scarcity and significant absence of most Cameroonian languages in cyberspace, this study examines the strategies used in creating some ICTS terms in the Kom language. The study advances some reasons for the digital divide in Cameroon and also looks at the importance of developing ICTS. It examines some challenges and principles of terminology creation in Kom. Based on data collected through a translation of a 45-word list on some parts of a computer from English to Kom, the study uses the International Organization for Standardization (ISO) is a framework that guides the creation of terms in different languages by Sager (1990:89).

Keywords: *computer, creation, standardization, translation, terminology.*

GJHSS-G Classification: *FOR Code: 200399*



Strictly as per the compliance and regulations of:

© 2021. James N. Tasah. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

The Creation and Standardization of Information and Communication Technologies Terminology in Cameroonian Languages: The Case of Kom

James N. Tasah

Abstract- One of the main objections often advanced against the use of indigenous languages in the domain of Information and Communication Technology (Henceforth, ICTS) is the alleged absence of relevant terminology comparable to that available in exoglossic languages. This erroneous belief is often expressed as local languages cannot adequately express technological and scientific concepts. With increasing numbers of computers and penetration of the internet in different localities in Cameroon, some linguists are creating and standardizing ICTS terminology in different languages. Due to the scarcity and significant absence of most Cameroonian languages in cyberspace, this study examines the strategies used in creating some ICTS terms in the Kom language. The study advances some reasons for the digital divide in Cameroon and also looks at the importance of developing ICTS. It examines some challenges and principles of terminology creation in Kom. Based on data collected through a translation of a 45-word list on some parts of a computer from English to Kom, the study uses the International Organization for Standardization (ISO) is a framework that guides the creation of terms in different languages by Sager (1990:89).

Keywords: computer, creation, standardization, translation, terminology.

Introduction

Owing to today's increasing use of Information and Communication Technology (mobile phones, computers, multimedia, and digital audio-visual aids, etc.), the world has become a global village courtesy of the easy and fast means of communication over vast geographical distances (Katembo 2005). However, not all the regions in the world are included in the 'global village.' Most developing countries like Cameroon are yet to make a mark in the ICTS domain. Due to this fact, there exists a digital divide between the developed and the developing nations of the world. African languages are considered suitable for low-status domains and are seldom associated with modern technology (Webb, 2002). English and other languages from the West are the languages through which people globally access ICTS resources. This is endorsed not only by speakers of such languages but also among Cameroonian language speakers. This position is supported by the misconception that African languages are underdeveloped and that their vocabulary cannot express the precise meaning of technical terms (Webb, 2002). This notion entrenches English even further as a dominant language of Science and Technology in Africa and undermines the richness of the African continent's linguistic and cultural diversity. The generally low levels of English proficiency in Africa pose a huge challenge for Africa's active participation in the production and sharing of knowledge through ICTS. Cameroonian languages are almost absent in that domain, contrary to those foreign languages with a high degree of digitalization. As pointed out by Amoussougbo (2015), less than one percent of African languages were digitalized and were present on the Internet in 2005. Osborn corroborates this point by stating that one of the problems of relying on European languages for wider communication is that the majority of the people on the continent either do not speak these exoglossic languages or do not speak them well. Even if they did have computer access and internet content in European languages, this would limit populations that also speak other languages (Osborn, 2010). According to Global Reach's statistics, 35.2% of all information on the World Wide Web is in English, 35.7% in numerous non-English European languages, and 32.3% in Asian languages. African languages cannot be mentioned here because they can hardly be "present" on the net at this stage. To bridge the extensive digital divide, efforts are being made to create an ICTS lexicon in Kom, one of the Cameroonian languages. This paper employs some ICTS terminology in Kom as data to show the strategies the language uses. It also provides some reasons for the digital divide in Cameroon, as well as the relevance of developing ICTS. It examines some challenges and principles of terminology creation in the language. The study uses the International Organization for Standardization (ISO) as a framework that provides guidelines for creating terms in different languages by Sager (1990:89).

I. Some Reasons for Digital Divide in Cameroon

Language acts as a gateway to information, education, healthcare, and other services which speakers of dominant languages may sometimes take for granted. However, there is substantial evidence to

Author: Faculty of Arts, Letters and Social Sciences, University of Maroua, Cameroon. e-mail: jtasah@yahoo.com

© 2021 Global Journals

show that minority language speakers can be marginalized, for example, due to barriers to using technology, the absence of schools operating in a child's mother tongue, or access to civic amenities, particularly for migrant communities. According to Mohochi (2002), the spread and use of computer technology, the heart of ICTS, is language-dependent. This means that this technology reaches its consumers through the language medium. The current situation in most African countries is that ICTS is spread and consumed through the major world languages. This is because this technology originates from the developed world. Given this situation, most African countries acquire ICTS through foreign languages that are not understood by a large percentage of the population. Such people are thus automatically shut out of the ICTS domain. There is, therefore, a great need for Africa to start utilizing local languages in the spread and use of ICTS. This will ensure that people who do not understand foreign languages benefit from ICTS like their counterparts in the developed countries. This way, the digital divide will have been reduced considerably. It's against this background that efforts have started being made to bridge the digital divide in Cameroonian languages.

The relatively high cost of computers is one of the reasons why most people do not have access to personal computers and are thus excluded from ICTS both in the urban and particularly in rural areas. In addition, there is a lack of regular electric power supply, especially in rural communities, and therefore computers cannot be used effectively in such localities. In addition, a good percentage of Cameroonians do not know how to read and write, and therefore becoming computer-literate is a stumbling block to such people who are in the rural areas. Most parts of Cameroon, especially localities in the rural areas, are not covered by telephone networks, depriving people of access to the internet.

The increased dominance of imported official languages in learning and using ICTs hinders most Cameroonians from learning it. There is, therefore, an urgent need to translate and create ICTs terminology in Kom, amongst many other Cameroonian languages, so that the majority of Cameroonians can learn ICTs in their respective languages. This is one of the constraints to development in general and the development of a shared knowledge society. The languages spoken by the vast majority of Cameroonians need to play an active role in the production and consumption of knowledge.

But it can be argued that the extent to which a language can be used over ICTs or the internet not only affects a person's experience and choice of opportunities but also affects the language itself. In this connection, as citizens' lives make increasingly extensive use of digital devices, a language's digital presence is of utmost importance to be perceived as meeting the needs of the modern world. Eisenlohr (2004), for instance, argues that a language's presence in the world of ICTs better facilitates its appreciation through the establishment of a positive association with modernity and current lifestyles. It is only by using the languages through the Internet that the former can be successfully revitalized and kept healthy. This is possible if current technology embeds language technology for a larger number of languages than those for which they are currently possible. Since the future development of Africa, and particularly communities in Cameroon, depends increasingly on the appropriation and application of ICTs, it is necessary to look at the relevance of ICTs in Kom, and that is the concern of the following section.

II. The Relevance of Developing ICTS Terminology in Kom

The development of ICTs terminology in the Kom language is pedagogically relevant. The very fact of creating an ICTS lexicon in Kom to be used in education could raise both pupils' and students' loyalty to their language and increase the language's visibility beyond the community and nation. The use of ICT in educational institutions in Kom could help increase its access to information stored online for the speakers in Cameroon and those abroad. This could facilitate communication using the language both by those within the country and others living in other nations. For example, in combination with text-to-speech technology, Web resources in the Kom language could contribute to addressing the problem of illiteracy through this process. Illiterate people with a little assistance could have an automatic voice help that can enable them to navigate through the interfaces and read the content to them in their mother tongue. Thus, making materials available in electronic as opposed to print format in the language could contribute to increasing online use of Kom at all levels and also researchers who want to work on any of its aspects or just getting information on the language.

ICTS is central to every community's growth and development because exposure and use of ICTS-related concepts and information have a rippling effect in other aspects such as social media, education, commerce, etc. The field of education has been affected by ICTS (Yusuf, 2005). ICT has the potential to accelerate, enrich, and deepen skills, to motivate and engage students to help relate school experience to work practices, create economic viability for tomorrow's workers as well as to strengthen teaching and to help schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005). In a rapidly changing world, basic education is essential for an individual to access and apply information. Such ability must include ICTS in the global village.

© 2021 Global Journals

Technology has become a pervasive and indispensable element in modern people's daily lives. Now the use of cellphones for social networks by the modern generation has become an everyday occurrence. In turn, such use has also been integrated into the classrooms for teaching. In the ICTS arena, many Cameroonian languages like Kom face the challenge of lack of terminology. That is, translators who translate from foreign languages into indigenous languages often lack adequate terminology in their efforts to communicate between languages. The ICTS sector seems particularly problematic since it involves a continuously evolving discipline that requires terminology creation in response to new inventions and discoveries.

One of the most vital contributions of ICTS in education is ease to access to learning. With the help of ICTS, pupils and students will be able to browse through e-books, carry out research or look for information on different topics, connect with new friends, etc., resource persons, mentors, experts, researchers, professionals, etc. all over the world. This flexibility will widen the learning opportunities not only for pupils and students but also for teachers at all levels and researchers in the language.

The modernization of Cameroonian languages deserves urgent attention. Otherwise, there is no gainsaying that young Cameroonians will show less and less interest in their mother tongues since they are not open up to modern knowledge in ICTS. A language community like Kom, whose language is still to be sufficiently developed and used effectively in ICTS, will unavoidably be forced to use English or French since they are sufficiently developed in all aspects of ICTS.

In the highly competitive world of today, it is necessary that youths acquire skills to compete with their counterparts wherever they may be found in the world. If 50 percent or more of the population in the rural areas is illiterate, the community or nation will not be able to compete in the global market. The fastest way to reach out to the illiterate population is through the use of their mother tongue. In this vein, the ICTS terminology should be created and standardized in the Kom language. Many of the speakers should be reached out with the largest ICTS related information since effective development cannot be discussed without eradicating illiteracy.

Creating some ICTS terminology in Kom could enhance pupils' and students' knowledge in ICTS and science subjects in general. Some of them may develop a growing passion and interest in ICTS in their language and could likely become passionate activists for the preservation and revitalization of their language.

The standardization of ICTS terminology in Kom could help expand its use in social media and explode the myth that the language, among others, cannot be utilized in the higher echelons of learning. It will also show the importance of translation in the terminological development of language in the ICTS technical domain.

When computer terminology is unavailable in a given indigenous language, the opportunity to produce and disseminate local content (educational, administrative, or tourism content) on the Internet is reduced. As a result, the chances that the culture conveyed by this language will be shared and made accessible to its speakers, researchers, and linguists who would like to study it are also decreased. Worse still, given the widespread use of ICTS, the continuous dominance of foreign languages imposed on users ends up gaining the upper hand and replacing the local language for ICTS and other purposes.

As far as globalization is concerned, the speakers from the different Cameroonian languages are currently on the receiving end and are simply being globalized, just as they have been over the years. Yet, there are areas in which they too can influence the world if they are serious enough through sufficient documentation and revitalization of their indigenous languages, particularly in the domain of ICT.

Given that Kom language was selected for the Kom Education Project (henceforth KEP) for experimentation from 2006 to 2012 in some selected primary schools and was also among other languages, following the Ministerial service letter N°234/12/MIN SEC/IGE/IP-LAL of 24 September 2012 that authorized the extension of the teaching of NLC in some secondary schools, it is critically important for ICTS terminology to be created and taught both at the primary and secondary levels in all the schools earmarked by the ministerial circular. Since colonialism and the growing embrace of the English-driven education system is highly cherished, and some of the Kom speakers, particularly the youths, seem to lack pride in their language, it is of critical importance to create and standardize ICTS terminology for the language.

Unarguably, ICTS assist and prepare learners to participate freely and develop their skills for the workplace when they begin to acquire the ICTS skills from primary or high school levels.

III. Challenges in the Standardization of ICTs Terminology in Kom

Bamgbose (2015:13) notes that the challenges usually encountered in the standardization of terminology may be traced to using different strategies in coining terms, loanwords versus internally generated terms, phonological/morphological integration of loan-words, divergent sources of loanwords, orthographic conventions, and sociopolitical considerations. It is well known that different strategies can be used in coining terminology for the same concept in different languages. For common objects of non-technical nature, which may

© 2021 Global Journals

be found in everyday language, it may be found that simple equivalence will suffice. Increasingly as concepts become more complex, other strategies such as composition or semantic extension may be adopted. Ironically, when the strategies used for coining a term exploit internal resources of the language, the more difficult standardization across languages becomes. That is why, for instance, the Kom ICTs terms such as

[1] Scaner- **ànku,**
[2] Battery- **ngò'**
[3] Web- **nsâŋ gv̀ɨgɨ́,**
[4] Format- **isû**
[5] File- **ɨ bò,** etc., are likely to have language-specific terms which may be very different from one another unless the languages concerned are closely related. A constant debate in terminology work is whether to derive terms through loanwords.

Acronyms: An acronym is a term formed by clipping or shortening the components of a longer-term. This conforms to the principle of brevity and makes remembering the term much easier. For example,

[6] CPU (Central Processing Unit) - **Sibiyu) atem a kòmbità**
[7] CD Rom - **Ndô àbà' (ghɨ n-wê abâ' a dɨmnɨ-a ateyn)**

IV. Theoretical Framework in Developing ICTS Terminology in a Language

Cameroon is one of the countries with the greatest linguistic diversity in Africa. However, she has not yet taken full advantage of ICTS, particularly with the use of Cameroonian languages, let alone shaping them to respond to the realities and aspirations of her rapidly growing population. The expanding multilingual potential of ICTs does not also seem to be encountering a language-policy and sociolinguistic environment that is well-positioned to take advantage of these advances. Lexical expansion in a strictly formal sense is based on and guided by a systematic theoretical model or framework.

In most cases, the underlying philosophy is based on the needs and dictates of the usage of the receptor language. The salient aspects regarding the process of technical vocabulary development, according to Sager and Johnson (1978), include the reasons or justification for the invention of new words, techniques of creating a new vocabulary, and the procedures followed in the process. The need to develop new technical vocabulary has grown tremendously in the post-world war era (Sager and Johnson 1978). This need arises from the discoveries and fast developments in the scientific, industrial socio-cultural, and educational fields. The magnificent revolution in ICTS has fueled the creation of the global village with highly sophisticated political and economic systems. This scenario has demanded fundamental and immediate development in language use in various fields such as technology, engineering, medicine, law, education, etc.

Generally, technical lexical expansion and development take place at two different but related levels: (a) the invention of a new technical lexicon to express emerging needs from discoveries, ideas, or concepts and (b) the creation of a large body of new vocabulary and modernization of the existing lexicon to cater for different new fields.

In addition, the International Organization for Standardization (ISO) has been concerned with providing guidelines for the creation of terms. Still, a major problem that ISO has to contend with is the diversity of structures and term formation techniques in different languages (Sager, 1990:89). The ISO guidelines on a broad and general level are as follows:

- Terms should be created systematically concerning their morphological, syntactic, semantic, and pragmatic characteristics;
- A term should conform to the morphology, spelling, and punctuation conventions of the languages for which it is intended;
- Once a term has gained general acceptance, it should not be changed without a compelling reason and strong certainty that the new term will be accepted as a full substitute;
- If a new term succeeds only partially in replacing an existing term, the confusion may become worse as this would amount to deliberate synonym creation.

V. Methodology

The data to be analyzed here was collected through a 45-word list on some computer parts that the researcher identified. To create the selected ICTs terminology in Kom, the identified lexical items were presented to two of the native speakers to translate, and both translations were cross-checked with the researcher, who is also a native speaker, before the final version was adopted (Appendix 1). The ICTs lexical terminology, therefore, constitutes part of the standardization of computer-related lexicon in Kom since two of the native knowledgeable speakers have worked together to create such words.

In the creation of ICTS terminology in the language, the same principles that are used in the lexical expansion of African languages were used. For instance, in coining new terms, Bamgbose (2015:8) maintains that the following principles must be observed:

- Transfer of Concept,
- Priority of Internal Resources,
- Brevity and Consistency.

Since most technical terms that are needed are brought in mainly from foreign languages such as English and French, care must be taken not to see the coining of new terms as mere translation. What is important is that the concepts represented must be faithfully transferred into the target language. For example, in a language in which the English term homework, the term coined to represent the concept is simply translated as

[8] "House of the book" ŋwa'lɨ Ndo.

From the above example, it can be noticed that the essence of the concept is lost because it does not faithfully reflect the fact that this is an assignment done from home. Coining through mere translation has often led to a distortion of meaning, such as when a featherweight boxer is presented as "someone weighting a feather."

Bamgbose (2015:10) also indicates that word coinage through mere translation has often led to a distortion of meaning, such as when a featherweight boxer is presented as "someone weighting a feather." To him, anyone engaged in terminology creation must start from the position that every language is endowed with vocabulary resources which may be further expanded by word-coining strategies. Hence, the principle of priority of internal resources dictates that all internal resources must first be exploited before resorting to borrowing from outside sources. This, of course, does not imply an endorsement of purism. One can argue that those who consider borrowing from one language to another as a kind of a corruption are certainly ignorant of the functioning of languages. For many technical terms, many local languages will find it more useful to borrow existing globally accepted terms, provided they are suitably adapted to the phonological and morphological structure of the language in question. This will most likely be true of the Kom language with such words as

[9] Phone - Fûyn,
[10] Radio - Lidyò,
[11] Phonetics - Fonetiks,
[12] Chemistry - Kemistri,
[13] Biology Bălogi

a) Terminology and Accommodation of ICTs Concepts

Lexical expansion in any domain is an aspect of language change and planning that is particularly relevant to language revitalization. One of the domains that are of relevance to terminology development is ICTS. There is some attention to computer and internet terminology in this field, although technical specialists rather than linguists are often left to find or develop the terms necessary for localization. There are several considerations related to how languages develop or borrow terminology for new and foreign concepts, a process that Coulmas (1992) refers to as 'language adaptation.' In some cases, terms arise from the community of speakers. Still, where most people are unfamiliar with the technology or its details, terms are borrowed from the target language or invented.

For terminology development to happen, it is crucial to understand the terminology and the theories that govern it. This provides clear guidance on how terminologists should go about creating new terms and assigning meaning to the concepts. This study is important to assess if the strategy followed in creating Kom ICTS terms informs all the guidelines of term creation and the linguistic aspects of the language intended for. The strategies for the creation of the selected terms are discussed below.

b) The Translation Strategies

In Kom, like other Cameroonian languages, the common techniques used in translation can range from borrowing, paraphrasing, compounding, coining, blending, compounding semantic transfer, derivation, etc. Terms have to be created in a language used in the new community if that knowledge has to be integrated, disseminated, shared, and acquired by people who do not understand the language of primary term-creation. The choice of linguistic strategies often depends on various extra-linguistic factors. For example, in a language in which the English term School is to be translated as in Kom, the term coined to represent the concept is simply written as "House of the book" and translated Ndô ŋwa'lɨ. By coining the concept as such, it loses its essence because it does not faithfully reflect the fact that a school is a place where teaching and learning are carried out.

VI. Techniques of Terminology Creation in Kom

As far as possible, common strategies should be adopted for coining new terms. For example, for common words such as names of household objects, parts of the body, the aim in standardization of terminology, according to Bamgbose (2015:16) is to achieve conceptual equivalence for terms derived from internal sources and transparent equivalence for loanwords. By conceptual equivalence, he indicates that even if the terms are not similar phonologically or morphologically, the meanings they express must be identical. Similarly, in the case of transparent equivalence, which applies to loanwords, the resulting terms must still be relatable to the original word in the source language. There is a consensus in terminology work that loanwords are best integrated into the phonological and morphological structure of the receiving language. Since languages differ in phonology and morphology, the resulting loanwords may pose a challenge for standardization across languages. Examples of some ICTS loanwords in Kom include

© 2021 Global Journals

[14] Computer **Kòmbita,**
[15] Toolbar **tulɨbâ,**
[16] Key board - **kibòd.**

a) Simple Equivalence

Basic vocabulary items exist in all languages of the world for which the creation of new terms is not required. This is true of numerals, body parts, animals, plants, etc.

Concerning the creation of simple equivalence terms, the following concepts were identified.

[17] Format **isû;**
[18] File **ɨ bò;**
[19] Save **bɨsɨ;**
[20] Virus **mɨngê';**
[21] Insert **wesɨ**
[22] CD Rom **àbà'**

Since every language is endowed with vocabulary resources which may be further expanded by word-coining strategies through borrowing, this strategy was also used. However, the principle of priority of internal resources dictates that all internal resources must first be exploited before resorting to borrowing from outside sources.

b) Borrowing

Borrowing includes words received from English where the terms do not exist in the target language (Kom). It is one of the strategies used to create specialized terms in the domain of the computer in the language. Borrowing or loaning also involves taking words from the source language and applying them in the target language. This means that when all other strategies have been exhausted, and there is a need to look for loanwords in other languages, the languages readily available are the imported languages: For example,

[23] Computer **Kòmbita**
[24] Cursor **kèsà**
[25] Toolbar **tulɨbâ**
[26] Keyboard **kibòd**

Some loan words were used, such as

[27] Keyboard (Azati & Equati keyboard) - **kibòd at**
[28] Machine **Mɨshĩɨyn**
[29] Alpha numerous keys **Kibòd alfa Desktop**
[30] Desk top **kòmbità abaŋ (ghɨ n-tom atû àbaŋ)**

c) Paraphrase

A paraphrase is a way of explaining or describing a concept by using a phrase or even a sentence. For example:

[31] ɨwuyn **kòmbità** for 'Hard wear' and
[32] **Kòmbità abaŋ (ghɨ n-tom atû àbaŋ)** for Desk top.

The main disadvantage of paraphrasing is that it is not economical when a phrase has to be used repeatedly.

From the strategies used in coming up with new terms in Kom, the following observations can be considered from the cognitive, linguistic, and communicative perspectives:

- Cognitive deals with accuracy, meaning, if one does not have a term for computer, the first thing to look at is the features or characteristics; what is it used for?
- The linguistic part looks at the correctness of the language if a certain term is agreed on. For instance, does everybody agree on the spelling and translation of the End key as kĩ ˈìmèsìˈ just as an example?
- Communicative perspectives look at the standardization of terms, the process of acceptance of terms by speech communities, it should give meaning to the speakers of the language.

VII. Some Challenges and Perspectives

Software localization also has a direct impact on speakers' perception of their language. Many of the Kom speakers' perceptions may change when they come across some computer parts in their MT. They could be motivated even to learn computer in Kom and use it in social media and education.

To indigenize ICTs- related concepts in the Kom language, just like Christian literature, Dlodlo (1999:321) speculates enigmatically that the success of the indigenization of Christianity in Africa as opposed to the failure of education, especially of Mathematical and Science education, probably relates to the fact that the Bible and other texts of the Christian faith were made available through translation in the languages of the people of Africa, whereas, with rare exceptions, most educational materials were available only in the European languages. It is believed that the African Academy of Languages (ALAN), including the translation program, is the requisite response to the implicit challenge in Kom.

To further pursue the objectives of creating and standardizing all ICTs-related terminology in the language, it will be necessary for Kom researchers to intensify current efforts and adequately develop all ICTs terminology in the language while making use of the available terminology that has been developed in this work among others and learn from experiences from other local communities. In particular, the following steps are suggested:

- Intensification of language development efforts and simplified computer-based strategies of production of language teaching materials;

© 2021 Global Journals

- Generalization and dissemination of results from existing ICTS projects in other languages and possible adaptation of what is appropriate in the context of Kom.

New words and expressions need to be urgently created in very large numbers for the speakers to use them with ease in teaching and learning more ICTS information.

Apart from the lack of political will by those in authority, perhaps the most important factor impeding the increased use of Cameroonian languages in general and Kom, in particular, is the lack of interest by elite members. They are the ones who may be quick to point out that the language is not yet well developed to be used in certain domains, particularly ICTS. Hence, a major part of the non-implementation of government policy with regards to Cameroonian languages can be traced to the negative attitude of those who stand to benefit from the maintenance of the status quo, and such judgments could be multiplied effortlessly even across Africa. It is in this vein that Marcel Diki-Kidiri (2008) argues that for a speech community to use its language as a means of communication in cyberspace, the language must have the necessary terms to express the realities of this new space. For example, terms such as *email, URL, certified copy, go online, connect* (machine), *download, post, networks, site, webpage, surf,* and so on will be found to be essential. The vocabulary needed for the computer hardware one uses is in and of itself a sizeable wordlist, which must be created from scratch, especially since, in most cases, such hardware is not part of traditional cultural objects, and hence is not known, and there are no words for it. This being the case, methods for developing terminology need to be used in the community to endow the language with culturally acceptable neologisms.

Terminological development is a continuous, permanent activity that will be increasingly practiced by the speech community itself as it develops its own growing cyberspace culture. This is not, therefore, merely a "stage" on the path to access to cyberspace, but rather an ongoing process of consolidation which needs to be launched at a given moment and pursued indefinitely.

Djomeni & Sadembouo (2016) think that normally each language committee shall have a website where they showcase the teaching in the language through the publication of common web contents and audio and video files with a teaching/learning purpose. In short, the websites shall be designed to revive the language and its culture through digital didactic materials, soft copies of local newspapers in African languages, and any other form of literature. Exposing these materials on the Internet, therefore, allows and favors large or universal access to the contents accessible both by people from home and abroad to the native and non-native speakers and learners of the language. Moreover, there is a need for linguists, researchers in the Kom community to:

- Develop new up-to-date teaching and reference materials, including online and electronic instructional materials to add to those that are available in the language to satisfy the instructional needs in different educational levels that have to be operational in the Division ;
- Develop the Kom language actively and quickly in the areas of science and technology;
- Develop new teaching and research programs that take into account the current global trends and needs, especially in the area of ICTS;
- Develop new up-to-date teaching and reference materials, including online and electronic instruction materials;
- Translate all relevant, up-to-date information in various fields available in foreign languages into Kom.
- There is also a need for human resources grounded in ICTS and Kom studies and training more young people. That is the best way to ensure sustainability. To succeed in this endeavor, Kom language committee members and promoters can create more comprehensive terminology in ICTS and other domains to further revitalize the language.

All technical words expressed in ICTS in the English Language should be used orally in the Kom language, and workshops, seminars, and in-service training should be organized regularly by the institutions in which ICTS is taught so that they can keep improving and developing other terminology in ICTS and related fields.

Just as terminology creation is a task that calls for a collaborative effort among linguists, subject specialists, teachers, translators, media practitioners, knowledgeable native speakers, etc., standardization should also involve the participation and views of more than just linguists. As aptly stated in the summary of a paper on guidelines on terminology policy (UNESCO 2005), there is a need to harness three types of expertise: domain knowledge, linguistic knowledge, and terminological knowledge.

It can be claimed that borrowing of major terms from the English into the Kom language may serve to perpetuate and affirm its superiority over minority languages. Hence, this may cause the target users of the Kom language to shun indigenous terms and prefer borrowed ones. Given the significant status of the ICTs compilers, the target users can be influenced by modernization or fashion to show their familiarity with English in terms of behavior and attitudes towards their indigenous language. It is important to note that while the borrowing of terms from other languages is unavoidable, particularly in the domain of ICTS, the

© 2021 Global Journals

extent to which it is done should be minimal if the Kom speakers, among others, are to be given a chance to grow in their era of globalization.

VIII. Conclusion

All modern information communication technologies should be usable in as many Cameroonian languages as possible. However, there is a significant development lag in many communities because they are still to create and standardize ICTS in their languages. This paper looked at the creation and standardization of ICTS terminology in Kom. The principles used in creating some of the computer lexica in the language is a clear demonstration that Kom, like all African languages, can adequately express any concept through lexical expansion strategies. As children and youths are increasingly exposed to ICTs nowadays, developing ICTs terminology in any language is critically important. The absence of ICTs greatly reduces that population's access to vital knowledge much needed in this era of increasingly computer-literate civilization.

References Références Referencias

1. Amoussougbo, T. (2005) « Avant-propos » In, *École rurale électronique en langues africaines: Expérimentation au Cameroun et orientation politique panafricaine*. Paris, L'Harmattan, p13-17.
2. Bamgbose, A. (2015). "Creation and Standardization of Terminology in African Languages." In (ed) Sozinho Francisco Matsinhe *K U W A L A.* An International Multilingual Journal. Pp.6-19.
3. Coulmas F (1992) Language and economy. Oxford: Blackwell.
4. Davis, N.E., & Tearle, P. (Eds.). (1999). A core curriculum for telematics in teacher training. Available: *www.ex.ac.uk/telematics.T3/corecurr/tteach98.htm*
5. DikiKidiri, M. (2008). *Securing a place for a language in the cyberspace*. UNESCO, Paris.
6. Dlodlo, T. (1999). Science nomenclature in Africa: Physics in Nguni. *Journal of Research in Science Teaching.* 36(3) 321–331.
7. Djomeni, G. & Sadembouo, E. (2016. African languages and digital media: practice, challenges and perspective in Cameroon. In *linguapax International Digital Media and Language Revitalisation*
8. ECA (2009). ICTS and Science & Technology for Development, success stories Subprogram http://www.uneca.org/rtpc/stories/Subprogramme3ISTD.html
9. Osborn, D, Z. (2010). *African languages in a digital age: Challenges and opportunities for indigenous language computing*.
10. Eisenlohr, P. (2004). "Language revitalization and new technologies: Cultures and electronic mediation and the refiguring of communities". *Annual Review of Anthropology, 18(3)*, pp. 339–361, 2004.
11. Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
12. Global Reach.2004. (September 30). Global Internet Statistics. Retrieved October 4 2004. global-reach. biz/globstats. Accessed 18 August 2011.
13. Katembo, I.B. (2005). "Kiswahili, the Global Economy and the African American". Seminar paper presented at the International Symposium on Kiswahili language and Globalization. University of Dar es Salaam, Tanzania, July 4 – 7, 2005
14. Lemke, C., & Coughlin, E.C. (1998). Technology in American schools. Available: *www.mff.org/pnbs/ME158.pdf.*
15. Mateene, K. (1980). Failure in the Obligatory use of European languages in Africa and the Advantages of a Policy of Linguistic Independence. In *Reconsideration of African linguistic policies*, (pp 18-34). Kampala:
16. Mdee, J. (1980). *Kiswahili na matumizi yake* Nairobi: Inter Continental Publishers.
17. Mohochi, E. (2002). "Teknolojia ya Mawasiliano na nafasi ya Kiswahili Ulimwenguni in *Utafiti wa Kiswahili* I.K Simala (ed) Maseno: Maseno University.
18. Sager, J. C., & Johnson, R. (1978). Standardization of Terminology in a Model of Communication. *Amsterdam: John Benjamins Publishing Company*
19. Sager, Juan C. (2001). *Terminology Applications in Mona Baker Routledge Encyclopedia of Translation Studies* London and Newyork, Routledge, pp 251-255
20. Uno, S.O. (1987). Information Dissemination: How effective through local (Nigerian) languages in Uno, S. O. (Ed.) *Tropical Issues in Communication Arts*. Uyo: Modern Business Press Ltd.
21. Webb, V 2002. *Language in South Africa: The Role of Language in National Transformation, Reconstruction and Development*: Philadelphia: J. Benjamins.
22. Young, J. (2002). The 24-hour professor. The Chronicle of Higher Education, *Vol.* 48, No. (38), Pp; 31-33.
23. Yusuf, M.O. (2005). Information and communication education: Analyzing the Nigerian national policy for information technology. *International Education Journal* Vol. 6 No. (3), Pp; 316-321.

© 2021 Global Journals

Appendix 1: Some Computer Terms in Kom

SOME PARTS OF A COMPUTER / ɨBYAʼS LI KÒMBITÀ ɨLWI

ENGLISH (ITAƉIKFAƉ)	ITAƉIKOM(KOM)
Computer	Kombita `
Cursor	kèsà
Screen	àŋki a kòmbità
CPU (Central Processing Unit)	Sibiju (atem a kòmbità)
Key board	kibòd
System unit	ndɔ̂ atem (afo kì-a atama nin ghɨ ateyn)
Soft wear	ngɔèsì (ɨfwo vzì a ghɨ nyàʼtì lèm a kòmbità)
Printer	àŋfvìsì awo (awo kì-a ghɨ nyàʼtì akòmbità)
Tool bar	tulɨbaˆ
Hardware	ɨwuyn kòmbità
Programmes	ntusɨ (ɨfwo vzì a wu n-ghɨ a kòmbita)
Power button	àŋchoʼ adyaʼ
Key board (Azati & Equati keyboard)	kibòd azati
Home key	kîˆ ankasì
End key	kîˆ ìmèsì
Alpha numentous keys	**kibòd alfa**
Arrow keys	kîsɨ aghòŋ
Space bar	Àntsîyntì (yì n-fu aghaf sî ìfwo nyaʼnɨ)
Enter key	kîˆ àŋkaỳsì
Back space	aŋkòỳtì ibàm
Hard drive (stores programs)	ntòỳn kòmbità (ɨfwo vzì a wu n-ghɨ a kòmbità)
TYPES OF COMPUTERS	**TɨNKÌ Tɨ KÒMBITÀ**
Lab top	kòmbità ìbzì (ghɨ n-tom ɨ yi naˆ yèỳn ɨbzì)
Desk top	kòmbità abaŋ (ghɨ n-tom atuˆ àbaŋ)
MOUSE PARTS	**ɨBYAʼS ÀNSÒƉ**
Left hand key	àŋchoʼ ɨ kœ nî nkœ̀
Right hand key	àŋchoʼ ɨ kœ ɨ two
OTHER ATTACHMENTS	**ɨFWO ɨ KÒMBITÀ ɨ LWI**
C D Rom	Ndɔˆ àbàʼ (ghɨ n-weˆ abaˆ a dɨmnɨ-a ateyn)
Printer cable	nkfɨ anfvìsì (yì n-yuŋ a kòmbita)
Scaner	àŋku (kɨ n-ku ɨfwo a kòmbità)
Plastification	àŋfàmà (toˆnì nì ìfvɨ ŋwàʼlì na ka yi n-bef)
battery	ngòʼ
web	nsaŋ gvɨgì
OTHER ITEMS OF A COMPUTER	**AWO A KÒMBITÀ ALI-A**
Format	isuˆ
Save	bɨsɨ
File	ɨ bò
Help	igaîmtì
Insert	wesɨ
Memory	ifom atu
Menu	bò
Hibenation	iyvîtì
Virus	mɨngeˆ
Machine	Mìshîyn

© 2021 Global Journals