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UNIVERSITÉ DE YAOUNDÉ I

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ÉVALUATION

**THE EFFECTS OF COMPETENCY-BASED APPROACH
ON PRIMARY SCHOOL PUPILS LEARNING
OUTCOMES IN NATIONAL LANGUAGES AND
CULTURES IN PUBLIC PRIMARY SCHOOLS IN
YAOUNDE VI SUB-DIVISION, MFOUNDI.**

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DEDICATION

To my children, Michael Leinyuy, Alix Veranyuy and my children to be.

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This writing is an intense process through which a researcher must allocate significant time and resources in order to successfully complete a manuscript and the final printed work. During the collection of data from the field and thesis writing, my Supervisor, Dr Ndjonmbog Joseph Roger, my lecturers, friends, family and course mates continuously supported me. I express my almost gratitude to my supervisor, Dr Ndjonmbog Joseph Roger for his supervision, guidance in the subject, for being trustworthy, supportive and patient throughout the months of research and writing. His work ethics is unsurmountable. He has been tremendously responsive to every single time, help was solicited as the main supervisor.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBA: Competency Based Approach

CBE: Competency Based Education

CBT: Competency Based Training

BOA: Behavioural objective based approach

PBL: Problem based learning

CL: Cooperative learning method

IBL: Inquiry based learning

MENEDUB: Ministry of Basic Education

UNESCO: United Nations, Scientific and Cultural Organisation

ZPD: zone of proximal development

HOD: Head of Department

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ABSTRACT

The work entitled "The effects of Competency Based Approach on primary school pupils learning outcomes in National Languages and Cultures" has as main purpose to investigate the effect of competency-based approach on primary school pupils learning outcomes in national languages and cultures in public primary schools in Yaounde 6 subdivision, Mfoundi. The observation is that there is a significant poor acquisition of knowledge, skills and attitude of learners in national languages and cultures from terminal learning objectives and outcomes expected from learners with regards to communication, performing activities such as singing fluency and dancing scenes, listening attentively without interrupting the speaker, reading and writing sentences and bring out meaning related to the theme. The study has three (3) specific objectives and three (3) specific research questions. Referring to this study, we made use of three (3) theories: Tyler's model of curriculum development theory, Gagne's hierarchy of learning theory, Cognitive and social constructivism theories of J.Piaget and Lev Vygotsky respectively. Qualitative techniques were used to gather information for the study. The Instruments used for data collection include; interview guide and observation checklist. Data was collected from 120 teachers in some public schools in Yaounde6. Interview guide and observation checklist were administered to seven teachers and five pupils of level 3 in the primary school. The findings of the studies were analysed using content analysis. The results of this study shows that active learning, collaborative learning, and inquiry-based learning, can make language and culture classes more engaging and effective and promotes language proficiency, cultural understanding, and critical thinking in learners. Some suggestions have been put forward relating to the enhancement of learner's learning outcomes in national languages and cultures with most especially holistic approach that encompasses various elements, including teaching methods, instructional materials, and classroom organization.

Keywords: Competency Based Approach, Learning outcomes, Implementation, Teaching learning method, Teaching learning materials, Classroom organisation, parental involvement.

RÉSUMÉ

Le travail intitulé « Les effets de l'approche basée sur les compétences sur les résultats d'apprentissage des élèves du primaire en langues et cultures nationales » a pour objectif principal d'étudier l'effet de l'approche basée sur les compétences sur les résultats d'apprentissage des élèves du primaire en langues et cultures nationales dans les écoles primaires publiques de Yaoundé VI, Département du Mfoundi. L'observation est qu'il existe une mauvaise acquisition significative des connaissances, des compétences et des attitudes des apprenants dans les langues et cultures nationales par rapport aux objectifs d'apprentissage terminaux et aux résultats attendus des apprenants en matière de communication, d'exécution d'activités telles que la maîtrise du chant et des scènes de danse, d'écoute attentive sans interrompre l'orateur, lire et écrire des phrases et faire ressortir le sens lié au thème. L'étude comporte trois (03) objectifs spécifiques et trois (03) questions de recherche spécifiques. En référence à cette étude, nous avons utilisé trois (03) théories : le modèle de théorie du développement du curriculum de Tyler, la théorie de la hiérarchie de l'apprentissage de Gagné, la théorie du constructivisme cognitif et social de J. Piaget et Lev Vygotsky respectivement. Des techniques qualitatives ont été utilisées pour recueillir des informations pour l'étude. Les instruments utilisés pour la collecte de données comprennent : le guide d'entretien et la grille d'observation. Les données ont été collectées auprès de 120 enseignants de certaines écoles primaires publiques de Yaoundé VI. Un guide d'entretien et une grille d'observation ont été administrés à sept (07) enseignants et cinq (05) élèves du niveau 3 de l'école primaire. Les résultats des études ont été analysés à l'aide d'une analyse de contenu. Les résultats de cette étude montrent que l'apprentissage actif, l'apprentissage collaboratif et l'apprentissage basé sur l'investigation peuvent rendre les cours de langue et de culture plus attrayants et efficaces et favorisent la maîtrise de la langue, la compréhension culturelle et la pensée critique chez les apprenants. Certaines suggestions ont été avancées concernant l'amélioration des résultats d'apprentissage des apprenants dans les langues et cultures nationales avec une approche plus particulièrement holistique qui englobe divers éléments, notamment les méthodes d'enseignement, le matériel pédagogique et l'organisation de la classe.

Mots clés : Approche basée sur les compétences, Acquis d'apprentissage, Méthode d'enseignement, Matériel pédagogique, Organisation de la classe, implication des parents.

CHAPTER ONE

INTRODUCTION

The aim of education in every country is not only to turn knowledge into a tool, but also to enable learners to develop certain skills. The integration of knowledge and skills is promoted through education. Apart from these, education, according to Everett (2019), education, by its nature, identifies and cultivates the potential abilities of each learner, and it produces the manpower which is needed to carry out the maintenance of society and to support its development. Improving the abilities and competencies of all individuals and developing further their potential have assumed importance.

The importance of language in the development of education in any nation has long been stressed by linguistics. Language is fundamental to communication in all its forms and it is through the vehicle of communication that human society can change and develop (Benson, 2004). In relation Cameroon have made special provisions for the teaching of National languages and cultures. The National Policy on Education gave great encouragement to the study of national languages and culture. This policy affirmed that the educational system recognizes the importance of language as means of promoting social interaction, national cohesion and preservation of culture. The policy endorsed the need for every child to learn the national languages of the immediate environment, which is the first language (FL), home language, native language or vernacular used by every individual at home, Sumbalan, Caterial, Jimeno and Balane, (2017). Nolasco (2012) opined that when pupils are taught national languages and cultures and they have mastery of their first language used in their immediate environment or the entire country. Pupils are able to develop critical reasoning and problem-solving skills that they can use for life-long learning.

Competency-based language teaching is an application of the principles of Competence base approach to language teaching. It “seeks to teach learners the basic skills they need in order to prepare them for situations they commonly encounter in everyday life”, Richards, (2006). Madrid (2014) adds that Competency-based approach “is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what learners know about national languages and cultures to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Competency-based approach is “a

reform that is considered among "innovative approaches and best practices (Griffith and Lim, 2014).

Jacques Delors (2001), outlines the four pillars of primary education in the 21st century. They bring out the merit of helping people committed to quality pedagogical practice. These four pillars are; learning to know; learning to do; learning to live; and learning to be. Simply put, these are knowledge, skills, attitude and competence respectively. These also form the foundation of the Competence-Based Approach which is used in the implementation of the national languages and culture curriculum.

Competence-Based Approach is a pedagogic approach which is making turns in contemporary Africa Cameroon Primary School Curriculum (2018). This relatively new approach to pedagogy employs methods like Project-Based Learning (PBL), Integrated Theme Learning (ITL) and Cooperative Learning (CL). This approach helps the development and acquisition of knowledge, skills, attitude and competence during the teaching – learning process (Cameroon primary school curriculum, 2018).

The government of Cameroon through the Ministry of Basic Education introduced national languages and cultures in the new curriculum in the 2018/2019 academic year (Alemge, 2019). This curriculum is expected to fall in line with the main role of 21st century education. Its proper implementation will enable children at the young age to develop a strong base and make them ready for lifelong learning (Cameroon primary school curriculum, 2018). For these to be achieved, proper preparations must be made given the new ideas and approaches introduced. This will enable stakeholders to understand what is expected of them at various levels of the implementation.

Background of the study

Historical background

Tambo (2012) open that, educational practitioners are supposed to understand and appreciate the various ideas and events which have shaped education. This should be done at the international, continental and national stages. Formal education was introduced in Cameroon in 1844 with the coming of the white man. Education during this period was focused on the acquisition of basic skills in language and arithmetic. From 1945, the educational program was extended to include subjects like social studies and science. However, cultural studies were limited. After independence, the curriculum implemented was tilted towards nationalism. The main aim of education was to develop love for country and the African continent. The program

included social studies, science and technology and engineering, medicine, law and administration. The social studies curriculum was expanded to include history.

In 1963, Loi N°1.63/COR-5; portant organization de l'enseignement Primaire Elementaire for East Cameroon, and the West Cameroon Education Policy: Investment in Education (July 1963) came into being. These education instruments were to harmonise the two systems. A common curriculum was to be adopted so that the same content is taught in the entire country by 1965. However, the reform remained unrealized. The *Institute de Pedagogic Appliquée a Vocation Rurale - IPAR* was created in 1967. The goal of this institution was to research and prepare educational materials adapted to the needs of the country. In 1974, Institute of Applied Research in Primary education was created in Buea to carryout research and prepare a reform of primary education in Anglophone Cameroon. These two sister institutions created syllabuses but were never implemented. However, the number of years spent in the primary school in the Anglophone system was reduced from eight years to seven years, while the appellations of “infants one and two” and standards one to six” gave way to classes one to seven from 1964(Tambo,2000, 2003).

In response to the national call for reforms the government convened a National Forum on Education in 1995 to propose new orientations to national education in Cameroon. The forum was attended by all stake holders in education - parents, teachers, politicians, government officials, business women and men, examination bodies etc. The proposals of the forum were used to prepare a policy for Cameroon Primary and Secondary Education and enacted in the “Law No.98/004 of 14 April 1998 to Lay Down Guidelines for Education in Cameroon” (Tambo, 2003). Between 1998 and 2000 Curriculum reforms were focused on designing new syllabuses. Based on the new orientations proposed at the national forum in 1995, a new primary school curriculum for the Anglophone sub system was developed and launched in the 2000/2001 academic year. This curriculum put the duration of studies in the primary school at 6 (six) years. This was in harmony with the Francophone sub system. This ensured structural harmonization in primary education in Cameroon (New Syllabuses for English Speaking primary schools 2000). The New Syllabuses introduced in the year 2000 simply listed topics and sub-topics with statements related to student activities, instructional materials and evaluation limited or omitted, (Tambo, 2000).

The Education Sector Country Status Report published by the government in 2003 intensified the search for viable national pedagogy. This pushed education officials of to participate in

regional and international education seminars. One of these seminars was organized in Yaoundé by the Organisation Internationale de la Francophonie (OIF). One of the key outcomes of this seminar was a decision to implement a new pedagogic approach called the Competence Based Approach (CBA), in all primary schools nationwide. Thus, a new national curriculum needed to be developed. This curriculum was expected to meet the aspirations of sections 4 and 5 of Law No. 98/004, 1998, which state that, “the general purpose of education is to train children for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind prevailing economic, socio-cultural, political and moral factors”.

Following the decision for a new curriculum, the ministry selected 75 primary schools nationwide for a pilot study. This was done between 2004 and 2005. From 2008 to 2009, Cameroon also took part in a comparative study for implementing curriculum reforms. This study also involved Gabon, Tunisia, Mali and Senegal. This led to a study on the reform of the Cameroon primary school curriculum with the support of the French Development Agency (AFD) in 2010, through the C2D-E Program of the Ministry of Basic Education (MINEDUB, 2016)

The ADDIE model was used to design the new curriculum which was finally introduced in 2018. The Cameroon Primary School Curriculum introduced in 2018 introduced a lot of changes. It intends to develop the knowledge, skills and attitudes of learners. Given the numerous changes introduced by this curriculum, there is bound to be challenges faced by the different stakeholders. Teachers are the main actors of curriculum implementation. The level of attainment of the curriculum objectives greatly depends on the degree of teachers’ effectiveness. In the preface of the CPSC, the Inspector General for Education at the Ministry of Basic Education (MINEDUB), calls on teachers, “... to be totally accountable for its implementation”.

Contextual background

The root cultural identities started from the reunification of Cameroon. At reunification in 1972, the Constitution of the United Republic of Cameroon, English and French were adopted as the official languages of Cameroon with each language having the same status. The essence of this policy was to fight cultural and linguistic conflicts that could have emanated as a result of the English and French system inherited from colonial administrators (Mbangwana, 2004). The policy of official language constitutes the main core of Cameroon’s language policy. Article 1, paragraph 3 of the constitution of 18 January 1996 is abundantly clear in this regard. It states

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

Since reunification in 1972, subsequently Cameroonian governments have made enormous efforts to promote national cultures and languages as a means to fight cultural and linguistic conflicts in the entire territory. An example, was the International Linguistic Institution (ILI) charged with the responsibility to carry out research in local languages aimed at establishing the writing conventions of most Cameroonian languages. This led to the creation of the Cameroon National Language Association (PROPELCA) in 1978. The objective of the programme was to promote selected national languages(English and French) through their introduction at primary school level whereby children would learn to read and write in their Mother Tongue (MT) from grade one to three that is level 1 to 3, with a progressive transition from oral practice and writing to mathematics and other subjects. A teaching programmed including objectives for primary and secondary school levels were worked out; didactic materials were also elaborated. The experimentation phase were very successful in some selected schools.

Yaro Loveline, (2020) contends that the administration faced the challenge of selecting which languages to be taught in schools. The first phase in the implementation of the introduction of national languages in school started with experimentation in seven pilot schools. These include: Government high school Ngaoundere in the Adamawa Region, Government General High School Leclerc, Yaounde in the Centre Region, Government bilingual High School, Akwa in Douala in the Littoral Region, Government High School Garoua in the Northern Region, Government high school Njinikom in the North West Region, Government High School Ebolowa in the South Region, and Government High School Bafang in the West Region. This project was very successful, especially as it helped to introduce national languages and cultures in Cameroon schools.

In 2018 the teaching and learning of national languages and cultures was introduced in the primary school curriculum. The teaching of national languages and cultures is the forth domain titled cultural identity. The 2018 primary school curriculum states that National Languages and Cultures constitutes the acquisition of knowledge, skills and attitudes (values) that enable learners to speak their national language and be rooted in their cultures, hence building up self-esteem and confidence. National Languages and Cultures refers to all languages and cultures in the four major linguistic and cultural zones of Cameroon, (55 Afro-Assiatic languages, two nilo-

saharan, four Ubangian and 169 Niger-Congo Languages). This subject includes social practices, modes of life, arts and crafts as well as architectural designs and literary expressions that bring out a people's identity. It helps learners to open up to learning and to be better educated. Learning National Languages is advantageous especially at this time when national languages and cultures are introduced and learnt in school under the domain of cultural identity (primary school curriculum, 2018).

This subject has been developed from domains that were derived from the following national core skills: Communication in the two official languages (English and French) and the use of at least one national language, Practice of social and citizenship values (morality, good governance and budgetary transparency) and Practice of lifelong learning and the four broad-based competences. After learning national languages and cultures the learners will be able to: communicate appropriately using at least five sentences in any given context, sing traditional songs fluently, perform cultural activities/scenes, listen attentively without interrupting the speaker, read at least five sentences and bring out the meaning in a related theme and write a correct and coherent sentence to pass across information (Tambo, 2012).

Conceptual background

National Languages and Cultures: National Languages and Culture per the CPSC (2018) is the subject which powers the domain 4. This domain is titled Cultural Identities. It constitutes the acquisition of knowledge, skills and attitudes (values) that enable learners to speak their national language and be rooted in their cultures, hence building up self-esteem and confidence. National Languages and Cultures refers to all languages and cultures in the four major linguistic and cultural zones of Cameroon. This subject includes social practices, modes of life, arts and crafts as well as architectural designs and literary expressions that bring out a people's identity. It helps learners to open up to learning and to be better educated. Learning National Languages is advantageous especially at this time when it is established worldwide that learning should start in the mother tongue of the learner.

Competency: Competency according to Wong (2008), refers to a "combination of social, cognitive and communicative skills". Following Perez (2007), Madrid (2014) defines competency as "the capacity to respond to complex demands and carry out a variety of tasks in an adequate manner. It entails a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, social and behavioral operations that are activated in order to attain the successful outcome of an enterprise. Roegiers (2012), defines competence as a variety of

resources composed of knowledge, skills and the life-skills that the student, like anyone else, mobilizes to solve a complex situation and indicates that CBCA is a system of instruction or teaching method that aims to provide the learner with knowledge and skills to independently solve a set of tasks. Competency Based Education, a synonym for CBCA considers pupils' learning outcomes or competencies on a task (Thakaberry, 2017). It is an innovative approach to the design of educational programs that focuses on the mastery of knowledge, skills, and values by learners (Twyman, 2014). Cedefop, (2014) competence is defined as the 'ability to apply learning outcomes adequately in a defined context like education, work, personal or professional development

Competency-based approach (CBA): Woods, (2018); World Bank, (2016). Observed that CBA emphasizes on competence development among learners rather than the acquisition of content knowledge. The curriculum entailed a change in paradigm from content-based approaches to learner-based approaches. Thakaberry (2017) states that it involves the use of learner-centered teaching methods like role plays, discussion, problem-solving, projects, case study, and study visits. In the use of such methods, the teachers' role changes to an expert, facilitator, coach, mentor who guides the learning process. The learners should engage and interact with the learning content taking responsibility for their learning through direct exploration of knowledge which will result in desired experiences. CBA proponents advocate that this approach enhances the preparation of students for their future careers.

Waweru (2017), observed that CBA incorporates core competencies as unique elements in the curriculum. CBA learners are allowed to learn at their own pace and move to more advanced content demonstrating mastery of desired competences. Surr and Redding (2017) explains competency as individual capabilities which include skills, attitudes, and knowledge that one has to determine mastery in them. He argues that competency is roles while mastery is a demonstration of proficiency in that role. These require the itemization of measurable/observable skills and knowledge. Redding (2016) further pointed out that it will need the aspect of experiences for one to be said he/she is competent or has achieved the competency. This aspect appears technical and might not be achieved in the CBA lower levels classrooms like primary schools.

According to Cedefop (2014) CBA requires teachers to be role models, caring, and inspiring each learner for the ability to identify and nurture talents to attain full potential. Teachers need to be competent in making teaching and learning contextual relevant to the learners' holistic intellectual growth and development. KICD, (2016) observed that CBA shifts education focus to achievement of standards as learners need to acquire skills, attitudes, abilities, and

competencies. The CBC approaches is an intergraded and holistic understanding of what the school want the young people to learn, be able to do and to become. The teachers need to provide opportunities for the learners to actively engage in reflective lessons as they provide regular informative feedback.

Learning outcome: Learning outcomes are statements of the knowledge, skills and abilities individual learners should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences. It is what the student is able to do, know about and value at the completion of a course of study. It states both the substance of learning and how its attainment is to be demonstrated (Cedefop, 2017). Learning outcomes define the totality of information, knowledge, understanding, attitudes, values, skills, competencies, or behaviors a learner should master upon the successful completion of the curriculum (International Bureau of Education (IBE) UNESCO 2023).

Learning outcomes describe the measurable skills, abilities, knowledge or values that learners should be able to demonstrate as a result of a completing a course. They are learner-centered rather than teacher-centered, in that they describe what the learners will do, not what the instructor will teach. Richmond et. Al (2016) defines learning outcomes as the particular knowledge, skills, and abilities that an instructor intends for learners to learn or develop. Outcomes are more specific than learning goals, which take a 10,000-foot view of what an instructor desires for students to gain from a course. Research suggests that when they are well written, clear, and measurable, learning outcomes can improve learning and motivate learners' engagement.

National Language: According to Cardinal (2006) "national language enjoys some form of government recognition; the government is not required to operate in that language. When a government declares a language to be national, it usually makes a commitment to protect and promote it so that citizens can use it more readily. To designate certain languages as National Languages, for a country, it means that there is a constitutional privilege to use those languages as the primary or even exclusive language of instruction in schools.

Mother Tongue: This is the local language which an individual possesses consciously or unconsciously. It is an indispensable cultural legacy with which all forms of human interactions are carried out, it is the most effective engine of a people's culture (Adeleye and Ogunremi, 2017). Olaoye (2013) submits that mother tongue is the key to the heart of the people, if we lose the key, we lose the people, if we treasure the key and keep it safe, it will unlock the door to wealth and affluence. Benson, Anyalebechi and Ariole (2017) submit further that education

through the indigenous languages in Nigeria will stimulate learners' productivity more than the foreign language, and making learning more functional.

Culture: Culture consists in patterned ways of thinking, feeling and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values (Fischer & Schwartz, 2011). Culture is shared mental software, "the collective programming of the mind that distinguishes the members of one group or category of people from another" (Welzel, 2010). The group or category can be a national society but Welzel believes that his definition applies also to other collectives, such as regions, ethnicities, occupations, organizations, or even age groups and genders.

Theoretical background

This study is guided by three theories, Tyler's Model of Curriculum development, the constructivism theory and Gagne's hierarchical learning theory. These three theories are relevant to this work because they guided the design, development and implementation of CBA in primary schools.

Tyler's Model of Curriculum Development

Tyler's Technical-scientific model is one of the best-known models in curriculum development (Ornstein and Hunkins, 2018). This model was developed from the theory Tyler presented in his work, *Basic Principles of Curriculum and Instruction* published in 1949. He outlined an approach to curriculum and instruction. He identifies four main component steps which must guide curriculum developers. The four steps include; general objectives, learning experiences, sequencing and evaluation.

According to Tyler, a curriculum must gather data from subject matter, learners and society to build its general objectives. These should be filtered through the educational philosophy of the state and learners' psychology. On learning experiences, Tyler opines that, they must take learners' perception and previous experiences into account. Curriculum developers must also have knowledge of psychology of learning and human development. With regard to organization and sequencing, he stated that, it has to be done systematically in order to produce maximum cumulative effect. This should include ideas, concepts, values and skills. The last principle of this model is evaluation. This is the act of verifying if the program was effective.

Though Tyler's model has been criticized for being too linear, it is still relevant today. This model influenced the development of the Social Studies curriculum.

The Constructivism Theory

1. This study makes use of both the cognitive constructivism and socio-constructivism theories. Most psychologists agree that learning is mainly cognitive. Cognitivism focuses on; how people organize knowledge; how they store information; and how they retrieve data and make conclusions. Cognitive psychologists have divided the human memory into two; short term memory and long-term memory. Effective learning is the ability to transfer information from the short-term memory to the long-term memory as fast as possible.
2. According to Montessori, learning is a cognitive development process. She propagated for the use of appropriate learning experiences built around a structured classroom environment. She emphasized on the use of visual and audio-visual didactic materials to facilitate learning. The more the learner sees or listens to something, the faster it is transferred to the long term memory. Piaget's work on cognitive psychology is the most prominent. He identifies four stages of cognitive development which must be considered in designing and developing learning experiences. These are the sensory motor stage, the preoperational stage, the concrete operational stage, and the formal operational stage.

Vygotsky (1978) emphasizes the contributions of social and cultural factors to the cognitive development of an individual. This gave birth to the socio-constructivism theory. This implies that learner's interaction with one another in the environment has a lot of influence on their cognitive development. Therefore, teachers need to treat their classroom as that social environment where discussion and exchange of ideas between the teachers and learners, learners and learners, teachers, learners and the subject matter takes place. By so doing learners will build or construct knowledge which is the basis of the CBA. One of the most important concepts in this theory is Vygotsky's zone of proximal development where learners are given help to accomplish those tasks they cannot handle on their own. This is also referred to as scaffolding.

Gagne's Hierarchical Learning Theory

Gagne in his hierarchical learning theory presents five learning outcomes, eight types or levels of learning and nine learning events. His theory is a transition between the behaviourism and

cognitivism theories. It is applicable in various domains of learning. The learning outcomes are; intellectual skills; information; cognitive strategies; motor skills; and attitudes. The eight levels of learning are; signal learning; stimulus and response; motor chains; verbal association; multiple discriminations; concepts; rules; and problem solving. With regard to the nine learning events, Gagne identifies gaining attention; stating objectives; recall prior learning; stimulus presentation; eliciting performance; providing feedback; assessing performance; and retention and transfer.

Research problem

The curriculum developers prescribed the use of the Competence-based Approach (CBA) or Behavioral Objective-based Approach (BOA), to achieve the learning outcome in national languages and cultures. From observation there is a significant poor acquisition of knowledge, skills and attitudes in learners in national languages and cultures from terminal learning objectives and outcomes expected from learners with regards to communication, performing activities such as singing fluency and dancing scenes, listening attentively without interrupting the speaker, reading and writing sentences and bring out meaning related to the theme.(Cameroon primary school curriculum,2018)

Poor learning outcome in national languages and cultures greatly hinders the learners' achievement of the expected competencies stipulated in the curriculum. Due to the above, the achievement of curriculum objectives is still far-fetch. The goal of contextualizing education to local realities in Cameroon might remain theoretical if nothing is done to improve on teachers' competences to handle this approach effectively.

The Cameroon primary education system has been the subject of a series of changes since independence. Tambo (2003) holds that, changes in Cameroon are rapidly constant. Both foreigners and Cameroonians find it difficult to keep with these changes. Tambo (2003), argues that, the frequency of such changes is lower in the field of education. Whatever the case, one cannot deny that the changes in the Cameroon educational system, though slow, have been numerous. The national languages and cultures which was introduced in 2018-2019 academic year with a "New Pedagogic Approach" presently the Competence-Based Approach (CBA) or the Behavioral Objective-based Approach (Cameroon Primary School Curriculum, 2018).

The use of CBA in the teaching and learning of national languages and culture facilitates the development of skills through the practice of Project Based Learning (PBL), Integrated Theme

Learning (ITL), and Cooperative Learning (CL). CBA requires learning should be based on the potentials of the learner. The learner should be responsible for his/her own learning. Focus is on learning and not on teaching. It is important for the classroom teachers to diligently determine the teaching methods, instructional aids, evaluation methods and parental involvement in the teaching of national languages and culture to attained the set learning outcome on the curriculum. This research is to examine the effect of CBA on learner's outcome in national languages and culture. This study will examine the teaching methods, teaching materials, classroom organization and parental involvement, and the effects they have on learner's outcome.

Objectives of the study

General objectives

The main objective of these study is to investigate the effects of CBA on learning outcomes in national languages and cultures.

Specific objectives

- To examine the effects of teaching techniques on learning outcomes in national languages and cultures.
- To investigates the effects of classroom organization on learning outcomes in national languages and cultures .

To assess the effects of teaching materials on learning outcomes in national languages and cultures .

Research questions

General research questions.

What can be done to improve upon the implementation of the primary school curriculum as regards the teaching and learning of national languages and cultures?

Specific research questions

- 1) How does teaching techniques affect learning outcome in National languages and cultures?
- 2) How do classroom organization affect learning outcomes in National languages and cultures?

3) How do teaching materials affect learning outcomes in National languages and cultures?

Justification of the study

The Growth and Employment Strategy Paper (GESP, 2009), states that, Cameroonians below the age of 15 years constitute 43% of the country's total population. This group form the key players in the emergent Cameroon. Therefore, the state is doing everything possible to reduce the dependency ratio of this population in the future. To do this, the government among other measures, have redefined learners' profile and reform the curriculum. Every reasonable change is expected to be for the betterment of the society. The introduction of the national languages and culture curriculum in the primary schools is expected to contribute in solving the day-to-day problems of Cameroonians. This is so because it seeks to help develop lifelong, autonomous, and patriotic skills in the learners. However, most of the desired outcomes of this curriculum are yet to be realized. This has caused a lot of doubts in parents, teachers and other stakeholders.

Moreover, teachers who are the main implementers of the curriculum have been very resistant towards it. For any curriculum to meet its desired outcomes, teachers must whole heartedly accept to implement it. This research was carried out to examine the effect of CBA on learner's outcome in national languages and culture in primary schools.

Scope of the study

This study is delimited to the effect of CBA on learner's outcome in national languages and culture in public and private primary schools. It focuses on the four constructs of curriculum implementation in national languages and culture. These constructs are; teaching-learning methods, teaching-learning materials used, and classroom organization and parental involvement. These are underlying factors towards achieving curriculum objectives through learners' performance.

The study is delimited to teachers of primary schools in Yaoundé VI. Particular attention was given to Level Three teachers of the English subsystem randomly selected.

Significance of the study

As the main implementers of the curriculum, this work will help teachers to understand certain theories and principles used in curriculum development processes. It also throws more light on the new terms and methods introduced by the new curriculum. Understanding these terms and methods in context is essential for CBA implementation. In addition, it helps to properly

diagnose and situate teachers' collective and individual difficulties vis-a-vis the new curriculum. Finally, recommendations made will go a long way to facilitate the ever-demanding tasks of teachers.

Being the watch men of the curriculum, pedagogic supervisors are called upon to control, evaluate and animate teachers as they implement the curriculum. They are also supposed to play the roles of counsellors and leaders towards the teachers they supervise. Most often, the teacher-supervisor relationship is not a cordial one. This plays negatively in teachers' effectiveness and in effect learning outcome. The presentation of the various approaches in curriculum implementation will enable pedagogic supervisors. They will be able to identify the positive and negative practices. This will help them to strengthen the positive practices while making efforts to change negative ones.

The guarantor of education, the government of Cameroon makes educational decisions through the ministries in charge of education. This work helps the government to be aware of the realities in the implementation of the primary school curriculum. This will enable the government to make reliable judgement regarding the curriculum.

Learners are the main beneficiaries of any curriculum. The findings of this work will enable learners to understand the objectives of the curriculum. This work scrutinizes the knowledge, skills and attitude learners are required to develop. This will arouse their zeal and increase their performance.

Research is a continuous process. Valued research, if promptly considered, will go a long way to boost development. Research in the primary education cycle of Cameroon is below average. While adding to the previous research works, this dissertation will serve as a reference for further research in CBA implementation. It has also opened other part ways for further research in the primary school curriculum. It will also help other curriculum developers to make valued judgments in the event of an evaluation or revision of the curriculum.

The success of learners is mostly felt by the family and the society at large. All these stakeholders need to work in synergy to reap the fruits of educational objectives. In order to collaborate, stakeholders need to understand their role. Only then can they take measures to play their part and contribute their quota in implementing the curriculum. This research helps to clarify that role and proposes practical ways through which these stakeholders can contribute.

Operational definitions

Primary School: Primary school as used in the Cameroon education system is found between nursery and secondary education. It has duration of six years. Thus, a primary school in Cameroon is any school which runs for six years and at the end of the programme, the learner obtains the First School Leaving Certificate (FSLC). Pupils enter the primary school between 5-6 years and leave between 11-12 years. The national syllabuses or old programme used to run from class 1-6 independently. A primary school in Cameroon can either be public or private. A public primary school is that which is opened and run by the government. Teachers of this type of primary school are under the government's payroll. However, due to lack of teachers, some teachers in public primary schools are recruited and paid by the Parents Teachers Association or other local bodies. Private primary schools on the other hand are opened and run by private individuals, group of individuals or religious bodies. Private primary schools opened and run by religious bodies are called confessional or mission schools. The other private primary school are called lay private primary schools.

Level Two: The new curriculum has grouped the classes in to three levels. Level 1 is made up of classes 1 and 2, Level Two is classes 3 and 4, while classes 5 and 6 constitute Level Three. Therefore, Level Three begins in class 3 and end in class 4 of the primary school. Learners in this level are undergoing their third and fourth year in the primary school program which runs for six years.

Implementation: Implementation is the process of identifying, incorporating, monitoring, and continually refining professional learning that help educators enhance their practice and encourage and inspire learners academic and non-academic growth .Monika Mithans, (2022)

Teaching - Learning Methods: Tambo (2012), defines teaching as “the process of imparting knowledge, skills, attitudes and values”. Teaching can also be defined as a system of actions intended to induce learning. Thus, teaching and learning are two sides of a coin. The main goal of teaching is to ensure maximum learning. The Cameroon Primary School Curriculum describes pedagogic approaches (teaching methods) as “special procedures through which educational goals are attained.” The Cameroon primary education system has experienced evolutions in teaching methods. Firstly, the Objective-based Approach (OBA) was used. This focused solely on the attainment of objectives of specific subjects. Little connection was made between knowledge acquired and real life. The Inferential Thinking Approach which was commonly referred to as the “New Pedagogic Approach” was introduced. This method

emphasized the linkage of knowledge to real life situations. This was mostly done at individual subject levels. There was no integration. Presently, the Competence-based Approach (CBA) or the Behavioral Objective-based Approach is in use today.

The CBA facilitates the development of skills through the practice of Project Based Learning, Cooperative Learning and Integrated Theme Learning. This approach requires that learning should be based on the potentials of the learner. The learner should be responsible for his/her own learning. Focus is on learning and not on teaching. These can be done through demonstration, illustration, lectures, story-telling, drilling, question and answer, dialogue, discussion, debate and flipped classroom.

Teaching-Learning Materials: These are materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete. These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the learner to understand new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end (Kadzera, 2006). It is held that good teaching resources can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives. Some of the instructional materials necessary for effective teaching and learning include the chalkboard, models, graphs, charts, maps, pictures, diagrams, cartoons, slides, filmstrips, radio, and television (Kochhar, 1991). The importance of the use of these materials cannot be underscored.

Classroom organization: Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a classroom management is the term we will use to highlight all of those positive behaviors and decisions teachers make to facilitate the learning process of their students. It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules (Tan, Parsons, Hinson, & Sardo-Brown, 2003).

Parental involvement: Parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfil their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can. It does not just refer to parents enquiring about the performance of a learner in

schools, but also in them taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine (Clinton & Hattie, 2013).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Conceptual framework

Competency Based Approach (CBA)

The term Competency-Based Approach means different things to different people. There is no single agreed definition of the concept because professionals define it from different contexts (Taiba et al, 2020). There are many terms used to refer to CBA, such terms include; Competency-Based Curriculum (CBC), Competency-Based Training (CBT), Competency-Based Education (CBE) and Competency-Based Education and Training (CBET). In the United States of America where it's originated, it is referred to as Competency-based education (Nodine, 2015). In Zambia and Kuwait, it is referred to as Competency-based curriculum (Taiba et al, 2020). In Australia, it is known as competency-based training (Hodge, 2007). Regardless of the context, CBA is a learner centered approach where teachers are expected to build knowledge, skills and attitudes on learners' experiences in the teaching and learning process. It is education that focuses on what learners can do rather than what they can learn about. (Tambwe, 2017). In order to determine what learners can do, there is a need for a competency-based standard. This competency-based standard will serve as the basis to determine the extent to which the learners have mastered the stipulated competencies.

Ngwa and Lawyer, 2020) posits that CBA is a learner Centre approach which deals with the acquisition of concrete skills during the teaching and learning process with the teachers acting as coaches or facilitators of the learning process. It encourages independent studies that will provide learners with the necessary experiences needed to build knowledge, skills, and attitudes during the teaching and learning process in the classroom by the teachers. According to Esongo,2017 CBA is a learner-Centre approach to teaching, which seeks to bridge the wall between school or the classroom and everyday life. This means that real life situations are used in the classroom to explain concepts for learners to better comprehend. Concrete materials are also used for demonstration during the teaching and learning process. This is to ensure that the learners are apt to apply the skills learned in class to solve real life problems.

Abdoulaye, 2019 emphasized that CBA aims at verifying and validating learners' achievement in terms of resolving concrete situations rather than knowledge memorization that they often forget and may not apply in real life situations. He posits that two processes are essential in

CBA learning. These are the processes of acquisition of knowledge, skills and attitudes and the process to integrate or mobilize these resources in complex situations in solving real life problems. Therefore, effective learning will only occur when the learners can integrate or mobilize what they have learnt to solve societal problems. Kafyulilo and al, 2012 state that CBA is a productive education that deals with what an individual does with the knowledge she claims to possess. This implies that with CBA, the manipulation of objects or ideas to produce something concrete is imperative. Therefore, the main aim of CBA is not to possess knowledge but one need to integrate the knowledge to solve societal problems that are beneficial to oneself and to the society as a whole.

Characteristics of the competence-based approach (CBA)

O’Sullivan and Burce (2014) opined that CBA has three main components which are:

- Knowledge component,
- Behavioral component
- Value component.

Thus, a competent person possesses the skills, knowledge, attitudes and behaviors necessary to perform a particular task. Put simply, teaching with the CBA in mind means teachers need to consider understanding, demonstration of this understanding practically by the learners as well as the frame of mind to espouse in a particular context. The CBA was introduced in Cameroon primary schools because the government believed that, in addition to acquiring knowledge, it would enable learners not only to interact out of the classroom but also to be able to solve real-life problems (Nkemleke and Enama, 2019). The Cameroon Ministry of Basic Education (2018) had distinguished three main components of the competence to be taught: subject competence (knowledge), transversal competence (knowledge resulting from all the subjects in a child’s learning) and life competence which results from the development of the right attitudes, behaviour, and problem solving skills for real life situations. O’Sullivan and Burce 2014 noted that the most important characteristic of the CBA is that it measures learning rather than time; put simply, a learner is allowed to move to a higher level with more challenging competencies if they demonstrate that they have mastered competencies at a lower level, irrespective of how much time is involved.

Another characteristic of CBA is, it focuses on the interest and needs of the learners rather than the teacher. The teachers are mainly facilitators of the teaching and learning process. Hence it is a learner centered approach. The learners are expected to construct knowledge to be used in their daily activities. Obwoye, 2016 posits that, it must be based on a competency-based standard. This means that before the implementation of CBA, the educational stakeholders must have designed the competency based-standard for each subject that will serve as the reference document to assess whether the learners are competent or not at the end of the program. Furthermore, with the CBA, the emphasis is on the outcomes/outputs that is what graduates know and can do rather than what is inputted into the curriculum (Ali, 2016). Hence, we do not begin preparing a course or syllabus by identifying the content rather we begin by identifying the competencies before selecting the content and assignments to support attainment of the identified competencies.

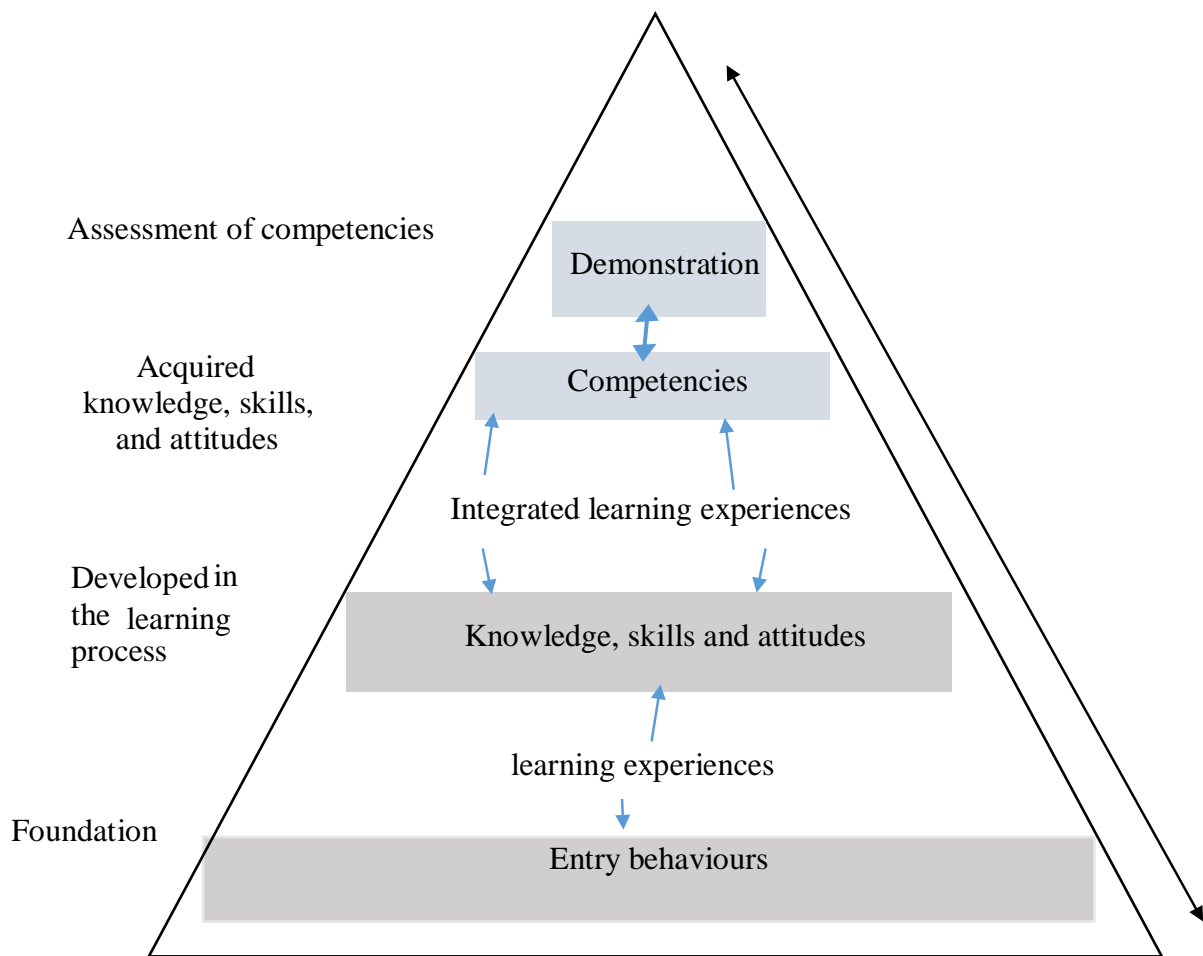
Moreover, individualized learning is an essential part of a CBA. In the 21st century where information and communication technology is rampant, learners should be given the opportunity to discover learning themselves by providing them with the necessary skills to practice self-directed learning (Taiba and al, 2021). This will provide the necessary experiences that is needed by the teachers to build competency in the learners. It also has flexible delivery meaning that teachers must diagnose the needs of all the learners and select instructional methods and materials that can best address these needs in order to ensure that no one is left behind. (Tambo, 2012)

It is important to note that CBA measures learning rather than time. That is learners' progress only by demonstrating mastery of knowledge and skills (competencies) required for a particular course, regardless of how long it takes. Therefore, learners will only progress according to their ability to master the competency-based standard previewed for the subject or programme assessment is embedded in every step of the learning process in order to provide learners with guidance and support toward mastery in the identified competencies. Regarding assessment in the CBA, tests are seen as criterion-referenced tests rather than norm-referenced tests (Abramowitz, 1980; Stapa, 2016). This implies that objectives are clearly spelt out and assessment rubrics are unambiguous. Bur,1972 noted that the CBA places much emphasis on evaluation when he stated that, "In competency-based education, evaluation may be, in some respects, more vital to the system than in traditional teaching-learning situations". Many other researchers placed assessment and related concepts at the core of the Competency-Based

Approach. Weddel's model for example shows that teaching in the CBA starts and ends with evaluation: Assessment of learners needs, Selection of the competencies, Targeted instruction, and Evaluation of the competency attainment. These characteristics can be displayed on a pyramid as seen below;

Obwoye, (2016) posits that, CBA is a learner Centre approach that permits learners to learn at their own pace. This means that learners could learn quickly or slowly depending on their ability to master knowledge, skills and attitudes. Some learners go through materials they have already mastered and focus on what they still need to learn. While others spend more time at a particular level in order to master the required competencies before proceeding to the next level. If this is done effectively, it will provide true measures of students' learning while saving time and money. Ali, 2016 state that CBA is all about organizing the content of a curriculum in terms of the development of competencies using specific pedagogical practices that correspond to the orientation. Similarly, Mulenga and kabombwe, 2019 emphasized that CBA seeks to link education to real life experiences as it deals with the acquisition of concrete skills, values, and attitudes to assess, criticize, analyze, and practically apply them to real life situations.

Figure 1: Characteristics of competency-based approach(CBA) as a conceptual learning model.



Source: Adopted from Obwoye, (2016.) Page 541

Considering the pyramid above, at the lowest level are the entry behaviors which are the basis for learning upon which further learning experiences can be built. The second level consists of knowledge, skills and attitudes develop during the teaching and learning interaction and from the society at large. The third level deals with performance on tasks link to a particular area of study and finally the demonstrations from the application of competencies. Assessment is deeply embedded at all stages of the learning process in order to ensure that learners actually master the knowledge and skills at each stage of the teaching and learning process.

In CBA, the focus is to enable learners to master the knowledge, skills and attitudes needed for the world of employment and general life. According to Rogiers, (2004) the CBA relies on three fundamental objectives: firstly, to emphasize the competencies that the learner must master at the end of each school year and at the end of compulsory schooling, rather than stressing what

the teacher must teach. Secondly, to organize the learning outcomes in the best way so as to bring their learners to the level expected. Thirdly to entrust the responsibility for learning to the learner who has to build his or her own knowledge through means made available by the teacher. According to Boutin, (2004) the learner becomes a learner who must suggest ideas first, have the desire to know and learn, organize work using new technologies, assimilating new learning methods, and looking for new information.

The new role of the teacher consists in encouraging the learners to acquire the knowledge, which must be facilitated but not mechanically transmitted, and entrusting the preparation of certain tasks to the learners. In CBA, a teacher is supposed to switch from the role of an expert who transfers knowledge to a coaching role of facilitating and guiding the learning process (Biemans, Nieuwenhuis, Poell, Mulder and Wesselink, 2004. This means teachers implementing this approach encourage learners to be creative, ensure the planning and organization of activities, and suggest ideas without imposing them on the learners. The teacher is required to be active in supporting the learning process rather than transferring contents. According to Zineb, Soumia, Souad and Karim, (2017), in implementing the CBA, the teacher should use didactical approach that is based on the facilitation of active learning including group work, presentations and self-study.

According to Anane, (2013), CBET or CBA demands a different approach to teaching and even assessment and certification. This is because conceptually, CBA is different from the traditional system. It is based on defined competency standards which are industry oriented. The education and training is more learner-centred. This means that more emphasis is placed on the learner's role in the learning process than teacher-centered. Anane further highlights that the various facilitation methods that are employed for the CBET programmes are direct instruction method, discussion method, small group method, problem solving method and that teachers acquire the knowledge of CBA through seminars, workshops and research.

The concept of curriculum evaluation.

The concept of curriculum evaluation is a complex one. This is because the curriculum designer's task is to draft content which is expected to enable the brain to learn. Being one of the most mysterious organs in the human body, organizing curricula components to achieve this is a daunting task. Unlike the work of an architect whose draft plan leads to a final product which is a static structure, this is much easier compared to the work of a curriculum designer.

The latter's work is more complex in that, its draft is a design which is hoped to be used to attain the final result. This final result being to enable the brain to learn at multiple levels, this is never completely attained.

To better examine the concept of curriculum evaluation, the following were reviewed; Representative Curriculum Designs, Considerations in Curriculum Design Dimensions and Conceptual Framework of Curriculum Design. All these would be linked to the Cameroon Primary School Curriculum.

Representative curriculum designs

The three main curriculum designs are: (1) Subject-centered Design, (2) Learner-centred Design, and (3) Problem-centred Design.

Subject-centred Design

This is the most popular curriculum design used in the world today. It is based on Plato's academic idea that schools have a strong of academic rationalism. This design permits for concept central to a culture and philosophy to be highly elaborated. Henry Morrison was one of the earliest advocates of this design. He opined that subject-centred design contribute more to literacy, which is the main focus of elementary curriculum. Secondly, it allows learners to develop interest and competences in particular subject areas. In subject-centred design, the curriculum is organized according to how essential knowledge has developed in the subject area Ornstein &Hunkins (2018). This design encourages and relies on the production of textbooks which are commercially available. Thus, teachers do no need an in depth knowledge of curriculum design in order to effectively implement the curriculum.

Critics of this design hold that it prevents individualization of the program by learners. It does not allow learners to choose content which are relevant to them. This is so because curricular content is presented without proper context. This makes implementation difficult as teachers find it difficult to readapt the content to suit various contexts. In addition, this design pays little attention on learners' individual physical, social and psychological strength.

The Cameroon primary school curriculum was designed with some elements of the subject-centred design. It has ten subjects which are grouped into five domains. The table below shows the domain and the subjects.

Table 1: The Place of national language and culture in the Cameroon Primary School Curriculum

N°	Domain	Subjects
1	Communal Life and National Integration	1. Social Studies
2	Vocational and Life Skills	2. Vocational Studies, Arts, Physical Education and Sports
3	Cultural Identity	3 National Languages and Cultures
4	Digital Literacy	4. Information and Communication Technologies (ICTs)

Source: Adapted from Table 1 of 2018, Cameroon primary school curriculum (CPSC)

The National Syllabuses which was replaced by the new curriculum had independent subjects. It had Mathematics, English Language, French, History, Geography, Civics, Human Rights, Moral Education, Health Education, Environmental Education, Home Economics, Arts and Crafts, Sports and ICT. These 14 subjects were not grouped in to domains. They were taught separately and learners are expected to study and show love for all the subjects.

Learner-centered Design (Competence Based Approach)

The vision of every curriculum designer is to design curricula valuable and appealing to the learner. The learner-centered design is a progressivists design. It is frequently used in designing elementary curricula. The learner is the focus of the program. In this design, learners are not passive receivers of knowledge. They are allowed to have their own experience and build or discover knowledge on their own. The teacher is no longer the dispenser of knowledge as traditionally considered. The role of teachers is that of a facilitator. The teacher is there to create the enabling environment for learning to take place. The project method created by William Kilpatrick is one of the methods used in implementing this design.

Designers of the new curriculum also took this design in to consideration when designing it. The curriculum is learner - centered and is based on the development of skills needed to meet the challenges of contemporary Cameroon in particular and the world at large. The syllabuses are presented in three levels: Level 1 (class 1 and 2), Level 2 (class 3 and 4) and Level 3 (class

5 and 6). The content of the various levels and classes is according to the physical and psychological strength of the learners.

Problem-centered Design

This is another major curriculum design. This design focuses to solve real life individual and societal problems. Curricula designed in this way reinforce cultural traditions and addresses unmet needs of the society. This type of curriculum is based on the problem to be studied and resolved. The problems are mostly chosen beforehand and presented to the learners. However, contemporary practice to implement this type of curriculum requires that the teacher helps the learners to discover the problem by themselves. The content of this curriculum cuts across subjects and looks at the learners' needs. This curriculum can address persistent social, communal and contemporary problems.

Project-Based Learning (PBL) is one of the prescribed pedagogic approaches to implement the new curriculum. This approach is a problem-solving approach. At the beginning, the learners are helped to discover a problem from a real-life situation. Lessons which are relevant to the resolution of the identified problem are then selected and taught. This is an aspect of the problem-centered design.

The vision of the new curriculum falls in line with Sustainable Development Goals 4 (SDG4). It seeks to ensure inclusive and equitable quality education and promote lifelong learning for all. Focus is on access, equity, inclusion and quality learning outcomes within a lifelong learning approach. This is in line with the vision of the Education Forum. By the same token, all men and women should have affordable and quality technical, vocational and tertiary education, including university; and the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship should be substantially increased.

The Content of the National Language and Culture Curriculum

The national language and culture curriculum are an integral part of the Cameroon Primary School Curriculum, 2018. The national language and culture curriculum are situated in amongst the seven National Core Skills which serve as a springboard of the curriculum. These core skills are hinged on four Broad-Based Competences.

National Core Skills of the Cameroon primary school curriculum.

A skill is the ability to do something well. The contemporary job market is increasingly in need of skilled workers. Thus, those with specific skills stand a better chance to make it in the society. The development of the new curriculum was preceded by the writing and validation of the Cameroon National Core Skills Framework (NCSF). This framework addressed the concerns raised by the International, Continental and National instruments. These concerns include communication in the two official languages, (English and French), and the use of at least one national language; use of basic notions in Mathematics, Science and Technology; practice of social and citizenship values; demonstration of the spirit of autonomy, a sense of initiative, creativity and entrepreneurship; use of basic Information and Communication Technology concepts and tools; practice of lifelong learning; and the practice of Physical, Sports and Artistic activities, confer Cameroon Primary School Curriculum ,2018. These seven national core skills (NCS) are expected to be acquired by the learner at the end of primary school.

The international instruments which influenced the drafting of the NCSF include resolutions of the Education For All (EFA) conference of 1990 and the World Education forum of 2000. These two conferences held in Jomtien, Thailand and Dakar, Senegal respectively were focused on quality education with emphasis on building lifelong skills. In addition, the World Education Forum of 2015 held in Incheon, South Korea, officially recognized education as the main driver towards achieving the SDGs.

With regard to continental instruments, the Continental Education Strategy for Africa (CESA 2016-2025) is the most influential. This document sort to re-orientate “Africa’s education and training systems to meet knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development”. This is the main source of the adoption of the Competence Based Approach (CBA), which is currently being used by most African countries.

On the national sphere, Law N° 98/004 of 4th April 1998 on the Orientation of Education in Cameroon is the main instrument which guides primary and secondary education. Article 4 states that; *“the general aim of education is to ensure the intellectual, physical, civic and moral development of the child as well as its economic, socio-cultural, political and moral integration in the society”*.

The first national core skill has to do with the learning of national languages and cultures. This national core skills are:

Communication in the two official languages (English and French) and the use of at least one national language: This implies that learners should have the ability to use the four language skills of these languages. These skills are listening, speaking, reading and writing. The learner should be able to listen and understand the language and communicate orally in a correct manner. The learner should also be able to read properly and to write the language respecting the writing rules. The language competence is a prerequisite for access to other core skills. Thus, the acquisition of other core skills relies on this skill. This is because the language is the core of instruction and dissemination of information. If a learner is not well grounded in the language of instruction, understanding taught concepts will be a daunting task.

The use of at least one national language (Cameroon indigenous language) is an innovation of the new curriculum. This new introduction has increased the importance of the use of native languages. The reading and writing skills of most of these languages are under development. This skill is developed through the contents of National Languages and Cultures. This is a new subject which prescribes the teaching of native languages alongside English and French. The reading and writing of any local language can be done with the use of the General Alphabet for Cameroonian Languages (GACL) adopted in 1979.

Broad-Based Competences (BBC) of the National Languages and Culture Curriculum

A competence is the ability to do something efficiently. Competence is the result of knowledge and skills. Someone is competent when he or she can apply the required knowledge and skills efficiently to carry out a task or resolve a problem. Attitude is also a component of competence. The NCS are hinged on Broad-Based Competences. Broad-based competencies refer to knowledge, skills and attitudes that are taught across different learning domains (Ministry of Basic Education 2016), as cited by Alemge (2019). The 2018, Cameroon Primary School Curriculum identifies four broad-based competences. They are intellectual, methodological, personal and interpersonal, and communication competences.

Intellectual competence: This involves acquiring a sense of observation, exploiting information, acquiring logical thinking, practicing creative and innovative thinking, exercising critical judgment and solving problems. The learner when leaving the primary school should be able to observe situations in the society keenly. Observation is the first stage in the scientific

method of solving a problem. If one fails to observe properly, many facts about the situation would not be gotten. After observation, one asks questions. This leads to exploiting key information relevant to the problem. To properly analyse the situation, one needs to think logically, creatively and innovatively. This will reveal possible solutions to the problem. At this juncture, the learner has to use critical judgment to choose the best solution to the problem.

Methodological competence: The method used is critical in the sustainability of the solution to a problem. This competence includes the ability to give efficient working methods, organizing learning, arousing the desire to learn and exploiting Information and Communication Technologies (ICTs). There are more than one methods of resolving every problem. Choosing the more efficient method is paramount. This requires the ability to systematically select and apply the required knowledge and skills at the various stages to resolve the problem.

Personal and interpersonal competences: These are made up of the learner's ability to develop a personality, acquire socio-cultural integration, individual fulfillment and cooperate with others. This competence is needed to build self-confidence and ability to become a team player. Given the importance of cooperative learning in the curriculum, learners need to develop this competence to be able to work in harmony with others in a group.

Communication competence: Communication is the act of transferring information from one person or place to another. Learners should be able to communicate properly. This demands the ability to communicate in an appropriate manner in the two official languages (English and French) and at least one national language (any Cameroonian native language).

The new National Language and Culture curriculum brought an interesting development in the way it has been organized. It is mostly based on the principles of competency-based education (CBE). Competency-based education is a form of education that derives the curriculum from an analysis of prospective or actual role in contemporary society. It attempts to certify learner's progress on the basis of demonstrated performance in some or all aspects of that role Grant et al (1979). The curriculum also adopted a common vision on the competences that will be acquired by learners. The design of the instructional strategies is linked with the type and structure of the competence and will depend on the way the learning context is shaped, and that must reflect both the work market requests and the lifelong learning principles (Saore, 2015).

According to Roegiers, (2001), an education which has as its focus the learning of competences is a prerequisite for the implementation of pedagogy of integration which aims to enable the learner to master those situations, he/she will have to deal with in his/her professional and/or private life. In this connection the pedagogy of integration has four objectives, that of process, relevance, application and association.

Table 2: Summary of the four Broad-Based Competences and their required skills

SN	Competence	Required Skills
1	Intellectual	<ul style="list-style-type: none"> -Exploiting information -Solving problems -Acquiring logical thinking and a sense of observation -Exercising critical judgment -Practicing creative and innovative thinking
2	Methodological	<ul style="list-style-type: none"> -Giving oneself efficient working methods -Exploiting information and communication technologies -Organizing one's learning -Arousing the desire to learn each subject
3	Personal and Interpersonal	<ul style="list-style-type: none"> -Develop his/her personality -Acquire abilities in view of his/her socio-cultural integration and individual fulfilment -Cooperate with others
4	Communication	<ul style="list-style-type: none"> -Communicate in an appropriate manner in the two official languages (English and French) -Communicate in at least one national language

(Source: Adapted from Cameroon primary school curriculum (2018) by the researcher.

The Domain of National Languages and Cultures in the Cameroon primary school curriculum.

A domain can be defined as a particular environment or walk of life. It is also the embodiment of knowledge needed in a particular field or aspect of daily life. The Cameroon primary school curriculum groups the ten subjects of the primary school under five domains. These domains include; Basic Knowledge domain, Communal Life and National Integration domain, Vocational and Life Skills domain, Cultural Identity domain, and Digital Literacy domain. These are elaborated in the 2018, Cameroon primary school curriculum. Each domain has specific competences which learners are expected to develop before leaving the primary school.

Cultural Identity Domain: The 1998 law on the Orientation of Education in Cameroon states in Article 5(1) that, education has as its Objectives; “the training of citizens rooted in their culture, but open to the world and respectful of the public interest and the common good.” This domain was introduced in the new curriculum to ensure that learners receive training which enable them to be deeply rooted in their culture. This domain is 5% of the teaching-learning time with National Languages and Cultures (NLC) being its only subject. This subject enables learners to express themselves fluently in at least one of the over 250 national (local) languages in Cameroon.

This subject includes social practices, modes of life, arts and crafts as well as architectural designs and literary expressions that bring out a people’s identity. It helps learners to open up to learning and to be better educated. Learning National Languages is advantageous especially at this time when it is established worldwide that learning should start in the mother tongue of the learner.

This subject has been developed from domains that were derived from the following national core skills:

- Communication in the two official languages (English and French) and the use of at least one national language
- Practice of social and citizenship values (morality, good governance and budgetary transparency)
- Practice of lifelong learning and the four broad-based competences

Table 3: Domain, Weighting, Related Subjects and Expected Competences

SN	Domains	Weighting	Subject(s)	Competences
1	Basic Knowledge	60%	- English Language - Mathematics - Science and Technology - French	- Communication in the two official languages (English and French) - Use of basic notions in Mathematics - Use of basic notions in Science and Technology - Practice of lifelong learning -The four broad-based competences
2	Communal Life and National Integration	5%	-Social Studies	- Practice of social and citizenship values (Morality, good governance budgetary transparency) - Practice of lifelong learning -The four broad-based competences
3	Vocational and Life Skills	20%	- Vocational Studies - Arts - Physical Education and Sports	- Demonstration of the spirit of autonomy, a sense of initiative, creativity, and entrepreneurship - Practice of physical, sports and artistic activities - Practice of lifelong learning -The four broad-based competences
4	Cultural Identity	5%	- National Languages and Cultures	-The use of at least one national language - Practice of lifelong learning - The four broad-based competences
5	Digital Literacy	10%	- Information and Communication Technologies (ICTs)	- Use basic information and communication technology concepts and tools - Practice of lifelong learning - The four broad-based competences

Source: Adapted from Cameroon primary school curriculum, 2018.

Per the Teacher’s Handbook for the Cameroon Nursery and Primary School Curricula, hereafter called the Curriculum Handbook (CH), the domains are used to achieve the seven national core skills. The domains are also interrelated and interdependent to each other.

Componentsof competency-based approach (CBA) implementation

Teaching Methods of the National Languages and Culture Curriculum

Tambo (2012) opines that, teaching methods are the standard procedures of presenting subject matter and organizing the interaction of the teacher and learner during a lesson. These teaching methods could be general or specific. A general teaching method is used in the teaching of more than one subject while specific teaching method is applicable mainly to specific subjects. The 2018,Cameroon primary school curriculum define teaching methods as special procedures through which educational goals are attained. On his part, Al-Rawi (2013) views teaching methods as the mechanism used by teachers to organize and implement a number of educational means and activities to achieve certain goals. Therefore, teaching methods are the techniques teachers use when interacting with learners during the teaching - learning process. Learning takes place with at least three, out of the five senses we have, with one being dominant. Learning occurs through hearing (audio), seeing (visual) and doing (kinaesthetic). It may also take place through taste and smell. This Audio, Visual and Kinaesthetic (AVK) model of learning enable teachers to understand that learners learn differently. Therefore, the teaching methods selected must respond to the individual needs of the learners in order for learning to be maximized. An effective teacher is one who varied the teaching methods based on the needs of his learners.

The Cameroon basic educational system has experienced pedagogic evolutions. Recent approaches were the Objective-Based Approach (OBA), The decision to use CBA in all primary schools in Cameroon was made after officials of MINEDUB attended and participated in a regional education seminar organized in Yaoundé by the Organisation Internationale de la Francophonie (OIF) Alemge (2019).Regardless of the context, CBA is a learner-centred approach. Teachers are expected to help learners acquire or develop knowledge, skills and attitudes from experiences introduced in teaching - learning process. Ngwa and Lawyer (2020) posit that CBA deals with the acquisition of concrete skills during the teaching and learning process with the learners at the center of learning. Teachers are simply coaches or facilitators of the learning process. CBA seeks to remove the wall between the classroom and everyday life (Esongo, 2017). This calls for the use of real life situations in the classroom to explain concepts for learners to better understand.

Abdoulaye (2019) supports this as he stressed that CBA aims at verifying and validating learners' achievement in terms of resolving concrete situations rather than knowledge memorization that they often forget and may not apply in real life situations. He opines that two

processes are essential in CBA learning; acquisition of knowledge, skills and attitudes, and mobilization of the latter resources to solve real life problems. Therefore, effective learning will only occur when the learners can integrate or mobilize what they have learnt to solve societal problems.

According to Ali (2016), CBA is all about organizing the content of a curriculum in terms of the development of competences using specific pedagogical practices that correspond to the orientation. Similarly, Mulenga and kabombwe (2019) and Ngwa and Lawyer (2020) emphasized that CBA seeks to link education to real life experiences as it deals with the acquisition of concrete skills, values, and attitudes to assess, criticize, analyze, and practically apply them to real life situations. The 2018, Cameroon primary school curriculum prescribed that CBA should be used through the practice of Project-Based Learning (PBL), Cooperative Learning (CL) and Integrated Theme Learning (ITL).

Project Based Learning (PBL)

Project-based learning is a pragmatic learning approach which enables learners to create their own knowledge. This is done through learning activities built around intellectual inquiries and high degree of engagement with meaningful tasks, 2018, Cameroon primary school curriculum. The roots of PBL can be traced back to the work of John Dewey (1959). Dewey argued that learners will develop personal investment if they are in real, meaningful tasks and problems that emulates what experts do in real-world situations (Krajcik and Blumenfeld, 2020). Contemporary PBL is built on four learning sciences ideas. They are:

Active Construction: This view holds that; deep understanding of concepts occurs when learners actively construct meaning based on their personal experience and interactions in the world. Superficial learning occurs when learners passively take in information transmitted from the teacher. The 2018, Cameroon primary school curriculum prescribes that, “projects are designed to allow learners with a variety of different learning styles to demonstrate their acquired knowledge, skills and attitude”. Thus, when using this approach, teachers should not assume the position of knowledge dispensers. They are mere facilitators who derive strategies to help the learner to discover things for themselves and construct their own knowledge. According to Greenier (2020), the teacher acts only as a guide during the project.

Situated Learning: Research has shown that, learning is more effective when it is situated in an authentic real-world context. Learners take part in various scientific practices like designing

investigation, making explanations, modelling and presenting their ideas to others. They easily see the value of the activities and tasks than in the traditional lecture (Krajcik and Blumenfeld, 2020). Another benefit of the situated learning is that it helps learners to easily form connections between the new information discovered by them and the prior knowledge. This develops a better, larger and more linked durable conceptual understanding.

Social Interaction:One of the key advantages of the PBL approach is the involvement of all community stakeholders in the learning process. Teachers, learners and community members work together in a situated activity to construct a shared understanding (Krajcik and Blumenfeld, 2020). Learners present and debate their ideas with others. This help to create a community of learners. This promotes team work and scaffolding.

Cognitive Tools:Research has always emphasized on the important role tools play in learning. These didactic materials help to make the lesson real and tangible. A variety of cognitive tools should be used in PBL with emphasis on learning technologies. Effective PBL according to Maros et al. (2021) is also based on learner activity, development of their cognitive abilities, degree of learner's autonomy and their creativity.

The 2018,Cameroon primary school curriculum insists that PBL enables the learner to solve many real-life problems and makes the teaching – learning process more skill-based. It goes further to elaborate seven steps through which the practice of PBL can be implemented. These include:

- (i) Identify a problem
- (ii) Identify the parts of the project
- (iii) Brainstorm on the progression
- (iv) Discuss with learners
- (v) Assign roles
- (vi) Discuss progress with learners
- (vii) Respect the parts (problem, project and evaluation).

Amongst others, the PBL is very beneficial because it enhances logical thinking; promotes team work; motivates learners; develop problem solving skills and makes evaluation easier and enjoyable.

In PBL, the teacher presents a real-life situation based on the integrated learning theme of the month, and guides the learners to identify a problem. After identifying the problem, learners then brainstorm on possible solutions to resolve the problem. The solution is then designed as a project to be executed. The teacher then selects content from the various domains and subjects which are relevant to the realization of the project. Thus, lessons are learnt in view of the main goal; the project. Every lesson helps to complete a stage in the project. Contents which do not have any link to the project should not be forced as they can act as a distraction. Learners are put into team to collaborate in accomplishing assigned tasks. During and at the end of the project period, learners are evaluated both individually and as a team. They are evaluated based on the four broad-based competences.

Cooperative Learning (CL)

This is also known as collaborative learning. Cooperative learning is an approach whereby learners work together in a small team to accomplish a structured task. The 2018, Cameroon Primary School Curriculum (page 18) prescribe this strategy is used as a supporting strategy to project-based learning. Interest in CL gathered momentum in the early 1980s (Gillies 2016). A series of meta-analysis have revealed that cooperation was more effective than interpersonal competition and individualistic efforts (Gillies 2003). This strategy also has a positive social effect. Gillies (2016) opine that, teachers structure learners' academic goals cooperatively, the more students will tend to achieve, the more positive learners' relationships will tend to be, the higher levels of achievement will be associated with more positive peer relationships".

The strategy consists of putting learners into small, mixed ability learning teams. The heterogeneous team must be mixed with various categories of learners; slow, fast, playful, focused, hyper-active, high performing and low performing learners. This ensures support from the team and encourages cohesion and socialization. This makes the learning process to become a web, wherein a learner does not succeed or fail alone. Klang et al. (2020) posits that, this approach aims to promote group cohesion by structuring group work according to five principles. These principles are based on social interdependence theory. They are;

Principle of Positive Interdependence; This ensures that all group members are aware that they are dependent on each other's efforts in completing a task. A single member of a group cannot achieve anything unless all its members do. This makes them to value each other's tasks and prevents negative competition. The faster or stronger members will not look down on the slower or weaker members of the team.

Principle of Individual Accountability: It means that all the group members feel responsible for completing their share of the group work. Every group member becomes aware that the success or failure of the group depends on their individual effort. Thus if the team fails, he or she feels personally satisfied for their contribution. On the other hand, if the group fails, he or she takes responsibility for the group's failure. This helps the learners to learn to take responsibility for their actions in life.

Principle of Promotive Interaction; This third principle, implies that children are given possibilities to interact to promote group work by giving each other help, support, and feedback. The knowledge of the first two principles will make the learners to interact and support each other in the completion of individual tasks. This principle provides a support system where fast learners help the slow learners to understand concepts needed to complete their individual tasks. This is known as scaffolding.

Principle of Social Skills; It entails explicitly teaching social skills and motivating children to use them in group work sessions. As the learners interact in the team to help each other, it builds a strong social bond. It also teaches them patience, tolerance and positive interaction. Differences may occur during interactions. The teacher can watch how the learners will resolve such conflicts or seize the opportunity to give them moral lessons on social interactions. This will enhance integration, inclusion and peaceful social coexistence.

Principle of Group Processing: This involves reflecting on the group work to plan future group activities. The same members of a team should not be maintained in all activities in CL. The teacher can create different teams for the various projects to be realized. Having the same team in all activities can divide the class into camps. This may have a negative effect on the overall class relationship. Creating different teams for the various activities will ensure a complete CL for the entire class.

The teacher's task in the CL approach is to structure classroom activities regarding the five principles of CL. The teacher who plays the role of a facilitator should introduce the activities, monitor and intervene in the group work when needed (Johnson and Johnson, 2008; Gillies, 2016). According to Slavin (1980) as cited by Becirovic (2022), cooperation within classrooms is also believed to prepare learners for real-life situations. An immense value is attached to team work promoting the development of social skills such as communication, leadership, trust building, and decision making (Smith, 1995). Bearing in mind all the aforementioned, we

realize that much attention should be paid to promoting the use of this instructional technique among learners at various levels of education. To make this more effective, a team should not have more than six members.

Integrated Theme Learning (ITL)

Integration is the act of combining one thing with another, following a particular characteristic, in order to form a whole. To integrate means to coordinate, blend, or bring together separate parts into a functioning, unified, and harmonious whole. Curriculum Integration (CI) was first put forth by Dewey (1949). Implementation of this theory in the classroom was recorded in the New Zealand in 1985. CI enables learners to identify the link between ideas, concepts and processes within a single field, separate fields, and even in the world outside of school (McNeil 1985). CI can be within one subject alone, between two or more subjects, or beyond subjects.

Integration within a subject is known as vertical integration or intra-disciplinary integration. This approach involves arranging knowledge and skills within the subject in a sequence. This sequence can be from topic to topic or from one class (grade/level) to another. The interdisciplinary approach to CI involves connecting the interdependent knowledge and skills from two or more subjects or discipline to examine a central theme. This holistic approach is also termed horizontal integration.

A theme is a central idea or environment where knowledge can be practically applicable. The use of themes brings out the relevance of learning to daily life. They constitute the basis of contextualizing the concepts of the subjects. A theme can become any of the many focal points of life. Thematic integration, though complex, is one of the best forms of integration. It makes the knowledge, skills and concepts being learnt to be focused on a particular aspect of life. When properly applied, learners can easily transmit integrated knowledge, skills and concepts in solving real life problem. This can happen both at the level of the focused thematic environment or some other.

The 2018, Cameroon primary school curriculum has identified eight Integrated Learning Themes (ILTs), to develop skills necessary to the harmonious integration of learners to their environment. The table below shows the integrated learning themes (ILTs) for the primary school.

Table 4: Integrated Learning Themes (ILTs) for the primary school

LEVEL I	LEVEL II	LEVEL III
- The home	- The home	- Nature
- The village/town	- The village/town	- The village/town
- The school	- The school	- The school
- Occupations	- Occupations	- Occupations
- Travelling	- Travelling	- Travelling
- Health	- Health	- Health
- Games	- Games	- Sports and leisure
- Communication	- Communication	- The universe and space

Source: Cameroon Primary School Curriculum (2018)

The 2018, Cameroon primary school curriculum describes the ILTs as “*the foundation on which all the activities for a defined period of time within the school year are expected to take place.*”

This statement shows the importance of Integrated Theme Learning (ITL) in the implementation of this Curriculum. Unfortunately, it fails to provide details on how the teacher will use this approach in the classroom. This approach allows learners to explore, gather, process, refine and present information. It also enables learners to engage in purposeful and relevant learning.

To better implement integrated learning theme (ITL) in the classroom, the teacher should practice horizontal integration. Ideas, concepts, knowledge and skills to be learnt from the different subjects should be linked to the integrated learning theme (ILT) of the period. The ILT for the month on the other hand should be broad enough to furnish the various subjects with relevant materials needed for integration. This is a kind of two way relationship between the subjects and the ILT. For example if the integrated learning theme (ILT) for the month is the school, the teacher should bring out certain detail information about a school. This can range from sub-themes like; parts of a school; pupils/things found in school; school authorities; and school activities. This information serves as a center of study or provides practical examples to

lessons taught in the various subjects for that month. On the other, the teacher should formulate real life situations which center on the integrated learning theme (ILT). For the Cameroon primary school curriculum better implemented, detail knowledge of the ITL is preponderant.

Classroom management as a component of CBA implementation in national languages and cultures, NLC

Classroom Management: Classroom Management is the action and direction a teacher takes to create a successful learning environment, having a positive impact on learners' performance, given learning requirement and goals. A well-managed classroom gives the teacher a firm control over the class whereas the teacher loses control over the class if it is not well managed (Teba, 2020). Robert Digiulio (2007) sees positive classroom management as the result of four factors:

- How teachers regard their learners
- How they set up the classroom environment
- How skillful they teach the content
- How well they address learner's behavior'.

This means that positive (well managed) classroom environment is consistent with expectation (better performance). This therefore implies that classroom management involves instructional and behavioral aspects. Learner's behavior, if not well managed, can affect instructions, learning and performance. In his observation Walker (2009) noted that 'the best teachers do not simply teach content, they teach pupils'. During this investigation, it comes out that a well-managed classroom that enhances effective teaching and learning can increase learner's academic performance.

Kinds of Classroom Management: According to Martin and Sass (2010), there are basically two kinds of classroom management

- Behavioral classroom management
- Instructional classroom management

Behavioral management: It refers to 'the general daily maintenance of the classroom which includes: classroom rules for learners impute during instructional time and the type of reward system utilized'. They continued that behavioral management is similar to but different from

discipline in that it includes pre-planned efforts to prevent misbehavior as well as the teachers respond to it. Zimmerman (2014) observes that behavioral management is related to the expectations a teacher holds for their learners'. He elucidates by saying that it is not enough to expect students to keep their hands to themselves or raise their hand to speak. Students also need to understand how you expect them to walk in the classroom, how to turn in their papers, how you want them to sit at their desk. They need to know how to get your attention appropriately and what voice level to use, at what time.

Behavioral management includes both teachers and learners' behaviors during a lesson. Slater (2002) mentions five areas an educator should make their focal point as they desire to maintain people management: communication, fairness, listen, empower and change. Managing behavior of learners in the classroom is significant for the teacher because it can affect instructions, learning and performance. Marzano, Pickering and Pallack (2001) confirm that teachers need to employ effective behavioral management strategies, implement effective instructional strategies and develop a strong content to effectively teach their learners. They clarify that when learners with behavior issues are not properly handled, they can negatively influence the learning environment by persuading others to join them.

Instructional Management: According to Martin & Sass (2010) 'instructional management includes aspects such as monitoring learners' work, structuring of the daily routine as well as teachers use of lecture and learners' practice, interaction, participatory approaches to instructions. Instructional Management is when the teacher maintain control with the rigor of the lesson within the classroom where the learners are engaged on task because learners are very impressionable and require teachers who know how to create the best outcome for everyone in the learning environment.

Components of Classroom Management

Classroom management is the use of procedures and teaching techniques that promote a safe and efficient learning environment. To succeed in creating such conducive mood, McLeod, et al., defined in 2003 seven key elements for effective classroom management.

Classroom Design: Although often overlooked, the first element of classroom management is internal design. The positioning of the teachers' desk, displays, storage and equipment should be used to create a warm and welcoming room. Teachers should make sure they have removed

all unnecessary and distracting items from their classroom. This is also a good time to check their room for safety hazards.

Rules: One of the teacher's role is to control and keep discipline in the classroom: To accomplish this role, he/she should develop rules that foster respect, caring and community in his/her classroom. He/she should make these expectations for behavior clear at the beginning of the year by setting up a code of conduct and by reviewing these rules with learners. Teachers can continue to reinforce the rules throughout the course, and post them in a visible location.

Discipline: Classroom rules must have concrete consequences. Learners will test the limitations of each teacher from the very first day of school. Be firm, fair and consistent. Begin by warning a learners and having them confirm their knowledge of the classroom rules. Follow-up continued disruption by issuing demerits, detention, or other official reprimands. Never, hit, harass, embarrass or yell at learner which is counterproductive and unprofessional.

Scheduling: Another component of classroom management is timing. It is very important to keep your class in order by staying on time and task. Do classwork during class time, leaving plenty of room for in-class assignments. Cramming work and instruction too close to other activities or too distant from them can lead to disruptive behavior and poor comprehension. There should be reasonable space before and after every lesson and break for learners to settle down. Having a regular daily schedule helps both teachers and learners prepare for upcoming tasks. Flexibility is one of the key quality of a good teacher. Then the teacher has to be firm but fair with due dates. He/she always leaves room for extenuating circumstances but never leave room for procrastination.

Organization: Teachers, as well as learners, should stay organized inside and out. Teachers must keep their learner files, assignments, lesson plans and administrative paperwork in order. It sets a good example for learners and keeps you from wasting instructional time looking for materials. This system can be shared with your learners. Post the classroom calendar, homework schedule and assignments on the board. Allow learners to see how you take notes. It helps them distinguish irrelevant information from essential details. Encourage self-directed learning by providing learners with the scheme of work. You may require learners to have their notebooks checked at home or during class.

Instructional Technique: Although you may not have flexibility over the content of your curriculum, teachers can convey information as they see fit. Tailoring your instructional technique to the class level, subject area, and learners are very important. Vary the style and intensity of your lessons. Follow-up lecture-style sessions with relaxed group activities. Consult your colleagues for ideas for new lessons. Learn about each of your learner's learning style by answering the following questions: 'What is their learning curve? How do they learn best? Do they work well in groups?'. These observations are crucial when fitting your teaching style to your learner needs.

Communication: Communication is the most important aspect of classroom management. It is essential to have clear and consistent lines of communication with not only your learners, but also with your administration, colleagues, and parents. Without it, you will lose the respect of peers, the attention of learners and the cooperation of parents. Be responsive to the concerns of others. Be flexible and willing to accommodate reasonable requests. During this research work, classroom observations were carried out to check mainly if those seven key components are taken into account during the teaching-learning process. The results are astonishing. Many teachers are aware of those obligations to handle their classroom appropriately, however the implementation is another challenge.

Importance of Classroom Management

It is common knowledge among teachers that classroom management is an essential skill for teacher survivability and learners' success. Unfortunately, common knowledge is not always accurate and educators must verify hunches with objective research. Research conducted over the past thirty (30) years confirms that classroom management is truly a core ingredient of effective teaching (Kathryn, 2017). Effective classroom management's effect on learners' success has been determined to be one of the most powerful skills teachers need to master their vocation. Classroom management is important because it is one of the fundamental aspects of effective teaching.

According to Sanchia and Cucuk (2017) 'Effective teaching will take place when a positive learning environment has been created'. Of course, this relies on a good bound between the learners and the teacher which can be built with proper management from the first day of class through a code of conduct. By clearly stating the rules and teachers' expectations of the learners, the teacher will find no problem in obtaining learners' engagement in class. Discipline often comes to mind at the mention of classroom management, but the crucial components of teaching

are much more. Classroom management creates a set of expectations used in an organized classroom environment. It includes routines, rules and how the teacher deals with consequences. Effective classroom management paves the way for the teacher to engage the learners in learning. It comes along with several advantages which impact both teachers and learners' performances.

Teaching Materials of the National Languages and Cultures Curriculum

Teaching or instructional materials are those resources that serve as tools for knowledge acquisition or discovery Okon (2020). He also opines that; the availability of curriculum materials is indispensable in the teaching learning process/curriculum implementation. The teacher should have knowledge of a wide range of teaching materials available for curriculum implementation. Teachers need to also have knowledge of how to effectively use these materials during the teaching/learning process. Okon (2020) classified these tools of learning under the following categories:

Printed Materials: These are the traditional tools of learning and instruction in formal education system (Mezieobi, 2011). The Cameroon primary school curriculum (2018) listed the following instructional material for the teaching of national languages and cultures: Real objects - Charts/pictures - Video and audio clips.

Non-Print Materials: This includes visual materials, audio materials, audio-visual materials, and other educational media hardware. They can be audio recordings, video pictures, films, documentaries mobile phones and learning apps. The relevance of these set of pedagogic materials is increasingly higher due to technology. The Cameroon primary school curriculum (2018) listed the following instructional material for the teaching of national languages and cultures: Video and audio clips.

Community resources: These are educational visits or trips to places that can supply additional learning experience. Visits to market places, religious institutions, historical sites, museums and parks, fall under community materials. The National Languages and Cultures curriculum also prescribes the use of resource persons. These are professionals and experts in their various fields of specialization.

Parental Involvement CBA Implementation on Learning Outcome in NLC

The term “parental involvement” (Chatzidaki, 2007) describes the ways in which mainly the teaching staff finds and creates opportunities for parents to participate in their children’s education, but also more broadly in their support at school (Bonia et al., 2008). It emphasizes personal parental responsibility for their children (Larocque et al., 2011).

Parental involvement is one of the most significant predictors of learners’ achievement. Given the prominence of parental involvement in education, Hoover-Dempsey and Sandler (1995) proposes a framework in which they take parental involvement as a process and explain variables influencing this process. That is to say, their framework explains not only why and how the parents become involved in their children’s education but also the possible outcomes of their involvement. They argue that in order to understand the process of parental involvement and enhance its level, it is important to explain the following aspects of parental involvement:

- Why parents become involved in their children’s education.
- How parents choose specific types of involvement.
- Why parental involvement has positive influence on learners’ educational outcomes.

Enstein et al. (2002), on the other hand, focus on the strategies that parents can use in order to get involved in their children’s learning process. They argue that school, family and community interactions influence learners’ learning process directly. Parental involvement’s critical role in learners’ educational development (see Al-Mahrooqi et al., 2016; Niehaus and Adelson, 2014; Panferov, 2010). Teachers and parents have different viewpoints about parental involvement. For the teachers, parental involvement refers to the home activities with which parents help their children’s academic achievement such as homework while from the parents’ perspective, it means attending the educational decisions as an involvement strategy (Göktürk&Diñçal, 2018). On the other hand, Enstein et al. (2002) suggest that teachers and parents need to work together in order to go into an efficient partnership and provide an effective learning environment for the children for effective learning outcome.

Şad and Gürbüztürk (2013) studied the ways that parents participated in their children’s education. They explored that parents chose to communicate with the children, to create effective home environment, to support their personal development and to help homework rather than volunteering at school. More specifically, Cunha et al. (2015) researched parents’

beliefs about homework involvement and their results showed that parents had positive attitudes towards homework and they focused on improving learners' sense of autonomy and responsibility along with motivating them emotionally through homework involvement. Teachers' beliefs and attitudes towards parental involvement have an influence on developing and sustaining parents' involvement in education. The teachers' awareness of different activities determines the possibility of partnership that they could carry out with the parents; moreover, the teachers and parents may come together and use similar strategies in order to achieve mutual goals (Moosa, Karabenick & Adams, 2001; Souto-Manning and Kevin, 2006).

In other words, the teachers who are aware of the importance of parental involvement and its' meaning use several strategies for improving parents' involvement in education such as calling and e-mailing home, sending newsletters home, setting up websites for their learners etc. (Pakter and Chen, 2013). Christianakis (2011) investigated parental involvement from the teachers' point of view through narratives. She revealed that the teachers saw the parents as supportive figures for their course objectives rather than partners working collaboratively. Hakyemez (2015) examined early childhood educators' beliefs about parental involvement. She found out that the teachers gave importance to parental involvement, especially to home support.

When it comes to the influence of parental involvement on national languages and cultures development, previous research suggests that parental involvement has a considerable effect on children's national languages and cultures learning and development (Panferov, 2010; Xuesong, 2006). Parental involvement affects children's national languages and cultures achievement motivationally, affectively, socially and cognitively (Fear, Emerson, Fox, & Senders, 2012). On the other hand, Hornby and Lafaele (2011) state that parents' perceptions may affect the efficiency of parental involvement adversely. To illustrate, they may be afraid of involving their children's education because of their lack of knowledge in the field. Nevertheless, Castillo and Gamez (2013) use the analogy "...a parent can teach a kid to ride a bike even if he/she does not know how to ride." to refute the parents' claim about their lack of involvement resulting from their lack of knowledge. In other words, they argue that the parents can contribute to their children's national languages and cultures development even if they cannot speak the target language. In a nutshell, parent-school partnership makes the learners feel more comfortable socially and emotionally, which influence learners' success positively (Niehaus and Adelson,

2014). By the same token, parents' activities taken as a part of parental involvement may affect national languages and cultures development directly or indirectly (Üstünel, 2009).

Forms of parental involvement on learners learning outcome

Parental involvement is manifested by providing support to enhance and assist the pupils' learning and development at home (Larocque et al., 2011). At the same time, it is also related to the parental supervision of the daily school activities of the children, and to the help parents offer in homework.

Another form of parental involvement is the active participation in the parents' associations, involvement in leadership roles in school, and participation in the decision-making process, primarily in extracurricular activities and educational visits.

Finally, parental involvement also means providing voluntary assistance in the classroom, in the library, and in other activities beyond the curriculum, such as celebrations, charities, and similar cultural events (Gouvias and Foulidi, 2019).

Theoretical framework

Tyler's Theory of Curriculum Development

Ornstein and Hunkins (2018) opine that, Tyler's Technical-scientific model is one of the best known models in curriculum development. This model was developed from the theory Tyler presented in his work, *Basic Principles of Curriculum and Instruction* published in 1949. He outlined an approach to curriculum and instruction. He identifies four main component steps which must guide curriculum developers. The four steps include; general objectives, learning experiences, sequencing and evaluation (Ornstein and Hunkins, 2018).

General Objectives: According to Tyler, a curriculum must gather data from subject matter, learners and society to build its general objectives. These are the sources of the objectives. They should however be filtered through the educational philosophy of the state and learners' psychology. The objectives state the knowledge, skills and attitude learners are expected to acquire at the end of the lessons. They form the basis for evaluation.

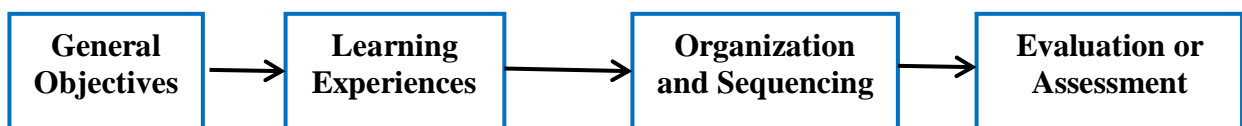
Learning experiences: Learning experiences are the various tasks which facilitate the attainment of set objectives. Tyler opines that, in selecting learning experiences, learners'

perception and previous experiences must be taken in to account when developing a curriculum. Curriculum developers and implementers must also have knowledge of psychology of learning and human development. This will enable them to select experiences suited to the individual strength and realities of learners.

Organization and Sequencing: Sequencing is the act of arranging content, objectives and learning experiences in a hierarchical order. Tyler stated that, sequencing has to be done systematically in order to produce maximum cumulative effect. This should include ideas, concepts, values and skills. This is a very important stage in developing and implementing a curriculum. If the content and learning experiences are not well organized in the right sequential order, curriculum objectives will hardly be met.

Evaluation: This is the last principle of this model. This is the act of verifying if the program was effective. Ornstein and Hunkins (2018) define evaluation as the process of gathering data in order to make a decision. This stage is directly linked to the objective stage. Evaluation must stem from the objectives since it is used to determine if the objectives have been met or not. Though Tyler’s model has been criticized for being too linear, it is still relevant today. This model influenced the development of the Social Studies curriculum. The figure below shows a horizontal representation of Tyler’s model of curriculum development.

Figure 2: Horizontal representation of Tyler’s model of curriculum development.



Source: Adapted from Ornstein and Hunkins (2018) Page 17

Gagne’s Hierarchical Learning Theory

Robert Gagne put forth a hierarchical arrangement of learning behaviors. This has become a classic model of instruction. It has been tested and proven workable in every aspect and level of learning. This theory is a transition between the behaviorism and cognitivist theories, Ornstein &Hunkins (2018). In his theory, Gagne presents five learning outcomes and eight types of learning. According to Gagne, learning is made up of hierarchical sequence of instructional materials and methods. This hierarchy moves from simple to complex. He opines

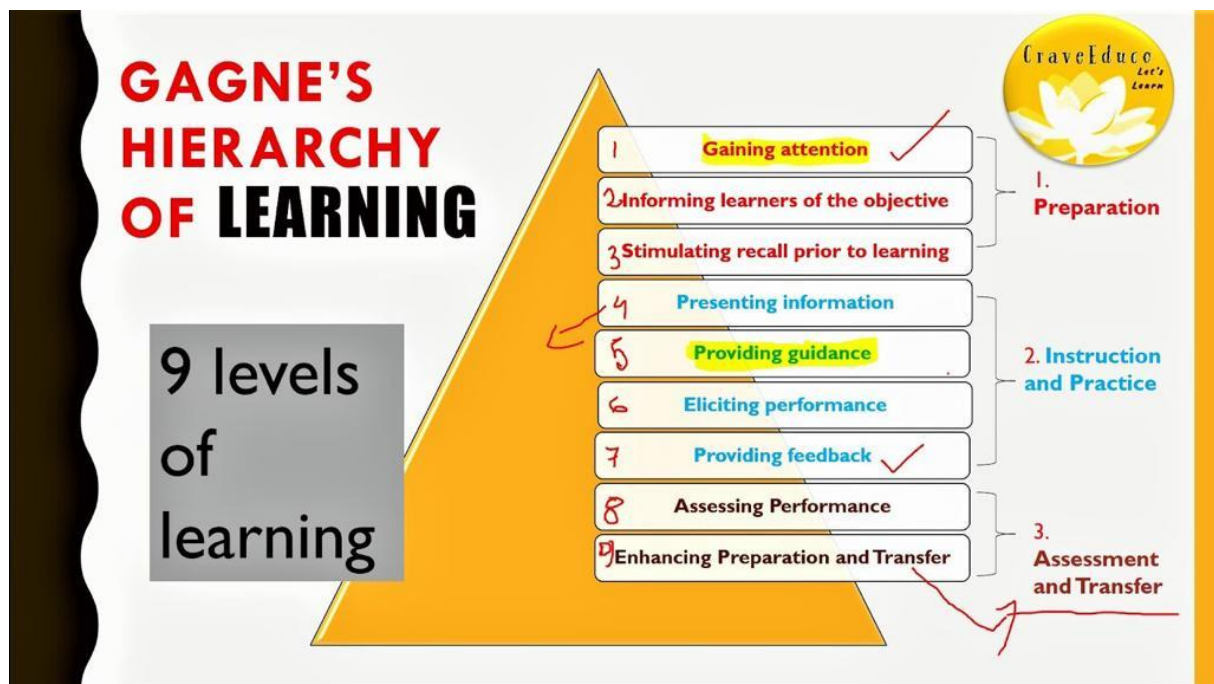
that, for one to grasp general theories, principles or concepts, specific ideas and knowledge must be learned. This is a prerequisite for advanced learning. Thus, Gagne, just as Bruner, advocates for a bottom-up approach in learning.

The five learning outcomes identified by Gagne are; intellectual skills; information; cognitive strategies; motor skills; and attitudes. Intellectual skills involve knowing how to perform specific tasks. Being able to categorize things, use mathematical symbols, form concepts, obey rules and problem solving are measurable aspects of intellectual skills. The information stage involves knowing what a phenomenon is. This stage focuses on mastery of facts, names, dates and procedures. Cognitive strategies are skills needed to coherently arrange and process information. Today, learning strategies or learning skills are commonly used synonyms for this third outcome. The ability to coordinate movement constitutes the motor skills stage. These movements can be simple or complex, or both. They are mastered through practice and coaching. The fifth outcome; attitude involves feelings and emotions learned. This is realized through positive and negative experience. These five outcomes represent three domains of learning; cognitive, psychomotor and affective. Intellectual skills, information and cognitive strategies fall under the cognitive domain. Motor skills correspond to the psychomotor domain, while attitude overlaps in the affective domain. Gagne concludes that the instructional designs to attain the outcomes are not the same.

Gagne also outlines eight types of learning. These levels are arranged in a hierarchical sequence. The eight levels are; signal learning; stimulus and response; motor chains; verbal association; multiple discriminations; concepts; rules; and problem solving. The hierarchy helps to identify prerequisites to facilitate learning at the next level. Signal learning is the simplest form of learning. It consists of classical conditioning of Pavlov. It is done by first presenting the subject with both the conditioned and unconditioned stimuli. This produces the natural response. After a series of repetition of the double stimuli, the subject emits the desired response on its own. Stimulus- response learning is used to develop the desired response in the subject. This is achieved through carefully planned reinforcements of rewards and punishment. This forms the basis of programmed learning. Motor chains involve the ability to combine two or more stimulus-response bonds to form a sequence of activities. Most psychomotor skills are learned at this level.

The verbal association level is mostly linked to language development skills. The link between the items being connected is verbal in nature. Developing the ability to make appropriate difference in a systematic manner, constitute the discrimination level. This process is more complex due to interference. Interference of other information is the main cause of forgetting. With regard to concept learning, it involves the ability to make consistent response to different stimuli. This is the basis of the ability to generalize and classify various stimuli in to different categories. Rule learning is a high-level cognitive process. This includes being able to learn the relationships between different situations. This is the basis for learning general rules and procedures. The highest level of learning is problem solving. It involves developing the ability to invent a complex rule or procedure to resolve a particular problem. This method is then used to solve other similar problems.

Figure 3: Gagne’s hierarchy of learning



Source: Divyansh Bordia, 2022 Page 63

The first four levels above are behaviourists in nature while the last four are cognitive. Gagne also identified nine instructional events. They are needed to facilitate learning. However, all nine events may not be needed in all situations. They are; gaining attention; stating objectives; recall prior learning; stimulus presentation; eliciting performance; providing feedback; assessing performance; and retention and transfer. These nine instructional events are used in the taxonomy of learning.

Influence of Gagne's Hierarchical Learning Theory on Social Studies Curriculum

The hierarchical learning theory put forth by Gagne greatly influenced the curriculum developers. This is evident in the following;

- The five learning outcomes were used to outline the four broad-based competences. These are intellectual competences, methodological competences, personal and interpersonal competences, and communication competences.
- This theory was also used to develop the seven national core skills of the curriculum.
- Sequencing of content in the curriculum was also done in line with this theory. The content per subject are arranged in a hierarchical order following the levels of learning.
- The new curriculum also suggests learning strategies and suitable instructional materials. This was rare in the national syllabuses.
- The sample lesson plan provided in the curriculum handbook takes in to consideration the nine learning events.

The Constructivism Theory

Over the years, many psychologists and scholars have advanced their view with regard to explaining or defining constructivism. Naylor and Keogh (1999) view constructivism as a learning approach which enable learners to make sense of new situations in terms of their existing understanding. Constructive learning involves an active process where learners construct or develop meaning by linking new ideas with their existing or old ideas. On his part, Flynn defines constructivism as a theory which enables the learner to not only memorize and recall facts but also to understand, apply knowledge and skills in a competent way. Brooks and Brooks (1993) opine that constructivism is not a theory of teaching but of knowledge and learning.

Despite the numerous definitions and literature, constructivism, the major root features of this theory are:

- Constructivism sees learning as an active process.
- All knowledge is built on personal experiences.
- Learning as a process helps to make sense of the world.
- Knowledge is constructed and not abstract or absorbed.
- Knowledge is also constructed from social experiences.

- For effective learning to take place, meaningful open-ended and challenging problems must be made available for the learner to solve.
- Knowledge is invented or formulated and not discovered.

Constructivism is a theory which focuses on how people learn using the scientific method. This involves observation, questioning, hypotheses, research testing hypotheses, results and conclusion. Constructivism takes its roots from Piaget's theory of cognitivist Bereiter (1994) says that people construct their own understanding and knowledge of the world by experiencing things and reflecting on those experiences. When people encounter something new, they have to reconcile it with other previous ideas and experiences. This may result to readjusting old information, adding new information, changing what they believed, or discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know. In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging learners to use active techniques; experiments and real-world problem solving. This will help them to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure he/she understands the learners' pre-existing conceptions, and guides the activity to address them and then build on them (Oliver, 2000).

Constructivism has roots in philosophy, psychology, sociology, and education. But while it is important for educators to understand constructivism, it is equally important to understand the implications this view of learning has for teaching and teacher professional development (Tambo, 2000). There are two major schools of thought on the theory of constructivism. The first is cognitive constructivism propagated by Jean Piaget and the second is social constructivism put forth by Lev Vygotsky.

Cognitive Constructivism Theory of Jean Piaget: The central idea of cognitive constructivism is that human learning is constructed from past personal experiences. That people do build new knowledge upon the foundation of previous learning. Thus, learners construct new understandings and knowledge using what they already know. Rather, learners come to learning situations with knowledge gained from previous experience, and that prior knowledge influences what new or modified knowledge they will construct from new learning experiences (Phillips, 1995).

Piaget is well remembered for his studies and writings of the intellectual growth of children. His influential theory of cognitive development is the most prominent. Piaget devoted his life to answering the question; how do individuals acquire and develop knowledge? He spent over sixty years investigating children thinking and reasoning at different stages. Piaget called his theoretical orientation to the study of cognitive development; genetic epistemology. According to Klahr (2012), this is because he was mostly interested in how an organism adapts to its environment. Piaget's theory focused on an evolution in the development of the mind to a biological stance and pointing out the adaptive and cognitive functions of the mind.

Piaget's theory also focused on intelligence as the core of his theory. Chen and Siegle (2000: 95), opine that, Piaget held the assumption that human intelligence is a biological adaptation of a complex organization to a complex environment. Thus, the adaptation of a situation is a result of the individuals understanding of that situation. The cognitive development is the individual's intelligence in making equilibrium of the cognitive structures.

Piaget identified four distinct stages of normal intellectual development from childhood to adulthood. He claimed that all children go through these stages to reach the next level of cognitive development and each stage is an indication of times when children are acquiring new ways of mentally representing information. These stages are; sensory motor, preoperational, concrete operational and formal operational stages.

Sensory Motor Stage: This is the first major stage in Piaget's theory. It runs from birth to about 2 years of age. At this stage, infants' development is simple and action-oriented. Infants just use their senses with some physical actions to form these schemes (Pressley and McCormick 2007). Intelligence is related to the activities of the infants. They construct understanding of the world through environment rather than the mind.

Preoperational Stage: This second major period in Piaget's theory lasts from roughly two to seven years. Pressley and McCormick (2007) opine that this stage is generally related to pre-school years. In this stage, children start to develop cognitive structures termed 'symbolic schemes. In other words, they can represent ideas and objects using symbols like language, mental images, gestures etc. This second period of cognitive development is termed preoperational because there is no operational thinking yet. This means that children thinking are still not completely logical and they cannot grasp complex concepts like distinction, comparisons, cause and effect.

Concrete Operational Stage: The third period in of cognitive development is experienced at the elementary-grade years. One important characteristic of this stage is the appropriate use of cognitive operations to solve problems of concrete objects. In other words, children start solving problems related to actual objects and events (concrete). They are not capable of solving problems related to abstract concepts or hypothetical tasks.

Formal Operational Stage: The formal operational stage is the fourth and final period in the theory of cognitive development propagated by Piaget. It begins from early adolescence years and run through adulthood. At this stage, learners begin to think and solve abstractly problems. They are able to logically use symbols that have relations with abstract concepts.

Processes of Cognitive Development: Piaget identifies three interrelated processes through which cognitive development is achieved. These are organization, adaptation and equilibration (Gupta andFrake, 2009). According to Piaget, every act an individual make is cognitively organized and then adaptation provides the means for change. In order to understand the processes of organization and adaptation, three concepts have to be understood as well. They are schemata, assimilation and accommodation. Wadsworth (1989) identifies schemata as the cognitive or mental structures by which individuals intellectually adapt to and organize the environment. Gupta and Frake (2009) explains the concept of assimilation to be how the external world is viewed as interpreted in terms of current schemes. Accommodation is how old schemes are adjusted and new ones created to produce a better fit with the environment.

The Process of Organization: Organization is the process through which the child performs existing schemes in a chain of events. A series of events or act are performed in sequence. One act is done after another. For example, a children can suck and grasp, but cannot perform these two acts at the same time. New and more complex schemes can also be performed. The old and new schemes produce a cognitive system which is interconnected.

The Process of Adaptation: This process deals with the coordinated performance of two or more acts. Piaget explains the occurrence of this as higher-level organization of two basic schemes: sucking and grasping at the same time. This process performs actions and schemes through the use of assimilation and accommodation. Thus, sucking is viewed as an old scheme which is adjusted for grasping to be added.

The Process of Equilibration: Finally, equilibration involves changing existing knowledge to accommodate new knowledge. As explained by Gupta and Frake (2009), equilibration is when

children assimilate more than they accommodate. This is what Piaget refers to as cognitive equilibrium. However, there are times when new information does not match current schemes. When faced with this, children are in a state of disequilibrium (cognitive discomfort). To resolve this, there is a swift cognitive change. This swift change is from assimilation to accommodation. Once schemes have been modified children shift back to assimilation, using new structures until they need to be modified again. Piaget called this the back and forth equilibration process.

Influence of Cognitive Constructivism Theory on the learning outcome in National languages and cultures.

Piaget's theory of cognitive development was very useful in outlining the teaching and learning process of the new curriculum. A mastery of the various stages of cognitive development and processes outlined in this theory will help the teacher to better formulate teaching/learning activities according to the strength of the learners. Khadidja Kouicem and Kelkoul Nachoua in *Constructivist Theories of Piaget and Vygotsky: General Teaching Implications*, opine that, the influence of Piaget's theory can be seen in variety of instructional practices. Below are some practical ways this theory influenced the new curriculum.

Firstly, Piaget's theory view the general goal of education is to breed generations of creative and innovative individuals. They should be able to take initiatives to do things and not repeating what other generations have achieved. Thus, teachers are called to provide rich environment for the exploration of any field of life. Interesting materials should be provided and learners encouraged to getting active and constructing their own knowledge. The curriculum enlists didactic materials relevant for learners to develop the skills. Teachers are also asked to allow learners to discover things for themselves. The Cameroon primary school curriculum,(2018) states that "the learner should be responsible for his/her own learning. Focus is on learning and not on teaching." It helps to change the role of teachers from a lecturer who dishes out ready-made solutions. It advocates for teachers to serve more as guides or facilitators who simply provide the learners with opportunities to test and improve their own developed solutions. Ashton and Gregoire-Gill (2003).

Secondly, Piaget's stages of cognitive development have been used as general guides to sequential curriculum design. The design and organization of particular subject content have been made to be compatible with the cognitive abilities of learners. In other words, the programs are set according to the actual level of learners. Teaching strategies are also aligned with the

learners' cognitive level. Learner's cognitive schemas are regularly being revised through the process of assimilation and accommodation to make use of new input. The result is that no two persons can ever be similar in the level of readiness for a given experience. Thus, it recommends that teachers should take into cognizance the learners' differences in performing tasks and activities. This has been outlined in the new curriculum.

In addition, this theory requires that learners should be encouraged to experience different materials and assisted to discover or even more construct concepts for themselves. Technology may play a central role in offering the learners such opportunities. The basic teaching techniques that the teachers may focus on and that are associated with Piaget's theory include problem-based learning, discovery learning, cognitive strategies, and project-based learning. The (2018) Cameroon Primary School Curriculum stresses on the use of PBL as the main pedagogic approach.

Finally, the theory is also important in evaluation. Teachers should take into account that the individual cognitive development does not take place immediately. So, learners' progress may appear after a given period. Teachers should not think that because something was introduced that the learners should promptly learn and apply it. It calls for repetition and remediation. This system is much applied especially with diagnostic and formative assessments.

Social Constructivism Theory of Lev Vygotsky: Lev Vygotsky was a prominent Russian psychologist. He was well known for his emphasis on the contribution of social and cultural factors towards the cognitive development of the individual. His theory was later exported to other European and American countries. His concepts and ideas were adapted in the fields of educational and developmental psychology. Vygotsky's works were greatly impacted by those of Karl Marx, Friedrich Engels and Charles Darwin (Alves 2014). Being influenced by the ideas of these philosophers, Vygotsky identified five different principles that should guide research:

- Psychology is the science of a historical human being.
- Higher psychological processes originate in social action.
- The three distinct classes of mediators are signs/instruments, individual acts, and interpersonal relationships.
- Specific functions as well as social reality emerge from transformational acts or work.
- A fundamental unity exists between the body and the mind.

The central concept of Vygotsky's theory is that the individual's cognitive development is first based on social interactions. According to Vygotsky (1978) every function in the child's cognitive development appears twice. Firstly, it appears on the social level; between people (inter-psychological). The second appearance is on the individual level; inside the child (intra-psychological). This applies equally to voluntary attention, logical memory, and formation of concepts. All these higher functions originate as actual relationships between individuals. The nature of learning through social interaction therefore is cooperative. The learner should not be separated from his environment, but should be encouraged to integrate with other learners, teachers, or other sources of knowledge such as books, journals, computers ...etc. These interactions provide the learner with the language used for learning communication.

Following the theory of socio-constructivism, the main role of the teacher is that of a facilitator or a mediator. A teacher just coordinates the learner's concepts. According to Derry (2014), Vygotsky identifies two main concepts. These are everyday or spontaneous concepts and scientific concepts. Everyday concepts are those which are learnt spontaneously in daily life. They are formed from concrete experiences to abstract experiences. Those learnt through formal instructions are scientific concepts. They are formed from abstract experiences to concrete experiences. The learner adapts everyday concepts in school where he learns the scientific concept. Simultaneously, he learns scientific concepts on the basis of everyday concepts. Therefore, both directions are essential for understanding and constructing knowledge.

Vygotsky's theory also identified and attempted to explain the contributions of some three factors in the cognitive development of the individual. These factors are culture, language, and zone of proximal development (Oakley 2004). Vygotsky opine that culture and social environment are essential factors in the construction of human knowledge. What the individual learns about the world and acquires as knowledge are determined by the society where the individual lives in and the social settings where he is part of. Therefore, learning occurs through social interactions and elements of his own culture such as language, songs, arts etc.

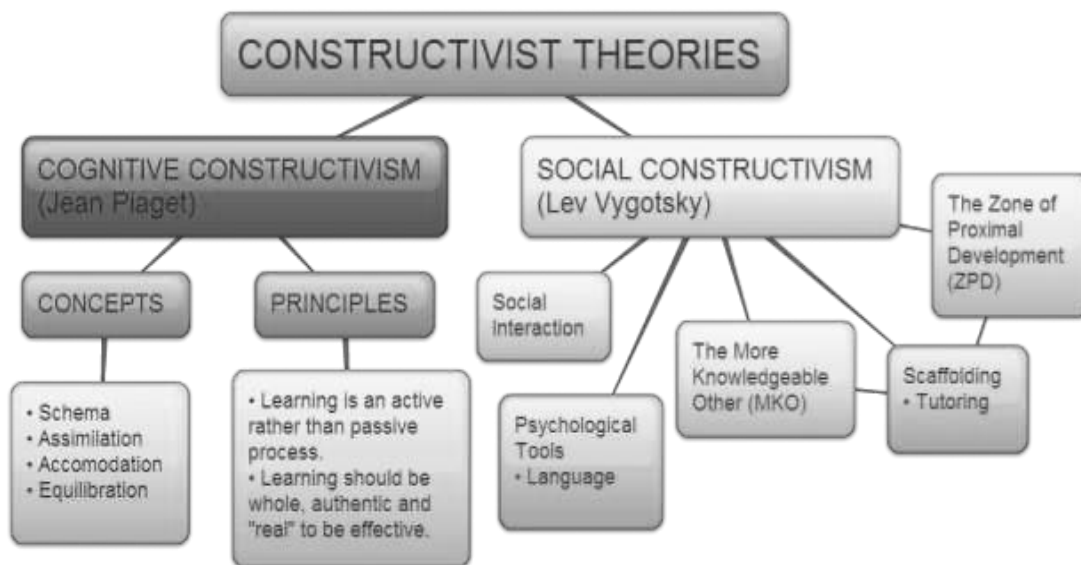
Language according to Vygotsky is indispensable in the learning process. There is a close relationship between language development and cognitive development. The individual could encode and represent the world through the contribution of language. He explains that before the age of 2 years, children's language and thought are separate processes. This is because language at that period is only used for social purposes and not linked to inner thought.

Language and thought become related processes by the age of 2 years. Therefore, language begins to constitute a crucial role in cognitive and social development. The term Zone of Proximal Development (ZPD) refers to the distance between the actual development level and the level of potential development. The actual development level is determined by independent problem-solving abilities. On the other hand, the level of potential development is determined through the abilities to solve problems under adult guidance or in collaboration with more capable peers. Therefore, there is a difference between a learner who performs a task independently and the one who performs a task with assistance and guidance of someone else. Thus, with the most sensitive instruction or guidance, the learner will be able to develop skills to use on his or her own to develop higher mental functions.

Scaffolding is also another concept related to socio-constructivism. This concept is central to many teachings and learning strategies. Sawyer (2006) says scaffolding is the support given to learners during the learning process with the intention to help them achieve their learning goals. Scaffolding is synonymous to cooperative learning and guided learning. Scaffolding enables a knowledgeable person to provide the learner with guidance in order to progress and achieve difficult tasks. This has perceptual, cognitive and affective components.

In order to promote learners' learning it is necessary to create learning environments that directly expose the learner to the material being studied. For only by experiencing the world directly can the learner derive meaning from them. This gives rise to the view that constructivist learning must take place within a suitable constructivist learning environment. One of the central tenets of all constructivists learning is that it has to be an active process (Tam, 2000); therefore, any constructivist learning environment must provide the opportunity for active learning.

Figure 4: Structure of Constructivist theories



Source: Maureen Tam, (2000) Page 52

Influence of Social Constructivism Theory on Learning Outcome in National languages and cultures (NLC)

The central tenet of constructivism is that learning is an active process. Understanding cannot be imposed for it comes from within. Constructivism requires a teacher to act as a facilitator whose main function is to help learners become active participants in their learning and make meaningful connections between prior knowledge, new knowledge, and the processes involved in learning. Brooks and Brooks (1993) posit that a constructivist teacher is someone who:

- encourages and accept learner autonomy and initiative;
- uses a wide variety of materials, including raw data;
- sources interactive materials and encourages learners to use them;
inquire about learners' understandings of concepts.
- encourage learners to engage in dialogue and ask questions to each other;
- assesses learners understanding through application of knowledge, skills and attitudes.

The new curriculum demands the same from the primary school teacher in implementing the curriculum.

Secondly, constructivist learning strategies like presentation, discovery, cooperation, problem solving, demonstration, illustration and media assistance, have been prescribed by the new curriculum.

Furthermore, the constructivist classroom has been adopted. In such a classroom, the focus tends to shift from the teacher to the learners. The teacher is no longer the expert who pours knowledge into passive learners, who wait like empty vessels to be filled. The learners are expected to be actively involved in their own process of learning. The teacher functions more as a facilitator who coaches, mediates, prompts, and helps learners to develop and assess their understanding, and thereby their learning. The chart below compares the traditional classroom to the constructivist one. One can see significant differences in basic assumptions about knowledge, learners, and learning.

The constructivism theory also hold that learning must take place in an environment the learner is familiar with. it calls for the teacher (facilitator) to provide a realistic context for knowledge application. this rule has guided the choice of real-life situations in the problem-solving approach via project-based learning, integrated theme learning and cooperative learning.

Empirical studies

Luambano Sophia (2014), carried out a study on the implementation of constructivist approach in competency-based curriculum. His findings reveal that learners were not aware of competency-based approach whereas teachers were aware of it, however most teachers seem not to implement the approach due to various inhibiting factors such as inadequate teaching and learning materials like books; poor or low level of language proficiency on the part of some teachers and most learners. It was also found that lecturing-method is a dominant teaching technique used in schools. It was further found that seminars were no organized for teacher which could improve the teaching learning situation; as a result, old approaches of learning were still used by most teachers. The study recommends that; there is a need for regular in-service training for teachers after completion of their studies to enable them to implement the curriculum and enable learners to apply the new knowledge.

Michel et al (2019), carried out an empirical research on active and passive teaching styles on learners learning outcomes. This study compares the impact of an active teaching approach and a passive teaching method on learner cognitive outcomes. Across two sections of an

introductory business course, one class was taught in an active manner, with a variety of active learning exercises. The second class was taught in a passive manner, with emphasis on daily lectures. Although the active learning approach does not appear to have improved overall mastery of the subject, they gathered evidence that it can lead to improved cognitive outcomes within a class than the passive teaching methods. It should be noted that CBA was acclaimed as the best due to its envisage benefits. CBA was introduced more than 30 years today therefore it must be implements despite its shortcoming since most researchers criticize the new innovative approach for necessary recommendations

Yelena, (2015) studied the history of competency-based approach in education. His findings provide a historical review which describes the implementation of competence-oriented education. The author traces the several stages of its formation and describes the characteristic features; starting with the very first application of the competency-based approach within the linguistic education, proceeding to the next stages of acknowledgment and integration in other fields. Finally, after discussing the purpose, goals and influences of the competency-based education; the author makes an attempt to uncover the need of introducing the competency-based approach in all fields of education. His results from his findings explains why young researchers cannot consider the idea or the findings of Samia Boudoua,(2012) who holds that, proper implementations of competency-based approach will have encountered enormous obstacles and he did not propose measures to curb these limitations. This is probably because he did not trace the history, stages and steps of CBA as Yelena did before arriving at the conclusion that there is need to introduce competency-based approach in all fields of education. The followers of Samia Boudoua needs to read the origins and stages of CBA in order to be informing about the implementations of CBA in the different countries of the world.

Nforbi, (2012), carried out a research on the perspectives for the Competence based approach with entry through real life situations in the teaching of English in Cameroonian francophone schools. They discovered that the teacher faces challenges in the field in terms of understanding the method, lesson planning, delivery and evaluation. In addition, the teacher faced difficulties such as general poverty, insufficient and inadequate didactic materials, overcrowded classes etcetera, which makes it difficult for the teacher to create the situation needed for his lesson and for individualizing instruction. They proposed some measures to help teachers in the new syllabus and method. Their finding focuses on some of the problems that result in learners

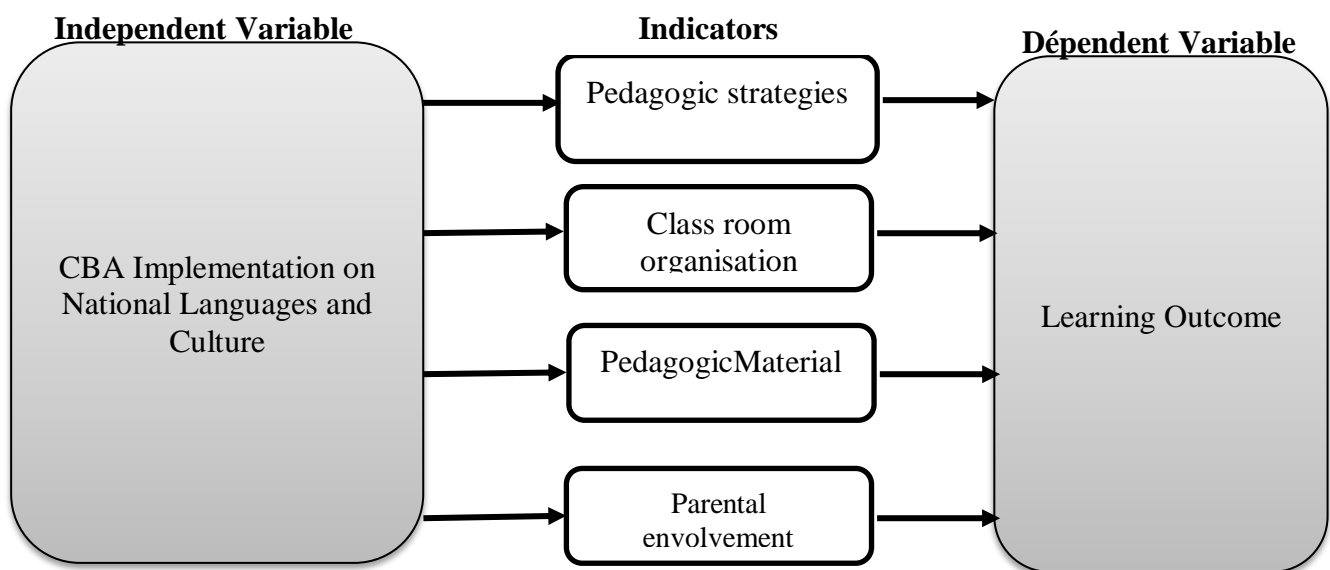
„misconceptions. Therefore, learners need to be aware of the situation and be advised to be optimistic. In addition, there is a solution to every known problem. Educational stakeholders can work in synergy to provide lasting solutions to challenges encountered using the new innovative method, the competency-based approach.

Denis (2017), carried out research on learners „school engagement and academic achievement in the schools. His results show that there is a significant relationship between learners „engagement and academic achievement. His findings focus on one dimension of our preoccupation in that if learners sacrifice their leisure time for academic purposes, they will overcome many barriers especially with the introduction of the CBA which is learner centered. In addition, Mulaudzi, (2019) conducted a study in South Africa whose main objective was to investigate how educators in South Africa perceived the Outcome Based Education (OBE) system. In this system learners are required to demonstrate the skills and course contents they have learnt. The OBE is very similar to the CBA because both focus on the outcome of learners. The findings revealed that the successful implementation of OBE was hampered by lack of resources and lack of professional framework of continuing.

Conceptual framework

Conceptual framework was drawn from the review of literature and theoretical framework.

Figure5: Conceptual framework of the (2018) Cameroon Primary School Curriculum and its implementation.



The study on the effects of competency-based approach (CBA) in primary school pupils learning outcomes in national languages and cultures in public primary schools in Yaounde6 sub division has as independent variable “competency-based approach implementation on national languages and cultures” while the dependent variable is “learning outcomes”. From independent variables the following are some indicators of change, pedagogic strategies, classroom management, pedagogic materials and parental involvement which are used as guide to ensure efficiency inthe teaching and learning of national languages and cultures.

CHAPTER THREE

RESEARCH METHODOLOGY

This study aims to examine the effects of competency-based approach (CBA) on pupils learning outcomes in the teaching and learning of national languages and cultures in public primary schools in Yaounde6 sub-division. This section discusses the research methodology used for collecting and analyzing data. It reveals the processes used to collect data from the field. This section opens with a description of the research design and the study area, the population of the study, the target population, and the accessible population from which the sample size is derived. We then move to the sample and the sampling techniques that are employed. The data-gathering tools and methods for validating them are discussed. The processes for administering the instruments are also discussed, data analysis techniques are elucidated and ethical considerations.

Research design

The study is a case study mainly a qualitative study, which focuses at portraying accurately the characteristics of competency-based approach (CBA) in relation to primary school pupils learning outcomes in the teaching and learning of national languages and cultures in public primary schools in Yaounde6. The researcher adopts this design because it identifies and obtains information on CBA relating to learning outcomes in the teaching and learning of national languages and cultures. Generally qualitative research offers a comprehensive picture of social life or human realities inside and outside of the classroom and situations which help to understand the social interaction using its participants' point of view.

Area of the study

The Yaounde VI sub-division is the area where this study is carried out based on the effects of competency-based approach on pupils learning outcomes in national languages and cultures. The researcher selects this area because of the many primary schools in the area ranging from public to private and mission schools that are implementing the CBA with learning outcomes in the teaching and learning.

Population of the study

A population in research is a group or element or case whether individuals, objects or events with common characteristics located in a defined geographical area and to which generalization of the findings of the study is applicable. According to Creswell (2012) a population is a group

of individuals who have the same characteristics. The population of this study comprises all the public primary school teachers of Public schools in Yaounde6 subdivision. There are about 120 primary school teachers in general in public primary schools in Yaoundé6 subdivision.

Table 5: Distribution of Population

Name of school	Number of teachers
GEPS Etoug-egbe	29
GBPS Mvog-betsi	28
GBPS Mewoulou	25
GBPS Biyem-assi	38
Total	120

Table 6: Target Population

The target population of this study consist of levels' III teachers of public primary schools in Yaounde VI sub division.

Name of school	Number of teachers
GEPS Etoug-egbe	29
GBPS Mvog-betsi	28
GBPS Mewoulou	25
GBPS Biyem-assi	38
Total	120

Name of schools	Population of the target population study	
GEPS Etoug-egbe	29	10
GBPS Mvog-betsi	28	12
GBPS Mewoulou	25	9
GBPS Biyem-assi	38	15
Total	120	46

Accessible Population

This is the population from which the sample is actually drawn (Amin, 2005). Asiamah et al. (2017) support this by postulating that after eliminating every member of the target population who might or might not engage in the study or who cannot be reached during that time, the accessible population is then reached. The last group of participants is the one from whom data is gathered by polling, either the entire group or a sample taken from it. If a sample is to be taken from it, it serves as the sampling frame. People eligible to engage in the study but unable to participate or would not be available at the time of data collection the accessible population. The accessible population of this study comprises of level III teachers in public primary schools in Yaounde VI sub-division.

Sample of the Study

A sample is a group of elements or a single element from which data are obtained. According to Bhardwaj (2019) a sample is a group of people, objects, or items that are taken from a large population for measurement. Therefore, a sample is a subset of a population considered to be a representative of the entire population. Creswell (2012) holds that if sample are properly selected, they can provide meaningful and accurate information about the population. They further state that the sample size is determine by the amount of heterogeneity of the variables in the population. The sample size of this study consisted of 8 teachers from the three public primary schools in Yaounde VI.

Table 7: Distribution of sample size

Name of school	Number of teachers
GEPS Etoug-egbe	29
GBPS Mewoulou	25
GBPS Biyem-assi	38
Total	92

Name of schools	Accessible population	Sample size
GEPS Etoug-egbe	10	3
GBPS Mewoulou	9	2
GBPS Biyem-assi	15	3
Total	46	8

Sampling Technique

Sampling techniques refer to the various strategies a researcher uses to draw out a sample from the parent population of the study (Amin, 2005). Sampling is therefore, the process of selecting a subset of a case in order to draw conclusion about the case. To select the schools and teachers suitable for the provision of relevant information, purposive sampling technique was used in this study. Purposive sampling attempts to select sites and respondents that are information rich about the central phenomenon (Creswell 2012). Purposive sampling technique is commonly used in qualitative research to select respondents that will provide an in-depth information about the central theme. This study being a qualitative research uses purposive sampling technique to select the two Public bilingual schools involved in the study. This is because majority of teachers in public primary schools have passed through teachers training colleges

and have also attended capacity building programs. Public primary schools were purposively selected because national languages and cultures as a subject is done in all the classes in primary school. This work focuses only in level III public primary schools. Therefore, class 5 and 6 teachers are best to provide an in-depth information on CBA and teachers' effective implementation in the teaching and learning of national languages and cultures.

In addition to that convenience sampling technique are used to select Yaoundé VI out of the seven sub-divisions in Mfoundi division. This is because there are many public primary schools in this sub-division and the researcher have a mastery of road and places around the area. Thus, the researcher may have little or no problem with movement in the study area.

Instruments for data collection

Research instruments are the mechanisms used for data collection. These mechanisms must be systematically constructed and should be accurate in collecting precise information needed for the study. Johnson and Christiansen (2012) points out that case study researchers advocate the used of more than one method of data collection. Therefore, instruments used for data collection in this study are observation and Interview guide. Teachers will be observed on the implementation of the CBA methods to enhance learning outcomes during the teaching/learning process in national languages and cultures in the classroom. They will be equally interviewed on the CBA components. A detailed description of each method is presented below.

Interview Guide

Interview is used as a research method for collecting qualitative data in this study. The interview adopted in this study is purposely designed to gather relevant data on teachers' views on CBA components, which are teaching methods, classroom management, instructional material and parental involvement training. Also, it is an excellent way of accessing individuals' meanings, feelings, and opinions of events and structures of reality (Punch, 2009), and seeking and gaining in-depth data (Basit, 2010). Furthermore, the participant is able to ask the researcher to further explain a question or meaning of any term that he or she may not understand or provide more clarification to their answer when needed while the researcher is able to probe responses of participant to ensure accuracy of data (Basit, 2010; Hobson & Townsend, 2010). furthermore, the participant is able to ask the researcher to further explain a question or meaning

Semi-Structured Interview

The semi-structured interview used in this study allows researcher to have a systematic guideline covering a set of reflective questions which is formulated in response to collecting data that would enable researcher to answer the key research questions at the end; at the same time, there is still a room given to both participant and researcher to clarify one another's understanding, and to ask follow-up questions in case researcher wants to reach for more detailed and comprehensive response (Basit,2010; Hobson & Townsend, 2010; Newby, 2010).

A set of six (6) open-ended questions will be formulated and put together for the interview guide, including inquiry about general information of participants. The key reason for using open-ended questions mainly in the guideline is because this type of questions enables participant to overtly express and describe how they see, think and feel (Creswell, 2012) about circumstances that are happening in reality. However, during each interview there are times that close-ended questions are asked in order to confirm correctness of given responses. The interview questions will be generated based on the reviewed literature with the hope of filling in the gap mentioned in chapter two.

Pilot testing

The researcher will conduct a pilot test in Government Bilingual Practising school Mvog-betsi, which does not constitute part of the sample. Pilot test is defined as a small scale, preliminary study conducted to test methods and other procedures for data collection (Pritchard & Whiting, 2012). The pilot study deemed necessary for this study in order to try out the data collection instruments and for the researcher to be acquainted with the process of data collection, such as the time required to complete the interview, before conducting the actual research. This exercise results to the reformulation of some few unclear items and the addition of some preliminary items to the data collection instruments. The pilot testing will be conducted on three teachers of class 5 and 6.

Validation of the Research Instruments

Validity is the degree to which a test measures what it is supposed to measure. (Amin 2005). According to Creswell (2014) validity in a qualitative research is when the researcher implores certain procedures to check for the accuracy of the research finding. Content validity is tested to ascertain whether the items on the interview are suitable for their task. Consultation with

experts in the field of Measurement and Evaluation will be done and the instruments are modified accordingly so as to achieve the intended objective. To ensure further validity of the instruments, they will be given to the supervisor in charge for scrutiny. After due corrections, the supervisor will confirm the relevance of the items found on the instruments in relation to the scope of the investigation.

Reliability of the Instrument

According to Amin (2005), reliability is the measures of consistency, precision, repeatability and trustworthiness of a research. In the case of research instrument, reliability is the extent to which the instrument measures whatever it is set to measure consistently. An instrument is said to be reliable if it consistently yields similar results when re-tested with similar subjects. The reliability of the instrument for this study will be assured using pre-test technique through a pilot.

Data collection procedures

In order to ensure a smooth process of data collection, the researcher will first receive an authorization letter from the Dean of the faculty of education in the University of Yaoundé I. The researcher will then present this authorization letter alongside a written permission to the Head teachers of the institutions requesting access to the research sites for data collection.

Before the data collection, the researcher will explain the purpose of the study and the data collection methods to the participants. She will also assure them of the confidentiality and anonymity of the collected data. That is the data will be used only for the purpose of this research.

A letter will be presented to the head teachers of the two schools involved in this study, requesting permission to gain access in to the research sites. This letter will outline the purpose of the study, the participants and the methods of data collection. This will be done in line with Creswell (2012) who maintained that access and acceptance are important aspects of data collection as they offer opportunities for the researcher to show his/her credentials and ethical considerations for the intended research.

The researcher will then visit the teachers of level III involved in the teaching and learning of national languages and cultures. This will be accompanied by an oral instruction of accessibility

in to the classrooms. The researcher will then assure the respondents of the confidentiality when dealing with their responses. The researcher will take out some time to observe how the teachers are implementing CBA teaching methods for effective learning outcomes in national languages and cultures and how the learning environment is organized to facilitate the implementation of CBA. The interviews will take place at the teacher's free time because most of them are always rushing to their next activity after the observation exercise.

Method of data analysis

Data analysis is a crucial stage in making sense out of raw data. Content analysis will be conducted as explained by Yin (1994): "examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study" (Yin, 1994). Neuman (2006) states that data analysis has the objective of examining, sorting, categorizing, evaluating, comparing, synthesizing, and contemplating the coded data as well as reviewing raw and coded data. Furthermore, Patton (1990) endorses the idea that qualitative research tends to use an inductive analysis of data, which simply means that themes emerge out of the data.

Before data analysis can take place, it must be preceded by the collection of data. As indicated earlier, the researcher uses face-to-face interviews (Ratcliff, 2015; Madden, 2007).

Ethical Consideration

According to Creswell (2012) research ethics are the set of ethical guidelines that guides how scientific research should be conducted and disseminated. Research ethics simply refer to respecting participants' rights and dignity, avoiding harmful activities and operating with honesty and integrity. The obligation of the researcher is to guarantee the privacy of the participants and ensure research activity is voluntary.

To ensure trustworthiness, the researcher transparently described the research process with sufficient details and took steps to demonstrate that findings emerged from the data.

Data analysis

Data analysis is a crucial stage in making sense out of raw data. Content analysis was conducted as explained by Yin (1994): "examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study" (Yin, 1994). Neuman (2006) states that data analysis has the objective of examining, sorting, categorizing, evaluating, comparing,

synthesizing, and contemplating the coded data as well as reviewing raw and coded data. Codes are usually attached to chunks of varying size – words, phrases, sentences, or whole paragraphs connected to a specific setting (Neuman, 2006).

The table below summarises the data analysis process and shows the six steps used to arrive at the findings. It should be noted that the steps are not distinct in themselves and that there is a lot of overlap between and within the entire cycle of steps.

Table 8: Steps of data analysis

Step	Procedure
Step 1	Reflection on my own experience and analysis of the literature that led to and provided confirmation of the research questions and issues that resulted from the case study.
Step 2	Development of the interview questions, non-participant observation checklist based
Step 3	Line by line of transcriptions interviews are coded and they later lead to the development of themes and categories. The coding also integrates data from non-participant observation checklist
Step 4	Further checking of emerging themes to determine overlaps by re-reading the transcribed data and listening to the audio files.
Step 5	Comparing categories with one another to develop central findings that represent the lived interpretive experience of the sample.
Step 6	Drawing conclusions, recommendations, and suggestions for further research.

Source: Adapted from Weadon, 2007, p. 76

To ensure trustworthiness, the researcher transparently described the research process with sufficient details and took steps to demonstrate that findings emerged from the data. In order to conform to research ethics, the study does not disclose the identity of any participant and instead uses symbols (P), since the study had 7 participants they are represented as p1, p2, p3, p4, p5, p6, and p7 respectively. The researcher often supported the findings with representative quotes to reflect the participants' voices, as articulated by Creswell (2013). Peer debriefing was used to discuss the themes and categories in such a way as to increase internal validity.

CHAPTER FOUR FINDINGS

This chapter provides major findings of the study, and are presented based on data obtained from the study. The data are presented on the designed research questions. Two main data collection instruments were used to collect the information. Thus, the interview guide was supplemented with an observation checklist. The findings are presented in relation to the research question stated in the study.

Table 9: Demography of the respondents from the interview with teachers

Participants(P)	Age	Gender	Educational Background	Return rate
P1	40	Female	CAPIEMP	
P2	34	Male	CAPIEMP	
P3	37	Male	CAPIEMP	
P4	45	Female	CAPIEMP	
P5	42	Female	CAPIEMP	
P6	39	Male	CAPIEMP	
P7	36	Female	CAPIEMP	

The background information indicates that seven participants (teachers) were interviewed, with three being males and four females. Despite the researcher's attempts to achieve gender balance, it could not be achieved. Nonetheless, this gender disparity does not substantially impact the results. Additionally, the table indicates that the respondents ages ranges from 34 years to 45 years. It's worth noting that all the individuals interviewed possess CAPIEMP as their highest qualification.

The research findings

The aim of this study is to empirically investigate in selected primary schools the effect of competence base approach (CBA) on primary school pupils learning outcomes in national languages and cultures. The data generated is analysed and presented according to four broad research questions. The table below presents the themes and categories which emerged throughout the study.

Table 10: The Research Findings

Themes	Subthemes	Categories
Cultural education	Importance of culture in education	<ul style="list-style-type: none"> • Culture as a Distinguishing Factor • Adapt to different Cultures • Facilitate Learning
	Component of cultural education	<ul style="list-style-type: none"> • Cultural Elements • Customs and traditions
Teaching method	Effective teaching methods	<ul style="list-style-type: none"> • Active Learning Methods • Collaborative Learning Methods • Inquiry-Based Learning Methods
	Teaching methods enhances the learning	<ul style="list-style-type: none"> • Cultural Awareness and Appreciation
Instructional materials	Types of instructional materials	<ul style="list-style-type: none"> • Learning Tools
	Instructional material enhances learning	<ul style="list-style-type: none"> • Cultural Identity and Awareness • Enhanced Learning
	Available instructional materials	<ul style="list-style-type: none"> • Regional Cultural References
Classroom organization	Aspects of classroom organization	<ul style="list-style-type: none"> • Cultural Integration and Diversity • Artistic and Creative Activities • Extracurricular Enrichment
	Challenges related to classroom organization	<ul style="list-style-type: none"> • Educational Improvement • Classroom Size Reduction

Research objective 1: Cultural education

Cultural education Cultural education is the process of teaching pupils about the cultural heritage, traditions, customs, values, and practices of a particular group or society.

The importance of culture in education alongside language learning

From the analysis three categories of themes were derived the important cultural education: these themes are *Culture as a Distinguishing Factor*, *adapt to different Cultures and Facilitate Learning*. These themes revolve around the impact of culture on individuals' identities, the importance of adapting to different cultural backgrounds, and the role of culture in facilitating and enhancing the learning process.

Culture as a Distinguishing Factor: Cultural education plays a crucial role in highlighting and emphasizing culture as a distinguishing factor. It helps individuals and communities recognize and appreciate the unique aspects of their own culture while also understanding and respecting the differences among cultures.

Participant from the interview highlighted the profound impact of culture by stating that:

Culture distinguish people from others (P1)

Cultural education serves as a distinguishing factor by emphasizing the unique characteristics, history, language, values, and traditions of a culture. It also promotes cross-cultural understanding, enabling learners to appreciate the diversity that makes each culture distinctive and valuable in the global context.

Adaptation to Different Cultures: Cultural education plays a pivotal role in helping learners adapt to different cultures by providing them with the knowledge, skills, and attitudes needed to navigate diverse cultural contexts effectively. Teaching of culture helps learners become aware of the existence of different cultures, their beliefs, values, customs, and practices.

Participant from the interview highlighted the profound impact of cultural education by stating that:

Cultural education help learners adapt wherever they fine themselves. (P2)

Cultural education makes learners adapt in other places with different cultural backgrounds. (P4, P1)

Cultural education Bring learners closer to their cultures. (P6)

Cultural education equips learners with the knowledge, skills, and attitudes needed to adapt to different cultures. It fosters cultural awareness, sensitivity, and competence, which are essential for successful interactions and meaningful engagement in a globalized world. Moreover, it promotes open-mindedness and an appreciation of the richness that cultural diversity brings to society.

Facilitating Learning: Teaching culture can be a powerful way to facilitate learning, as it enriches learners' understanding of the world, promotes critical thinking, and enhances their overall educational experience.

Participant from the interview stated the profound impact of cultural education on the learners by saying that:

Cultural education Facilitate and Eases learning (P5, P7)

By Incorporating cultural elements into the curriculum makes learning more relevant and engaging for learners. They can connect course materials to their own lives and experiences, which can increase motivation and interest in the subject matter. Learning about different cultures encourages critical thinking. Learners may explore cultural differences, question stereotypes, and analysed the impact of culture on various aspects of society, such as politics, economics, and social issues. Cultural education improves language skills and also enhances cognitive abilities related to language acquisition and communication. The teaching of culture serves as a pathway to greater cultural awareness and connection. It helps individuals become more open-minded, empathetic, and culturally sensitive, fostering meaningful connections with people from diverse backgrounds and contributing to a more interconnected and inclusive society.

Component of cultural education

Cultural education is a multifaceted field that encompasses various components aimed at promoting understanding, appreciation, and engagement with different cultures. From the analysis two main categories of themes were derived from the component of cultural education which are: *Cultural Elements and Customs and Dance*.

Cultural Elements: Food, dance, dressing type. Teaching cultural elements exposes learners to different cultures, traditions, and ways of life. This promotes a broader understanding of the world and encourages cultural sensitivity and respect. Incorporating cultural elements into the learning process often involves hands-on activities, such as cooking traditional foods, creating art inspired by different cultures, or participating in cultural festivals. These activities can make learning more experiential and memorable.

Participant from the interview indicated the profound impact of cultural elements on the learners. Participant listed some of the cultural element being thought in primary schools are *Food, dance, dressing type, (P3)*.

Learning about different cultures through their food, dance, and clothing helps individuals develop an understanding and appreciation of the rich diversity that exists in the world. It allows

them to recognize the beauty in various traditions and customs. In our increasingly globalized world, knowledge of cultural elements helps individuals navigate different cultural contexts. It contributes to the development of a global perspective and the ability to interact effectively in diverse environments. Incorporating cultural elements into education and daily life not only enriches individuals' experiences but also contributes to a more inclusive and culturally diverse society. It fosters respect for cultural differences, encourages curiosity, and promotes a sense of shared humanity across borders and backgrounds.

Customs and tradition: Custom, dance and celebrations: Teaching of "Customs, Dance, and Celebrations" can enhance the learning process in various ways. Exploring customs, dances, and celebrations from different cultures enriches learners' cultural knowledge. It exposes them to the diversity of human traditions and fosters a deeper appreciation for cultural heritage.

Participant from the interview indicated the profound impact of the teaching custom and tradition on the learners. Participants listed some of the customs and traditions being thought in primary schools are:

Traditional marriages/dances, cultural weeks. (P2, P1, P4)

Custom, dance and celebrations. (P5, P6, P7)

Learning about customs often involves interactive and participatory activities, such as dance demonstrations, celebrations, or crafting traditional items. This hands-on approach can engage learners and make learning enjoyable. Dance, in particular, encourages physical activity and self-expression. It promotes coordination, rhythm, and creativity, contributing to learners' overall well-being and self-confidence. Learning about customs may involve exposure to new languages, songs, or phrases. This can enhance language acquisition and language skills development. Overall, teaching customs, dance, and celebrations enhances the learning process by promoting cultural awareness, engagement, creativity, and cross-cultural understanding while also fostering respect for diversity and inclusivity.

Research objective 2: Teaching method

Teaching national languages and culture requires a specialized approach that integrates language acquisition with cultural understanding. From the analysis three main categories of teaching methods was derived which are: **Active learning methods, Collaborative Learning Methods, and Inquiry-Based Learning Methods**

Active Learning Methods: The use of active learning methods in the teaching of national languages and culture can be highly effective in engaging learners, fostering a deeper understanding, and promoting cultural appreciation.

Participants listed some of the active learning methods use in the teaching of national languages and culture.

- *Flip classroom (P1, P2, P5)*
- *Group work (P3, P5, P7)*
- *Practical lessons (P4)*
- *Project-based learning(P6)*

Active learning encourages learners to actively participate in language learning. Activities such as discussions, debates, role-plays, and language games make the learning process more dynamic and engaging. This helps learners develop language proficiency in a real-world context. Active learning promotes effective communication skills, which are essential for understanding and engaging with a culture. Role-plays and simulations can help learners practice cultural communication in a safe and supportive environment. Active learning methods are inherently more engaging, which can boost learners' motivation to learn national languages and culture. When learning is enjoyable and interactive, learners are more likely to stay interested and committed.

Active learning tends to improve long-term retention of knowledge and skills. learners are more likely to remember cultural facts, language nuances, and cultural insights when they actively participate in their learning.

Collaborative Learning Methods: The use of collaborative learning methods in the teaching of national languages and culture can be highly beneficial, as it encourages interaction, cultural exchange, and a deeper understanding of both language and culture.

Participants listed some of the Collaborative Learning Methods use in the teaching of national languages and culture which are:

- *Cooperative learning (P2)*
- *Group work (P4, P5, P7)*

Collaborative learning encourages teamwork and cooperation. Learners learn how to work together effectively, resolve conflicts, and achieve common goals, which are valuable life skills. Collaborative discussions and activities can stimulate critical thinking about cultural topics. Learners may analyse cultural texts, compare different cultural practices, and engage in debates, all of which promote critical thinking skills. Incorporating collaborative learning methods into the teaching of national languages and culture creates an environment that values peer interaction, cultural diversity, and effective communication. It does not only enhances language proficiency but also cultivates a deeper appreciation and understanding of the associated culture, making the learning experience more enriching and meaningful.

Inquiry-Based Learning Methods: The use of inquiry-based learning methods in the teaching of national languages can be a powerful approach to help learners develop language skills and a deeper understanding of the language's cultural context.

Participants listed some of the Inquiry-Based Learning Methods use in the teaching of national languages and culture which are:

- *Questioning. (P1)*
- *Talking with action. (P4)*

Inquiry-based learning encourages learners to ask questions and explore topics of interest. When applied to language learning, it can spark curiosity about the language's origins, history, idiomatic expressions, and cultural nuances, making the learning process more engaging. Inquiry-based learning requires learners to think critically as they gather information, evaluate sources, and draw conclusions. This critical thinking extends to analysing linguistic and cultural aspects of the language. As learners engage in inquiry, they practice communication skills, such as conducting interviews, presenting findings, and engaging in discussions in the target language. Inquiry-based learning methods empower learners to become active and independent learners of a national language, enabling them to not only acquire language skills but also gain a richer understanding of the language's cultural and historical context. This approach encourages learners to explore and appreciate the depth and complexity of the language and culture they are studying.

Ways in which Teaching methods enhance the learning of national languages and cultures.

Teaching national languages and cultures effectively requires a combination of teaching methods that promote language acquisition and cultural understanding. From the analysis a theme was derived from how the various teaching methods enhances learning of national language and culture: cultural awareness and appreciation.

Cultural Awareness and Appreciation: Cultural awareness and appreciation are important aspects of our interactions in an increasingly diverse and interconnected world. They involve understanding, respecting, and valuing the beliefs, customs, traditions, values, and practices of different cultures.

Participant from the interview indicated the profound impact of teaching methods on learners leaning outcome.

Distinguishes cultural backgrounds. (P1, P6)

It brings culture closer to learners. (P3)

By implementing teaching strategies, primary school teachers will create a culturally enriched learning environment that promotes cultural awareness, appreciation, and a global perspective among their learners. This not only prepares learners to be more culturally sensitive but also helps them develop valuable life skills in an increasingly diverse world.

Research objective 3: Instructional material

Instructional materials are resources or tools used by educators and trainers to facilitate the teaching and learning process. They can take various forms, including print materials, digital content, audio-visual aids, and more. Effective instructional materials are designed to enhance the learning experience and help learners understand and retain information more easily. From the analysis one main category of instructional materials was derived which is: ***Learning tools.***

Learning Tools: Learning tools are resources, technologies, or strategies that facilitate and enhance the learning process. They can be used by educators, learners, and self-learners to acquire knowledge, develop skills, and achieve educational goals.

Participantshighlighted the role of videos, audios, cameras, and pictures in helping learners understand and distinguish cultural backgrounds. (P2, P4, P5, P7)

Effective instructional materials are selected and designed with the specific learning objectives and needs of the learners in mind. Effective use of learning tools depends on the context, the learner's goals, and the subject matter. Teachers and educators often integrate various tools into their instructional strategies to create engaging and effective learning experiences.

The use of instructional materials enhances learners learning.

Instructional materials plays a crucial role in enhancing learners' learning experiences and outcomes. From the analysis two main categories of themes was derived which are: ***cultural identity and awareness and enhanced learning***. These themes revolve around the concept of using instructional materials to help learners identify and connect with their cultural backgrounds while also enhancing the learning process.

Cultural Identity and Awareness: The use of instructional materials can play a significant role in enhancing cultural identity and awareness among learners. Culturally relevant and inclusive instructional materials can help learners develop a deeper understanding of their own cultural identity and an appreciation for the diversity of cultures around them.

Participant from the interview stated that:

The use of instructional materials help learners to identify their cultures. (P1)

It helps them identify cultural backgrounds. (P2, P3)

From materials, the learners can already identify the cultural backgrounds. (P4)

It brings learners closer to their cultures. (P5)

Make learners know their culture. (P6)

Enhanced Learning: Interactive and visually appealing instructional materials capture learners' attention and make learning more engaging. When learners are actively involved with materials, they are more likely to stay focused and retain information. Participant from the interview stated that:

The use of appropriate instructional material help learners to learn well. (P7)

By incorporating appropriate instructional materials in the teaching of national language and culture, teachers will help learners develop a stronger sense of cultural identity and awareness, fostering a more inclusive and culturally sensitive learning environment. This, in turn, prepares learners to become more culturally competent and empathetic individuals in an increasingly

diverse and interconnected world. Instructional materials serve as valuable tools for teachers to create effective learning experiences that cater to the diverse needs of learners. When instructional materials are used thoughtfully and in conjunction with sound pedagogical practices, instructional materials can significantly enhance the quality of education and improve learners' learning outcomes.

Available instructional materials use in the teaching of national languages and culture.

Regional Cultural References: Calabage, Sandja, basket and elephant stock.

In Cameroon, the teaching of national languages and culture in primary schools is an important aspect of the education system, as it helps to promote cultural diversity and preserve the country's rich heritage. Regional cultural references are often integrated into the curriculum to make the learning experience more relevant and engaging for learners. From the analysis it shows that primary schools teachers use several regional cultural references such as Calabage, Sandja, basket and elephant stock.

The use of calabages depicts Fulani culture from the North. (P1, P2, P7)

Sandja from the southwest. (P3, P5)

*Basket with elephant stock from northwest culture, Sandja from southwest culture.
(P4)*

Cameroon is known for its linguistic diversity, with over 250 different languages spoken across the country. Primary schools often teach national languages. These languages allow learners to connect with their local linguistic heritage. Regional folktales and oral traditions are also used as teaching materials to convey important cultural and moral lessons. Learners are exposed to stories, proverbs, and riddles from their own regions, helping them understand the values and beliefs of their communities. Music and dance are integral to Cameroonian culture. Regional songs, dances, and musical instruments are taught in schools to familiarize learners with their local musical heritage. This also helps in promoting a sense of belonging and identity. Cooking classes may include the preparation of traditional dishes from different regions of Cameroon. Learners learn about the ingredients, cooking methods, and cultural significance of these dishes. This not only teaches them about local cuisine but also promotes healthy eating habits. Schools may organize field trips to cultural sites and museums within the region to give learners a first-hand experience of their heritage. Visiting historical sites and museums helps learners connect with their cultural roots.

Incorporating regional cultural references in the teaching of national languages and culture in primary schools not only helps preserve cultural heritage but also promotes unity and a sense of identity among learners from different regions of the country. It encourages them to take pride in their cultural backgrounds while appreciating the diversity that makes Cameroon unique.

Research objective 4: Classroom organisation

Aspects of classroom organization and activities which has the most significant impact on learners' language and culture learning outcomes.

Classroom organization and activities play a crucial role in shaping learners' language and culture learning outcomes. The effectiveness of language and culture acquisition can be influenced by various factors within the classroom environment. From the analysis three main categories of themes were derived which are: *Cultural Integration and Diversity, Artistic and Creative Activities and Extracurricular Enrichment*

Cultural Integration and Diversity: Cultural integration and diversity are important classroom organization strategies that can have a profound impact on learners' language and culture learning outcomes. These strategies promote a rich and inclusive learning environment where learners can engage with diverse perspectives and experiences. Participant stated!

Integrating children with those of different cultures. (P1)

Arranging children with attires from different cultures and languages. (P2)

By implementing Cultural Integration and Diversity, teachers can create a classroom environment where cultural integration and diversity are not only acknowledged but actively promoted. This not only enhances language and culture learning outcomes but also prepares learners for a globally interconnected world where intercultural competence is a valuable skill.

Artistic and Creative Activities: Incorporating artistic and creative activities into the classroom can be highly effective for engaging learners, fostering their creativity, and enhancing their overall learning experience. These activities can be integrated into various subject areas and age groups to promote critical thinking, problem-solving, and self-expression. Participant stated that *Artistic activities, music, and drawing are integrated into the teaching of national languages and culture. (P3, P4, P5)*

When Artistic and Creative Activities are implemented effectively, artistic and creative activities can make the learning experience more engaging, memorable, and enjoyable for learners while also fostering their critical thinking, problem-solving, and self-expression skills. These strategies can be adapted to various educational settings and subjects, promoting a holistic approach to learning.

Extracurricular Enrichment: Extracurricular enrichment activities are a valuable addition to classroom organization strategies. They offer learners opportunities to explore their interests, develop new skills, and deepen their learning outside the regular academic curriculum. These activities can have a positive impact on learners' overall development, including cognitive, social, and emotional growth. Participant indicated that extra-curricular activities and celebrations are done in schools.

Extra-curricular activities. (P6)

Celebrations. (P7)

Extracurricular enrichment activities not only enhance learners' academic skills but also contribute to their personal growth, self-confidence, and sense of belonging within the school community. When integrated effectively into classroom organization strategies, these activities can create a well-rounded educational experience that caters to the diverse interests and talents of learners.

Challenges related to classroom organization, and how it can be improved in the context of teaching national languages and cultures.

Educational Improvement: Improving the teaching of national languages and culture in primary schools is essential for preserving the country's cultural heritage, promoting linguistic diversity, and ensuring that learners have a strong foundation in their national languages. Participants highlighted some strategies that could be implemented to enhance the teaching of national languages and culture in primary education system:

It can be improved through integration. (P1)

It can be improved through mixing them with others so they learn from each other. (P2)

Integrating national languages and culture into the curriculum and fostering a collaborative learning environment where learners learn from each other are indeed effective approaches to

improve the teaching of national languages and culture in primary schools. These strategies can contribute to a more inclusive and culturally enriched educational experience.

Classroom Size Reduction: Reducing classroom sizes can indeed be a valuable strategy for improving the teaching of national languages and culture in primary schools. Smaller class sizes can create a more conducive learning environment that allows for more personalized instruction and better integration of national languages and culture into the curriculum. From the interview most of the participants stated that:

Reduction of large size-classrooms to ease learning. (P3, P4, P5 P7)

Smaller classes enable teachers to provide more individualized attention to each learner. This personalized instruction allows teachers to address the specific needs and interests of learners when teaching national languages and culture. In smaller classes, learners have more opportunities to interact with their peers and the teacher. This fosters a collaborative and participatory learning environment, which is particularly beneficial when teaching languages and culture. Learners in smaller classes tend to be more engaged and active in their learning. They are more likely to participate in discussions, ask questions, and contribute to cultural activities and projects. Reducing classroom sizes can create a more favourable environment for teaching national languages and culture in primary schools.

Table 11: Interview to pupils

Tribes	Lamnso	Wimbum	Noni	Kom	Fulani
SPEAKING	Yes	Yes	Yes	Yes	Yes
READING	No	No	No	Yes	Yes
WRITING	No	No	No	Yes	Yes

The table provides information about the skills acquired in the learning of national languages and culture from five different tribes: Lamnso, Wimbum, Noni, Kom, and Fulani"

Speaking: All five pupils (Lamnso, Wimbum, Noni, Kom, and Fulani) have acquired the ability to speak their respective native languages fluently. This suggests that learners of these tribes are capable of oral communication in their cultural languages.

Reading: Among the participants only the Kom and Fulani pupils has acquired the ability to read their native language and culture. This means that learners from the Kom and Fulani tribe can understand and interpret written texts in their cultural language.

Writing: Similar to reading skills, only the Kom and Fulani pupils has acquired the ability to write in their national language and culture. This indicates that learners of the Kom and Fulani tribes can compose written texts in their cultural languages.

It's important to note that while the Lamnso, Wimbun and Noni, pupils have acquired speaking skills in their national languages and cultures, they do not possess reading or writing skills in these languages. However, the pupils that speaks Kom and Fulani languages stand out as having developed more comprehensive language and literacy skills, including reading and writing abilities, in their national languages and cultures.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATION

The main objectives of the study, “To investigate the effects of competency-based approach on primary school pupils learning outcomes in national languages and cultures

This chapter presents the discussion, conclusion and recommendations of the study based on findings from the field.

Discussion

Teaching method: Teaching national languages and culture in primary schools in Cameroon is a complex task due to the country's linguistic and cultural diversity. Cameroon is home to numerous ethnic groups and languages, making it essential to design teaching methods that are inclusive and culturally sensitive. The finding of the study reveal that employing a variety of teaching methods such as active learning, collaborative learning, and inquiry-based learning, in language and culture classes can significantly enhance engagement and effectiveness. Language and culture are intricately connected, and using diverse teaching approaches can help learners not only learn the language but also gain a deeper understanding of the culture associated with it. According to McConachy (2018), active learning and collaborative learning, is constructed through interaction among learners within the classroom which enhance critical thinking and understanding of the learners. Crozet (1996) admits that classroom performance activities such as role-plays, active learning and team work create an environment for learners to practice intercultural mediation.

Collaborative learning generates the ability to communicate in the target language. Such insights provide a tool for learners to reflect more closely on the nature of their language use and the meanings and impressions they wish to construct (McConachy, 2018). Inquiry learning helps learners to account for pragmatic appropriateness and manifest socio-cultural variables (Meier, 2015). This process creates an individual learning recourse of learners and brings it to awareness. Learners’ interpretations of themselves become a tool for collaborative learning (McConachy, 2013).Kumi-Yeboah (2018) prove that instructional strategies facilitate designing cross-cultural collaborative learning (group work, self-introductions, and cultural awareness activity, collaborative learning activity).By integrating diverse teaching methods, language and culture classes can become more engaging, memorable, and effective in fostering

not only language proficiency but also cultural competence and global awareness among learners.

Instructional materials: Teachers use teaching aids to enhance classroom instruction, attract learners' attention and create a motivation to learn. The finding of this study reveals that the use of instructional materials is essential in teaching national languages and culture in primary schools. These materials enhance learners' understanding, engagement, and retention of the content. In Cameroon, there are over 250 different ethnic groups and languages spoken, so the focus may vary depending on the region. Some common instructional materials and approaches used in teaching national languages and culture in primary schools in Cameroon are Textbooks, storybooks and folktales, Songs and Music: These textbooks include lessons on grammar, vocabulary, and cultural aspects like folklore, traditions, and customs. Incorporating storybooks and folktales from the local culture. These stories help learners learn about traditional values, customs, and oral traditions. Songs and Music, Visual Aids, Cultural Artefacts, Drama and Role-Playing and Field Trips: Traditional songs and music are integral parts of many Cameroonian cultures. Teachers use songs and music to teach language and introduce learners to the rhythms and melodies of their culture. Visual aids such as posters, pictures, and maps help learners visualize and understand cultural elements like traditional clothing, food, and geography. These aids make the lessons more interactive and memorable. Bringing in actual cultural artefacts like clothing, calabage, elephant stock and other instruments provide a hands-on experience for learners. It helps them connect with the culture on a tangible level. Learners are encourage to participate in drama and role-playing activities based on cultural stories and scenarios. This helps them internalize language and cultural elements while having fun. Teachers oorganize field trips to cultural sites, museums, and historical places related to the culture and language being studied. This provides learners with first hand experiences.

According to Ericsson (2012) teaching aids are devices that help the teacher to effortlessly carry out the teaching-learning process. The use of teaching aids can facilitate the learning process by making it interesting and less time consuming. The use of teaching aids enables learners to use their hearing or seeing abilities and actively perform something while learning. Wijayanti (2016) commented that stories and music's encourages the formation of new ideas and critical thinking. Pupils grasp concepts easily during lessons if teachers supplement their discourse with audio materials. The materials could be songs and rhymes which will invariably help in the retention of concepts. (Vandeh et al., 2014).

Similarly, audio-visual instructional materials also known as multimedia pertain to learning aids that combine the senses of seeing and hearing. These include text, audio, graphics, video and animation. Tang and Intai (2017) concur that “audio- visual aids use in teaching culture particularly in improving comprehension and retention”. In summary, the instructional materials help teachers and pupils and make the teaching and learning process efficient. Instructional materials provide detailed information about topics and guide learners to have adequate information about the subject. The materials also guide learners to learn new things.

Classroom organization: Effective comprehensive classroom organization requires a teacher to operate with appropriate, professional, and carefully considered tendencies of the learners. The finding of this study reveals that effective classroom organization plays a crucial role in the teaching of national languages and culture in primary schools. Effective organization creates an environment that is conducive to learning, fosters cultural appreciation, and supports language development. A well-organized classroom with culturally relevant materials and decorations creates a welcoming and positive atmosphere. It makes learners feel more connected to their national language and culture, fostering a sense of pride and identity. An organized classroom provides opportunities for learners to engage with the national language consistently. Clear language zones, labeled materials, and language-rich environments help learners develop their language skills more effectively. Classroom organization can showcase the richness of the national culture. Cultural displays, artefacts, and celebrations help learners appreciate the diversity and uniqueness of their own culture, as well as the cultures of their classmates. Organized classrooms can accommodate a variety of learning activities and group configurations. This flexibility encourages active participation, collaboration, and engagement among learners in language and cultural activities. A well-organized classroom makes it easier to plan and deliver effective lessons. It allows teachers to access and use resources efficiently, leading to more engaging and coherent instruction.

According to Jones and Jones, (2021) Creating an environment in which learners feel safe and valued is enhance learners critical thinking and maximize their learning of social and academic skills. When learners know that they are in a safe place with predictable expectations and engaging learning opportunities, they are more likely to engage positively (Jones & Jones, 2021). The IRIS Centre emphasizes the importance of implementing comprehensive classroom organisation because such plans will help minimize disruptive classroom behaviours while

maximizing instructional time and academic success (The IRIS Centre, 2021). Jones and Jones (2021) recognize that classroom organisation is one of the most critical skills for teachers to learn because classroom organization is a foundational element in the teaching of national languages and culture in primary schools. It does not only supports language acquisition and cultural appreciation but also contributes to the overall educational experience of learners, helping them become informed and culturally competent individuals.

Cultural education: Culture is the framework around which we build our identity. It influences how we engage with the world, the perspectives we take, and the expectations we have. Every one of us has a culture, and most of us have identities built from multiple cultures. The findings of this study reveal that cultural education holds significant importance to primary school pupils. This study reveals that Learning about one's own culture and heritage fosters a sense of belonging and pride among learners. It helps them develop a strong cultural identity, which is essential for self-esteem and self-awareness. Cameroon is often referred to as "Africa in Miniature" due to its diverse cultures and geographical regions. Cultural education promotes unity and understanding among learners from different backgrounds by highlighting the similarities and differences that make up the nation. Cultural education teaches learners to appreciate and respect diversity. It helps them understand that different cultures have unique values, beliefs, and practices, promoting tolerance and empathy. Learning about different cultures and languages improves learners' communication skills. They become more proficient in multiple languages, which can be valuable for future personal and professional opportunities. Cultural education often includes activities related to traditional music, dance, visual arts, and storytelling. These activities encourage creativity and artistic expression among learners.

According to UNESCO's Global Citizenship Education (GCED, 2018) cultural education is an approach that fosters a sense of belonging to a common humanity, nurtures respect for diversity, encourages solidarity and aims to prepare learners to become constructive and ethically engaged global citizens, contributing to the building of more just, peaceful and sustainable societies. Wurdinger and Carlson (2010) stated that Learning about other cultures can help broaden learners understanding and appreciation of the world around them. Budnar et al. (2011) opine that to Prepare learners for a Globalized World In today's increasingly globalized world, it's more important than ever for learners to have a good understanding of different cultures and it's important for young people to learn about the customs and beliefs of others so that they can better interact with people from different cultures. Cultural education encourages creativity

when learners are exposed to different cultures, they can learn to think outside the box and be more creative.

Culture is important in education because it helps learners learn about different ways of life and different perspectives. It also helps them understand their own culture and how it fits into the world. Culture can be a source of inspiration and motivation for learners, and it can help them appreciate the value of education. Cultural education is vital for preserving cultural heritage, promoting cultural diversity and unity, enhancing communication skills, and preparing learners for a globalized world. Kim (2020) says that the essential task of teaching Culture is to help people participate in life. It goes beyond knowledge of the subject matter, and it goes beyond any simple type of well-being. Culture learning can immerse learners in others' worlds, and it can foster empathy and understanding across social and political divides. Cultural education plays a crucial role in shaping well-rounded individuals who appreciate and celebrate their own culture while respecting the cultures of others.

Conclusion

In conclusion, the effective teaching of national languages and culture in primary schools in Mfoundi division relies on a holistic approach that encompasses various elements, including teaching methods, instructional materials, and classroom organization. Employing a variety of teaching methods, such as active learning, collaborative learning, and inquiry-based learning, can make language and culture classes more engaging and effective. These methods promote language proficiency, cultural understanding, and critical thinking. The use of multimedia resources like videos, audios, pictures, and authentic cultural materials enriches the learning experience. These materials provide real-world context for language use and cultural exploration, making the lessons more relevant and engaging. Effective classroom organization is crucial in the teaching of national languages and culture in primary schools. It sets the stage for a positive and engaging learning environment that promotes language proficiency and cultural understanding. Effective classroom organization for teaching national languages and culture not only supports language acquisition but also cultivates cultural awareness, sensitivity, and appreciation. It creates an environment where learners can actively engage with the language and culture, fostering a deeper understanding of their own heritage and the world around them.

In essence, teaching national languages and culture in primary schools in Cameroon requires a comprehensive approach that blends effective teaching methods, appropriate instructional materials, and thoughtful classroom organization. When these elements come together, learners can not only develop language proficiency but also gain a deep appreciation for their cultural heritage, fostering a stronger sense of identity and belonging. This approach contributes to a well-rounded and culturally enriched educational experience for Cameroon's primary school pupils.

Suggestions:

Cultural education: Cultural education which bring learners closer to their cultures, distinguishes people from others, helps learners to adapt wherever they find themselves and eases learning. It has food type, dance and dressing type as cultural elements which are practiced during traditional marriages, cultural weeks and other celebrations should be encouraged in schools to make pupils grow with knowledge of their culture.

Teaching method: Active learning methods such as flip classroom, group work, practical lessons and project-based learning as well as collaborative learning methods (cooperative learning) and inquiry based learning (questioning ,talking with action)should be well implemented in the classroom by the instructors to enhance effective learning in national languages and cultures.

Instructional materials: The use of appropriate traditional and modern instructional materials such as calabage from the North, sandja from the southwest and elephant stock from the Northwest culture as well as others from other regions and the use of videos, audios, cameras respectively will help learners to learn well inside and outside of the classroom.

Classroom organisation: Intergrating learners with those of different cultures based on the various cultural elements, use of extra-curricular activities, celebrations, artistics, music and drawing into the teaching of national languages and cultures will ease learning.

Reduction of classroom sizes will facilitate teaching learning interaction in class to ease learning.

National languages and cultures should be taught by a native based on main native language of the area where the school is located which can be considered major and includes every learner

and the languages of the respective learners considered minor are taught by their native teachers in their respective groups.

Furthermore, the head teacher should be aware of the respective tribes of his/her teacher so as to group pupils based on their mother tongue during language classes with the teachers who understand it to transmit to the pupils as the minor language while maintaining major which concerns all based on the region or department where the school is located.

Seating Arrangement should be done in a way that facilitates interaction and group activities. Group seating arrangements encourage collaboration and peer-to-peer learning, which can be particularly beneficial when exploring cultural topics and practicing language skills.

Community Involvement: Involving the local community, parents, and cultural experts can enhance the teaching of national languages and culture. Community engagement can provide additional resources, cultural insights, and support for language learning initiatives.

For learners to speak, read and write in their national languages and cultures, parental involvement should be the priority since teachers may not master all national languages and cultures of their pupils.

Teacher Training: Teachers should receive adequate training in language instruction and cultural sensitivity. Professional development programs can equip educators with the skills and knowledge needed to effectively teach national languages and culture.

Assessment and Feedback: Regular assessment and feedback mechanisms should be in place to gauge learners progress in language proficiency and cultural understanding. Formative assessments and constructive feedback help tailor instruction to individual needs.

Field Trips and Cultural Experiences: Organize field trips to cultural sites and events to provide learners with first hand experiences of their culture. This can include visits to local museums, historical sites, and participation in cultural festivals.

Cultural Displays: Decorate the classroom with cultural displays, posters, artefacts, and maps related to the national language and culture being taught. These visual aids create a culturally rich environment that stimulates curiosity and cultural awareness.

Language and Culture Centre: Establish a language and culture centre within the school, if possible. This dedicated space can serve as a hub for language learning and cultural activities, complete with resources, books, and cultural artefacts.

Bulletin Boards: Use bulletin boards to display learners work related to language and culture projects. This showcases their efforts and promotes a sense of pride in their cultural heritage.

Inter-tribal Marriages: Inter-tribal marriages will enhance the teaching and learning of two different languages and cultures from respective parents thus multilingual learning that eases social interactions.

Suggestion of further study

Similar study should be carried out in other subdivision, divisions and region of the country.

Limitation of the study

Carrying out a master's research on "Teaching and Learning of National Languages and Culture in Primary Schools" can be a valuable endeavor, but it may also present certain limitations and challenges.

Time Constraints: Conducting thorough research within the confines of a final year master's program can be challenging. The time available for data collection, analysis, and writing may be limited, potentially affecting the depth and scope of the study.

Limited Resources: Constraints on financial and logistical resources may hinder the ability to travel to different regions of Cameroon to gather data, access relevant literature, or acquire specialized materials.

Ethical Considerations: Ensuring ethical research practices, especially when dealing with human subjects, can be challenging. Obtaining informed consent, ensuring anonymity and confidentiality, and addressing potential biases are essential but may pose difficulties.

Availability of Literature: Limited academic literature and research on the specific topic of teaching and learning national languages and culture in Cameroon primary schools may constrain the development of a comprehensive literature review.

Generalization: Generalizing findings from a limited sample of schools or regions to the entire country may not be appropriate, given the diversity of cultures, languages, and educational practices within Cameroon.

Data Analysis Challenges: Analyzing qualitative data, such as interviews or open-ended survey responses, can be time-consuming and subject to interpretation biases.

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when you redesign your course syllabi with a learner-centered focus you can increase Page:
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APPENDIXES

Appendix 1: interview guide for pupils

INTERVIEW GUIDE FOR PUPILS

TITLE: IMPACT OF TEACHING AND LEARNING OF NATIONAL LANGUAGES AND CULTURES ON LEARNING OUTCOMES OF PUPILS.

Introduction: This interview aims to gather information about the teaching and learning of national languages and cultures on learning outcomes of pupils. Your responses will contribute to understanding how teaching and learning of national languages and cultures affects learners language and cultural education. Please provide honest and thoughtful answers.

section1: demographic information

Age: _____ Gender: _____ Educational Background: _____ Nationality: _____

Section 2: pupils' participation

KNOWLEDGE OF MASTERY OF NATIONAL LANGUAGES AND CULTURES

Mention a native language or mother tongue and say some words you can use to communicate with someone in your mother tongue. Express yourself in your mother.

SUSTENANCE OF DIALOGUE

Give a sentence in which you listened attentively and responded to the speaker without interruption.

RESPECT OF RHYTHM AND DANCE STEPS

Demonstrate your mastery of extra-curricular activities and how you can sing traditional songs fluently.

Sing a song in your mother tongue and demonstrate using some few dancing steps in any culture.

COHERENCY IN WRITING

Construct correct sentence(s) in your mother tongue.

INTERACTION

Talk about your customs, traditions, mode of life and interpret phenomenon in your cultures. Name your traditional dish or that of others.

Appendix 2: interview guide for teachers

P 1

INTERVIEW GUIDE FOR TEACHERS

TEACHING METHODS FOR NATIONAL LANGUAGES AND CULTURES

Thank you for participating in this survey about teaching methods for national languages and cultures. Your responses will help us understand how different teaching approaches in the competency-based approach (CBA) impacts the learning experiences. This survey is anonymous, so please feel free to provide honest and thoughtful answers.

Section 1: Demographics

Age: 40 Gender: Female Educational background: CAPTEM Nationality: CAMEROONIAN

Section 2: Language learning

Name a national language (e.g., Ewondo, Lamnso, Fufude etc) that you have learnt other than your native language.

Which national language(s) are you learning/learned and at what level (beginner, intermediate, advance) and how it has helped you in education.

Cultural Education

Mention the importance of culture in education alongside language learning. Help learners to adapt.

Name component of culture which is important in education and its integration in to language learning. Traditional celebrations

Effective Teaching Methods

Enumerate teaching methods which are effective for learning national languages and cultures.

Flip classroom, Questioning
Explain how technology can enhance the teaching of national languages and cultures.

Distinguishes cultural backgrounds.

Instructional Materials

Explain how instructional materials are culturally relevant to your national background.

Help to identify their cultures.

Provide examples to support your answer that culturally relevant instructional materials enhance your understanding of the subject matter. Calabage from the North.

Classroom Organization

Name specific aspects of classroom organization and activities, which has the most significant impact on learners' language and culture learning outcomes. Integrating children with those of different cultures.

Explain any challenges related to classroom organization, and how it can be important in the context of teaching national languages and cultures. It can be improved

through intergration.

P 2

INTERVIEW GUIDE FOR TEACHERS

TEACHING METHODS FOR NATIONAL LANGUAGES AND CULTURES

Thank you for participating in this survey about teaching methods for national languages and cultures. Your responses will help us understand how different teaching approaches in the competency-based approach (CBA) impacts the learning experiences. This survey is anonymous, so please feel free to provide honest and thoughtful answers.

Section 1: Demographics

Age: 34 Gender: MALE Educational background: CAPTEM Nationality: CAMEROONIAN

Section 2: Language learning

Name a national language (e.g., Ewondo, Lamnso, Fufude etc) that you have learnt other than your native language.

Which national language(s) are you learning/learned and at what level (beginner, intermediate, advance) and how it has helped you in education.

Cultural Education

Mention the importance of culture in education alongside language learning. Learners adapt wherever they find themselves.

Name component of culture which is important in education and its integration in to language learning. Traditional marriage, dancing, Cultural week

Effective Teaching Methods

Enumerate teaching methods which are effective for learning national languages and cultures.

Cooperative learning, Flip Classroom.

Explain how technology can enhance the teaching of national languages and cultures.

Through video, audio and pictures.

Instructional Materials

Explain how instructional materials are culturally relevant to your national background.

It helps them to identify cultural backgrounds.

Provide examples to support your answer that culturally relevant instructional materials enhance your understanding of the subject matter.

The use of Calabage depicts fulani culture from the north.

Classroom Organization

Name specific aspects of classroom organization and activities, which has the most significant impact on learners' language and culture learning outcomes.

Arranging Children with different cultures and languages.

Explain any challenges related to classroom organization, and how it can be important in the context of teaching national languages and cultures.

It is improved through mixing them with others so they can learn from each other.

P 3

INTERVIEW GUIDE FOR TEACHERS

TEACHING METHODS FOR NATIONAL LANGUAGES AND CULTURES

Thank you for participating in this survey about teaching methods for national languages and cultures. Your responses will help us understand how different teaching approaches in the competency-based approach (CBA) impacts the learning experiences. This survey is anonymous, so please feel free to provide honest and thoughtful answers.

Section 1: Demographics

Age: 37 Gender: MALE Educational background: CAPTEM Nationality: CAMEROONIAN

Section 2: Language learning

Name a national language (e.g., Ewondo, Lamnso, Fufude etc) that you have learnt other than your native language.

Which national language(s) are you learning/learned and at what level (beginner, intermediate, advance) and how it has helped you in education.

Cultural Education

Mention the importance of culture in education alongside language learning. Culture distinguishes people from others.
Name component of culture which is important in education and its integration in to language learning. Food, dancing, and dressing type.

Effective Teaching Methods

Enumerate teaching methods which are effective for learning national languages and cultures. Group work, Practicals.
Explain how technology can enhance the teaching of national languages and cultures. It brings culture closer to learners.
Instructional Materials

Explain how instructional materials are culturally relevant to your national background. Make learners identify their cultural backgrounds.
Provide examples to support your answer that culturally relevant instructional materials enhance your understanding of the subject matter. Sandya from South west.

Classroom Organization

Name specific aspects of classroom organization and activities, which has the most significant impact on learners' language and culture learning outcomes. Drawing, music.
Explain any challenges related to classroom organization, and how it can be important in the context of teaching national languages and cultures. Reduction of large size classroom to ease learning.

P 4

INTERVIEW GUIDE FOR TEACHERS

TEACHING METHODS FOR NATIONAL LANGUAGES AND CULTURES

Thank you for participating in this survey about teaching methods for national languages and cultures. Your responses will help us understand how different teaching approaches in the competency-based approach (CBA) impacts the learning experiences. This survey is anonymous, so please feel free to provide honest and thoughtful answers.

Section 1: Demographics

Age: 45 Gender: Female Educational background: CAPTEM Nationality: CAMEROONIAN

Section 2: Language learning

Name a national language (e.g., Ewondo, Iamnsò, Fufude etc) that you have learnt other than your native language.

Which national language(s) are you learning/learned and at what level (beginner, intermediate, advance) and how it has helped you in education.

Cultural Education

Mention the importance of culture in education alongside language learning. Make learners adapt in other places with different cultures.
Name component of culture which is important in education and its integration in to language learning. Traditional dance, Marriage.

Effective Teaching Methods

Enumerate teaching methods which are effective for learning national languages and cultures.

Practical lessons, group work, talking with action.
Explain how technology can enhance the teaching of national languages and cultures.

Pictures, audios, videos and cameras.

Instructional Materials

Explain how instructional materials are culturally relevant to your national background.

From materials learners can already identify the cultural backgrounds.

Provide examples to support your answer that culturally relevant instructional materials enhance your understanding of the subject matter. Basket with elephant stock from north west culture, Sandja from south west culture

Classroom Organization

Name specific aspects of classroom organization and activities, which has the most significant impact on learners' language and culture learning outcomes. Artistic activities, Music and drawing

Explain any challenges related to classroom organization, and how it can be important in the context of teaching national languages and cultures. Large size classrooms with learners from different backgrounds should be reduced thus eases the teaching and learning.

P 5

INTERVIEW GUIDE FOR TEACHERS

TEACHING METHODS FOR NATIONAL LANGUAGES AND CULTURES

Thank you for participating in this survey about teaching methods for national languages and cultures. Your responses will help us understand how different teaching approaches in the competency-based approach (CBA) impacts the learning experiences. This survey is anonymous, so please feel free to provide honest and thoughtful answers.

Section 1: Demographics

Age: 42 Gender: FEMALE Educational background: CAPTEM Nationality: CAMEROONIAN

Section 2: Language learning

Name a national language (e.g., Ewondo, Lamso, Fufude etc) that you have learnt other than your native language.

Which national language(s) are you learning/learned and at what level (beginner, intermediate, advance) and how it has helped you in education.

Cultural Education

Mention the importance of culture in education alongside language learning.

Facilitate learning.
Name component of culture which is important in education and its integration in to language learning. Customs, dance and Celebrations.

Effective Teaching Methods

Enumerate teaching methods which are effective for learning national languages and cultures.

Group work, Flip classroom.
Explain how technology can enhance the teaching of national languages and cultures.

Videos, audios and pictures.

Instructional Materials

Explain how instructional materials are culturally relevant to your national background.

It brings learners closer to their cultures.
Provide examples to support your answer that culturally relevant instructional materials enhance your understanding of the subject matter. Sandja dressing from

South west.

Classroom Organization

Name specific aspects of classroom organization and activities, which has the most significant impact on learners' language and culture learning outcomes.

Attires, Music and drawing.
Explain any challenges related to classroom organization, and how it can be important in the context of teaching national languages and cultures. Reduction of classroom

Size

P 6

INTERVIEW GUIDE FOR TEACHERS

TEACHING METHODS FOR NATIONAL LANGUAGES AND CULTURES

Thank you for participating in this survey about teaching methods for national languages and cultures. Your responses will help us understand how different teaching approaches in the competency-based approach (CBA) impacts the learning experiences. This survey is anonymous, so please feel free to provide honest and thoughtful answers.

Section 1: Demographics

Age: 39 Gender: MALE Educational background: CAPTEM Nationality: CAMEROONIAN

Section 2: Language learning

Name a national language (e.g., Ewondo, Lamnso, Fufude etc) that you have learnt other than your native language.

Which national language(s) are you learning/learned and at what level (beginner, intermediate, advance) and how it has helped you in education.

Cultural Education

Mention the importance of culture in education alongside language learning.

Brings learners closer to the cultures.
Name a component of culture which is important in education and its integration in to language learning. Traditional Celebrations.

Effective Teaching Methods

Enumerate teaching methods which are effective for learning national languages and cultures.

Project based learning.
Explain how technology can enhance the teaching of national languages and cultures.

Distinguish cultural backgrounds.

Instructional Materials

Explain how instructional materials are culturally relevant to your national background.

Make learners to know culture.
Provide examples to support your answer that culturally relevant instructional materials enhance your understanding of the subject matter. Kom dressing of the North west.

Classroom Organization

Name specific aspects of classroom organization and activities, which has the most significant impact, on learners' language and culture learning outcomes.

Extracurricular activities
Explain any challenges related to classroom organization, and how it can be important in the context of teaching national languages and cultures. Combining 2 or 3 teachers in one class.

P 7

INTERVIEW GUIDE FOR TEACHERS

TEACHING METHODS FOR NATIONAL LANGUAGES AND CULTURES

Thank you for participating in this survey about teaching methods for national languages and cultures. Your responses will help us understand how different teaching approaches in the competency-based approach (CBA) impacts the learning experiences. This survey is anonymous, so please feel free to provide honest and thoughtful answers.

Section 1: Demographics

Age: 36 Gender: Female Educational background: CAPTEM Nationality: CAMEROONIAN

Section 2: Language learning

Name a national language (e.g., Ewondo, Lamnso, Fufude etc) that you have learnt other than your native language.

Which national language(s) are you learning/learned and at what level (beginner, intermediate, advance) and how it has helped you in education.

Cultural Education

Mention the importance of culture in education alongside language learning.

Eases learning
Name component of culture which is important in education and its integration in to language learning. Customs

Effective Teaching Methods

Enumerate teaching methods which are effective for learning national languages and cultures.

Group work, Collaboration method.
Explain how technology can enhance the teaching of national languages and cultures.

Audios, videos

Instructional Materials

Explain how instructional materials are culturally relevant to your national background.

Help learners to learn well.
Provide examples to support your answer that culturally relevant instructional materials enhance your understanding of the subject matter. Calabage from the North.

Classroom Organization

Name specific aspects of classroom organization and activities, which has the most significant impact on learners' language and culture learning outcomes. Celebrations

Explain any challenges related to classroom organization, and how it can be important in the context of teaching national languages and cultures. Reducing large class size.

Appendix 3: Teachers with pupils



Teacher interacting with pupils in class



**Teacher with pupils in class, government English
Primary School Etoug-Ebe**