

CV: Prof. Daniel A. Nkemleke

Highlights

- Have over 30 publications in refereed journals, book chapters etc.
- Is a **Humboldt Alumni Prize Award Winner** for Innovative Research Initiative, 2014 session
- Is a **Georg Forster Research Fellow** of the Alexander von Humboldt Foundation (first sponsorship 2006-2008, subsequent returns: 2011, 2013, 2016)
- Is a **J. William Fulbright scholar** (2010-2011)
- Coordinates a **network of scholars and junior scientists in 5 African countries** (Cameroon, Nigeria, Ghana, Kenya, Tanzania) with Germany which aims to mentor junior scientists in the Humanities in project writing and publication
- Is **director of the corpus linguistic project** for Cameroon since 2000
- Is member of Quality Assurance Commission for ENS of the University of Yaoundé I, since 2013
- Is Editor-in-Chief of peer-review journal: *Review Syllabus* of ENS Yaoundé since 2009
- Served as a **member of the Scientific Committee** responsible for promotion of university staff
- Has given **academic lectures** in Cameroonian, **European and North American** universities
- Has **over 20 years of experience** in English teaching/research, 15 of them at university level
- Has **supervised 03 PhDs research** to completion (including 01 **with Prof. Dr. Josef Schmied**)
- Is currently **supervising 04 PhD theses**, all in Cameroon on various aspects of academic writing
- Has **supervised over 80 DIPES II dissertations**, “Maitrise” and “DEA” in the university since 2003

Personal details

University affiliation	Ecole Normale Supérieure (ENS), University of Yaoundé I (UYI)
Current position	Full Professor in English Language & Linguistics, since May 2015
Postal address	8036 Yaoundé, Cameroon
Mobile	(+237) 677 - 899 - 670
Email	nkemlekedan@yahoo.com

Education

2003: PhD Degree in English Language & Linguistics, UYI
1993: D.E.A. (Diplôme d'Etudes Approfondies) Degree in English Language & Linguistics, UYI
1992: DIPES II (a Diploma in English Language Teaching, ENS, UYI)
1991: Maîtrise Degree in English Language & Linguistics, UYI
1990: B.A. Degree in English Language & Linguistics, UYI

Promotion profile in the university

2000: recruited as assistant lecturer
2003: defended a PhD thesis
2004: promoted to senior lecturer
2008: promoted to associate professor
2015 : promoted to full professor

Research and publications

A: Books

1. Schmied, J. & D. Nkemleke (eds.) (2016fc.). *Academic Writing across Disciplines in Africa: From Students to Experts*. Gottingen: Cuvillier.
2. Nkemleke, Daniel (2011). *Exploring Academic Writing in Cameroon English: A corpus-based perspective*. Gottingen: Cuvillier.

B: Articles in refereed journals/book chapters

3. Nkemeleke, Daniel (2016fc.). Analyzing research article introductions in the humanities using the CARS Model: How genre knowledge can enhance academic writing skills of junior scientists. In Schmied J. & D. Nkemeleke (eds.) *Academic writing across disciplines in Africa: From Students to Expert*, Gottingen: Cuvillier.
4. Nkemeleke, Daniel (2015). Computer corpora in English language research and pedagogy with reference to the corpus of Cameroon English. *Syllabus Review*, vol. 6(2), 93-120
5. Nkemeleke, Daniel (2014). Researching the research paper in Cameroon English. *Brno Studies in English*, vol. 40(1), 175-203.
6. Nkemeleke, Daniel (2013). Towards a corpus-based methodology for contact linguistics: investigating variation in African Englishes. In Akande A. T. & Taiwo, R. (eds.), *Contact Linguistics in Africa and Beyond*. New York: Nova Science Publishers, 41-59.
7. Nkemeleke, Daniel (2012). Variation in written discourse: comparing Cameroonian, East-African and British English on the basis of text corpora. *Language Forum*, vol. 38(1), 23-39.
8. Nkemeleke, Daniel (2012). The expression of modality in Cameroon English. In: E. Achimbe, (ed.) *Language Contact in a Postcolonial Setting: The Linguistic and Social Context of English and Pidgin in Cameroon*. Berlin: Mouton de Gruyter, 29-62
9. Nkemeleke, Daniel (2012). A corpus-based investigation of lexical bundles in students' dissertations in Cameroon. *Syllabus Review* 3 (1), 1–20.
10. Nkemeleke, Daniel (2011). Assessing a culture of religious devotion in Cameroon: Comparing word frequencies in the corpus of Cameroon English with reference to the London/Oslo-Bergen (LOB) corpus. *Journal of Language and culture* vol. 2(1), 6-14.
11. Schmied, Josef & Nkemeleke, Daniel (2011). Reference, Coherence and Complexity in Students' Academic Writing: Examples from Cameroon and East-Africa corpus. *Indian Journal of Applied Linguistics*, vol. 37 (2) 19-44.
12. Nkemeleke, Daniel (2010). Cameroonian and foreign scholar's discourse: the rhetoric of conference abstracts". *World Englishes* 29 (1), 173-191.
13. Schimed, Josef & Nkemeleke, Daniel (2010). Prepositions in Cameroon and Kenyan English: corpus-linguistic comparisons of simplification and expressivity. *Review Syllabus*, vol. 1 (2), 31-48.
14. Nkemeleke, Daniel (2010). Methodological issues in the teaching and learning of English as a foreign language". *Journal of Educational Reforms* vol. 3(1), Yaoundé: CIPCRE, 10-25.
15. Nkemeleke, Daniel (2009). Frequent collocates and major senses of two prepositions in ESL and ENL corpora". *Indian Journal of Applied Linguistics* vol. 35 (2), 69-85.
16. Nkemeleke, Daniel (2009). Review of Jean Paul Kouega's A Dictionary of Cameroon English. *English World-Wide: A Journal of Varieties of English* 30 (3), 338-343.
17. Nkemeleke, Daniel (2008). Milestones in the corpus of Cameroon English: research possibilities in an ESL Context. *Annals of the Faculty of Arts, Letters & Social Sciences*. (Special edition: Festschrift in honour of Professor Paul Mbangwana University of Yaoundé I Press, 173-188
18. Nkemeleke, Daniel (2008). Modality in novice academic writing: the case of African and German university students. *Research in English & Applied Linguistics REAL 4: English Projects in Teaching and Research in Central Europe*. Göttingen: Cuvillier, 43-64.

19. Nkemeleke, Daniel (2008c). Frequency and variety of if-constructions in Cameroon English. *English Studies and Language Teaching*. Plzen: University of West Bohemia, 27-40.
20. Nkemeleke, Daniel (2008). Please-request in Cameroonian and Kenyan private (social) letters. *Discourse Interaction* 1(2). Brno: Masaryk University, 63-74.
21. Nkemeleke, Daniel (2007). Frequency and use of modals in Cameroon English and application to language education. *Indian Journal of Applied Linguistics*, vol. 33(1), 87-105.
22. Nkemeleke, Daniel (2007). Frequency and use of modals in Cameroon English. *Lagos Papers in English Studies*, vol. 1(2), 47-61.
23. Nkemeleke, Daniel (2007). "You will come when?" The pragmatics of certain questions in Cameroon English. *The English Linguistics*, vol. 2(1), 128-142.
24. Nkemeleke, Daniel (2006). Some characteristics of expository writing in Cameroon English. *English World-Wide: A Journal of Varieties of English* vol. 27 (1), 25-44.
25. Nkemeleke, Daniel (2006). Nativization of dissertation acknowledgements and private letters in Cameroon. *Nordic Journal for African Studies*. vol. 15(2) 166-184.
26. Nkemeleke, Daniel (2005). *Must* and *Should* in Cameroon English. *Nordic Journal for African Studies*, vol. 14 no. 1, 27-67.
27. Nkemeleke, Daniel (2004) . Job applications and students' complaint letters in Cameroon. *World Englishes*, vol. 23 (4), 600-611.
28. Nkemeleke, Daniel (2004) Context and function of *Need* and *Be able* to in Cameroon English". *Indian Journal of Applied Linguistics*, vol. 12 (2) , 23-34.
29. Nkemeleke, Daniel (2004). A corpus-based study of the modal verbs in Cameroonian and British English". *CASTALIA: Ibadan Journal of Multicultural & Multidisciplinary Studies*, vol. 1(19)1-23.
30. Nkemeleke, Daniel (2001. with Paul Mbangwana) The modals of obligation and necessity in Cameroon English. *CASTALIA: Ibadan Journal of Multicultural & Multidisciplinary Studies*, vol. 6, 1-14.

C: Contribution in an Encyclopaedia

31. Nkemeleke, Daniel (2006). Technology and the English language. *The Encyclopaedia of the Arts*, vol. 4(1). Faculty of Arts, Lagos State University, 12-21.
32. Nkemeleke, Daniel (2006). Clause types in English. *The Encyclopaedia of the Arts*, vol. 4 (3) Faculty of Arts, Lagos State University, 216-221.

D: Manual & major research

33. Nkemeleke, Daniel (2008). *Manual* of information to accompany the corpus of Cameroon English. Department of English, Chemnitz University of Technology, Germany: 47 pages.
34. Nkemeleke, Daniel (2003). A corpus-based study of the modal verbs in Cameroon written English. Unpublished PhD thesis. University of Yaounde I.

E: Book reviews

35. Nkemeleke, Daniel (2015). Review of: Jan Chovanec (ed.-in-chief): *Brno Studies in English. Written Academic Discourse: Anglo-American Traditions in the European Context* vol. 38, No. 2, 2012,

36. Nkemleke, Daniel (2009). "Review of Jean Paul Kouega's *A Dictionary of Cameroon English. English World-Wide: A Journal of Varieties of English* 30 (3), 338-343.

Conferences

- 2016 (May 12-16) participated in an international conference at the Faculty of "Artes Liberales"- Centre for Studies of Classical Antiquity (OBTA) under the theme: Chasing Mythical Beasts... The Reception of Creatures from Graeco-Roman Mythology in Children's & Young Adults' Culture as a Transformation Marker
- 2016 (June 1-5) participated in an international conference in TU Chemnitz (Altes Heizhaus) on "Crisis and New Regionalisms in Europe II: Emergency Diasporas and Borderlands
- 2016 (April 6-9) participated in a conference on Cultural Studies organized in the University of Yaoundé I, jointly funded by the Humboldt Foundation and the DAAD
- 2014 (November 14-20) participated in an e-learning training seminar in Stuttgart, Germany.
- 2013 (July 19-21) participated and presented a paper in an English Language Colloquium in TU-Chemnitz on the theme. Culture in Language, Academic Writing, Variation in Research)
- 2013 (June 4-7) participated at an Annual International Meeting of the AvH in Berlin
- 2012 (Nov. 5-9) participated at an e-learning international seminar at Stuttgart Germany
- 2011: participated in 03 e-learning seminars organised by the Humboldt Association of Cameroon and funded by the DAAD, grouping scholars from Germany, S. Africa, Kenya and Cameroon
- 2008: participated at the 1st Humboldt Kolleg in Yaoundé under the theme: "E-Learning, Research-Development in Cameroon: Challenges and Perspectives"
- 2007 (June) participated at Annual International Meeting of the AVH in Berlin
- 2007: presented a paper (with Professor Josef Schmied) at the 13th Annual Conference of the International Association of World Englishes (IAWE) University of Regensburg
- 2007: participated in a conference on "English Projects in Teaching and Research in Central Europe" in Freiberg, Germany
- 2007 (June) participated at an Annual International Meeting of the AVH in Berlin
- 2006: participated in a pedagogic forum at the Pedagogická Fakultá of the University of Masarykovy in Brno, Czech Republic on "Coherence and Complexity in Teaching"
- 2005: participated in an international conference in Yaoundé under the theme "Language, Literature and Identity"

Network/Projects

- Co-ordinates the activities of AfriG-CAWE (African/German Network for Academic Writing Excellence: advising junior scientists in the Humanities on project writing and publication, in view of preparing them for Humboldt scholarship. Network members are in six countries: Germany, Cameroon, Nigeria, Ghana, Kenya, and Tanzania.
- Coordinates the African research component of the ERC (European Research Council) Grant Consolidator Project, with the PI (Principal Investigator) in the University of Warsaw, Poland. This project aims to build an on-line database of the reception of Classical Antiquity in the literature for Children and Young Adults, as part of a world-wide bank of Antiquities including African Mythology and Folk-Tales.
- Has compiled the Corpus of Cameroon Written English (800,000 words)—a first generation corpus for Cameroon. The database is being used for research, language teaching and textbook writing in Cameroon
- Has compiled ICE (International Corpus of English)-CAM (Cameroon)—a second generation corpus for Cameroon English (400,000 words)

- Has compiled other specialised academic corpora on which my book is based on (1,000,000 words). This database is the material for the book: *Exploring Academic Writing in Cameroon English* (Nkemleke, 2011). The project was funded by the Humboldt Foundation.
- Has compiled a corpus of spoken academic texts (40,000 words) with funding from Fulbright Foundation in the US. The work was done in the University of Massachusetts at Boston (2010)

Supervision of students' research

- Has supervised over 80 DIPES II dissertation (equivalent of MA thesis) at ENS off the University of Yaoundé I, since 2003
- Has supervised 03 PhD thesis in the University of Yaoundé I to completion (01 co-supervised with Prof. Mbangwana)
- Has co-supervised (with Prof. Dr Josef Schmied) 01 PhD thesis in Chemnitz University of Technology, Germany
- Is currently supervising 04 PhD theses on various aspects of Academic Writing in Cameroon, comparing other academic English data bases in Europe and America (e.g. The Chemnitz Corpus of MA theses)

Some students' projects supervised in recent years

- A Genre Analysis of Book Blurbs in Cameroon English (Fornkwa Marcel Jaff, PhD)
- Email English in Cameroon and British English (Camilla Arundie, PhD)
- The rhetoric of the church in Cameroon English (Solange Swiri Tumasang, PhD-ongoing)
- A discourse analysis of students essays (Julius Kum, PhD-ongoing)
- A linguistics analysis of dissertations acknowledgements in Cameroon (Mary Shey, PhD-ongoing)
- Text organisational strategies in students' essays: the case of LMA IV students of ENS Yaoundé (2002-2005) (Nancy Ayeah Ghea, DIPES II)
- Research trends in English language studies in the department of English of ENS Yaoundé from 1978-2009 (Alfred Che, DIPES II)
- Problems faced by BIL I students of ENS Yaoundé and LMA students of the University of Yaoundé I in academic writing (Mirabelle Agbor Manyi, DIPES II)
- Acquisition and development of English language skills via pop music: case study of Lycée de Mendong and Lycée de Biyem-Assi (Agnes Christiane Nelle Ebongue, DIPES II)
- Attitudes of undergraduate students of the department of English of the University of Yaoundé I towards reading (John Ngalim Ngo, DIPES II)
- Teachers' and students' attitude towards Camfranglais: asset or liability to EIL and ELT (DIPES II)
- Tense and aspect usage in the essays of Troisieme students of GBHS Etoug-Egbe and GHS Mendong (Celine Fri Ndanjem)
- Problems of cohesion and coherence in EFL learners writing: the case of Terminale A4 Espagnol and Allemand students of two schools in Yaoundé (Patience Ggogho Kisob, DIPES II)
- Problems of language and expressions in the essays of BIL I students of ENS Yaoundé (Jeanne Peh Françoise)
- The misuse of punctuation by bilingual IV students of ENS Yaounde (Joan Agbor Tabi)
- An evaluation of the practices of English for specific purposes in the Faculty of Medicine and Biomedical sciences, Yaoundé (Marie Josepf Efilla, DIPES II)
- The expression of stance in the essays of LMA V students of ENS Yaoundé (Suzane Pone Matsi, DIPES II)
- Selling the book or selling the author? A genre analysis of book blurbs (Fiona Chindo Fulae, DIPES II)
- Orality And Literacy In Cameroon E-mail Discourse (Camilla Arundie, DIPES II)
- Beyond General English: The Need For A Harmonized Programme And Assessment At The GCE Advanced Level (Dorothy Tancho, DIPES II)
- Problems Of Preposition Usage By Francophone Learners Of English As A Foreign Language: The Case Of Terminale Students In LBA & Lycée General Leclerc (Charles Dayang, DIPES II)
- Some Grammatical Problems In The Essays Of Francophone Students Of The Science Classes In ENS Yaoundé (DIPES II)

- A Comparative Analysis Of The GCE O/L & The Probatoire A, B, C, D English Language Examination Papers From 2000 – 2004 (DIPES II)
- The Impact Of The Target Culture On The Teaching Of English As A Foreign Language: The Case Of Some Selected Schools In Yaoundé (DIPES II)
- Code Switching & Code Mixing In John Nkemngong Nkengasong's *Across The Mongolo* & Charles Alobwede D'Epie's *The Death Certificate* (DIPES II)
- An Investigation Into The Use Of The Present Perfect Tense By Terminale Students In Cameroon: A Case Study Of Some Selected Schools In Kribi (DIPES II)
- The Perceptions And Attitudes Of Parents, Teachers, Students And National Pedagogic Inspectors Of English Expression Towards The Introduction Of Spanish & German In The Curricular Of Anglophone Secondary Schools In Cameroon (DIPES II)
- Interference Difficulties Faced By Anglophone Fulanis Of The North West Province Of Cameroon Learning English As A Second Language (DIPES II)
- Some Characteristics Of Undergraduate Essays At The University Of Yaoundé I (DIPES II)