CURRICULUM VITAE – Clovis Mbeudeu
Junior Consultant

PERSONAL DETAILS

Clovis D. Mbeudeu
Cameroonian - 05/12/85
mbeuclovis@gmail.com
Junior Research Officer, Ministry of Basic Education, Department of Nursery and Primary Education
Resident in Yaoundé, Cameroon
Languages: English (C2), French (C2), Pidgin English (C1), German (B1), Chinese (A2)

QUALIFICATIONS

2019 MEd, Zhejiang Normal University, China
2019 MEd, University of Yaoundé 1, Cameroon
2010 Secondary and High School Teacher's Diploma, Higher Teacher Training College, Cameroon
2007 BA Hons, English Studies, University of Dschang, Cameroon

PROFESSIONAL BIODATA

Clovis D. Mbeudeu specialises in ELT pedagogy and professional development of novice teachers of English in difficult circumstances, how to develop technology-supported models for providing Continuous Professional Development (CPD) to teachers, and how to facilitate teaching and learning via technology. As an independent young researcher since 2017, Clovis has carried out action research in the field of ELT pedagogy and professional development, with his findings cutting across the educational system, from primary to higher education. His constant involvement in research, capacity building workshops or seminars, projects and materials development for English young learners, programme evaluation and research, has earned him the capacity to have a sound knowledge in action research, facilitating CPD workshops, developing materials, conducting qualitative and quantitative research, and developing and evaluating policies in education. Today, he stands as a teacher who has taught across all levels in Cameroon, a co-author who has developed English textbooks for teaching English to French-speaking learners in Cameroon, and a curriculum designer and evaluator who has participated in the design of an eco-curriculum for teaching English oral communication in some schools in Cameroon. His publications on ELT address professional development of young teachers of English, the English literacy crisis in primary schools, New Englishes, technology-supported models in professional development, the internationalization of China higher education, and the online learning choices of students during the Covid-19 pandemic in Cameroonian higher education. Thanks to these achievements, Clovis has the capacity to contribute to the transformation of education since he is a budding researcher who can easily adapt to projects on assessing learning in his home country, developing context-appropriate solutions to challenges faced by institutions in the Sub-Saharan African context.
[see Clovis' Orcid profile]

SELECTED PROJECTS

Below are some of Clovis' key educational projects completed in Cameroon. The TATE project in Cameroon, which was carried out with the Cameroon English Language and Literature Teachers' Association (CAMELTA) may be the most relevant project that falls within the SSA Evaluation framework. Clovis has also volunteered in other projects with his TA, and contributed in other initiatives to enhance the quality of teaching and learning in Cameroon.

Developing an English Oral Communication Syllabus for French-speaking students in Cameroon: 2025

Clovis contributed, with other experts, in designing a context-appropriate English Oral Communication syllabus. The aim was to do away with the English active listening and speaking crises that affect French-speaking learners of English in Cameroon secondary education. The terms of reference of this project required experts to assess the previous oral communication in use in the target school, with special interest on its contents, teaching approaches and assessment methods before coming up with a new didactic approach to addressing the various concerns of the previous syllabus.

Role: Lead Expert (with Dr Essomba Fouda) responsible for: developing a grid for assessing the previous oral communication syllabus, a matrix for interpreting and analysing classroom teaching scenarios, a review of literature in common frameworks used in designing syllabuses for oral communication to English as a foreign language learners in a bilingual context, producing inception and evaluation reports, and reporting to stakeholders, drafting and reviewing the syllabus.

Outputs: Evaluation report development, and designing and submitting an English oral communication syllabus to the stakeholder. Training a community of practice on how to interpret and teach the new oral communication syllabus effectively, and monitoring the pilot phase of the project with the monitoring report drafted and submitted to the stakeholder. Beneficiaries included 15 teachers trained on the effective implementation of the new syllabus in Cameroonian classrooms.

Developing textbooks to teach English as a foreign language to French-speaking students in Cameroon secondary education: 2022 – 2024

From 2022 to 2024, a team of experienced secondary and high school teachers of English worked together to develop and submit four English textbooks to Cameroon National Book Commission. Using their strong research abilities, members of the team started by assessing how teaching and learning was carried out with the textbooks in use then. Upon completing this phase, they met up with the publisher and experts to share their approach to writing the new English textbooks. Two textbooks out of four that were initially submitted by the team of authors are in use now by thousands of young learners across Cameroon secondary schools.

Role: Lead Specialist in English Didactics overseeing a team of four authors, with responsibility for: designing an effective didactic approach to writing the textbook, designing tools for analysing and interpreting the national syllabus and English textbook in use then, peer reviewing of co-authors' drafts, and drafting reports; reporting of findings, and formulating recommendations to inform the publishing house.

Outputs: Two new English textbooks selected and in use in secondary schools across Cameroon today, evaluation report on the state of teaching and learning English, didactic approach to writing textbooks designed, seminars and workshops held on how to teach the new textbooks with a difference.
Target beneficiaries included: teachers of English from CAMELTA in the centre region of Cameroon and members from other ten regions who took part in the 2025 Annual General Assembly.

Technology Assisted Teacher Education (TATE) Project: 2018 – 2019 (Cameroon, Benin, Cote d'Ivoire, Rwanda)

This British Council supported initiative aimed to spread professional development and up-to-date teaching methods to English teachers throughout Cameroon and to also strengthen and broaden existing online communities of practices. Through this project, the British Council aimed to build resilience in teachers in selected countries. Having completed research on WhatsApp-supported models for providing professional development to novice teachers from hard-to-reach areas, Clovis was selected to use research findings from one of his MEd theses to inform the development of the project. This included bringing insights into the development of PD modules for teachers following a needs analysis scheme, developing teachers' language, pedagogical and digital skills. By the end of the project, a new bottom-up approach to designing and providing professional development opportunities on WhatsApp communities of practices was popularized and now informs practice across education.

Role: Researcher (coordinated by Gary Motteram) with responsibility for: development of a questionnaire to identify professional development needs of teachers, administering the questionnaire online, drafting report and submitting, evaluation designs and implementation plans, research questions and instruments; training and supporting teams of local Cameroonian teachers of English.

Outputs: Joint publication entitled *Resilience and Language Teacher Development in Challenging Contexts: Supporting Teachers through Social Media*, design of tools for online PD and administration of WhatsApp-supported PD for teachers, assessment report of the project and concrete proposals made to the team of coordinators. Beneficiaries included many members of CAMELTA in West, Littoral and Centre Regions trained on designing and delivering WhatsApp-supported PD.