CINÉTISMES HS n°4/2026
Septembre/September 2026
Hors-série/Special issue
6e année/Year 6

PUBLIER SANS ÊTRE LU : POUR UNE THÉORIE DE LA COMMUNAUTÉ DE RÉCEPTION DU LIVRE SCIENTIFIQUE EN AFRIQUE

(Coordination)
Faty-Myriam MANDOU AYIWOUO
Aristide BITOUGA



CINÉTISMES

Revue pluridisciplinaire sur le langage | Pluri-disciplinary Journal on Languages

Hors-série n° 4 | 30 septembre 2026

Publier sans être lu : pour une théorie de la communauté de réception du livre scientifique en Afrique

Pratiques, enjeux épistémiques et perspectives institutionnelles

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Publishing without being read: Toward a theory of the reception community of the academic book in Africa

Practices, epistemic stakes, and institutional perspectives

Coordination | Editors

Faty-Myriam MANDOU AYIWOUO

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Image de couverture : Jean Daniel Nkot, ##Rightofreply@gmail.com,
170 × 280 cm, 2019, (reprise de la couverture du n° 4, décembre 2024).

CINÉTISMES

Hors-série n° 4, 30 septembre 2026

6e année (revue créée en 2021)

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Sous la direction de | Edited by

Faty-Myriam Mandou Ayiwouo et Aristide Bitouga

Université de Douala, Cameroun

Cinétismes, Hors-série n° 4, 30 septembre 2026.
CINÉTISMES, BP 3132, FLSH, FREF, ESSEC, Université de Douala, Douala, Cameroun
https://www.revue-cinetismes.com/ | revuecinetismes@gmail.com
ISSN-L 2791-2973 | E-ISSN 2791-2981 | Indexée DOAJ: https://doaj.org/toc/2791-2981 , diffusée sur OpenEdition
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ISSN-L 2791-2973 | E-ISSN 2791-2981 | Indexée DOAJ: https://doaj.org/toc/2791-2981, diffusée sur OpenEdition
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Subtitled film as a pedagogical tool for teaching Ghɔmálá': A mixed-methods study of pedagogical effectiveness

Le film sous-titré comme outil pédagogique pour l'enseignement du ghɔmálá' : une étude à méthodes mixtes de l'efficacité pédagogique

Laurent Ghislain TOGUÉ TOGUÉ, Victor NGU CHEO & Paul ANIMBOM NGONG[1]

To cite this paper: Togué Togué, L. G., Ngu Cheo, V., & Animbom Ngong, P. (2026). Subtitled film as a pedagogical tool for teaching Ghɔmálá': A mixed-methods study of pedagogical effectiveness. *Cinétismes*, Hors-série 4, pp. 179-201. Licence CC BY 4.0.

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Revue pluridisciplinaire sur le langage
Pluri-disciplinary Journal on language

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Cinétismes, Hors-série n° 4, 30 septembre 2026.
CINÉTISMES, BP 3132, FLSH, FREF, ESSEC, Université de Douala, Douala, Cameroun
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ISSN-L 2791-2973 | E-ISSN 2791-2981 | Indexée DOAJ: https://doaj.org/toc/2791-2981, diffusée sur OpenEdition
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Abstract

This study investigates the use of subtitled film as a pedagogical tool for teaching Ghɔmálá', a Bantu language spoken by some Bamiléké communities in Cameroon. Through classroom-based learning activities conducted in five secondary schools of Bandjoun, the study examines how audiovisual narratives can support linguistic development, cultural engagement, and learner motivation. The intervention used a 52-minute documentary film titled: Is What They See a Solution? which incorporated cartoon sequences based on Ghɔmálá' cultural themes and was accompanied by French and English subtitles. A mixed-methods approach combined a questionnaire administered to the participating learners with semi-structured interviews, focus group discussions, and classroom observations. The study involved 241 learners aged 12-20 with varying levels of Ghɔmálá' proficiency. Questionnaire responses indicate that about 74% of learners consider that subtitling can or may promote the teaching of national languages and that 89.6% feel motivated, passionate or both about learning them through cinema, while qualitative data point to stronger cultural engagement. Because the study relies on descriptive and qualitative evidence, without learning measurements or a control group, no claim of statistical significance is made. The study therefore presents subtitled film pedagogy as a promising complementary strategy rather than a replacement for conventional language teaching. Its contribution lies in linking audiovisual learning, cultural storytelling, and indigenous language preservation while highlighting the need for appropriate films, accurate subtitles, teacher preparation, and institutional support.

Keywords: Ghɔmálá', language preservation, film pedagogy, subtitled films, cultural immersion, learner motivation.

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ISSN-L 2791-2973 | E-ISSN 2791-2981 | Indexée DOAJ: https://doaj.org/toc/2791-2981, diffusée sur OpenEdition
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Résumé

Cette étude examine l'utilisation du film sous-titré comme outil pédagogique pour l'enseignement du ghɔmálá', langue bantoue parlée par certaines communautés bamiléké du Cameroun. À partir d'activités d'apprentissage menées en classe dans cinq établissements secondaires de Bandjoun, l'étude analyse comment les récits audiovisuels peuvent soutenir le développement linguistique, l'engagement culturel et la motivation des apprenants. L'intervention reposait sur un documentaire de 52 minutes intitulé Ce qu'ils voient est-il une solution ? qui intégrait des séquences de dessins animés fondées sur des thèmes culturels ghɔmálá' et était accompagné de sous-titres en français et en anglais. Une approche à méthodes mixtes a combiné un questionnaire administré aux apprenants avec des entretiens semi-directifs, des discussions de groupe et des observations de classe. L'étude a porté sur 241 apprenants âgés de 12 à 20 ans, présentant des niveaux variés de compétence en ghɔmálá'. Les réponses au questionnaire indiquent qu'environ 74 % des apprenants estiment que le sous-titrage peut favoriser l'enseignement des langues nationales et que 89,6 % se disent motivés, passionnés, ou les deux, à l'idée de les apprendre par le cinéma, tandis que les données qualitatives révèlent un engagement culturel accru. L'étude reposant sur des données descriptives et qualitatives, sans mesure des acquis ni groupe témoin, aucune conclusion de significativité statistique n'est avancée. L'étude présente donc la pédagogie du film sous-titré comme une stratégie complémentaire prometteuse plutôt que comme un substitut à l'enseignement conventionnel des langues. Sa contribution consiste à relier apprentissage audiovisuel, narration culturelle et préservation des langues autochtones, tout en soulignant la nécessité de films appropriés, de sous-titres exacts, de la formation des enseignants et d'un soutien institutionnel.

Mots-clés : Ghɔmálá', préservation des langues, pédagogie par le film, films sous-titrés, immersion culturelle, motivation des apprenants.

Introduction

Language endangerment remains one of the most urgent cultural and educational challenges in Africa, where many indigenous languages are experiencing a decline in use among younger generations. Scholars have warned that the continent's rich linguistic diversity, estimated at between 1,500 and 3,000 languages, is under severe threat because of socio-political, economic, and educational pressures (Bamgbose, 2011; Batibo, 2005). The dominance of colonial languages such as English, French, and Portuguese in schools and media has contributed to the marginalisation of

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ISSN-L 2791-2973 | E-ISSN 2791-2981 | Indexée DOAJ: https://doaj.org/toc/2791-2981, diffusée sur OpenEdition
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many African languages in formal domains (Crystal, 2000). UNESCO (2003) has also highlighted the vulnerability of numerous languages, emphasising the urgency of language maintenance and revitalisation. Fishman's (1991) framework for reversing language shift underscores the importance of intergenerational transmission, community-based initiatives, and supportive language policies. Without such interventions, Africa risks losing not only linguistic diversity but also cultural knowledge and identity embedded in indigenous languages. Ghɔmálá', spoken by some Bamiléké communities in Cameroon, exemplifies this vulnerability, particularly where intergenerational transmission is becoming weaker in urban and diasporic contexts. Conventional teaching approaches, which are often grammar-driven and resource-limited, may struggle to capture learners' interest or provide meaningful cultural immersion. In response to these challenges, this study examines the potential of subtitled audiovisual narratives as a dynamic pedagogical medium for teaching and supporting the revitalisation of Ghɔmálá'. Previous research has established the value of audiovisual materials in second-language acquisition, showing that film and subtitled media can enhance vocabulary learning, listening comprehension, and learner motivation (Paivio, 1986; Vanderplank, 2016). Studies on African language preservation have also emphasised the importance of culturally embedded teaching methods (Bamgbose, 2011; Batibo, 2005).

However, fewer studies have considered how audiovisual storytelling can function simultaneously as linguistic input and cultural transmission, and even fewer have provided empirical evidence from Cameroon; the use of subtitled film for teaching Ghɔmálá' specifically remains underexplored, despite its potential to bridge linguistic instruction with cultural identity.

Film can expose learners to language embedded in cultural contexts, while subtitles can provide scaffolding that connects Ghɔmálá' with familiar languages such as French and English. This dual function positions film pedagogy as more than a classroom innovation: it can also contribute to broader efforts to maintain indigenous languages. By situating language learning within cultural narratives, audiovisual methods may enhance comprehension, foster cultural connection, and motivate learners.

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ISSN-L 2791-2973 | E-ISSN 2791-2981 | Indexée DOAJ: https://doaj.org/toc/2791-2981, diffusée sur OpenEdition
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This study therefore examines the effectiveness of subtitled film pedagogy in supporting Ghɔmálá' language learning, learner motivation, and cultural engagement. The study also speaks to this special issue's broader concern with how scholarly knowledge produced in and about Africa reaches its intended audiences. Because Ghɔmálá' is a language of everyday and community life rather than a language of academic publishing, findings about its teaching risk remaining inaccessible to the teachers, learners, and communities who might use them. By documenting a classroom pedagogy in which the national language itself, rather than only English or French, is the medium of instruction, the study contributes to discussions of how knowledge generated through African languages can circulate beyond academic audiences reading in colonial languages.

The remainder of the article is organised as follows. Section 1 situates the study within broader debates on language preservation through media, film pedagogy, and the challenges facing African language education. Section 2 presents the theoretical framework. Section 3 describes the study's mixed-methods design, participants, materials, and procedures. Section 4 reports the questionnaire and qualitative findings. Section 5 discusses these findings, outlines the study's contribution and implications, and sets out its limitations and recommendations, before the conclusion.

In line with this gap, the study is guided by the following objectives and research questions:

(a) to examine how learners assess the contribution of classroom exposure to subtitled film to their Ghɔmálá' vocabulary, listening comprehension, and reading recognition; (b) to explore how learners and teachers describe the influence of subtitled film activities on cultural engagement and learner motivation; and (c) to consider how the qualitative classroom evidence relates to the perceptions measured by the questionnaire.

These objectives correspond to the following questions: RQ1, How do learners assess the contribution of the subtitled film intervention to their vocabulary, listening, and reading? RQ2, How do learners and teachers describe the role of subtitled film in supporting cultural engagement and motivation? RQ3, How do these classroom observations compare with the perceptions measured by the questionnaire?

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1. Background

The teaching and preservation of indigenous languages have attracted increasing scholarly attention, particularly in contexts where intergenerational transmission is weakening. Existing research highlights the importance of innovative pedagogical approaches that move beyond traditional grammar-based instruction and engage learners both linguistically and culturally. Media, especially film, have emerged as promising tools because they offer narratives that combine entertainment with educational opportunities (Sánchez-Auñón *et al.*, 2023). This study is situated at the intersection of three concerns: the role of media in sustaining endangered languages, the pedagogical potential of subtitled films, and the challenges confronting African language education. Rather than presenting an exhaustive literature review, this section provides contextual grounding for the study and explains why Ghɔmálá' requires innovative approaches to language teaching and revitalisation. The discussion establishes the foundation for examining film-based approaches tailored to the language's sociolinguistic context.

1.1. Language preservation through Media

Media can support the maintenance of endangered languages by providing learners with linguistic input and opportunities for cultural immersion. Audiovisual materials can bridge oral traditions and contemporary forms of pedagogy.

Digital technologies, including subtitled films, have been applied in contexts such as Basque, Māori, and Welsh, demonstrating potential for reinforcing identity and linguistic pride (Ajani *et al.*, 2024). In Africa, scholars emphasise that digital platforms can help address declining intergenerational transmission and provide accessible pathways for revitalisation (Michael, 2024). These observations provide a basis for examining film more closely as a pedagogical instrument.

1.2. Film as Pedagogy

Applied linguistics research has highlighted subtitled films as useful instructional media. Subtitles can act as scaffolding by helping learners connect unfamiliar linguistic structures with

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familiar languages. Existing studies report benefits for vocabulary acquisition, listening comprehension, contextual learning, and learner motivation (Kanellopoulou, 2019; Sánchez-Auñón *et al.*, 2023; Pavithra & Gandhimathi, 2024).

Film pedagogy therefore extends the potential of media by embedding language learning within narratives that can support linguistic competence and intercultural awareness. Nevertheless, the application of such approaches in African language education remains constrained by resource and institutional challenges.

1.3. African Language Teaching Challenges

African language education continues to face systemic challenges, including limited resources, insufficiently standardised curricula, inadequate teaching materials, teacher preparation gaps, policy inconsistencies, and weakening intergenerational transmission (Batibo, 2005; Bamgbose, 2011).

Studies from South Africa, Lesotho, and Zimbabwe similarly identify insufficient teaching materials, limited teacher training, and policy challenges as barriers to effective indigenous language education (Diko, M., & Celliers, A. B. 2024; Ramolula & Nkoane, 2025; Viriri & Ndimande-Hlongwa, 2023). These constraints can encourage grammar-focused instruction that does not always reflect learners' cultural realities.

1.4. Positioning the Study

Within this context, the present study focuses on Gbɔmálá' and examines subtitled film pedagogy as a culturally grounded approach to language teaching. The study does not assume that film can replace existing teaching methods. Instead, it investigates how film screening, guided discussion, vocabulary extraction, role-play, comparative cultural analysis, and reflection can be combined to support language learning and cultural engagement.

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2. Theoretical Framework

The study draws on three complementary perspectives: Vygotsky's sociocultural theory of learning, a dual coding and multimedia learning perspective (Paivio, 1986; Mayer, 2009), and an identity-based perspective on language preservation. Together, these perspectives explain how subtitled film can support cognitive processing, social interaction, and cultural identity.

2.1. Sociocultural Theory of Learning

Vygotsky's sociocultural theory emphasises that learning is mediated through social interaction and cultural tools. Language acquisition occurs within the zone of proximal development (ZPD), where learners progress through guided participation with teachers or more knowledgeable peers (Vygotsky, 1962/1986; Culligan, 2013).

In the present study, subtitled film provides a shared cultural and linguistic resource, while group discussions and dramatisations provide opportunities for collaborative dialogue and guided oral practice.

2.2. Dual Coding and Multimedia Learning

Paivio's Dual Coding Theory proposes interconnected verbal and non-verbal systems through which information can be represented and processed (Paivio, 1986; Clark & Paivio, 1991). Film combines spoken language, visual imagery, and textual support through subtitles.

These multiple forms of input can help learners interpret meaning through more than one pathway and may support vocabulary learning and retention.

Complementing this, Mayer's Multimedia Learning Theory emphasises that learning is enhanced when verbal and visual information are presented together in ways that reduce cognitive overload and foster integration (Mayer, 2009). Subtitled films exemplify this principle by synchronising auditory input (spoken Ghɔmálá'), visual imagery (actions and settings), and textual scaffolding (subtitles). Research has shown that subtitles can improve comprehension and

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vocabulary acquisition by reinforcing dual coding and multimedia learning processes (Kanellopoulou, Kermanidis, & Giannakopoulos, 2019).

2.3. Language Preservation and Identity

Language revitalisation is closely related to identity and cultural continuity. May (2012) argues that minority language rights must be understood within broader socio-political contexts in which language functions both as a means of communication and as a marker of belonging. Film can embed Ghɔmálá' in stories, traditions, and values, thereby creating opportunities for learners to connect language learning with cultural identity.

2.4. Integrative Framework for Ghɔmálá' Pedagogy

The three perspectives converge in the present study. Sociocultural theory explains the role of interaction and guided participation; dual coding and multimedia learning explain the combination of audio, visual, and textual inputs; and the identity perspective explains the relationship between language learning, cultural engagement, and preservation.

The framework therefore links the intervention to four broad outcomes: language comprehension and vocabulary development, oral expression, learner motivation, and cultural engagement.

3. Methodology

The study employed a mixed-methods, classroom-based approach in five secondary schools of Bandjoun, where Ghɔmálá' is taught. It focused on a film-based intervention rather than on a comparison of several independent teaching methods.

3.1. Research Design

The study adopted a mixed-methods design combining a questionnaire (closed-ended and open-ended items, including Likert-type scales) with semi-structured interviews, focus-group discussions, and classroom observations. The questionnaire captured learners' perceptions of subtitled film for

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vocabulary acquisition, listening comprehension, reading recognition, motivation, and cultural engagement. The qualitative component explored learner motivation, cultural engagement, and perceptions of the pedagogical approach. This design combined a descriptive measurement of perceptions with a qualitative exploration of learner experiences.

Because the study did not include a separate control group, it is best classified as a descriptive, single-group intervention study. Its findings are therefore interpreted as indications of the learners' experience of subtitled film pedagogy, rather than as proof that the film-based approach is superior to other teaching methods.

3.2. Participants

The sample consisted of 241 students aged 12-20 with varying levels of Ghɔmálá' proficiency, selected through purposive sampling to represent both beginner-level and intermediate learners.

The study was conducted in Bandjoun, Koung-Khi Division, West Region of Cameroon, where Ghɔmálá' is spoken and taught. The 241 learners came from five secondary schools, : Government High School Bandjoun (101), Government High School Yom III (77), Saint Joseph College Bandjoun (42), Government Bilingual High School Mbo-Yom (14) and Government Bilingual High School Famleng (7). Fieldwork took place in 2024 (focus group discussion on 22 February 2024; classroom lessons and teacher interviews between 19 and 23 April 2024).

The sample included learners from Forms 3-6 (equivalent to lower and upper secondary levels), with approximately 55% female and 45% male participants. Of the total sample, 148 were beginner learners and 93 were intermediate learners, based on teacher assessments of prior exposure to Ghɔmálá'. Inclusion criteria required that learners had at least basic literacy in French or English to benefit from the subtitles. Exclusion criteria included learners with prior advanced proficiency in Ghɔmálá' or those unable to attend the intervention sessions--.

Informed consent was obtained from all participants, ensuring that they understood the purpose, procedures, and voluntary nature of the study. For learners under 18, parental or guardian consent

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was additionally secured. Confidentiality and anonymity were maintained, and participation carried no academic or social penalties.

The study was conducted in line with ethical research standards, and approval was obtained from the regional education authority and the institutional review committee of the lead researcher's university.

3.3. Materials

The central instructional material was a 52-minute documentary titled Is What They See a Solution? which incorporated cartoon sequences based on Ghɔmálá' cultural themes. The film was accompanied by French and English subtitles. The Ghɔmálá' audio track served as the primary instructional input, while subtitles were used as scaffolding to support comprehension.

Learners were encouraged to attend primarily to spoken Ghɔmálá' and to use the subtitles to confirm or clarify meaning when necessary. The documentary film was directed by Laurent Ghislain Togué Togué and produced by the CRTV and the University of Bamenda.

This arrangement was intended to ensure that learners focused on the target language rather than treating the subtitles as the primary learning material. Repeated exposure to oral narratives, supported by visual context and subtitles, provided opportunities for vocabulary acquisition, structural learning, and cultural engagement.

3.4. Intervention Procedure

The intervention lasted six weeks and comprised seven structured sessions, each lasting approximately 90 minutes. Sessions were scheduled at a rate of one to two per week, depending on school timetables. The same film sequences were used across all sites to ensure consistency. Teachers facilitated each session, while learners engaged actively in both individual and group activities. French and English subtitles were consistently available, but learners were encouraged to prioritise the Ghɔmálá' audio track, using subtitles only as scaffolding when necessary.

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3.4.1. Session 1, Orientation and Film Introduction

Learners were introduced to the study objectives and the documentary *Is What They See a Solution?* Teachers explained how Ghɔmálá' audio and subtitles would be used, encouraging learners to focus on spoken language while using subtitles for support.

3.4.2. Session 2, Film Screening

Selected sequences of the film were screened. Teachers paused at key points to clarify vocabulary, explain cultural references, and support comprehension. Learners noted new Ghɔmálá' words and expressions in personal notebooks.

3.4.3. Session 3, Guided Discussion

Structured group discussions followed the screening. Learners reflected on linguistic forms and cultural themes, linking the film content to their own experiences. Teachers facilitated dialogue to encourage oral practice and critical thinking.

3.4.4. Session 4, Vocabulary Extraction and Practice

Learners identified, recorded, pronounced, and practiced new Ghɔmálá' vocabulary from the film. Word lists were compiled, and learners rehearsed pronunciation and usage in short sentences.

3.4.5. Session 5, Role-Play and Dramatisation

Learners re-enacted selected film scenes. This performative activity provided opportunities for oral expression, confidence building, creativity, and collaborative language practice.

3.4.6. Session 6, Comparative Cultural Analysis

Learners analysed cultural themes presented in the film in relation to their own social contexts. The activity was intended to support identity awareness and intercultural understanding.

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3.4.7. Session 7, Consolidation and Reflection

The final session involved vocabulary review, group reflection on cultural insights, and learner feedback on the pedagogical approach. Teachers documented observations, and learners discussed their perceptions of motivation and cultural engagement.

3.5. Evaluation and Data Collection

3.5.1. Quantitative Assessment

The questionnaire, administered during the 2024 fieldwork to the 241 learners, addressed three aspects of Ghɔmálá' language learning:

- *Vocabulary acquisition*: learners' assessment of their recognition, translation, and use of Ghɔmálá' words drawn from the film sequences.
- *Listening comprehension*: learners' assessment of their understanding of spoken Ghɔmálá' in the documentary.
- *Reading recognition*: learners' assessment of their ability to identify, pronounce, and interpret written Ghɔmálá' words and short sentences.

The questionnaire was piloted with a small group of learners to improve clarity and cultural relevance.

3.5.2. Qualitative Feedback

Semi-structured interviews were conducted with two Ghɔmálá' teachers and a critical friend, and focus group discussions were held with students, including Form 5 learners (focus group discussion on 22 February 2024; teacher interview on 22 April 2024). All interviews were audio-recorded and transcribed; one focus group interview was translated into French and English.

3.5.3. Data Analysis

Questionnaire data were entered in Excel and analysed descriptively in SPSS, with advice from a biostatistician. Results are reported as frequencies and percentages, without inferential statistics or claims of statistical significance.

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Qualitative data were analysed by the lead author as sole researcher. The transcripts were examined descriptively through three guiding questions (what went well, what did not, what needed improving) and triangulated with verbatim extracts from focus groups and learner journals, non-participant observation, a research diary, and discussions with a critical friend.

3.6. Validity and Reliability

To support validity, the questionnaire was piloted before the main study and refined for clarity, cultural relevance, and age appropriateness. Subtitles were cross-checked by bilingual speakers for linguistic and cultural accuracy.

Triangulation was achieved by combining questionnaire data with interview data, focus group responses, and classroom observations.

For reliability, the questionnaire was administered with consistent instructions, and classroom procedures were standardised across the five schools to reduce variability.

4. Findings

The findings draw on two sources: the questionnaire administered to the 241 learners (N = 241), analysed descriptively, and the qualitative data collected through interviews, focus groups, and classroom observations.

The questionnaire percentages express learners' perceptions; they are not measurements of learning gains.

4.1. Enhanced Comprehension

Questionnaire responses suggest that learners perceived subtitled film as a support for vocabulary acquisition and comprehension: 179 of 241 learners (about 74%: 83 "can" and 96 "may") stated that subtitling can or may promote the teaching of national languages.

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These figures are reported descriptively; they reflect learners' perceptions of the approach rather than measured gains in proficiency.

In addition, 31.4% of respondents reported that audiovisual media helped them understand Ghɔmálá' grammar and vocabulary.

Table 1. Vocabulary Recognition and Audiovisual Media Perceptions

Indicator	Percentage	Source
Learners stating that subtitling can or may promote the teaching of national languages	179 of 241 (74%)	Questionnaire
Respondents reporting that audiovisual media helped with grammar and vocabulary	31.4%	Questionnaire

Source: Authors' compilation

4.2. Cultural Engagement

Classroom discussions and comparative cultural activities indicated that learners connected the film content with Ghɔmálá' traditions and cultural identity. Learners reported that the audiovisual format helped them situate language learning within familiar cultural narratives, reinforcing both comprehension and identity awareness.

Questionnaire responses further support this finding: 51.5% of respondents stated that films instilled a love for national languages, while 18.3% highlighted the role of films in promoting culture.

These outcomes align with the study's focus on cultural engagement and suggest how subtitled film pedagogy can foster both linguistic and cultural connection.

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Table 2. Cultural Engagement Indicators

Indicator	Percentage	Source
Respondents stating that films instilled love for national languages	51.5%	Questionnaire
Respondents highlighting films' role in promoting culture	18.3%	Questionnaire

Source: Authors' compilation

4.3. Learner Motivation

Interviews and focus group discussions indicated that learners found the film-based activities engaging and that the entertainment value of film helped sustain interest. Role-play and dramatisation also encouraged active participation.

Questionnaire responses confirm this trend: 216 learners (89.6%) reported being motivated (24.5%), passionate (25.7%) or both (39.4%) about learning national languages through cinema.

4.4. Collaborative Learning

Group discussions and dramatisations created opportunities for peer-to-peer learning and oral practice. Teacher observations indicated increased willingness among learners to experiment with new vocabulary in supportive group settings.

4.5. General Perceptions of Subtitled Film Pedagogy

Questionnaire responses also indicated positive perceptions of audiovisual strategies. Specifically:

- **46.5%** considered subtitling important for promoting national languages.
- **33.2%** strongly agreed that film-based instruction facilitates the teaching of national languages.

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- **37.3%** recommended film projection as an effective method for teaching Ghɔmálá'.

These figures express learners' perceptions of the approach.

Table 3. General Perceptions of Subtitled Film Pedagogy (Questionnaire)

Indicator	Percentage	Source
Subtitling important for promoting national languages	46.5%	Questionnaire
Film-based instruction facilitates teaching national languages	33.2%	Questionnaire
Film projection recommended as effective for teaching Ghɔmálá'	37.3%	Questionnaire

Source: Authors' compilation

4.6. Summary of Findings

Overall, the questionnaire indicates that a large majority of learners perceive subtitled film as useful and motivating for learning Ghɔmálá', while qualitative evidence points to increased engagement, oral participation, and cultural connection.

Taken together, these findings support the potential usefulness of subtitled film pedagogy while highlighting the need for designs that measure learning gains in future studies.

5. Discussion

The study examined the potential of subtitled film pedagogy to support Ghɔmálá' language learning, learner motivation, and cultural engagement. The findings suggest that audiovisual

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narratives can provide meaningful contexts in which learners encounter vocabulary and spoken language while simultaneously engaging with cultural themes. The results should, however, be interpreted cautiously because the evidence rests on learners' perceptions and qualitative observations, without learning measurements or a control group. The classroom activities align with Vygotsky's sociocultural theory because learners participated in guided discussions, collaborative vocabulary practice, and dramatisation. These activities provided opportunities for social interaction and supported oral language practice. The findings therefore illustrate how film can serve as a cultural tool around which collaborative learning activities are organised.

The use of spoken Ghɔmálá', visual scenes, and French and English subtitles is also compatible with the principles of multimodal learning and Paivio's dual coding theory. The combination of auditory, visual, and textual information can provide learners with several cues for interpreting meaning. The perceived benefits for vocabulary recognition and usage are compatible with this multimodal learning rationale, although the study design does not permit the independent contribution of subtitles to be established. Stronger experimental evidence would be required to isolate the specific effects of subtitling.

The cultural dimension of the film-based activities is consistent with the identity perspective on language preservation. By connecting language learning with stories, traditions, and social contexts, the intervention created opportunities for learners to view Ghɔmálá' not simply as a set of linguistic forms but also as a carrier of cultural meaning. The questionnaire finding that 51.5% of respondents associated films with increased love for national languages provides contextual support for this interpretation.

The results also point to practical limitations. The availability of quality Ghɔmálá' films may constrain scalability. Subtitling accuracy is important because inaccurate translations can interfere with comprehension and distort cultural meanings. In addition, teachers need preparation in selecting films, guiding discussions, managing subtitles, facilitating dramatisation, and linking film activities to curriculum objectives.

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Taken together, the findings suggest that subtitled film pedagogy is best viewed as a complementary strategy. It can enrich conventional instruction by providing authentic and culturally grounded language input and opportunities for interactive practice, but it should not be treated as a complete replacement for other forms of language teaching.

5.1. Contribution and Implications

The study contributes to scholarship on indigenous language pedagogy by illustrating how subtitled film can function as both a linguistic resource and a cultural resource. Its contribution is primarily practical: it provides evidence of a sequence of film-based activities that can be adapted for Ghɔmálá' and potentially for other indigenous languages.

5.1.1. Pedagogical Contribution

The study illustrates how film screening can be combined with guided discussion, vocabulary extraction, role-play, comparative cultural analysis, and reflection. This sequence suggests a structured way for teachers to move from language exposure to guided practice and learner production.

5.1.2. Language and Identity

The findings suggest the potential of film to connect linguistic learning with cultural identity. Embedding Ghɔmálá' in culturally relevant narratives can create opportunities for learners to appreciate the relationship between language, history, traditions, and community identity.

5.1.3. Implications for Teacher Preparation

Teacher preparation programmes can introduce educators to audiovisual pedagogy, including film selection, subtitle use, vocabulary extraction, discussion facilitation, role-play, and assessment. Such preparation would help teachers use film systematically rather than treating it merely as entertainment.

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5.1.4. Potential for Adaptation

The approach may be adapted for other indigenous language contexts, provided that films and subtitles are culturally and linguistically appropriate. Adaptation should be based on local needs rather than assuming that a single model will work equally well across different languages and communities.

5.2. Limitations and Recommendations

Several limitations should be acknowledged. First, the study did not include pre- and post-tests: its quantitative evidence consists of learners' perceptions measured by a questionnaire, so no learning gain can be measured and no claim of statistical significance can be made.

Second, the design did not include a control group, which limits the ability to attribute learners' perceptions exclusively to the film intervention. Third, the qualitative analysis was carried out by a single researcher.

Fourth, the intervention relied on one principal film, which restricts generalisability to other audiovisual materials.

Future studies should:

- Measure learning gains through pre- and post-tests and report complete statistics, including means, standard deviations, t-values, degrees of freedom, p-values, confidence intervals, and effect sizes.
- Where feasible, include a comparison or control group to strengthen causal interpretation.
- Document the questionnaire and the sampling procedure in full, and involve several independent coders in the qualitative analysis.
- Develop and evaluate additional Ghɔmálá' films and ensure culturally appropriate subtitling.

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- Examine which individual film-based activities (e.g., role-play, vocabulary extraction, cultural analysis) contribute most strongly to language learning.
- Investigate longer-term retention of vocabulary and oral language skills.
- Prepare teachers to integrate audiovisual materials into structured language curricula.
- Explore community-based film production and digital platforms to increase access to indigenous-language resources.

Conclusion

This study examined subtitled film pedagogy as a complementary approach to teaching and revitalising Ghɔmálá', combining a culturally themed documentary with discussion, vocabulary practice, dramatisation, comparative cultural analysis, and reflection.

In response to RQ1, questionnaire responses indicate that about 74% of learners (179 of 241) consider that subtitling can or may promote the teaching of national languages, and that 89.6% feel motivated, passionate or both about learning them through cinema; these figures express perceptions rather than measured learning gains.

Regarding RQ2, interviews, focus groups, and teacher observations indicate that learners found the film-based activities engaging, that role-play and dramatisation encouraged active participation, and that discussions and cultural analysis helped learners connect language learning with Ghɔmálá' traditions and identity.

On RQ3, the questionnaire and the classroom observations point in the same direction: learners report that audiovisual media aid comprehension, foster love for national languages, and support film-based instruction.

Sociocultural theory, dual coding and multimedia learning, and an identity-based perspective on language preservation together help to explain these results, pointing respectively to the value of guided social interaction, of combining spoken language with visual and textual input, and of connecting language learning to cultural identity.

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The absence of learning measurements and of a control group means the findings should not be read as proof that film-based instruction is superior to conventional teaching. Subtitled film pedagogy is best understood as a promising complementary strategy. Future research should measure learning gains, include a comparison group, document the questionnaire in full, and examine which activities contribute most to learning, building a stronger evidence base for indigenous-language film pedagogy in Cameroon and beyond.

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Appel à contributions

Langage, intelligence artificielle et médiations numériques : discours, pratiques et enjeux de légitimité scientifique en Afrique

Numéro thématique, parution prévue en février 2027

Argumentaire

L'intelligence artificielle générative, les plateformes numériques et les agents conversationnels transforment, depuis peu mais de façon rapide et déjà sensible, la manière dont on produit, diffuse et reçoit le discours scientifique, médiatique et ordinaire en Afrique. Traduction automatique, génération et correction de texte assistées, modération algorithmique des réseaux sociaux, désinformation outillée par l'IA, automatisation de la rédaction académique : ces usages touchent de plein fouet les sciences du langage, les sciences de l'information et de la communication, et plus largement les pratiques de communication, sans que leurs effets sur les discours, les pratiques langagières et les rapports de légitimité scientifique aient encore été suffisamment théorisés depuis le continent et à partir de ses propres corpus (Andler, 2023).

Ce numéro thématique de *Cinétismes* se propose d'interroger ces transformations à l'articulation de trois champs : les sciences du langage (analyse du discours, plurilinguisme, traduction, pragmatique), les sciences de l'information et de la communication, et la communication au sens large (médiatique, organisationnelle, publique). Il s'adresse en priorité aux doctorant·e·s de ces disciplines, dont les pratiques de recherche (écriture, traduction, revue de littérature, diffusion) sont elles-mêmes directement concernées par ces outils, et pour qui ce numéro entend offrir un

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CINÉTISMES, BP 3132, FLSH, FREF, ESSEC, Université de Douala, Douala, Cameroun
https://www.revue-cinetismes.com/ | revuecinetismes@gmail.com
ISSN-L 2791-2973 | E-ISSN 2791-2981 | Indexée DOAJ: https://doaj.org/toc/2791-2981, diffusée sur OpenEdition
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espace de publication et de légitimation scientifique exigeant mais accompagné, dans un contexte où la culture numérique reconfigure déjà les pratiques de lecture, d'écriture et de validation des savoirs (Cardon, 2019).

Ce numéro organise ces questionnements en deux axes majeurs, dont la distinction répond à une double exigence analytique. (1) Le premier axe, Discours et enjeux de légitimité, regroupe les contributions portant sur ce qui est dit, par qui, et selon quelle autorité reconnue : les biais et normes linguistiques inscrits dans les modèles de langue, la désinformation et la confiance accordée aux sources, l'auctorialité et l'intégrité de l'écriture scientifique à l'ère de l'IA, et les politiques linguistiques comme discours institutionnels de légitimation. (2) Le second axe, Pratiques, regroupe les contributions portant sur ce que les acteurs font effectivement de ces outils et de ces savoirs : la médiatisation et la vulgarisation scientifique, les pratiques doctorales assistées par l'IA, l'éducation aux médias et à l'information, et les pratiques culturelles articulées aux objectifs de développement durable. Cette distinction entre l'ordre du discours et l'ordre de l'action, classique en sciences du langage et en sciences de l'information et de la communication, permet de ne pas confondre l'analyse des représentations avec celle des usages, tout en admettant des contributions qui travaillent les deux de façon articulée.

Cette articulation fait suite aux travaux engagés par la rédactrice en chef et son équipe dans deux ouvrages collectifs consacrés à l'influence : *Influenceur ou influenceuse, une position socio-numérique qui fait débat* (2024, en deux tomes), qui interrogeait déjà, à travers la mesure de l'influence, ses dérives et l'épreuve du droit, la légitimité des discours produits par les figures de l'influence numérique ; et *Influences et gouvernance* (à paraître, également en deux tomes), dont le second tome, consacré aux dynamiques sociales, au discours et à la communication, élargit cette réflexion aux rapports entre influence, pouvoir et légitimité en Afrique contemporaine. Ce numéro entend prolonger et spécifier ces travaux dans le champ de l'intelligence artificielle et des médiations numériques (Mandou Ayiwouo, Ondoua Biwole, Tonyè & Ngodji Tcheutou, 2024 ; à paraître).

Ce questionnement intègre également deux dimensions connexes mais essentielles : l'éducation aux médias et à l'information (EMI), comme réponse pédagogique directe à ces

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transformations (Frau-Meigs & Corbu, 2024) ; et les pratiques culturelles, dans la mesure où leur médiatisation croise de plus en plus les objectifs de développement durable (ODD), qu'il s'agisse de la valorisation des savoirs locaux, de la communication environnementale ou de la diffusion des pratiques culturelles comme vecteur de développement.

Les contributions pourront être théoriques, empiriques ou méthodologiques, et s'appuyer sur des corpus africains ou comparatistes.

Axe majeur 1 : Discours et enjeux de légitimité

1.1. IA générative et sciences du langage : biais et normes linguistiques inscrits dans les modèles de langue, traduction automatique, outillage des langues africaines par le numérique.

1.2. Communication, désinformation et plateformes numériques : modération, viralité, fact-checking, rapport du public africain à l'information automatisée et confiance accordée aux sources.

1.3. Écriture scientifique à l'ère de l'IA : auctorialité, intégrité académique, plagiat algorithmique, et dérives prédatrices de l'édition scientifique.

1.4. Politiques linguistiques et numérique : fracture, inclusion, souveraineté technologique et diversité des langues africaines dans les outils d'IA, comme discours institutionnels de légitimation.

Axe majeur 2 : Pratiques

2.1. Médiatisation du savoir et vulgarisation scientifique en contexte numérique africain : chaînes, réseaux sociaux, podcasts.

2.2. Jeunes chercheur·e·s et IA : pratiques doctorales assistées, méthodologies, questions éthiques et de formation à la recherche.

2.3. Éducation aux médias et à l'information (EMI) : développement de l'esprit critique face aux contenus générés ou relayés par l'IA, dispositifs pédagogiques, formation des publics scolaires et universitaires.

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2.4. Pratiques culturelles, communication et objectifs de développement durable (ODD) : médiatisation des savoirs et pratiques culturelles locales, communication environnementale, le numérique et l'IA comme leviers ou obstacles à ces objectifs.

Public visé

Ce numéro est destiné en priorité aux doctorant·e·s en sciences du langage, en sciences de l'information et de la communication, et en communication. Il reste ouvert aux jeunes chercheur·e·s et aux enseignant·e·s-chercheur·e·s confirmé·e·s dont la contribution s'inscrit dans l'un des axes.

Il est également ouvert aux praticien·ne·s des médias (journalistes, communicant·e·s, community managers, modérateur·rice·s de plateformes), dont les contributions sont bienvenues dans chacun des deux axes majeurs. Ce numéro se veut en effet résolument transversal : les questions de droit (droit d'auteur et plagiat algorithmique, responsabilité éditoriale, régulation des plateformes et protection des données) traversent aussi bien l'axe des discours que celui des pratiques, et appellent donc des contributions qui dépassent le seul clivage disciplinaire entre sciences du langage, SIC et communication.

Les propositions en binôme associant un·e chercheur·e sénior ou expert·e confirmé·e à un·e doctorant·e ou jeune chercheur·e sont vivement encouragées : cette formule permet d'adosser l'exigence scientifique attendue à un accompagnement direct des jeunes chercheur·e·s dans l'écriture et la soumission de leur premier article.

Modalités de soumission

Conformément au protocole de la revue, les auteur·e·s soumettent directement l'article complet, et non un résumé : une version anonymisée de l'article (12 à 15 pages), avec page de titre portant le titre, le résumé et 5 mots-clés dans la langue de l'article, ainsi qu'une bibliographie de 30 références maximum au style APA 7 ; et une page d'accompagnement séparée comportant nom, fonction, affiliation, adresse et courriel des auteur·e·s, résumé et mots-clés en français ET en anglais

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(5 mots-clés maximum par langue), et une courte notice biographique (voir le détail complet dans le document « Guidelines to authors » joint à cet appel).

L'ensemble est à adresser à revuecinetismes@gmail.com et sera soumis à une évaluation en double aveugle par deux pairs.

Calendrier

Étape	Date
Diffusion de l'appel à contribution (avec la parution du hors-série n° 4)	15 octobre 2026
Date limite de soumission des articles complets	15 janvier 2027
Évaluation en double aveugle	15 janvier, 10 février 2027
Retour des versions révisées	20 février 2027
Parution du numéro	28 février 2027

Références indicatives

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Call for papers

Language, Artificial Intelligence and Digital Mediation: Discourse, Practices and the Stakes of Scientific Legitimacy in Africa

Thematic issue, publication scheduled for February 2027

Rationale

Generative artificial intelligence, digital platforms and conversational agents are transforming, rapidly and already perceptibly, how scientific, media and everyday discourse is produced, circulated and received in Africa. Machine translation, AI-assisted text generation and editing, algorithmic moderation of social media, AI-enabled disinformation, and the automation of academic writing all bear directly on language sciences, information and communication sciences, and communication practices more broadly, yet their effects on discourse, language practices and the conditions of scientific legitimacy have not yet been sufficiently theorised from the continent and from its own corpora (Andler, 2023).

This thematic issue of *Cinétismes* sets out to examine these transformations at the intersection of three fields: language sciences (discourse analysis, multilingualism, translation, pragmatics), information and communication sciences, and communication in the broad sense (media, organisational, public). It is addressed primarily to doctoral students in these disciplines, whose own research practices (writing, translation, literature review, dissemination) are directly affected by these tools, and for whom this issue aims to offer a rigorous but supportive space for publication and scientific legitimation, in a context where digital culture is already reconfiguring the practices of reading, writing and validating knowledge (Cardon, 2019).

This issue organises these questions into two major strands, a distinction that answers a twofold analytical need. (1) The first strand, Discourse and the Stakes of Legitimacy, brings together

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contributions on what is said, by whom, and on what recognised authority: the biases and linguistic norms embedded in language models, disinformation and the trust placed in sources, authorship and the integrity of academic writing in the age of AI, and language policies as institutional discourses of legitimation. (2) The second strand, Practices, brings together contributions on what actors actually do with these tools and this knowledge: the mediatisation and popularisation of science, AI-assisted doctoral practices, media and information literacy, and cultural practices articulated with the Sustainable Development Goals. This distinction between the order of discourse and the order of action, standard in language sciences and in information and communication sciences, keeps the analysis of representations from being conflated with that of uses, while still admitting contributions that work through both in an articulated way.

This framing follows on from work undertaken by the Editor-in-Chief and her team in two collective volumes devoted to influence: *Influenceur ou influenceuse, une position socio-numérique qui fait débat* (2024, in two tomes), which already examined, through the measurement of influence, its excesses and its confrontation with the law, the legitimacy of discourses produced by figures of digital influence; and *Influences et gouvernance* (forthcoming, also in two tomes), whose second tome, devoted to social dynamics, discourse and communication, extends this reflection to the relationships between influence, power and legitimacy in contemporary Africa. This issue intends to extend and specify this work within the field of artificial intelligence and digital mediation (Mandou Ayiwouo, Ondoua Biwole, Tonyè & Ngodji Tcheutou, 2024; forthcoming).

This questioning also integrates two related but essential dimensions: media and information literacy (MIL), as a direct pedagogical response to these transformations (Frau-Meigs & Corbu, 2024); and cultural practices, insofar as their mediatisation increasingly intersects with the Sustainable Development Goals (SDGs), whether through the valorisation of local knowledge, environmental communication, or the dissemination of cultural practices as a vector for development.

Contributions may be theoretical, empirical or methodological, and may draw on African or comparative corpora.

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Major Strand 1: Discourse and the Stakes of Legitimacy

1.1. Generative AI and language sciences: biases and linguistic norms embedded in language models, machine translation, the digital instrumentation of African languages.

1.2. Communication, disinformation and digital platforms: moderation, virality, fact-checking, African audiences' relationship to automated information, and trust placed in sources.

1.3. Academic writing in the age of AI: authorship, academic integrity, algorithmic plagiarism, and the predatory drift of scientific publishing.

1.4. Language policy and digital technology: divides, inclusion, technological sovereignty and the place of African languages in AI tools, as institutional discourses of legitimation.

Major Strand 2: Practices

2.1. Mediatisation of knowledge and science popularisation in the African digital context: channels, social media, podcasts.

2.2. Early-career researchers and AI: AI-assisted doctoral practices, methodologies, and ethical and training questions.

2.3. Media and information literacy (MIL): fostering critical thinking toward AI-generated or AI-relayed content, pedagogical approaches, and training for school and university audiences.

2.4. Cultural practices, communication and the Sustainable Development Goals (SDGs): mediatisation of local knowledge and cultural practices, environmental communication, digital technology and AI as levers or obstacles to these goals.

Intended audience

This issue is addressed primarily to doctoral students in language sciences, information and communication sciences, and communication. It remains open to early-career researchers and established scholars whose contribution fits one of the strands above.

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It is also open to media practitioners (journalists, communication professionals, community managers, platform moderators), whose contributions are welcome in either major strand. This issue is intended to be resolutely transversal: legal questions (copyright and algorithmic plagiarism, editorial liability, platform regulation and data protection) run through both the discourse strand and the practices strand, and therefore call for contributions that go beyond the disciplinary divide between language sciences, information and communication sciences, and communication.

Joint submissions pairing a senior researcher or established expert with a doctoral or early-career researcher are strongly encouraged: this format allows the expected scientific rigour to be paired with direct mentorship of early-career researchers in writing and submitting their first article.

Submission guidelines

In keeping with the journal's protocol, authors submit the full article directly, not an abstract: an anonymised version of the article (12 to 15 pages), with a title page giving the title, the abstract and 5 keywords in the language of the article, and a bibliography of 30 references at most in APA 7th-edition style; and a separate accompanying page giving the authors' name, position, affiliation, address and email, an abstract and keywords in both French AND English (5 keywords at most per language), and a short biographical note (see the full detail in the attached "Guidelines to authors").

The complete submission is to be sent to revuecinetismes@gmail.com and will undergo double-blind peer review by two reviewers.

Timeline

Step	Date
Call for papers released (alongside the publication of the special issue Hors-série n° 4)	15 October 2026
Deadline for full article submissions	15 January 2027
Double-blind peer review	15 January, 10 February 2027
Return of revised versions	20 February 2027
Publication of the issue	28 February 2027

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Scientific coordination

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