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FORMATION DOCTORALE EN SCIENCES
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DEPARTEMENT DE DIDACTIQUE

**TEACHING COMMUNICATIVE ENGLISH AND THE DEVELOPMENT OF
LANGUAGE SKILLS: THE CASE STUDY OF FRENCH-SPEAKING LEARNERS IN
T^{le} CLASSES AT THE GBHS MBANDJOCK**

*A dissertation submitted in partial fulfilment of the requirements for the award of a
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UNDER THE SUPERVISION OF

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To

My father, KODJI ZRA in heaven.

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LIST OF ABBREVIATIONS

CBLT: Competency-Based Language Teaching

CLT: Communicative Language Teaching

ELT: English language teaching

F: feminine

GBHS: Government Bilingual High School

G.Q.: General research question

G.H: General hypothesis

G.O.: General objectives

L2: Second language

M: male

S.Q.: specific research question

S.H.: specific hypothesis

S.H.1: First specific hypothesis

S.H.2: second specific hypothesis

S.H.3: third specific hypothesis

S.H.4: fourth specific hypothesis

S.O.: Specific objective

S.O.1: first specific objective

S.O.2: second specific objective

S.O.3: third specific objective

S.Q.1: first specific research question

S.Q.2: second specific research question

S.Q.3: third specific research question

S.Q.4: fourth specific research question

Tle ALL: Terminale A4 Allemande

Tle C: Terminale option science

Tle: Terminale

D.V.: Dependent Variable

I.V.: Independent Variable

LIST OF TABLES

Table 0: Recapitulative table of research questions, research hypothesis and variables.....	9-10
Table 1: Table representing the sample of study according to their class and gender.....	45
Table 2: Table representing respondents according to their group of age.....	46
Table 3: Presentation of languages spoken at home by the students.....	46
Table 4: Presentation of findings related to languages spoken with friends and classmates....	47
Table 5: Presentation of the findings related to the language spoken by the English teacher in class.....	48
Table 6: Table presenting the performance in oral English.....	49
Table 7: Frequency of Grammar lessons per week	49
Table 8: Frequency of the Speaking lessons per week.....	50
Table 9: Presentation of the most difficult skills	51
Table 10: Frequency of oral exercises in class.....	52
Table 11: Activities used to practice English in class.....	53
Table 12: Findings related to learners' time to practice English.....	54
Table 13: Findings related to the performance in English language evaluation (written).....	55
Table 14: Summary of the findings.....	56-57
Table 15: lessons taught in Tle A (2014) before the implementation of CBA.....	57
Table 16: lessons taught in Tle C (2016) before the implementation of CBA.....	58
Table 17: lessons taught in Tle A (2022) under CBA.....	58
Table 18: lessons taught in Tle C (2022) under CBA.....	59
Table 19: summary of the data collected from logbooks.....	59
Table 20: Recapitulation of findings related to the spoken languages of the target population.	62
Table 21: Speaking skill and structural contents.....	63

TABLE OF CONTENTS

DEDICATION.....	ii
ACKNOWLEDGMENTS	iii
LIST OF ABBREVIATIONS.....	iv
LIST OF TABLES	v
ABSTRACT	ix
RÉSUMÉ.....	x
GENERAL INTRODUCTION	1
THE STATEMENT OF THE RESEARCH PROBLEM	4
1.1. Background to the study	5
1.2. Statement of the research problem	6
1.2.1. Research questions	6
1.2.2. Hypotheses:	7
1.2.3. The research objectives:	7
1.2.4. Delimitation scope of the study	8
1.2.5. The interests of the study.....	8
1.2.6. The significance of the study.....	8
1.2.7. The recapitulation of the research questions, the research hypothesis and the variables	9
CHAPTER TWO.....	11
THEORETICAL FRAMEWORK AND THE REVIEW OF LITERATURE	11
2.1. Definitions of terms.....	11
2.1.1. Didactics.....	11
2.1.2. English didactics.....	12
2.1.3. Communicative English.....	12
2.1.4. Teaching.....	12
2.1.5. Competence.....	13
2.2. Theoretical framework.....	15

2.2.1.	Socio constructivism	15
2.2.2.	Communicative competence: Communicative Language Teaching (CLT)	18
2.1.	Review of literature	23
RESEARCH METHODS, THE DATA COLLECTION TOOLS AND THE POPULATION OF THE STUDY		39
3.1.	Research Methods.....	39
3.1.1.	The quantitative method	40
3.1.2.	The qualitative method.....	40
3.1.3.	Mixed method	40
3.2.	Population of the study and data collection tools	40
3.2.1.	The population of the study	40
3.3.	Variables of the General Hypothesis	42
3.3.1.	Operationalization of variables.....	42
3.4.	Data collection and analysis tools.....	42
3.4.1.	Questionnaire	42
3.4.2.	Exploitation of documents	43
3.5.	Method for data analysis.....	43
CHAPTER FOUR.....		44
PRESENTATION OF FINDINGS AND DATA ANALYSIS		44
➤	Questionnaire.....	44
4.1.	The first section of the questionnaire	44
4.1.1.	Question 1 & 2: class and gender.....	45
4.1.2.	Question 3: what is your age group?.....	45
4.2.	The second section of the questionnaire	46
4.2.1.	Question 4: which language do you speak at home?	46
4.2.2.	Question 5: which language do you speak with your friends and classmates?..	47
4.2.3.	Question 6: which language does your teacher speak in class?	48
4.2.4.	Question 7: your spoken (oral) English is?	48
4.2.5.	Question 8: How often do you have GRAMMAR lessons in English per week?49	
4.2.6.	Question 9: How often do you have speaking lessons in English per week?	50

4.2.7.	Question 10: Choose (2) most difficult skills in English	51
4.2.8.	Question 11: How often do you have oral exercises in class?.....	52
4.2.9.	Question 12: What are the two (02) activities that are most used for practices in your class?.....	53
4.2.10.	Question 13: How long do you usually spend to practise English in class during or at the end of a 55 minutes' lesson?	54
➤	Logbooks exploitation	57
4.3.	Logbook Tle A in 2014.....	57
4.4.	Logbook Tle C in 2016.....	58
4.5.	Logbook Tle A in 2022.....	58
4.6.	Logbook Tle C in 2022.....	58
INTERPRETATION AND DISCUSSION OF FINDINGS.....		61
5.1.	Interpretation and discussion of the findings related to the S.H.1:.....	61
5.2.	Interpretation and discussion of the findings related to the S.H.2:.....	63
5.3.	Interpretation and discussion of the findings related to the S.H.3:.....	64
5.4.	Interpretation and discussion of the findings related to the S.H.4:.....	66
THE REMINDER OF THE THEORIES AND THE DIDACTIC PERPECTIVE		69
6.1.	The reminder of the theories	69
6.2.	The recommended lesson plan.....	70
THE TEACHING DEVICE.....		70
GENERAL CONCLUSION		73
REFERENCES		75
APPENDIXES.....		82
Appendix 1 : Autorisation de recherche.....		83
Appendix 2: Authorization note		84
Appendix 3: The sample of the questionnaire.....		85
Appendix 4: The sample of the learners' debate (dramatized in class)		86
Appendix 5: Some logbook pages.....		90

ABSTRACT

This study explored the teaching of communicative English and the development of English language skills in French-speaking students at GBHS Mbandjock in the Centre Region of Cameroon. It was motivated by the fact that French-speaking students (including Terminale students) struggle to use English in real-life situations despite the fact that they have been taught through the Competency-Based Approach for several years, most likely since they left primary school. The main research question was to find out whether there is any link between the difficulties faced by those learners to express themselves fluently in English, and the contents of the lessons they are taught in class. In other words, how can we get speakers of French and other national languages of Cameroon to express themselves fluently in English? And the General Hypothesis (G.H.) was formulated as follows: there is a link between the incapacity of French speaking learners to express themselves fluently in English and what is taught in class. To verify this G.H., a questionnaire made up of fourteen (14) questions was used to collect data from seventy (70) Terminale students. The findings show that while teaching emphasizes the linguistic contents (grammar taught in isolation), the new paradigm (Competency-Based Approach) insists on the development of learners' pragmatic competence, that's the communicative competence. Also, the findings revealed that the difficulties faced by the French-speaking learners at GBHS Mbandjock to speak English effectively were linked to what and how these learners were taught in the classroom.

Key words: Teaching, communicative competence, language skills, speaking skill, communicative English, teaching device, didactics.

RÉSUMÉ

Cette étude porte sur l'enseignement de l'anglais et le développement des compétences linguistiques chez les apprenants francophones (locuteurs des langues nationales du Cameroun) du lycée bilingue de Mbandjock dans la région du centre. Elle a été motivée par le fait que les apprenants francophones ont du mal à s'exprimer couramment en Anglais en classe de Terminale alors qu'ils suivent les enseignements selon l'approche par les compétences (APC) depuis plusieurs années, probablement depuis la sortie du primaire. La question de recherche est la suivante : existe-t-il un lien entre l'incapacité des apprenants de Terminales à s'exprimer couramment en Anglais et ce qui est enseigné en classe ? Autrement dit, comment amener les locuteurs francophones et d'autres langues nationales du Cameroun à s'exprimer couramment en Anglais lors du processus enseignement/apprentissage en classe de Terminale ? Et l'hypothèse générale a été formulée ainsi : il faudrait revenir sur des notions de prononciation et à la lecture courante en vue de corriger cette base de l'anglais chez ces locuteurs. Pour vérifier cette Hypothèse, le questionnaire composé de quatorze (14) questions a été utilisé pour recueillir des données auprès de soixante-dix (70) répondants au total. Les résultats de cette enquête montrent que les contenus linguistiques et métalinguistiques sont les plus enseignés, alors que le nouveau paradigme (l'Approche Par les Compétences) insiste sur la compétence pragmatique, c'est-à-dire la communication. Après enquête, il ressort que l'incapacité de ces apprenants à s'exprimer en anglais est effectivement liée aux contenus enseignés en classe et à la manière de les enseigner.

Mots clés : enseignement, compétence communicationnelle, compétence linguistique, compétence orale, Anglais communicatif, dispositif d'enseignement, didactique.

GENERAL INTRODUCTION

Today, about 6 900 languages are spoken throughout the world, including 2 000 languages in Africa, 1 000 in the Americas, more than 2 250 in Asia, about 220 in Europe, and more than 1 300 in Australia and the Pacific. These languages can be grouped into more than 90 language families.

The major language families in the world are *Afro-Asiatic* (353 languages spoken in Africa and Asia), *Austronesian* (1 246 languages spoken in Asia and Oceania), *Indo-European* (430 languages spoken in Asia and Europe, and in European settlements in other parts of the world), *Niger-Congo* (1 495 languages spoken in Africa), *Sino-Tibetan* (399 languages spoken in Asia), and *Trans-New Guinea* (561 languages spoken in New Guinea and adjacent islands). After the invention of writing, texts could be stored and information could be transmitted across generations, centuries, and millennia, to a much larger extent than before. But cross generational communication did not start with writing. Interesting pieces of information have been handed down to us through oral tradition. ¹Chomsky has claimed that language is acquired in “a remarkably short period”, and that the speed would not be possible if the human did not have an innate language faculty. Critics have pointed out that in order to assess this argument, we need to know what it means to acquire language in a remarkably short period, and that this information has never been supplied by the “nativists”.

Broadly speaking, language is a means of communication. It is through this means that the interaction between human-beings takes place. Without language “there could be no culture, and man remained hominoid, with language and culture he became hominine.” (Howard, 1999) The gift of speech and a well-ordered language are characteristics of mankind and are the symbol and token of the boundary between man and a brute. For cultural propagation, man is privileged. Of all creatures on earth, he alone can talk and express himself through language.

Languages have created a system that brings people together, treasured great thoughts and helped people communicate. Language is a medium to communicate and create connections. It helps us to express our feelings. Learning languages is always interesting. English is nowadays one of the most widely studied languages. It is an important communication tool in politics, economics, science, technology and the media. Knowledge of

¹ [https://www.uio.no/studier/emner/hf/ikos/EXFAC03-AAS/h05/larestoff/linguistics/Chapter%201.\(H05\).pdf](https://www.uio.no/studier/emner/hf/ikos/EXFAC03-AAS/h05/larestoff/linguistics/Chapter%201.(H05).pdf) (visited on 28 of February 2023).

this fact has caused an increasing number of Cameroonians to make greater efforts to learn English and speak it fluently in real life situations.

²The Republic of Cameroon has been facing a major cultural challenge: rooting French-speaking learners in the local culture by building their communication skills in national languages threatened with extinction, then opening them up to the world by developing their communication skills in English, one of the two official languages of the country. Thus in 2003, the government through the Minister of National Education made the teaching of English compulsory throughout all schools in Cameroon (primary, secondary and high schools).

Next, at the start of the 2008/2009 school year, the government instituted the teaching of national languages at the secondary cycle and opened a Department of Cameroonian languages and cultures at the Higher Teachers' Training College of the University of Yaoundé 1. Then Cameroon education system adopted a new paradigm, the Competency-based Approach (CBA), which aims at making use of subjects' contents as resources for the adequate treatment of life situations, as pointed out by M'Batika (2004) and Jonnaert (2006).

Language teaching would therefore, be about giving students the necessary grammatical and notional resources that could enable them to communicate properly in real life situations. However, *it appears that instead of learning to communicate in English, students have been learning to talk about English, that is, metalinguistic competence.* [emphasis added]

Actually, languages are used for communication, that is, talking to one another about the world. Benveniste (1970) shows that, through an individual act of use, the speaker uses language, like an instrument to express their relationship to the world. But most language classes are interested in talking about language. Chomsky, N. (1965) explains that when a speaker uses the language not to speak of the world, but to speak of language, making it a topic of study or discourse, this is called a metalinguistic activity. This ancillary function of language is, unfortunately, what the English class in Cameroon is doing: *instead of learning to talk about the world, students learn to talk about grammar and linguistics: parts of speech, verbs, adverbs, syntax or clauses* [emphasis added]. Metalanguage actually builds proficiency in talking about language not about the world. However, communicative approaches in language teaching have been advocating, since the 1970s, a teaching of languages devoid of any metalinguistic activity, just like most people acquire proficiency in their mother tongue without any recourse to metalanguage, like Krashen and Terrel (1983) shows. (Banga Amvéné, 2022)

² Banga Amvéné, J. D. (2022). Appraising Cameroon Students Communicative Competence in English. International Journal of Research and Innovation in Social Science (IJRISS), 5 (3). <https://dx.doi.org/10.47772/IJRISS.2022.6320>

The competency-based approach focuses on the outcomes or outputs of learning in the development of the language programme (Richard and Rodgers, 2002). As far as English language teaching is concerned, outcomes refer to speaking and writing skills. Among the four key language skills, speaking is deemed to be the most important skill in learning a second language. Brown and Yule (1983), for instance, argue the “speaking is the skill that the students will be judged upon most in real life situations”. However, in the present English as second language (ESL) teaching environment, it is noticed that the oral skill is completely neglected whereas employability depends more on communication than on other domains.

Then, there is no surprise that after having been exposed to English for more than five years in secondary school, most French-speaking learners are still not able to use the language practically and successfully in real-life situations despite the shift from the skills-based approach to Competency Based Approach (CBA). This leads us to the theoretical part of this study.

CHAPTER ONE

THE STATEMENT OF THE RESEARCH PROBLEM

This first chapter is the foundation of this work. It states the background to the study and the research problem. The background describes the History of the Republic of Cameroon and the English language. The research problem exposes the questions, the hypotheses, the objectives and the interests of the study. The background to this study describes the historical link between the Republic of Cameroon and the English language. That is to understand why the English language is taught in all schools in Cameroon. This study raises the problem of communication skills (speaking) in Terminale classes at the Government Bilingual High School Mbandjock.

1.1. Background to the study

The Republic of Cameroon is an independent country in the central Africa sub-region. It is bordered by Nigeria to the north-west; Chad to the north-east; the Central African Republic to the east; the Republic of the Congo to the south-east; Gabon and Equatorial Guinea to the south; and the Atlantic Ocean to the south-west. With an estimated population of over 29 million people, speaking over 250 languages, Cameroon is considered one of the most culturally diverse countries in Africa.

For more than 70 years, Cameroon was controlled by many European countries such as Portugal, Germany, France and Great Britain. Because of the defeat of Germany in World War I, the League of Nations mandated that the territory be divided into French Cameroon and British Cameroon. Therefore, Cameroon had two different independences: the independence of French Cameroon in 1960 and that of British Cameroon in 1961. The same year, the two parts were reunited. Since then, French and English were adopted as the official languages of Cameroon. It is stipulated in the constitution that the official languages of Cameroon shall be English and French; both languages having the same status.

However, in this globalization era, there have been drastic changes taking place all over the world. These tremendous vicissitudes occur when people have a strong desire to achieve something. People's desires are fulfilled when they clearly express their ideas and opinions with others.

Thus, they need to learn communication skills in order to fulfill their ambitions, desires, and goals. The modern world, communication skills play a vital role and one must have mastery over these skills to be successful in their respective fields. As English is widely used all over the world, there is a need for learners to acquire communication skills so as to be successful in their respective fields. Cameroon is one of those numerous countries where English is taught in schools. In the new official English language syllabuses, it is stated that:

³Cameroon is a bilingual country with English and French as the two official languages. The Constitution provides the same legal and social status to both languages which are expected to be used indiscriminately throughout the country. In today's fast changing world, the English language is an important communication tool in politics, economics, science, technology, and the media. Knowledge of this fact has caused an increasing number of Cameroonians (both English-speaking and French-speaking) to make greater efforts to use English fluently in real-

³ Loi d'orientation N°96/06 du 18 janvier 1996, article 1, alinéa 3.

life situations. Every system, be it in pedagogy, administration or other, must be upgraded to suit innovations in scientific knowledge.

Cognisant of this trend, the Ministry of Secondary Education has decided to make profound changes to the existing syllabuses. The present changes aim at reducing the shortcomings observed in the previous syllabuses so as to prepare French-speaking learners of English to use the language practically and successfully in real-life situations. Henceforth, throughout the first and second cycles, the course shall cover diverse areas of life, and families of situations. The expected outcomes of teaching English to French-speaking learners in Cameroon are therefore to enable every learner to develop his/her personality and become a conscientious and an autonomous citizen who can fully exercise his/her social roles as a member of a family and of a community, a producer and a consumer of goods and services, and also as a morally fit and fully responsible citizen of Cameroon, of Africa, and of the world.

Dealing with these issues requires a fair degree of mastery of related phonology, grammar and lexis. It also requires the capacity to receive, analyse, and give information orally and in writing, and to react appropriately to written or oral messages. When the students do not meet these requirements, it is essential to question the teaching/learning process in order to find the causes that directly affect their competence.

1.2. Statement of the research problem

While teaching English at Government Bilingual High School Mbandjock, we noticed that the overwhelming majority of French-speaking learners of English still cannot speak the language appropriately despite the profound changes made to the syllabuses and the implementation of the new paradigm (the Competency Based Approach).

English is learned by Cameroonians in nursery, primary, secondary schools and in universities all over the country, but speaking it fluently remains the main problem for the French-speaking learners who study it as a foreign language.

If at the end of secondary school, learners are unable to communicate using English in a fluent manner, then it is high time we questioned the teaching process of English to these learners.

1.2.1. Research questions

The principal and specific questions in this work, have been stated as follows:

1.2.1.1. General research question (G.Q.):

Is there any link between the incapacity of the French-speaking students to express themselves fluently in English, and the contents of the lessons they are taught in class?

1.2.1.2. Specific research questions(S.Q.):

- **S.Q.1** How often do English teachers teach communicative English to French-speaking students?
- **S.Q.2** Which English language skills are the most difficult to acquire for these students?
- **S.Q.3** Is there inequality between the time spent to teach and the time spent to learn in class?
- **S.Q.4** What are the strategies/techniques used by the teachers to evaluate communicative skills?

1.2.2. Hypotheses:

Four specific hypotheses are formulated so as to understand the G.H in details. They are designed as follows:

1.2.2.1. General hypothesis (G.H.)

There is a link between the incapacity of French speaking learners to express themselves fluently in English and the contents of the lessons they are taught in class.

1.2.2.2. Specific hypotheses (S.H.):

- **S.H.1** The English language is rarely used by the French-speaking students at GBHS Mbandjock.
- **S.H.2** Speaking and listening are the most difficult language skills for French-speaking learners at the GBHS Mbandjock.
- **S.H.3** Group works, exposés, dialogues and debates are rarely used in class.
- **S.H.4** There is inequality between the teacher's time to teach and the learners' time to practice.

1.2.3. The research objectives:

The following are the objectives are formulated in order to summarise the accomplishments we wish to achieve throughout this study.

1.2.3.1. The general research objective (G.O.)

To explore the teaching of communicative English, especially the teaching of speaking to French-speaking Cameroonians.

1.2.3.2. The specific research objectives (S.O.):

- **S.O.1** To evaluate communicative competence in English language classes.

- **S.O.2** To contribute to the amelioration of teaching of the speaking skill to the French-speaking Cameroonians.
- **S.O.3** To improve speech work in English.

1.2.4. Delimitation scope of the study

This study presents the concept of communicative competence in English language taught to the French-speaking Cameroonians. The topic states the problem of the speaking skill in the context of the new teaching approach known as Competency Based Approach. In other words, this work explores the teaching of communicative English. More specifically, it seeks to find out whether there is any link between the struggle of the French-speaking learners to express themselves fluently in English, and the contents of the lessons they are taught in class. This research is carried out in the Centre region of Cameroon, in the Upper Sanaga Division, and more precisely in the Terminale classes at the Government Bilingual High School Mbandjock during the school year 2022/2023. No other school and level of students are the concerns of this study.

1.2.5. The interests of the study

The interest of this work is first of all didactic because it deals with the contents taught in English Languages classes and the way they are taught. Didactics deals with the processes of teaching and learning. It concentrates specifically on how teachers, learners and knowledge interact and support one another. Its principles are aimed at determining the content, organizational forms, and methods of educational work in accordance with the purposes and laws of education and training.

Then, the second interest of this work is social because we focus on the communicative aspect of English. Studying English in our country without being able to speak it in real life situations does not help learners to be integrated well in our society.

The third interest is political because English language permits us to maintain good relations with other countries.

The fourth and last interest of this study is economic. As an international language, it is important to speak English fluently in order to travel all over the world for economic affairs. The level of English proficiency can be viewed as part of human capital.

1.2.6. The significance of the study

This study is important because the researcher observed from his experience as a teacher that secondary school students struggle to speak English fluently. We observed that, some learners cannot introduce themselves properly, tell the news, give advice or even talk about basic topics in their own lives. It happens that learners do not have enough time to practise all

aspects of the language. The time given is not sufficient to practise activities such as debates, dialogues, exposes... that are helpful in listening comprehension as well as in speaking fluency, accuracy and confidence.

1.2.7. The recapitulation of the research questions, the research hypothesis and the variables

The following table recapitulates the research questions, the research hypothesis, the variables and the indicators of the variables.

Topic	Research questions	Research Hypothesis	Research Variables	Indicators
Teaching communicative English and the development of language skills: the case study of French-speaking learners in Terminal classes at the GBHS Mbandjock	<p>G.Q.</p> <p>Is there any link between the struggle of the speakers of other languages to express themselves fluently in English, and the contents of the lessons they are taught?</p>	<p>G.H.</p> <p>There is a link between the struggle of French speaking learners to express themselves fluently in English and the contents of the lessons they are taught.</p>	<p>I.V.</p> <p>the contents of the lessons taught in class</p>	<p>-Performance in English language. Grammar, vocabulary, writing, reading.</p> <p>-Performance in oral English: debate, dialogue, exposé,</p>
	<p>S.Q.1</p> <p>which English language skills and sub-skills are mostly taught to Francophone students?</p>	<p>S.H.1</p> <p>Structural contents are the most taught to the French speaking students in the GBHS Mbandjock.</p>	<p>D.V.</p> <p>The struggle of French speaking learners to express themselves fluently in English</p>	<p>Frequency of grammar lessons</p>
	<p>S.Q.2</p> <p>Which English language skills are the most difficult</p>	<p>S.H.2</p> <p>Speaking and listening are the most difficult language skills for</p>		<p>Frequency of speaking lessons</p>

	to learn for French-speaking learners?	French-speaking learners of English in the GBHS Mbandjock.		
	S.Q.3 Is there inequality between the time spent to teach and the time spent to learn in class?	S.H.3 There is inequality between the teacher's time and the learners' time.		Practice's duration
	S.Q.4 What are the strategies used by teachers to evaluate the communicative skills?	S.H.4 Group works, exposés, dialogues and debates are rarely used in class.		Frequency of oral exercises

Table 0: Recapitulative table of the research questions, the research hypothesis and the variables.

CHAPTER TWO

THEORETICAL FRAMEWORK AND THE REVIEW OF LITERATURE

This chapter includes three main points. It clarifies the basic terms of the study so as to further the understanding of its topic. Second it discusses the theoretical framework. And third, it reviews the main issues raised in this work.

2.1. Definitions of terms

To clarify the path that is chosen for this work, the key concepts that will be used throughout this study are all defined in this section according to some authors who worked in the field of didactics and communicative competence.

2.1.1. Didactics

Didactics is one of the sciences of Education. In particular, it deals with the processes of teaching and learning. It is different from other Education Sciences; it concentrates specifically on how teachers, learners and knowledge interact and support one another. Because of this reason, it is a key subject in the teacher education curriculum. Given its emphasis it acts as a hinge between the general education subjects and the subject-specific disciplines, which make up the core of a teacher's knowledge.

2.1.2. English didactics

English didactics is the science of teaching and learning of the English language, literature, and culture. The research of foreign language didactics has two aims: it provides practice guiding theoretical concepts and at the same time applies itself to the empirical research of contexts concerning teaching and learning language.

2.1.3. Communicative English

The use of English should primarily help people get their message across to achieve what they want/need to say while being impartial as possible when doing so. “Communicative English is the use of the language, mostly for communicating with others whose first language would be different from the one being used.” (UNESCO, 1997). It can also be defined as an approach to language teaching in which a student learns from real life interaction, where teachers can help to reinforce the value of their studies.

Communicative English refers to the use of English language as a tool for effective communication. It is an approach to language teaching that emphasizes the importance of communication skills over a strict focus on grammar rules and vocabulary lists. In communicative English, learners are encouraged to use the language in realistic situations, with a focus on real-life communication and interaction. This approach involves the use of various teaching techniques, such as role-playing, group discussions, and interactive activities, to help learners develop their communication skills. The ultimate goal of communicative English is to help learners become proficient in the language and to use it confidently and effectively in different contexts. (retrieved from <https://learnenglish100.com/what-is-communicative-english/> on 03/06/2023 at 19h16)

2.1.4. Teaching

In his article entitled *Concept of Teaching*, Isola Rajagopalan (2019) proposed a good number of definitions of teaching according to many authors:

⁴“Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter”. Morrison (1934), Dewey (1934) expressed this concept of teaching by an equation. “Teaching is learning as selling is to buying”. Teaching is an arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so (John Brubacher, 1939). It can also be defined teaching as a system of actions that is intended to induce learning.

Teaching is a form interpersonal influence aimed at changing the behaviour potential another person. Furthermore, teaching is a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify such as techniques and strategies of teaching (Gage, 1963).

Edmund Amidon (1967) defined teaching as an interactive process, primarily involving classroom talk which takes place between teacher and learner and occurs during certain definable activities.

Davis et al. (1962), Gagne et al. (1974) and Gage (1978) have contributed significantly to defining this concept, and their views could be summarized as follows:

Teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy has a positive effect on student learning.

It is always possible to modify, improve and develop. New teaching-learning activities, and hence the flexibility is in built into the system; and The terminal behaviour of the learner in terms of learning structures can be established by appropriate teaching environments.

In a word, the teaching process occurs when the teacher and learner focus on a given content in an appropriate environment. This process cannot take place when one of the main elements (teacher-content-learner) lacks. In order to talk of a successful teaching process, learners should be competent and autonomous at the end. Therefore, what is competence? or who is a competent learner in an English class?

2.1.5. Competence

⁵The concept of competence has propagated across the educational landscape, including in vocational education and training, general education, primary, secondary and higher education,

⁴Isola Rajagopalan (2019). Concept of Teaching. International Journal of Education, Volume 7 (Issue 2), DOI: <https://doi.org/10.34293/education.v7i2.329>

⁵ Vitello, S., Greateorex, J., & Shaw, S. (2021). What is competence? A shared interpretation of competence to support teaching, learning and assessment. Cambridge University Press & Assessment.

and language learning. In recent years, attention on competence has amplified, as it has become a key focus of international debates on learning, curricula, and assessment within general education (European Commission, 2019; OECD, 2017; UNESCO, 2016).

This is because developing competence is one of the key goals of education, having value not only for learners but for the economy and society more widely. Someone who is competent in a domain has the capability to use the body of knowledge and skills of that domain to accomplish tasks and goals beyond the educational or training programme. Therefore, competent people contribute constructively within workplace and life settings. Competence is closely related to the notion of proficiency and mastery used in fields such as language and others (Council of Europe, 2001; Rycroft-Smith & Boylan, 2019).

From an educational perspective, competence as a concept has value for three main reasons. First, it helps to explain how people learn effectively (i.e., it has explanatory potential/power). There are various theoretical explanations for how basing approaches to learning on competence can contribute to the efficacy of an education system, although implementation of this within practice is challenging and needs careful consideration to prevent the adoption of a reductionist approach being adopted (Hager & Gonczi, 1991; Hoffmann, 1999). Second, the concept of competence, as defined through an integrated and comprehensive perspective, makes us think about the diverse range of factors (e.g., values as well as knowledge and skills) that are necessary for performance, and how they integrate together to enable learners to perform successfully in a particular domain. Third, the concept of competence has educational value because it has wide-ranging applicability. Competence is not restricted to any particular national education system or tradition, is not specific to any particular subject or age grouping, and is not tied to any particular education or learning phase.

White (1959) defines competence as “... an organism’s capacity to interact effectively with its environment...”.

⁷Given the broad educational remit and mission of our organisation, there is particular value in viewing competence from an integrated and comprehensive perspective (Hager & Gonczi, 1996; Mulder, 2012; Rychen & Salganik, 2001). The integrated aspect means that competence is viewed in relation to the characteristics of both the competent person and the contexts in which the competence is used. The comprehensive aspect concerns the analysis of

these characteristics, whereby consideration is given to all the characteristics of the person and context that are relevant to the competence. This approach has explanatory and predictive power over more reductionist perspectives that focus on specific aspects of competence such as the externally visible outcomes of competence (i.e., performance or behaviour) or person characteristics devoid of context (Hager & Gonczi, 1996; Hyland, 1994). Taking an integrated, comprehensive approach to competence does not preclude focusing on specific elements of competence in educational programmes, products or services but it is important that any decisions of that kind are considered within the context of the overall meaning of competence.

“competence is defined as the ability to meet individual or social demands successfully, or to carry out an activity or task”. (OECD, 2002: P.8),

⁷ It is also the ability to integrate and apply contextually-appropriate knowledge, skills and psychosocial factors (e.g., beliefs, attitudes, values and motivations) to consistently perform successfully within a specified domain.

2.2. Theoretical framework

The theoretical framework is the blueprint for the entire dissertation inquiry. It serves as the guide on which to build and support the study, and also provides the structure to define how you will philosophically, epistemologically, methodologically, and analytically approach the dissertation as a whole. Eisenhart (1991) defined a theoretical framework as “a structure that guides research by relying on a formal theory...constructed by using an established, coherent explanation of certain phenomena and relationships”. Thus, the theoretical framework consists of the selected theory (or theories) that undergirds the researcher’s thinking with regards to how s/he understands and plans to research the topic, as well as the concepts and definitions from that theory that are relevant to the work.

As this study essentially deals with the use of the English language to interact, it is built upon two theoretical frameworks of reference: Socio-constructivism and Communicative Language Teaching (CLT).

2.2.1. Socio constructivism

Since this study deals with communicative English, the socio constructivist theory is the main part of it. Language is learned in society and for the society; in other words, we learn language with the help of others so as to be integrated in society.

2.2.1.1. Background

Socio-constructivism is a variety of cognitive constructivism that emphasises the collaborative nature of much learning. Social constructivism was developed by post-revolutionary Soviet psychologist Lev Vygotsky. He was a cognitivist, but rejected the assumption made by cognitivists such as Piaget and Perry that it was possible to separate learning from its social context. He argued that all cognitive functions originate in (and must therefore be explained as products of) social interactions and that learning did not simply comprise the assimilation and accommodation of new knowledge by learners; it was the process by which learners were integrated into a knowledge community. (Vygotsky, 1978: p.57).

Every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

Vygotsky's theory of social learning has been expanded upon by numerous later theorists and researchers.

2.2.1.2. View of knowledge

Cognitivists such as Piaget and Perry see knowledge as actively constructed by learners in response to interactions with environmental stimuli. Vygotsky emphasized the role of language and culture in cognitive development. According to Vygotsky, language and culture play essential roles both in human intellectual development and in how humans perceive the world. Humans' linguistic abilities enable them to overcome the natural limitations of their perceptual field by imposing culturally defined sense and meaning on the world. Language and culture are the frameworks through which humans experience, communicate, and understand reality. (Vygotsky, 1968, pp.39)

A special feature of human perception [...] is the perception of real objects [...] I do not see the world simply in colour and shape but also as a world with sense and meaning. I do not merely see something round and black with two hands; I see a clock [...]

Language and the conceptual schemes that are transmitted by means of language are essentially social phenomena. As a result, human cognitive structures are, Vygotsky believed, essentially socially constructed. Knowledge is not simply constructed; it is co-constructed.

2.2.1.3.View of learning

Vygotsky accepted Piaget's claim that learners respond not to external stimuli but to their interpretation of those stimuli. However, he argued that cognitivists such as Piaget had overlooked the essentially social nature of language. As a result, he claimed they had failed to understand that learning is a collaborative process. Vygotsky distinguished between two developmental levels (85):

2.2.1.4.View of motivation

Whereas behavioural motivation is essentially extrinsic, a reaction to positive and negative reinforcements, cognitive motivation is essentially intrinsic — based on the learner's internal drive. Social constructivists see motivation as both extrinsic and intrinsic. Because learning is essentially a social phenomenon, learners are partially motivated by rewards provided by the knowledge community. However, because knowledge is actively constructed by the learner, learning also depends to a significant extent on the learner's internal drive to understand and promote the learning process.

2.2.1.5.Implication for Teaching

Collaborative learning methods require learners to develop teamwork skills and to see individual learning as essentially related to the success of group learning. The optimal size for group learning is four or five people. Since the average section size is ten to fifteen people, collaborative learning methods often require to break students into smaller groups, although discussion sections are essentially collaborative learning environments. For instance, in group investigations students may be split into groups that are then required to choose and research a topic from a limited area. They are then held responsible for researching the topic and presenting their findings to the class. More generally, collaborative learning should be seen as a process of peer interaction that is mediated and structured by the teacher. Discussion can be promoted by the presentation of specific concepts, problems, or scenarios; it is guided by means of effectively directed questions, the introduction and clarification of concepts and information, and references to previously learned material.

The socio constructivism is directly related to the English teaching-learning process. We first of all learn English for our own interests; however, if there is no one with whom we can interact, learning a language becomes difficult and meaningless.

2.2.2. **Communicative competence: Communicative Language Teaching (CLT)**

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time - the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. Another impetus for different approaches to foreign language teaching came from changing educational realities in Europe. With the increasing interdependence of European countries came the need for greater efforts to teach adults the major languages of the European Common Market and the Council of Europe, a regional organization for cultural and educational cooperation. Education was one of the Council of Europe's major areas of activity. It sponsored international conferences on language teaching, published monographs and books about language teaching. The need to articulate and develop alternative methods of language teaching was considered a high priority.

In 1971 a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into "portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions" (van Ek and Alexander 1980: 6). The group used studies of the needs of European language learners, and in particular a preliminary document prepared by a British linguist, D. A. Wilkins (1972), which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins's contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Rather than describe the core of language through traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language.

“The work of the Council of Europe; the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid

⁶ <https://repository.lppm.unila.ac.id/9030/1/isi.pdf> (visited on 13th January 2022)

application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach. Although the movement began as a largely British innovation, focusing on alternative conceptions of a syllabus, since the mid-1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.” (Karabasappa, 2019: p.727-728)

Communicative Language Teaching (CLT) is regarded more as an approach since its aims are: to make the communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers, 1986 and 2001).

“It is an approach to the teaching of second and foreign languages, emphasizes **interaction** as both the means and the ultimate goal of learning a language. It is also referred to as Communicative Approach. Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity” (Karabasappa, 2019:731).

CLT deals more with assumptions about language and language learning and Larsen-Freeman (1986 and 2000) names it the Communicative Approach. The concept of CLT can be traced back by looking at the concept of communication itself.

It implies that language teaching should be contextualized by presenting language items in situational settings in the classroom. In other words, in CLT language teachers should consider the formal structures in situational settings in the classroom. Even though it may be argued what type of contextualization (signification or value) can be provided to the students in the classroom, Widdowson (1983) suggests that whatever the contextualization the teacher provides, it will help the students learn the communicative function of the language.

Another way of teaching a foreign language as a means of communication is suggested by Allen and Widdowson suggest. They consider the language as a medium of teaching another subject. Language as communication no longer appears as a separate subject, but as an aspect

of other subjects. The target language should be presented in such a way as to reveal its character as communication.

Therefore, designing an English course for science students should cover common topics in basic science and language items. The purpose of English teaching is to develop in the students an awareness of the ways in which the language system is used to express scientific facts and concepts. Their idea suggests that the target language is used in an immersion program, teaching subject matters in the target language, in order for the teaching of the target language to be communicative.

In Richards and Rodgers' s view (1986), CLT has a rich theoretical base at the level of language theory. At least four basic assumptions about language are proposed. First, Language is a **system for the expression of meaning**. Second, the primary function of language is for **interaction and communication**. Third, the structure of language **reflects its functional and communicative uses**. And fourth level, the primary units of language are not merely its grammatical and structural features, but **categories of functional and communicative meaning** as exemplified in discourse.

The four basic assumptions of language suggest what aspects of the language should be taught, how language should be presented in the language class and how language competence should be evaluated. The four assumptions previously mentioned seem to derive from a single theory that emphasizes the use of language in daily life for a practical reason: communication. These assumptions also have impact on the language teaching (Brumfit, 1983).

Traditionally, the language class has followed the tradition of procedure that starts from the presentation of language items, followed by drills that are used to internalize patterns of language, and ends with practice in context. Contrarily, in the communicative model, language learners are expected to communicate as much as possible with all available resources, this step is followed by the presentation of language items that are deemed necessary for effective communication throughout the lesson and then language learners are provided with drills if necessary.

The design and construction of the test to measure communicative proficiency should be different from that of the traditional approach. Morrow (1983) argues that the advocates of the behaviourist view of learning through habit formation tend to make language tests by posing questions to elicit responses which show whether or not correct habits have been established. In such language test correct responses are rewarded and negative ones punished in some way. The reward and punishment may be in the forms of scores given to language learners. As mentioned earlier, one of the characteristic features of the communicative approach to language

teaching is that it can enable teachers to make assumptions about the types of communication that we will equip learners to participate successfully in conversations. In language testing, consequently, there is unlikely to be a single overall test of language proficiency. However, Morrow suggests that there are three implications in this.

First, the concept of pass/fail loses much its force; every candidate can be assessed in terms of what he can do. Of course some will be able to do more than others, and it may be decided for administrative reasons that at certain level of proficiency is necessary for the awarding of a particular certificate. But because of the operational nature of the test, even those who have low scores can be shown what they have achieved.

Secondly, language performance can be differentially assessed in different communicative areas. The idea of “profile reporting” whereby a candidate is given different scores on, e.g. speaking, reading, writing and listening tests is not new, but it is particularly attractive in an operational context where scores can be related to specific communicative objectives.

The third implication is perhaps the most far-reaching. The importance of specifying the communicative criteria in terms of which assessment is being offered means that examination bodies will have to draw up, and probably publish, specifications of the types of operation they intend to test, the content area to which they will relate and the criteria which will be adopted in assessment.

The system and the criteria used in TOEFL, to some extent, may be similar to the suggestions. Whatever the TOEFL score a candidate has, it cannot be used to judge whether he/she fails or passes and he will receive a certificate that shows the level of his/her proficiency. And, we may decide whether we want to take Test of Written English (TWE) or TOEFL without a writing section.

The suggestions previously mentioned seem to have practical problems when implemented in the schooling system. Richards and Rodgers (1986) argue that little has been written about learning theory of CLT. They state further that elements of an underlying learning theory may be discerned in some CLT practices. One of the elements of learning theory of CLT is that activities that involve real communication promote learning. This implies that language learners will learn the target language optimally when they communicate in the language. They should use the language to carry out meaningful tasks, not just learn the language. Communication practice is believed to develop linguistic skills. It seems that the role of teacher is likely to be teaching communication via language, not teaching language via communication (Allwright, 1983).

He acknowledges that this strategy may be argued since absolute beginners cannot be expected to solve communication problems. Learners who are still beginners seem not to be able to use the target language for conveying meanings. They are in the process of learning to convey meanings by using the language. The weak version of CLT discussed above could be the answer to this problem. Another principle of CLT which is related to learning theory is the meaningful task principle, meaning that activities in which language is used for carrying out meaningful tasks promote learning (Richards and Rodgers, 1986).

However, language tasks performed in interaction are not necessarily meaningful. Pair work, which is often considered as the main element of CLT, does not always produce meaningful tasks. Pair work makes learners work together and help each other but in the interaction, the pair work may not convey meanings. In meaningful communication there must be information gaps.

Language teacher should create situations in which information gaps exist among learners. The attempt to create information gaps in the classroom, thereby, producing communication viewed as the bridging of the information gap, has characterized much recent communicative methodology (Johnson, 1983). These attempts may take many forms, for examples, identifying objects in a picture, providing uncompleted plans or diagrams, developing listening text and telling the content to others, and others.

He provides an example of the assumption by observing a class taught through CLT that after the role-play is finished the students elicit relevant vocabulary. This seems in accordance with the first assumption that the emphasis of teaching a language is communication. After communication, as well as games and role-play is finished, the students may discuss the elements of the language: grammar and vocabulary. The elements of the language come later after the first priority of language teaching. Communicative Competence has in recent years become a fashionable term in developing English syllabi and the methodology of English teaching in Cameroon. Some experts have introduced different concepts and sometimes claimed that their concepts were superior to others.

Hymes (1983) defines communicative competence as a definition of what a speaker needs to know in order to be completely competent in a speech community. He lists four sectors of communicative competence. The first sector is whether and to what degree something is formally possible. The second sector is whether and to what degree something is feasible in virtue of the means of implementation. The third sector is whether and to what degree something is appropriate in relation to a context in which it is used. Hymes' final sector deals with the area that refers to something that is actually performed. The theory of communicative

competence that Hymes suggests seems to show that communicative competence deals with possibility (grammatically right), feasibility (easily processed), appropriateness (contextual) and in fact done (not occur). A sentence may be possible, feasible but not appropriate and not in fact done. Or a sentence may be possible, feasible, and appropriate but not occur. A sentence should meet the four sectors in order to be classified under utterance of communicative competence. Competence, as suggested by Hymes (1983), is the most general term for capabilities of a person and it is dependent upon knowledge of a language and ability in using the language.

Another concept of communicative competence is also introduced by Halliday (cited in Richards and Rodgers (2001). Even though he does not explicitly state communicative competence of language, he describes that learning a foreign language as communication is similarly viewed as Communicative Competence. He describes seven functions of learning a language. Learning a language is learning to use the language to get things, to control the behaviour of others, to create interaction with others, to express personal feelings and meanings, to learn and to discover, to create a world of imagination, and to communicate information. *[emphasis added]*

Communicative competence suggests that language is viewed from its functions and learning a foreign language focuses on the functions or uses of the language. To mention some, language is used to get things, control others, create interaction, express feelings, discover, create imagination and communicate information. It seems that there are different traditions in linguistics that have placed emphasis on different things in viewing competence of a language. Some have placed emphasis on the knowledge of the language, some have placed it on the use of the language and some others may have placed it on other aspects of language. The way they conceptualise competence will underline language teaching in the classroom. *[emphasis added]* how should a communication-oriented classroom be?

2.1. Review of literature

A literature review can be defined as a written summary of journal articles, books and other documents that describes the past and current state of information, organizes the literature into topics and documents a need for a proposed study (Creswell, 2005)

Nuruzzaman, Mohammed, et al. (2018) cited by Khasawneh, Mohamad Ahmad Saleem. (2021), said that students face difficulties learning English as a second language, which is a multifaceted problem that requires organised and multidimensional solutions. They also face other challenges related to mastering the skills necessary for reading comprehensions, such as rapid recognition of words and an abundance of linguistic vocabulary. They need a kind of education that directly solves their deficits and promote their language level.

2.1.1. The competency based approach (CBA)

In Cameroon, after experimenting on the Objective Based Approach (OBA) and weighing its contextual inadequacies for many years, recourse has been made to another teaching approach, the Competency Based Approach (Wiyahnyuy, 2021). Therefore, in August 2012, the ministry of secondary education (Cameroon) adopted reforms which consisted in aligning educational goals with the demands of more skilled workers. And that was the main thrust of the Competency Based Language Teaching. The aim of this new paradigm was to make learners use the language in real-life situations; that is to do things with words (to interact or communicate) in real time. However, the previous paradigm, the Skills-Based Approach, was more focused on metalinguistic contents instead of enabling them to use that knowledge in order to solve real-life problems. The new approach went through a trial period for two academic years (2012-2013 and 2013-2014) before its effective implementation began in 6e and 5e of the 2014-2015 academic year. (Nkemleke & Belibi, 2019, p.115)

⁷The concept of the Competency Based Approach or competence-based teaching and learning mean different things to different people. In fact, there is no single agreed definition of the concept because professionals define it from different contexts.

There are many terms used to refer to competence-based teaching and learning. Such terms include competence-based education, competence-based curriculum, proficiency-based education, outcome-based education, mastery-based education, standard-based education and performance-based education. Regardless of the context, competence-based teaching and learning refers to the systems of instruction, assessment, grading and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. Competence-based curriculum is a functional approach to education as it emphasizes life skills and evaluates mastery on skills,

⁷ <https://tenmet.org/wp-content/uploads/2018/12/Competency-based-teaching-and-learning-approach-towards-quality-education.pdf> (visited on 4/02/2023)

necessary for and individual to function proficiently in a given society (Savage, 1993). In addition, according to Nkemleke & Belibi (2019, p.116)

“Competency-Based Language Teaching (CBLT) is an application of the principles of competency-based education to language teaching. Competency-based education is “a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society” (Schaffer & Van Duzer 1984: 35). This implies that competency-based education prioritizes a communicative approach in teaching. From this perspective, a ‘competency’ refers then to a “combination of social, cognitive and communicative skills” (Wong 2008: 182). For Richards (2006: 41), Competency-Based Language Teaching is, therefore, a product based Communicative Language Teaching (CLT) approach that “seeks to teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life”. While language teaching has generally focused on what students have to know about language, Competency-Based Language Teaching places emphasis on what students can do with language instead (Docking (1994).”

Equally important, Mosha (2012) notes that a competence based curriculum seeks to develop in learners the ability to know, to learn and learn how to learn, to do things, and to learn and work with other people. Such a shift has pedagogical implications as Rutayuga (2014) notes that competence-based curriculum requires a shift from assessing a set of learning content to assessing each learning outcome. Similarly, Wolf (2001) insists that the move towards competence based rather than content based curriculum necessitates student-centered teaching and learning. To some scholars, such as Harris, Guthrie, Hobart and Lundberg (1995), competence based curriculum is perceived as a solution to the implementation of education and training for the complex contemporary world.

⁸In recent times, the Competency Based Approach (CBA) has gained grounds in the academic world. In fact, it is no longer vogue to teach with the purpose of restoring knowledge and or applying isolated know-how. It is rather mandatory that learners are confronted with problem situations which they need to solve.

Through this approach the learner will not only acquire knowledge but also use it in a meaningful way in various situations of life, work and family, social and even professional

⁸ Wiysahnyuy, L. F. (2021). The Competency Based Approach in Cameroon Public Secondary Schools: Modes of Appropriation and Constrains. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 8(1). <https://doi.org/10.20431/2349-0381.0801011www.arcjournals.org>

situations. This reform has brought about profound changes in teaching practices as the teacher becomes a true mediator between the learner and the knowledge.

In order to achieve this competence objective, secondary schools in Cameroon chose, after the experience of programs by content and objective, to follow the path of the CBA. This switch is important as it raises a crucial concern on whether or not teachers are trained to adjust to the demands of the new dispensation.

2.1.2. Language skills

Language is essentially a skill. It is not a content-based subject like (Commerce, Mathematics, etc.) which aim is to imparting information and fill the human mind with knowledge. Since language is a skill, it naturally comes under psychomotor domain. A skill may be called the ability to do something well like singing, dancing; they are skills which people perform after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action). Language is a complex skill involving the following four sub-skills: speaking, listening, reading and writing. They can be classified into two groups as follows:

In one hand, there are **productive skills** (speaking and writing); they are called productive because we need to be active when speaking or writing. We should produce sounds and symbols (letters) when we deal with speaking and writing. And in the other hand, listening and reading are considered **receptive skills** because here a learner is generally passive and receives information either through listening or reading.

2.1.2.1. What do we mean by speaking in the classroom?

Baker and Westrup (2003) answer this question, to explain the meaning that speaking means the students repeat sentences, dialogue, or chant English words. Repetition only one useful way of practicing new language. They need to practice real communication: e.g. (a) talking about news. (b) talking about their lives. (c) expressing their ideas. (d) discussing issues. So teachers need to make time for different kinds of practice, and think of topics for students to speak about, beside to motivate students through warm atmosphere that encourage every student to say something, students should overcome their fear and know they must make mistakes, and can even correct them and modifying their answer to select the right one.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their

collective experiences, the physical environment, and the purposes for speaking. Chaney (1998) states that speaking is "...the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Burkart (1998) gives a broad view that speaking is an activity which involves the areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. Speaking is an important part of second language learning and teaching (Keyi, 2006).

Of the four macro English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006 & Zhang, 2009). In speaking, we build words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings (Harmer, 2007). Therefore, speakers have to interpret not only the message that other speakers try to convey, but also consider other possibilities like the above. And also in a face to face interaction the speaker can use a whole range of facial expressions, gestures and general body language to help to convey the message (Harmer, 2007).

Brown (1994) labels speaking as the most challenging skill for students. Because oral discourse is characterized by contractions of vowels, the use of slang and idioms, stress, rhythm and intonation and the need to interact with at least one other speaker. Therefore, as students who study English as a foreign language usually have limited opportunities to speak English outside the classroom (Zhang, 2009) they face difficulties to speak English. To sum up, speaking is an oral expression of an interactive process of constructing meaning which involves phonological and grammatical system. It is a challenging factor among second language learners.

2.1.2.2. Oral Activities

Harmer (2012) points out six activities in detail to promote oral performance of the students. However, the present research identifies twelve activities which were hypothesized the most commonly practiced activities by L2 teachers. Group discussion, role play, simulation, information gap, brainstorming, story-telling, interviews, story completion, reporting, playing cards, picture narrating & describing and finding the differences in pictures are the selected oral tasks.

- Group discussion

Discussion is an obvious way to promote interactions. Discussion is the process of talking things over among two or more persons, preferably face to face. It is a cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orally, toward some group objectives (Hastoyo, 2010).

Ur (1994) states that thinking out some problems and situations together through verbal interchange of ideas are simply called as to discuss. From those definitions, it can be shortened that discussion is the exchange of information, opinions, and ideas. A teacher can divide students into small groups of 4 or 5 to talk about almost anything, from cultural issues, education, learning English, to current events and “hot” topics. Though to set up discussions seem easy, they require preparation and thought so that they run smoothly and learners get the most out of the exchange of ideas. The purpose of the discussion should be made very clear to the learners. When a discussion is going on, the teacher should observe whether the students are speaking on the given topic and they use English to discuss. It is better to select a group leader and the teacher must make sure that all the group members are participating in the discussion. To help students the teacher can give the vocabulary beforehand. To select the group members the teacher can ask the students to count from 1 to 5 or other relevant methods, but groups should be rearranged in every discussion so that students can work with various people and learn to be open to different ideas. In group discussions, whatever the aim is, the students should be motivated to ask questions, paraphrase ideas, express support, check for clarification, and so on. At the end, one or all members (sharing the different stages of presentation) of a group has to produce their report on a given topic.

- **Interviews**

Students among themselves or with people can conduct interviews on selected topics. The teacher gives guided instructions to the students so that they know what role they are going to perform, what type of questions they can ask or what path to follow, but students should prepare their own interview questions. By conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. Kayi (2006).

Moreover, students can interview their classmate about his/her life or they can practice job interview or celebrity interview. After interviews, each student can present his or her study to the class.

- **Role play**

Role-playing clearly promotes effective interpersonal relations and social transactions among participants. In role play each learner acquires a personality or interprets a character. Students pretend they are in various social contexts and have a variety of social roles. In these activities, the teacher gives the information to the learners such as who they are and what they think or feel. For example the teacher can tell a student "You are a motorist who thinks that parking restrictions are unnecessary or You are Michelle and you want Robin to notice you,..." (Harmer, 2012). To fulfil their responsibilities, students must relate to others in the simulation, utilizing effective social skills. So, role play can improve learners' speaking skills in any situation, and helps learners to interact (Dwiana, 2015).

- **Simulation**

Harmer (2012) mentions simulation and role play together as classroom speaking activities. but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For example, to act as a king, you should wear a crown and carry a sword in your waist. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

- **Information gap**

According to Kayi (2006), in this activity students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. For example, to warm up the class the teacher can provide a task sheet which has some questions to identify the partner's ability or like the same to two students and instruct one student to collect information about his partner. In this case, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

- **Brainstorming**

Students can produce ideas on a given topic in a limited time, depending on the context, either individual or group. This activity is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to share new ideas.

- **Story-telling**

“Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking” (Kayi, 2006). Students can express ideas in the format of beginning, development, and ending a story including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

- **Story completion**

According to Kayi (2006) it is a very enjoyable, whole-class, free-speaking activity for which, students sit in a circle. Teacher can make it as a group activity or as a whole class, for example, teacher can give the beginning of a story and make each student of the classroom to develop that story, at the end the classroom will get a very creative story. In this activity each student should be very attentive because, he or she has to start to narrate from the point where the previous student stops. A student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on. If the English lesson is after lunch, this sort of activity will be more effective.

- **Reporting**

Teacher can instruct the students to bring the most interesting news to class by reading a newspaper or magazine or listening to the electronic media to the class and they have to report it to their friends. They can report an incident they experienced or heard in front of the class.

- **Playing cards**

According to Kayi (2006), students should form groups of four. Each suit will represent a topic. For instance: **Diamonds:** Earning money, **Hearts:** Love and relationships,

Spades: An unforgettable memory and **Clubs:** Best teacher are the four topics. Each student in a group will choose a card which has a topic. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions: Is money important in your life? Why? What is the easiest way of earning money? What do you think about lottery? Etc. Kayi mentions that the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

- **Picture narrating & describing**

Morozova (2013) in her research 'Methods of Enhancing Speaking Skills' mentions that picture description is one of the important methods to enhance speaking ability. Students are asked to describe what happens in the picture or to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

- **Finding the differences in pictures**

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures (Kayi,2006)

2.1.2.3.Oral language

Interestingly, speech is the most manifest of language abilities. If a person cannot write we do not consider him as not having language, but speaking ability is more fundamental. We are apt to say that a person who cannot fluently produce a language does not know or has not fully learned the language. One who has thoroughly mastered the spoken form of a language on the other hand is said to know it in some fundamental sense, independent of whether or not he can read or write it.

Indeed, in many cases many thousands of speakers of at least many hundreds of languages can neither read nor write them because the languages in question have never been transcribed and systematized orthographically. They are languages, nonetheless.

Furthermore, speech is important in another sense. A person may indicate comprehension and involvement in human discourse by merely appearing bright-eye and

interested, but this evidence of comprehension is generally quite subordinate to speech acts where the same person puts into words the evidence of comprehension and participation. In fact, comprehension is not merely understanding someone else's words, it is profoundly more. It is carrying thoughts to a deeper level and expressing meanings that were not stated.

As John Dewey (1929) pointed out, even deductive reasoning typically involves discovery in the sense of going beyond what is known. Speech is the principal device for displaying human knowledge through discourse in the present tense and it is simultaneously a mutually engaging method of intelligent discovery of that knowledge.

This is not to say that other forms of human discourse are not important and effective methods for displaying and participating in intelligent activity, but it is to say that in an important sense, speech is the method par excellence of having on-going intelligent interaction with other human beings. Further, speech is the common denominator that makes written and other symbolic system intelligible to normal human beings.

Cazden, Bond, Epstein, Matz, and Savignon (1976, pp.1) report that "evaluation instruments become an implicit in-service curriculum for teachers, an internalized framework that influences the mini-tests that teachers continuously construct in the classroom as they take children's words as indicators of what they have learned". It's therefore imperative that the testing techniques used in the schools be effective.

2.1.2.4. A communication-oriented classroom

We should not be forgot that communication based language Teaching is almost similar to communicative language teaching, and therefore, it is the teacher's responsibility to adopt a classroom discourse model that encourages both teacher-student and student-student interaction. Regarding the first type of interaction, CBLT requires that the traditional initiation-response-evaluation classroom discourse model make way for a new model, known as initiation-response-feedback.

In the old paradigm, the teacher's role was to initiate talk by asking a question or making an assertion, while the student had to provide a response. Then, the teacher would evaluate the learner's response by making a positive statement such as "good" or "very good" when the answer was correct, or asking the same question to another student when the answer was not satisfactory. The problem with this model is that classroom talk was mechanical and topically disjointed. Also, students had fewer opportunities to engage in meaningful interaction.

Communicative language teaching recommends the feedback discourse model instead. Here, the teacher initiates talk, the student responds and the teacher provides feedback. Teacher feedback in this paradigm consists in asking assisting questions which encourage students to think and perform at higher levels. Examples of assisting questions include “Are you saying that...?” and “That’s incredible! Could you explain that a little more?” (Shrum and Glisan 2010: 82). With the feedback model, there is meaningful classroom interaction and learners have real opportunities to participate in the construction of knowledge and improve their conversation skills.” (Hall 1999)

Practices or lessons should normally be quite different in English classes since the new paradigm deals with the development of language skills rather than metalinguistic skills. The focus should be on activities related to dialogues, debates, role-play and so on. Teachers talk less than they used to do or, the teaching process should be learner centered.

A communication-oriented classroom equally entails that student-student interaction be given capital importance through collaborative learning activities. Collaborative learning takes from social constructivism, i.e. the idea that knowledge is constructed and negotiated during interaction between individuals of a particular socio-cultural group. In a collaborative language learning situation, knowledge is co-constructed between an expert (teacher) who assumes the role of a guide or facilitator, and a novice (learner) who develops new understandings on the basis of his or her own previous experience. Knowledge construction, therefore, occurs in a continuum in which the learner gradually moves from a state of performing certain tasks assisted by the teacher to being able to do those tasks unassisted (Vygotsky 1978). In the classroom, teachers make frequent use of small group activities in which learners are actively involved and are allowed to make decisions about their learning. Johnson and Johnson (1987) cited in Shrum and Glisan (2010) report several benefits of small group work activities for students including higher self-esteem and creativity in the language, higher retention and achievement besides the development of team work skills and responsibility. CBLT encourages small group activities because they provide learners with opportunities to develop team work skills such as listening to others, sharing information, communicating effectively, making concessions, hard work and persuasion, which are very important requirements for the workplace.

Educators should make use of collaborative activities to teach all language skills and sub-skills. For example, they could do dictogloss in listening and pronunciation lessons (Herrell

and Jordan 2012), collaborative text reconstruction in a grammar class (Storch 1998), or writing in small groups (Storch 2005). Teachers could also have students brainstorm a topic in groups before a speaking, listening, reading or writing task. For more effective collaborative learning activities in secondary school, we suggest that teachers build equitable groups of four students consisting each of a high-achieving student and three lower-achieving learners. Also, during correction of group work tasks, we advise teachers to allow learners assess their peers. In a nutshell, collaborative learning activities do not only provide learners with opportunities to practise speaking and writing in English effectively in real-world communicative situations, but also prepare them effectively to function in society through constant negotiation of meaning with their interlocutors and the acquisition of skills needed for the workplace. (Nkemleke and Belibi, 2019, p.124-125)

In a word, we cannot talk of Communication-oriented classroom without mentioning collaborative learning. In this case, the teaching/learning process is learner-centred and the teacher is a guide. Learning activities include dialogues, debates, role-play and so on.

2.1.3. Language learning as grammar construction and modification

In a sense that language is something that we learn, and in another it is a medium through which learning occurs. Colin Cherry (1957) has said that we never feel we have fully grasped an idea until we have “jumped on it with both verbal feet.” That seems to imply that language is not just a means of expressing ideas that we already have, but rather, that it is a means of discovering ideas that we have not yet fully discovered.

John Dewey argued that language was not just a means of “expressing antecedent thought”, rather that it was a basis for the very act of creative thinking itself. He wryly observed that the things that a person says often surprise himself more than anyone else. Alice in *Through the Looking Glass* seems to have the same thought instilled in her own creative imagination through the genius of Lewis Carroll. She asks, “**how can I know what I am going to say until I have already said it?**”. This question should be asked to some students in various schools in Cameroon, who usually say that they know English but they cannot speak it. For them, knowing grammar or having good scores in class is enough to affirm that they know English. Could we really know a language without being able to speak it?

According to John Oller (1979), the great advantage that human “has over other organisms which are also prisoners of time and space, is his ability to learn and use the language to systematize and organize experience more effectively.” Moreover, John Oller said “the problem, it would seem, from an educational point of view is how to take advantage of the expectancies

that the learner already acquired in trying to teach new material. The question is, what does the learner already know, and how can that knowledge be optimally utilized in the presentation of new material?" it has been demonstrated many times over that learning of verbal material is enhanced if the meaningfulness of the material is maximized from the learner point of view.

2.1.3.1. Mistakes and fear in learning languages

"If we never made mistakes, how should we correct them?" (John Austin, 1975)

According to didactics and neuroscientific studies, the human brain can learn every subject at any moment of our lives. So, what then stops the learning process and the performance of the student in speaking? Most of the time, it's because of the fear of making mistakes.

Fear is a lot of what sets adult and young language learners apart. Why do children learn a language seemingly so easily? They are naturally curious and enjoy learning new things without being afraid of making mistakes. Mistakes for them is a natural part of the learning process, as it is for everyone. The difference is only in the attitude towards the occasional slip up. Adults are just as good at learning languages as children, but they simply don't take full advantage of their potential. The difference between the two is that children listen intently and practise incessantly and they are not afraid of failing. But even then, learning process takes them years and their language skills start off relatively poor. An adult immersed in a language and one who is not afraid of using it, can learn even faster than a child because they already know how languages "work".

2.1.4. Review of previous work on the implementation of CBA and the CLT in Cameroonian classrooms

In Cameroon, after experimenting on the Objective Based Approach (OBA) and weighing its contextual inadequacies for several years, recourse has been made to another teaching approach, the Competency Based Approach (CBA) [...]. In recent times, the Competency Based Approach (CBA) has gained grounds in all secondary schools in Cameroon. In fact, it is no longer vogue to teach with the purpose of restoring knowledge and or applying isolated know-how. It is rather mandatory that learners are confronted with problem situations which they need to solve. Through this approach the learner will not only acquire knowledge but also use it in a meaningful way in various situations of life, work and family, social and even professional situations (Lilian Wiysahnyuy, 2021).

Has this shift from OBA to CBA actually enabled French-speaking students to improve on their communication skills in English? The answer to this question is found in the following study carried out at the university of Yaoundé 1.

Paraphrasing Banga (2022, p.283-285), it is observed that, learners no longer believe in the capacity of the Cameroonian education system to help them develop their communication skills in English. When asked about their poor communicative performance at English, they say that: "L'anglais, c'est Dieu qui donne", that is, "English, is a gift of God". In other words, communicating in English is supernatural; only God can give the capacity to perform such a miracle. This testimony suggests to a certain extent a failure of the teaching system. His study examined a double hypothesis : the study argued that, on the one hand, the generalization of the teaching of English at the primary school level and the adoption of the CBA have not improved the communication skills of French-speaking students ; on the other hand, the education system seems to have remained ineffective in transforming teaching into learning, reducing the gap between the expected performance and the actual performance of students in terms of communication in real-life situations in the English language. To verify these hypotheses, he conducted a survey at the University of Yaoundé 1.

The sample population of that study came from the Faculty of Education, one the four faculties of the University of Yaounde 1. Actually, the faculty of education welcomes graduates from the faculties of arts and science who are interested in education and teaching. The students who took part in this investigation, in December 2021, were first-year Master's degree students, at the Department of subjects' didactics. They were 72 students, aged 18 to 49, holders of bachelor degrees issued by the University of Yaoundé 1 in as many subjects as physics, chemistry, biology, mathematics, geography, history, philosophy, French, Spanish and German. The students confessed they had been studying English for a period ranging from 9 to 20 years, which meant that they actually represented a sample of the population of students that witnessed the reforms. It should be underscored that in Cameroon, primary school covers six years, high school lasts for seven years and it takes three years to obtain a bachelor's degree at the University, which is an average of sixteen years of English studies on the whole. The investigation consisted of subjecting this group of students to a test measuring their communication skills. The test focused on an elementary communicative situation: introductions. The notions required by the communication situation were numerals (age, date), nouns (place of birth), and the description of actions started in the past and going on in the present. The grammar required here was equally elementary: the verb "to be" conjugated in the present simple tense to give age, e.g. "I am 35"; The same verb conjugated in the past simple tense to express one's date of birth: "I was born". There was also the use of another present tense, the present perfect, to describe actions started in the past and continuing in the present. This tense requires the proper use of "since" and "for", the first indicating a precise moment, a

date in the past, and the second, a duration. Another grammar point to be observed was the use of the prepositions "on" and "in" to indicate the date and the city respectively: "on 12th April 1999 in Yaounde", for example.

In all, after having spent nine years or more to learn English, they still struggle to introduce themselves correctly, giving their name, age, date and place of birth and say how long they have learned English. This communication situation was therefore considered within the reach of 72 graduate students who had learned to communicate in English from primary school within the framework of the Competency Based Approach.

The survey was carried out in two stages: a pre-test and a post-test. The aim of the pre-test was to verify the first hypothesis: the teaching of English right from primary school level and the adoption of the CBA have not improved the communication skills of French-speaking students. After the pre-test, a correction session took place that exposed the students to the correct performance expected from them in such a communication situation. The purpose of the post-test is to confirm the second hypothesis: Cameroon education system seems to have remained ineffective in transforming teaching into learning, especially in reducing the gap between the expected performance and the actual performance of students as concerns communicating in the English in real-life situations.

The results of the pre-test could be analysed from two points of view, quantitatively and qualitatively. From a quantitative point of view, out of the seventy-two students only three were able to perform correctly, scoring five over five points. From a qualitative point of view, the results show that most students can conjugate the verbs "to be" in the present simple and past simple but would not use them properly in an elementary situation like giving their age and their date of birth. They say: "I have 19 years", which is a word for word translation from the French "j'ai 19 ans". Another common mistake is "I am born" instead of "I was born". Again, this is an interference with French and a sign that they know some verbs that they can even conjugate, but they ignore their use in a given communicative situation. The same remark could be made as concerns the use of the prepositions "at" and "in" associated a town or specific place. Some students would say "at Paris", which sounds French, "à Paris". Actually, the correct sentence should be "I was born in Paris, at the American Hospital", for example, which means that "at" is certainly a preposition of place or position but not to be used with a town. And this should be underscored in a communicative lesson. In all, introductions were a communication situation that could be regarded as elementary and therefore within the reach of students who had been learning to communicate in English for at least 9 years. Thus, the students could communicate in English but not quite well.

In one hour of teaching the expected performance, the progress made was spectacular: from three good answers, the group moved from three to thirty-five correct answers. In relative terms, the students who obtained 5/5 marks went from 04.16 to 46.6 %, that is to say an increase of 42.5 %, which is a significant quantitative and qualitative progress, just within an hour. This figure represents the proportion of students capable of learning immediately, right from the first exposure to new knowledge. In other words, the post-test would have reached about 100 % progress if, beyond this introductory exposure, we had added consolidation exercises to give the slower learners the opportunity to grab. Clearly, if nearly half of the class is able to acquire within an hour a communicative competence that had not been developed in 9 to 20 years of learning, it is quite probable that they had never really had the opportunity to learn to communicate. So what has happened? Why is it that barely 5 % of students can build accurate sentences in an elementary communication situation, after twenty years of generalised English teaching and practice of the CBA?

To agree with Banga (2022), this study with a different methodology was conducted at the GBHS Mbandjock in order to find out why most of French-speaking students still struggle to speak English fluently after being taught under the CBA for many years.

CHAPTER THREE

RESEARCH METHODS, THE DATA COLLECTION TOOLS AND THE POPULATION OF THE STUDY

This third chapter states the research design (mixed method) that is used in this work. It also describes the population of this study (Terminal classes) and the data collection tools such as questionnaire and documents exploitation.

3.1. Research Methods

Research methods are specific procedures for collecting and analyzing data. They are also the strategies, processes or techniques used in the collection of data or evidence for analysis in order to uncover new information or create a better understanding of a topic. There are different types of research methods which use different tools for data collection.

3.1.1. The quantitative method

It deals with numbers and statistics. This method allows us to systematically measure variables and test hypotheses. The techniques or tools used to gather data include: interviews, focus groups, observations, data analysis and oral history or life stories.

3.1.2. The qualitative method

It deals with words and meanings. The qualitative method allows us to explore concepts and experiences in more detail. To collect qualitative data, the following techniques or tools can be used: questionnaires or surveys, observation, document screening and experiments.

3.1.3. Mixed method

When these two methods (quantitative and qualitative) are put together to answer one research question, it is called the mixed method. In other words, the mixed methods research combines elements of quantitative research and qualitative research in order to answer a research question. It helps gain a more complete picture than a standalone quantitative or qualitative study, as it integrates benefits of both methods.

This work used the mixed methods research design because the tools used to collect data include a **questionnaire** and logbooks. Then the data obtained was analysed using both quantitative and qualitative methods in an attempt to find out whether there is any link between the incapacity of Francophone learners of English to express themselves fluently in English and; the contents of the lessons they are taught in class.

3.2. Population of the study and data collection tools

It is important to note that the target population of this study is heterogeneous as it comprises female and male secondary students on the one hand, and science and arts students on the other hand.

3.2.1. The population of the study

Population refers to the set or group of all the units on which the findings of the research are to be applied. An early step in a research that involves humans consists of defining a clear and detailed population of the study. Be it an experimental, an observational, or a qualitative research design involving human subjects, the study population should be defined in order to determine the eligibility of individuals for a study. The defined population then will become the basis for applying the research results to other relevant populations. Clearly defining a study

population early in the research process also helps assure the overall validity of the study results. For this study, the population is defined as follows:

The target population here are the students of “Terminale classes” at the Government Bilingual High School Mbandjock. The population is made up of two different groups: First, it comprises the “Terminale A4 Allemande (T^{le} A4 ALL)” students; they are arts students. English language is one of their main (first group) subjects both in class and at the Baccalauréat exam. It is taught four hours per week (04 H/week) for an annual workload of over 100 hours, and it is coefficient 4.

The second part of the target population is made of the Terminale C students (T^{le} C); they are science students. English language is one of their minor (second group) subjects both in class and Baccalauréat exam.

In T^{le} C, English is taught three hours per week (3H/week) for an annual workload of over seventy-five hours (75H/year). It is coefficient 3 at the Baccalauréat C exam. The students of Terminale have been chosen as the target population because the main objective of this study is to evaluate the effectiveness of the communicative competence of the French-speaking learners who have been studying English under the Competency Based Approach from 6^e to T^{le}. Terminale classes are the last door that French-speaking learners should compulsorily close before they leave High Schools, therefore we think that it is ideal to evaluate their communicative competence in English at this level.

3.2.1.1. Sampling and sample of the study

According to Adwok J (2015),⁹Sampling has received varied definitions by major authors on social research methods. It has been defined as “the process of selecting a smaller group of participants to tell us essentially what a larger population might tell us if we asked every member of the larger population the same questions”. A more direct definition is the method used for selecting a given number of people (or things) from a population. The desire to draw inferences about a large population from a subset of that population is the main concern for a researcher. Therefore, the researcher must ascertain that the sample truly represents the population by using strategies of selecting an appropriate sample that address bias and possible distortion of data.

There are two types of sampling methods: Probability sampling involves random selection, allowing you to make strong statistical inferences about the whole group. Non-

⁹ Adwok, J. (2015). Probability Sampling- A Guideline for Quantitative Health Care Research. The ANNALS of AFRICAN SURGERY, 12 (2), <https://www.annalsof africansurgery.com>

probability sampling involves non-random selection based on convenience or other criteria, allowing you to easily collect data. In other words, the types of samples are: **Random, Convenience, Cluster, Stratified and Systematic.**

For this study, we used systematic sampling because we already had the lists of the students (Tle A4 ALL and Tle C). expected to participate in the study “Systematic sampling is a type of probability sampling in which every unit or individual is selected according to a predetermined sequence from a list.” (Adwok, J. 2015)

3.2.1.2. Sample of the study

Since the number of the target population is not too large, all the students of Tle A4 ALL and Tle C constitute the sample of this study:

- Number of school: 01 (GBHS Mbandjock).
- Number of classes: 02 (Tle A4 ALL & Tle C).
- Number of regular students: 70 students (43 in Tle A4 ALL & 27 in Tle C.)

3.3. Variables of the General Hypothesis

As shown on the table (0) this study comprises two types of variables: the independent variable and the dependent variable. Therefore, the independent variable is *the contents of the lessons taught in class*. The dependent variable is *the incapacity of the French-speaking to in English*.

3.3.1. Operationalization of variables

The operationalization of the variables permits us to make them measurable and concrete. Thus, the following indicators are directly linked to the independent variables: grammar, vocabulary, speaking (dialogue, exposé, debate), listening, writing, reading.

3.4. Data collection and analysis tools

Data collection can be defined as a software application, form or platform used to gather and measure data from various sources. It automates the process of collecting and organizing data, allowing users to analyse and draw insights from the information. And analysis tools are a series of charts, maps, and diagrams designed to collect, interpret, and present data for a wide range of applications and industries. It is a structured and systematic process that is compiled on the basis of scientific knowledge to gather information needed especially in answering research objectives.

For this study, the questionnaire and documents are the tools used to collect data.

3.4.1. Questionnaire

It is a written list containing a collection of questions and answers used to record information from respondents. Our respondents here are Terminale students; they read the questions, interpreted them and wrote their answers independently without interference from others (classmates or teachers).

The questionnaire is structured as follows: questions 1, 2 and 3 deal with the respondents' personal details (age, gender and level). Meanwhile, questions 4, 5, 6, and 7 focus on the speaking skill. In addition, the questions 8, 9, 12 and 13 describe the frequency of metalinguistic and pragmatic contents in the Terminale classes. And finally, the tenth, the eleventh, and the fourteenth questions describe the usual activities done in class, and the performance of the Terminale students in English language.

3.4.2. Exploitation of documents

In this work, we exploited four (04) different Tle logbooks so as to discover the real contents that were taught in class. In those documents we analysed English language skills (speaking, reading, writing and listening) and essential knowledge such as grammar and vocabulary. All the recorded lessons were counted one by one and analysed in tables before their interpretation.

3.5. Method for data analysis

Data analysis is the process of collecting, modeling and analysing data using various statistical and logical methods and techniques.

The analysis tool used for this study are graphs and tables. They are used for visual presentation of data. Data was analysed using descriptive statistics.

The findings related to each question of the questionnaire were first of all analysed separately in different tables followed by the graphs. And secondly, they were grouped according to the research questions so as to make the interpretation and the discussion of findings clearer. At the end of the chapter on data analysis, the findings were grouped according to the objectives of the study in order to facilitate the understanding.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DATA ANALYSIS

After having collected data, they need to be presented and analysed so as to identify the peculiarity of the findings that were achieved. To do so, the fourteen questions of the questionnaire and data collected from the log books are presented one by one here in this chapter, and each presentation will be followed by the analysis of data. Those questions answered by forty-two Terminale students are analysed using statistics and graphics. The data are all grouped in thirteen different tables followed each by a brief analysis or a graphic to make the understanding clearer. At the end of this chapter, we used the table number 14 to summarise or to recapitulate all the data of this work.

➤ Questionnaire

4.1. The first section of the questionnaire

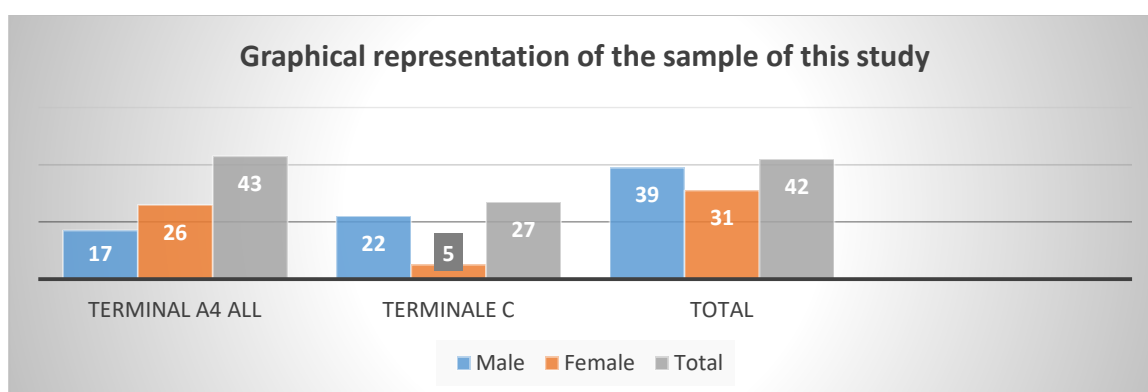
This section contained three subsections such as class, gender and age. The data related to Class and gender are combined in Table 1 and on Graphic 1, whereas the findings concerning the age of the respondents are presented in Table 2 and on Graphic 2.

4.1.1. Question 1 & 2: class and gender

	CLASS	GENDER		TOTAL
		M	F	
Absolute frequency	(Tle A4 all)	17	26	43
	Tle C	22	05	27
	TOTAL	39	31	70
relative frequency		55.71%	44.29%	100%

Table 1: table representing the sample of study according to their class and gender.

The above table (Table 1) presents all the respondents of our questionnaire. They are classified per class and gender. It shows that male represent the majority of Terminale students whereas females are the minority. However, it is important to note that the number of female students is higher in Tle A4 than in Tle C; we have got 26 girls out of 43 students in Tle A4 and just 05 girls among 27 students in Tle C. Out of 70 students who filled out our questionnaire, there are 39 (55.71%) male (M) and 31 (44.29%) female (F).



Graphic 1: Graphical representation of the sample of study according to class and gender.

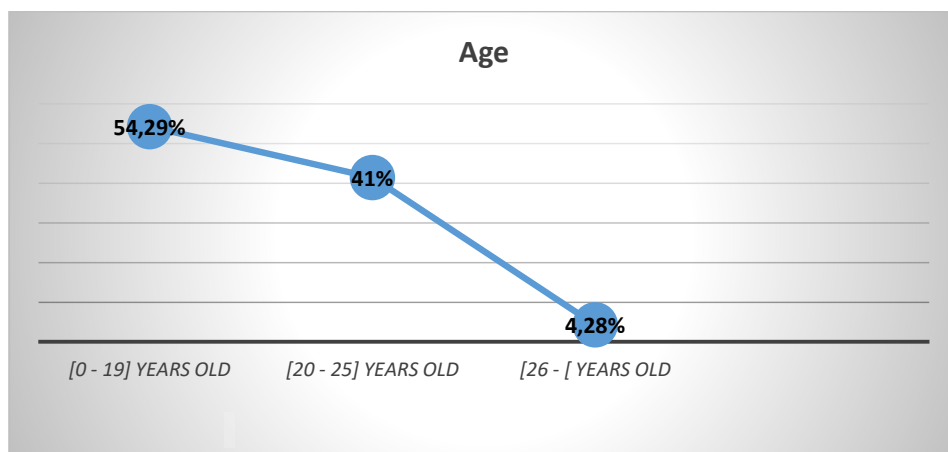
The findings show that, more than 55% of respondents were male, while female students, accounted for only 44.29% of the sample.

4.1.2. Question 3: what is your age group?

Age group	[0-19]	[20 – 25]	[26 – [Total
Absolute frequency	38	29	03	70
Relative frequency	54.29%	41.43%	04.28%	100%

Table 2: table representing respondents according to their group of age.

Seen from the Table 2 and graphic 2, it is noticed that most of Terminale students here are less than or equal to 19 years old. **41.43 %** of those learners are less than or equal to 25 years old and the rest of them is above or equal to 26 years old.



Graphic 2: curves representing the respondents according to their group of age.

4.2. The second section of the questionnaire

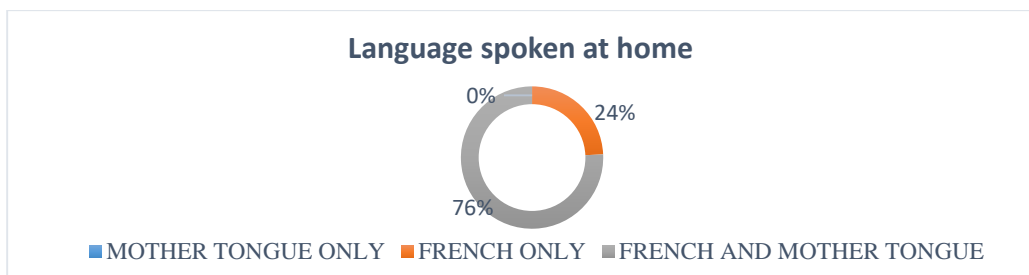
This section is made up of eleven (11) questions that describe topics such as language skills, structural contents, pragmatic contents, performance and learners' time.

4.2.1. Question 4: which language do you speak at home?

Frequency	CLASS	LANGUAGE SPOKEN AT HOME			Total
		Mother tongue only	French only	French and mother tongue	
Absolute frequency	Tle A4 ALL	00	11	32	43
	Tle C	00	06	21	27
Relative frequency		00%	24.29%	75.71%	100%

Table 3: Presentation of languages spoken at home by the students.

The findings represented on the table (3) and on the graphic (3) firstly show that none (0%) of 70 respondents speak only the mother tongue at home. Secondly, it was also noticed that 17 (24.29%) respondents speak only French at home. Finally, 53 students out of 70, mix French and mother tongue when they are out of classes, that is **75.71%** can't speak their mother tongue without making use of the French language.



graphic 3: Presentation of languages spoken at home by the students.

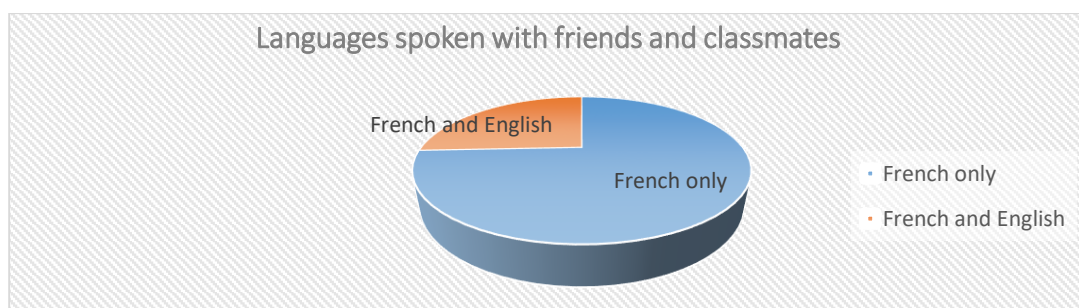
It appears that the majority of the Terminale students at Government Bilingual High School Mbandjock make use of French in and out of class. The minority makes an effort to express themselves in English or in the mother tongue when they are out of class.

4.2.2. Question 5: which language do you speak with your friends and classmates?

Language spoken with friends and classmates			Total
Modality	French only	French and English	
Absolute frequency	29	14	70
	23	04	
Relative frequency	74.29%	25.71%	100%

Table 4: presentation of findings related to languages spoken with friends and classmates

We should first of all remind that the respondents are in the Government Bilingual High School where French and English speaking students are mixed. The question that was asked to them was, “*which language do you speak with your friends and classmates ?*” on the one hand, 52 (74.29%) students said that they spoke only French when they are with their classmates and friends. And on the other hand, **25.71%** said that they spoke both French and English with their mates.



Graphic 4: presentation of findings related to languages spoken with friends and classmates

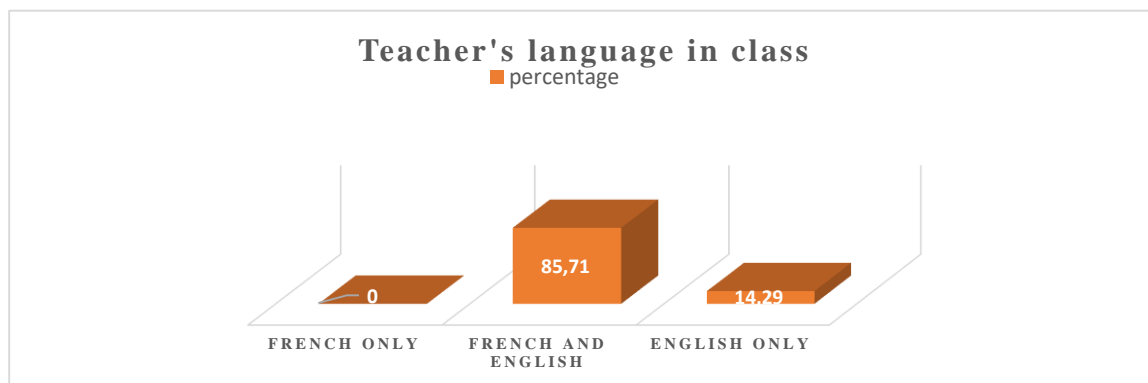
Based on these findings, it is clear that French is the most spoken language by those learners on the campus though their environment is mixed or bilingual (English subsystem and French subsystem of education).

4.2.3. Question 6: which language does your teacher speak in class?

ENGLISH TEACHER'S LANGUAGE USE IN CLASS				Total
Modality	French only	French and English	English only	
Absolute frequency	00	34	09	70
	00	26	01	
Relative frequency	00%	85.71%	14.29%	100%

Table 5: Presentation of the findings related to the language spoken by the English teacher in class

We should first note that, here the English language is taught to French speaking students. However, the language that should be used to teach in this context is “English only”, so that learners can be immersed. Using French or other languages frequently while teaching English may not help the learners to acquire the communicative skills because all the other subjects are taught in French.



Graphic 5: presentation of the findings related to the English teacher's language in class

The question asked was “which language does your English teacher speak in class?” The first modality was *French only (00%)*, the second modality as indicated on Table 5 was *French and English (85.71%)* and the last modality was *English only (14.29%)*.

It is clear from these results that, the English teachers at GBHS Mbandjock speak both French and English while teaching the English language to French speaking Tle students.

4.2.4. Question 7: your spoken (oral) English is?

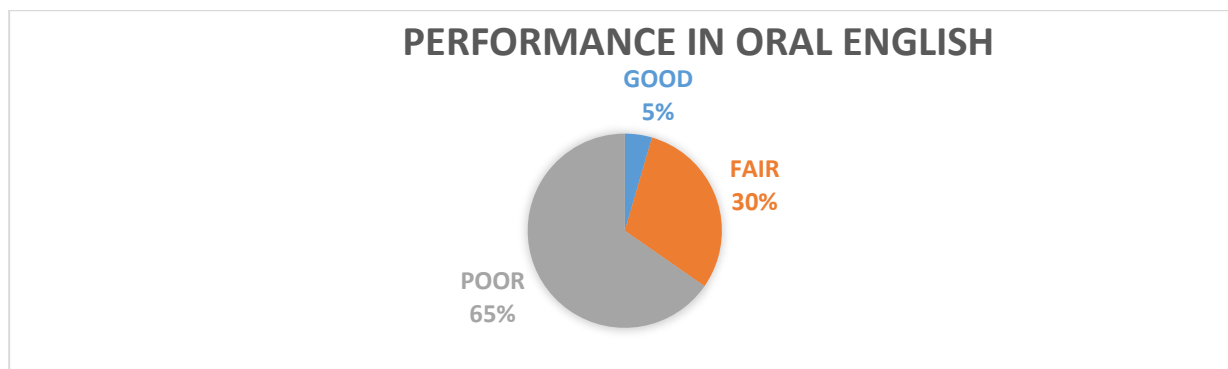
Modality	Performance in oral English			Total
	Good	Fair	Poor	

Absolute frequency	Tle A4 All	02	09	32	43
	Tle C	01	11	15	27
	Total	03	20	47	42
Relative frequency		04.29%	28.57%	67.14%	100%

Table 6:

table presenting the performance in oral English.

Table 6 shows the different answers of the students about their performance in oral English; it appears that just **04.29%** of the sample are said to be **good** at speaking, followed by **28.57** percent of **fair** performance, and **67.14%** of the two Terminales are **poor** in oral English; that is 47 learners out of 70 are said to be poor when speaking English.



graphic 6: representation of the performance of students in oral English.

The findings show that, about 67% of the Terminale learners in this school are poor in English speaking. However, just 7% of them are good at speaking English.

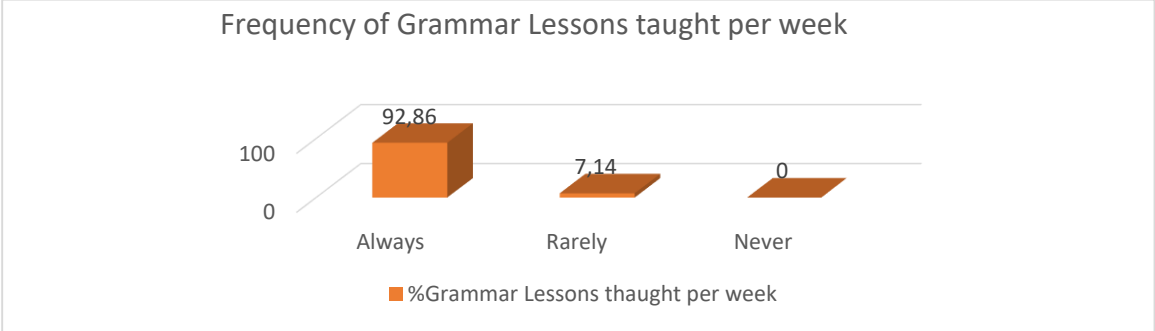
4.2.5. Question 8: How often do you have GRAMMAR lessons in English per week?

Frequency of GRAMMAR lessons per week				Total
Modality	Always	Rarely	Never	
Absolute frequency	40	03	00	70
	25	02	00	
Relative frequency	92.86%	07.14%	00%	100%

Table 7: Frequency of Grammar lessons per week

As shown on the Table 7, the question “How often do you have **grammar** lessons in English per week?” has three modalities. Sixty-five (65) students out of 70 thought that the grammar lessons are **always** taught in their classes. That represents 92.86% of the target population of this study. Moreover, just 05 (**07.14%**) respondents thought that the grammar lessons are **rarely**

taught and the last modality for this question was “*never*”, none of the respondents thought that the grammar lessons are never taught in their classes.



Graphic7: Frequency of Grammar lessons per week

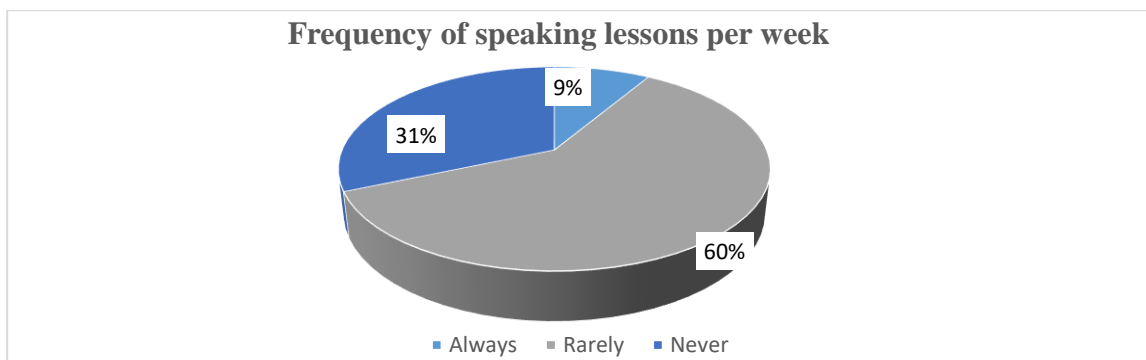
Seen from the preceding statistics, the findings make us to conclude at this level that, the frequency of grammar lessons in Tle classes in this school is “**always**” since the largest number of the respondents (40 out of 42) thought so. Thus, with these statistics we can affirm that grammar is always taught in Tle classes at the GBHS Mbandjock.

4.2.6. **Question 9:** How often do you have **speaking** lessons in English per week?

Frequency of SPEAKING lessons per week				Total
Modality	Always	Rarely	Never	
Absolute frequency	06	24	13	70
	00	18	09	
Relative frequency	8.57%	60%	31.43%	100%

Table 8: frequency of the *Speaking* lessons per week.

After the inquiry on the frequency of the teaching of speaking in the classes of Tle, the findings are presented as follows: the question was to know how often “*speaking lessons*” are taught in class. For this purpose, the respondents had three modalities (always, rarely, never). Six (06) learners thought that “speaking” is always taught, which represents **08.57%** of the sample population.



Graphic 8: frequency of the *Speaking* lessons per week.

Moreover, those who thought that “*speaking*” is never taught in their class were slightly more numerous than those who said always. The modality “*never*” represents relatively **31.43 percent** of the respondents. However, the largest number of students (**42 of 70**) thought that the speaking lessons are “*rarely*” taught in their classes. Thus, we realise that the highest absolute frequency as far as the teaching of speaking is concerned is 60%, it deals with the modality “*rarely*”.

Seen from the above findings, we can say that, “*speaking*” is rarely taught in Terminale classes in the GBHS Mbandjock.

4.2.7. Question 10: Choose (2) most difficult skills in English

Two (02) most difficult skills					Total
Modality	Speaking and reading	Speaking and listening	Speaking and writing	Listening and reading	
Absolute frequency	14	19	09	01	70
	06	08	12	01	
Relative frequency	28.57%	38.57%	30%	2.86%	100%

Table 9: presentation of the most difficult skills

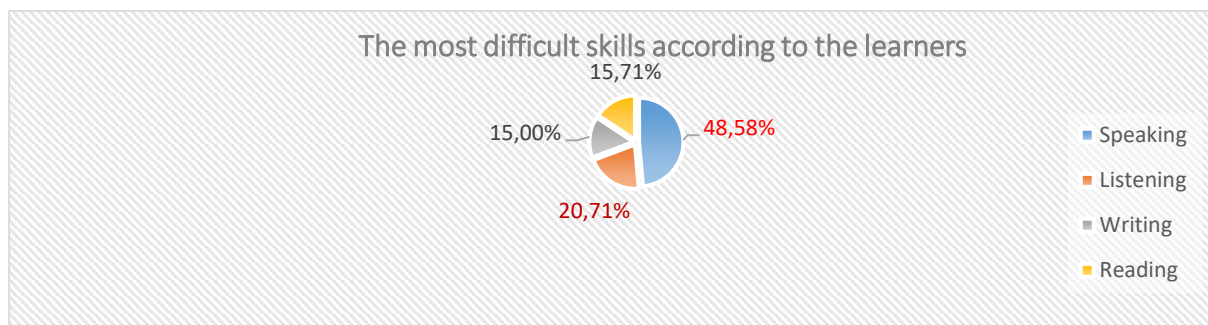
The skills are here paired in four modalities according to the answers given by the respondents. The respondents were asked to choose the two skills they thought were the most difficult to master when learning English. Their answers are organized as follows:

First, “*speaking and reading*” were the most difficult skills; it represents 28.57% (20) of the sample population of this study.

Secondly, 38.57% considered “*speaking and listening*” as the most difficult skills when learning the English language; that is 27 of 70 respondents.

Thirdly, “*speaking and writing*” were said to be the most difficult according to 21 respondents or relatively 30% of the sample population.

Finally, just 2.86% students chose “*listening and reading*” as the most difficult skills.



Graphic 9: presentation of the most difficult skills

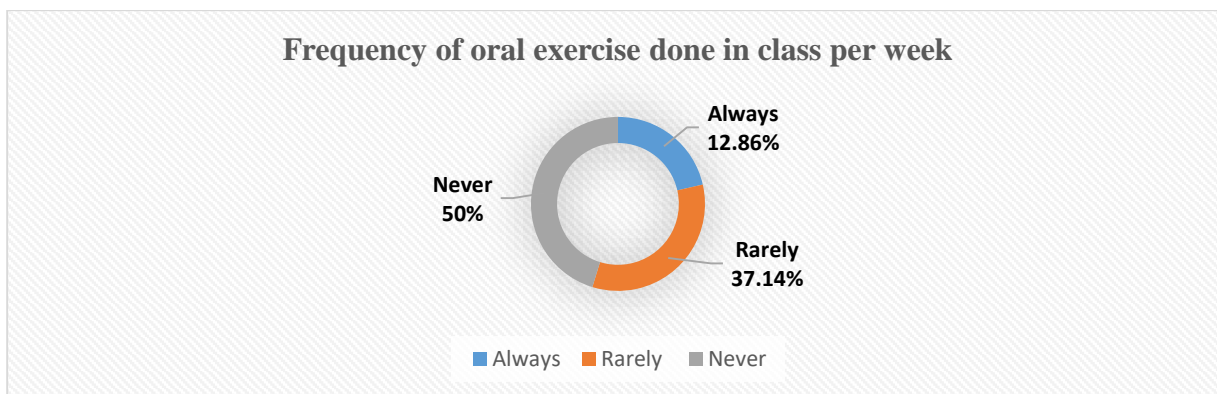
As shown on Graphic (9), those skills are classified as follows: at the first position, the **speaking skill** appeared sixty-eight (68) times, that is relatively **48.58%**. At the second position, the **listening skill** was chosen twenty-nine (**20.71%**) times. The reading skill came at the third position, it appeared twenty-two (**15.71%**) times. And the writing skill came at the last position with twenty-one (**15%**) marks. To sum up, *speaking and listening* are the most difficult skills according to the Tle students at the GBHS Mbandjock.

4.2.8. Question 11: How often do you have oral exercises in class?

Frequency of oral exercises in class				TOTAL
Modality	Always	Rarely	Never	
Absolute frequency	09	22	12	43
	00	04	23	27
Relative frequency	12.86%	37.14%	50%	100%

Table 10: frequency of oral exercises in class

Table 10 above presents the findings about the frequency of oral exercises in class. The respondents were asked to say how often they had oral exercises in the English class. For that purpose, the respondents were presented with three choices, which we named here “modality” (*always, rarely and never*). The findings are presented as follows:



Graphic 10: frequency of oral exercises in class

Only **12%** of the respondents judged that oral exercises are **always** done by the students in class. In contrast, **37%** believed that oral exercises are **rarely** given by the English teachers in their classes and **50%** said that they **never** do oral exercises.

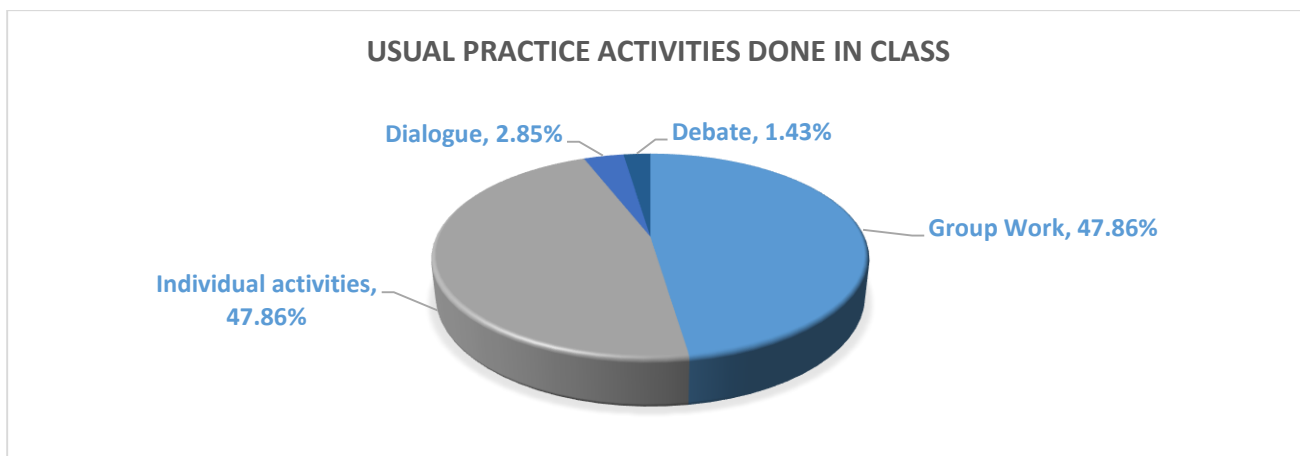
In a nutshell, since we consider “always” as the positive modality and “rarely” or “never” as the negative modality, we can partially conclude that oral exercises are not frequent or are partially absent in the Tle classes at GBHS Mbandjock.

4.2.9. **Question 12:** What are the two (02) activities that are most used for practices in your class?

Activities done for practice					TOTAL
Modality	Individual activities and group work	Individual activities and dialogue	Debates or exposés and group work	Dialogue and group work	
Absolute frequency	40	02	01	00	43
	24	01	01	01	27
Relative frequency	91.43%	4.28%	2.86%	1.43%	100%

Table 11: activities used to practice English in class

Table 11 describes the findings regarding the different types of activities given to learners in class before, during and after an English lesson. Therefore, four activities were proposed and the respondents were asked to choose two (02) most used ones. According to the choice made by the seventy (70) respondents, the answers are grouped in four (04) modalities as follows:



Graphic 11: Usual practice activities done in class

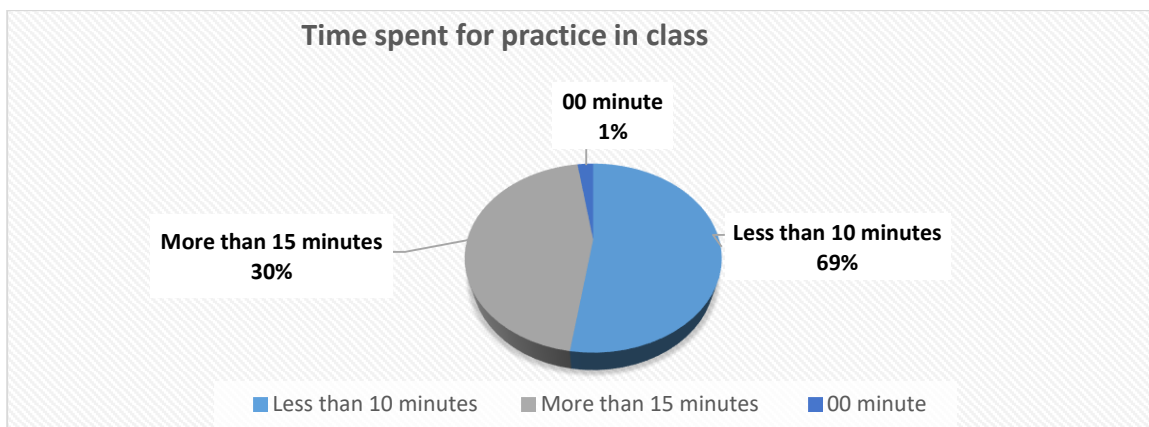
As we can see on Graphic 11, **47.86%** of the learners judged that “*Group Work activities*” and “*individual activities*” are the most used. From a short discussion with some students after the enquiry, it is important to note that, most of the group work activities that they used to have in class were written. “*Dialogue*” and “*debate*” activities are at the bottom with 2.85% and 1.43%. In short, based on these findings, we can say that the most usual practice activities are “*group work and individual activities*”. It means that, these two (02) activities were frequently done in the classes during the English lessons in GBHS Mbandjock.

4.2.10. **Question 13:** How long do you usually spend to practise English in class during or at the end of a 55 minutes’ lesson?

Time spent for practice in class				TOTAL
Modality	Less than 10 minutes	More than 15 minutes	00 minute	
Absolute frequency	31	12	00	43
	17	09	01	27
Relative frequency	68.57%	30%	1.43%	100%

Table 12: findings related to learners’ time to practice English

The notion of time is very important in the teaching learning process. For this purpose, it is important to know about the learners’ time as far as the learning of English language in the classes in GBHS Mbandjock is concerned. The findings are presented as follows:



Graphic 12: representation of learners' time to practice English

The main objective of this question is to know whether learners have sufficient time to practise English in class or not. The question was: “*how long do you spend to practise English in class during a 55 minutes' lesson?*”. **69%** of the respondents thought that they practised for **less than 10 minutes** in class. In addition, **30%** of those learners believed that English is practised for **more than 15 minutes**. And ultimately, just **01%** of them judged that English is not practised in their class at all.

In a word, based on these findings, we can affirm that the learners' time to practice English in GBHS Mbandjock is mostly *less than 10 minutes*.

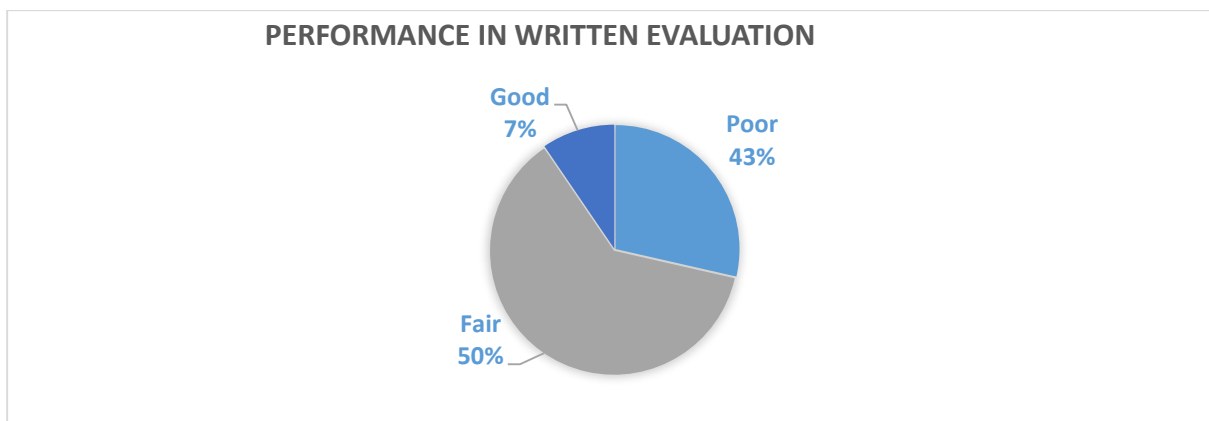
4.2.11. **Question 14:** Situate your usual performance in Tle in English language evaluation:

Performance in written test in Tle					TOTAL
Modality	{00 ; 09/20}	{10; 14/20}	{15; 17/20}	{18; 20/20}	
Absolute frequency	21	19	02	01	43
	09	16	00	02	27
Relative frequency	42.86%	50%	02.86%	04.28%	100%

Table 13: findings related to the performance in English language evaluation (written)

On Table 13, we've got the findings related to the performance of students in English language. That is the scores they use to have when they are evaluated. It is good to note that their question papers usually contain tasks related to grammar, vocabulary, reading comprehension and the essay writing (composition).

The respondents were asked to situate their performance themselves; and four modalities were proposed. The following are the findings in the ascending order:



Graphic 13: representation of the performance of students in written test in English

As we can see on Graphic13, only **7%** of students judged that their level was from 15 to 20 over 20 (good performance).

In addition, **43%** of the respondents said that their level is from 00 to 09/20 (poor performance).

And finally, the highest number of the two Tle classes (**50%**) thought that their level was from 10 to 14/20 in written evaluation in English (fair performance). So, with these findings we can say that, more than the half of the students of Tle in that school get at least the pass mark in the written evaluation (grammar, vocabulary, reading comprehension and essay writing).

To sum up the fourth chapter of this work, fourteen (14) questions were set on the questionnaire which was administered to seventy (70) respondents. All the questions were answered. The answers were analysed using numbers and statistics on the tables and on the graphics.

For the best understanding of the analysis, the findings are grouped on the following table according to the affinities and the objectives of this study.

Population	Male		Female	
	55.71 %		44.29 %	
Age group	25 and less		26 and more	
	95.72 %		4.28 %	
Language at home	French only	Mother tongue only		French and mother tongue
	24.29%	00%		75.71 %
English teacher's language in class	French only	English only		French and English
	00%	14.29%		85.71%
Language with friends or mates	French only		French and English	
	74.29 %		25.71 %	

Frequency of Grammar lessons	Always	Rarely	Never	
	92.86 %	07.14 %	00 %	
Frequency of speaking lessons	8.57 %	60 %	31.43 %	
Frequency of oral exercises	12.86 %	37.14 %	50 %	
Performance in oral English	Good	Fair	Poor	
	04.29 %	28.57 %	67.14 %	
Performance in written evaluation	07%	50 %	43 %	
Practice activities	Group work	Individual activities	Dialogue	Debate
	47.86 %	47.86 %	2.85 %	1.43 %
Practice duration	00 minute	Less than 10 minutes	More than 15 minutes	
	01 %	69 %	30 %	
Most difficult skills	Speaking	Listening	Reading	Writing
	48.58 %	20.71 %	15.71 %	15 %

Table 14: Summary of the findings

➤ Logbooks exploitation

In order to make findings more indubitable, and strengthen data which were collected with the questionnaire, four (04) logbooks of Tle classes were exploited. We chose two logbooks that were used before the implementation of CBA in Tle classes and the two others that were used under CBA. In those documents we had to identify grammar, vocabulary and the main language skills which are speaking, reading, writing and listening. The findings are analysed as follows:

4.3. Logbook Tle A in 2014

Modality	Types of lessons						Total
	speaking	listening	writing	reading	grammar	vocabulary	
Absolute frequency	09	00	04	05	22	08	48
Relative frequency	18.75%	00%	08.33%	10.42%	45.83%	16.67%	100%

Table 15: lessons taught in Tle (2014) before the implementation of CBA

In the table (15), we noticed that only forty-eight (48) lessons were filled in the logbook that year. However, 45.83% represented grammar lessons taught in isolation whereas speaking was just 18.75%. The structural contents were above the four skills combined. Thus, we can say that speaking was rare in that class and grammar was always taught.

4.4. Logbook Tle C in 2016

Modality	Types of lessons						Total
	speaking	listening	writing	reading	grammar	vocabulary	
Absolute frequency	07	00	12	10	46	12	87
Relative frequency	08.05%	00%	13.79%	11.50%	52.87%	13.79%	100%

Table 16: lessons taught in Tle (2016) before the implementation of CBA

In Terminale C in 2016 at the GBHS Mbandjock, eighty-seven (87) lessons were recorded in the logbook. Only seven (07) of them were related to speaking whereas grammar represented more than the half of lessons taught annually (52.87%).

4.5. Logbook Tle A in 2022

Modality	Types of lessons						Total
	speaking	listening	writing	reading	grammar	vocabulary	
Absolute frequency	10	00	08	07	25	09	59
Relative frequency	16.95%	00%	13.56%	11.86%	42.38%	15.25%	100%

Table 17: lessons taught in Tle (2022) under CBA

We thought that things would be different in 2022 because the new paradigm was implemented. That year in Tle classes, English lessons should have been more practical; language would have been used “to do things” or talk about the world. Unfortunately, Table 17 shows that speaking is still rare. It means that language was used to talk about itself since the most frequent lessons were related to structural contents instead of insisting on pragmatic ones. We cannot really talk of communicative English in classroom where speaking skill represents only 16% per year.

4.6. Logbook Tle C in 2022

Modality	Types of lessons						Total
	speaking	listening	writing	reading	grammar	vocabulary	
Absolute frequency	12	00	09	04	27	13	65
Relative frequency	18.46%	00%	13.85%	6.15%	41.54%	20%	100%

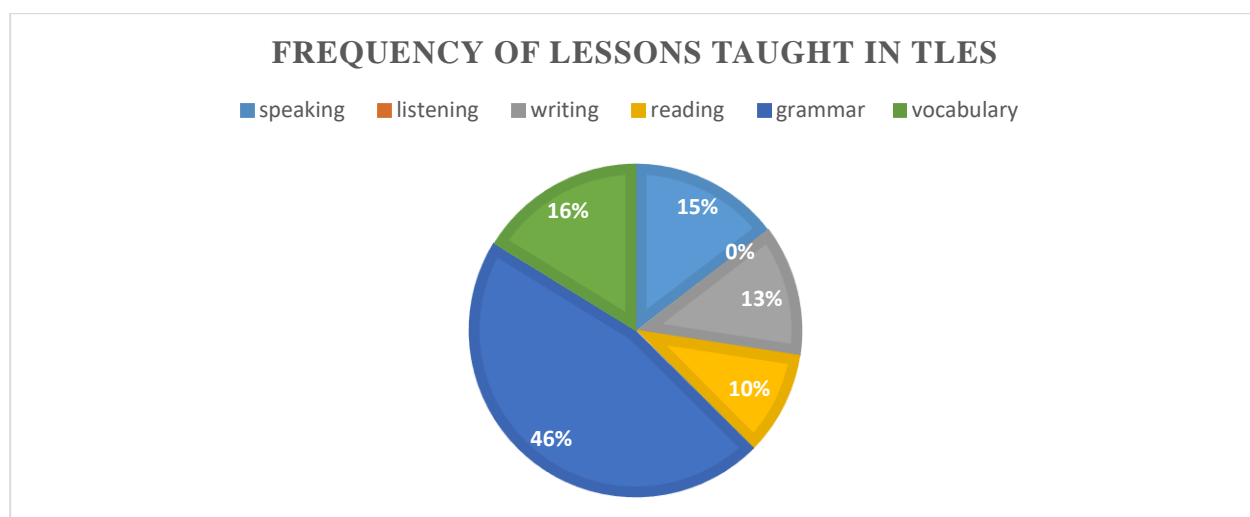
Table 18: lessons taught in Tle (2022) under CBA

Definitely, grammar was considered king of lessons or the favourite ones in Tle at the GBHS Mbandjock. Besides, the pragmatic contents like dialogue, debate, exposé ... were the unloved or the unpopular parts of the language.

Modality	Types of lessons						Total
	speaking	listening	writing	reading	grammar	vocabulary	
Absolute frequency	38	00	33	26	120	42	259
Relative frequency	14.67%	00%	12.74%	10.04%	46.33%	16.22%	100%

Table 19: summary of the data collected from logbooks

After analysing the data collected both from the questionnaire and the logbooks, it appears that this study mainly deals with male high school population. The findings show that, while the English language is just used as a subject in class, French is the most spoken language, be it at home, in school, or out.



Graphic 14: frequency of the lessons taught before and after the implementation of CBA in Tle classes

Moreover, as it is shown on Graphic 14, the pragmatic contents are rarely taught (less than 15%) whereas the structural contents (metalinguistic or linguistic) are frequent during the lessons and the evaluation (more than 45%). Therefore, the given time to practise English in class and the performance in oral English remain poor or insufficient. This short analysis leads us to the next chapter which is about the discussion of the findings of this work.

CHAPTER FIVE

INTERPRETATION AND DISCUSSION OF FINDINGS

In this chapter we minutely interpret and discuss the findings that were analysed in the preceding chapter. The findings are grouped and discussed according to the hypotheses of this study, and also according to the main theory and approach of this work such as: the socio constructivism theory and to the communicative language teaching approach.

5.1. Interpretation and discussion of the findings related to the S.H.1:

- **English is rare in the learning environment of the French speaking students at GBHS Mbandjock.**

The findings represented on Graphics 3, 4 and 5 are all about the spoken languages, be it at home or in school. Graphic 3 shows that 0% of the target population of this study speak only mother tongue at home. However, 75.71% mixes mother tongues and French, and 24.29% speaks only French when they are with their parents at home. Table 4 shows that 74.29% speaks only French with friends and classmates whereas 24.71% of those learners, mix French and English when they are among themselves. On Graphic 5 we can see that 14.29% represents the

use of English language by English teachers in class. Whereas 85.71% of English teachers in that school, make used of both French and English when they teach. Table 14 recapitulates the findings related to languages spoken at home, with friends and in class by the target population of this study.

LANGUAGES SPOKEN	French only	English only	French and English	Mother tongue only	French and mother tongue
At home	24.29%	00	00	00	75.71%
With friends	74.29%	00	25.71%	00	00
In class	00	14.29%	85.71	00	00
Total %	32.86%	4.76%	37.14%	00%	25.24%

Table 20: recapitulation of findings related to the spoken languages of the sample.

Thus, these findings show that French (foreign language) remains the preferred language of those learners in all the situations wherever they are. It is noticed that French alone represented more than **32%** in every situation.

Though French is a foreign language, it is omnipresent in the environment of the population of this study, whereas English is almost absent in their everyday life; Less than **5 %** of those learners make use of *English*, in some situations.

The mother tongue which plays an important role in the acquisition of a foreign language has been totally replaced by the French language which is approximately spoken and written (because those skills need to be acquired in school). However, how can the French speaking students of Tle at GBHS Mbandjock be able to speak English appropriately if their most used language is a foreign instead of their mother tongue?

According to Geeslin & Long (2014, p.113), “the main aim of acquiring a language is to be able to exchange ideas appropriately with others and ultimately to achieve a high level of sociolinguistic and grammatical competence.” However, to do so, according to the previous researches: Lado (1964), Bybee (2008) and Cummins (2001), one initially must have a deep understanding of their first language. Even more, the ability to comprehend the structure of their mother tongue will assist the learners to better understand the socio-cultural and structural aspects of the L2.

In addition, the skills of L1 can easily be channelled to the second language as speakers already have the concepts and chunks (Bybee, 2008) in their first language that simply are translated into the second language. Based on the findings related to the questions 4, 5 and 6

respectively analysed on Graphics 2, 3 and 4, and recapitulated on Table 20, we can say that the omnipresence of French in the learning environment and the lack of knowledge in the mother tongues contribute to the incapacity of the French speaking learners to speak English fluently in Tle at the GBHS Mbandjock.

5.2. Interpretation and discussion of the findings related to the S.H.2:

- **Speaking and listening are the most difficult language skills for French-speaking learners of English in the GBHS Mbandjock.**

Tables 6, 7 and 8 described in details the findings related to the speaking skill and the structural contents taught in the classes of Tle at GBHS Mbandjock. Those findings are summarised in Table 21 for better understanding and discussion.

Performance in oral English	GOOD	FAIR	POOR
	04.29%	28.57%	67.14%
Performance in written English	07%	50%	43%
Frequency of grammar lesson per week	ALWAYS	RARELY	NEVER
	92.86%	07.14%	00%
Frequency of speaking lesson per week	08.57%	60%	31.43%

Table 21: speaking skill and structural contents.

On the first hand, the findings show that more than **67%** of the Terminale students at the GBHS Mbandjock are **poor in oral English**, whereas **grammar lessons** are **95% always** taught in class. On the other hand, **speaking lessons** are **60% rarely** taught whereas only **4%** of those learners are good at **spoken English**.

Banga Amvéne (2022) demonstrated that, even at the master level, Cameroonian French-speaking students do not communicate quite well in English. He illustrated that introducing oneself was a communication situation that could be regarded as elementary, but students who had been learning to communicate in English for more than 9 years are still not able to do it.

In addition, Graphic 13 shows that **43%** of the target population is **poor** in written examination. This means that more than 50% of those learners have 10/20 or less when the test is based on activities like: *filling the gaps, choose the correct answer, answer true or false....* This performance in written examination implies that the emphasis is laid on vocabulary and grammar, instead of speaking and listening skills. In addition, out of **259** lessons that were recorded in Tle logbooks, **162 (62.55%)** were grammar and vocabulary whereas listening and

speaking represented just **14.67%**. Therefore, we can say that grammar and vocabulary were taught in isolation that is why they can't help students to communicate effectively in real life situations.

This correlation sufficiently indicates that the performance of the Tle students in this school has something to do with the high frequency of the teaching of the structural contents (linguistic). Thus, this discussion lets us say that *structural contents are the most taught to the French speaking students at GBHS Mbandjock (S.H.2)*. And they also partially confirm the general hypothesis of this work: *There is a link between the incapacity of French speaking learners to express themselves fluently in English and what is taught in class*. One cannot teach A and expect learners to produce B; that's teaching Grammar and vocabulary in isolation frequently (62.55%) and expect learners to be good at speaking and listening without teaching them how to use grammar and vocabulary to speak in the real life situation. If speaking and listening represented just 14%, how much time did students spend to practise English in Tle at the GBHS Mbandjock?

5.3. Interpretation and discussion of the findings related to the S.H.3:

- **Group works, exposés, dialogues and debates are rarely used in class.**

Speaking, listening, reading and writing are the four skills needed to be enhanced in both first and second language learning contexts. As means of effective communication, speaking is one of the most important skills to be developed. Brown (1994) stated that, listening and speaking are learners' language tools.

According to Richards (1990, p.203), "Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability." In addition, Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995).

Hence, the most difficult skill language learners face in language learning is speaking skill. It is believed that speaking is the most important of the four language skills. "Many learners state that they have spent so many years studying English language but cannot speak

it appropriately and understandably” (Bueno et al., 2006). These integrated skills will increase interaction both with native and non-native speakers of English internationally. Hence, this phenomenon is observed with most of the French-speaking students at GBHS Mbandjock.

Graphic 9 presents the findings about the skills that are difficult for the Tle students in that school. Based on those findings, **speaking** appeared the most difficult skill with **48.58%**, followed by **listening (20.71%)** then **reading (15.71%)** and **writing (15%)** came at the bottom. Therefore, we can confirm the S.H.3 of this work by saying that speaking and listening are the most difficult language skills for French-speaking learners of English at the GBHS Mbandjock because they were neglected or not frequently taught and practised in class.

This unfortunate phenomenon can be justified with the findings presented on Graphic 10 about the frequency of oral exercises done in class per week. In fact, **50%** of the sample population said that oral exercises were **never** done in their classes. Besides, **37.14%** thought that oral exercises were rarely done.

However, seen from Graphics 9 and 10, we can understand why 48.58% of those learners found speaking skill difficult; it is simply because oral exercises are rarely or never taught in their classes. We cannot expect learners to be good at speaking if that skill itself is never the aim of the teaching process or, if the students do not have enough opportunities to practise the language in class.

The most important activities that can improve the speaking skills were neglected. Graphic 11 indicates that activities which involve debate and dialogue were almost absent in class. It is alarming to notice that, only **1.43%** of the activities done in Tle in GBHS Mbandjock involved the debates. Besides, the activities involving dialogue represented just **2.85%** of all the practice activities done in class. If a language is not used to interact, that is, to dialogue or debate, what is it used for? The activities that do not require interaction were mostly done. For instance, individual activities represented **47.86%**. This means that, more than 47% of the practice activities done by the Tle students in that school were individual; whereas, the new paradigm (CBA) which is directly linked to the socio constructivist theory, promotes the collaborative learning so that learners can construct the knowledge together. According to socio constructivism, the individual activities can be considered as **the level of actual development**; at that level, a learner is capable of solving problems independently. However, in an English language class, the “**zone of proximal development**” (the level of potential development) cannot be totally reached without the collaboration with peers or classmates. In other words,

grammar and vocabulary notions that a learner practises alone cannot be mature if s/he does not use them to dialogue or interact with others (teachers or peers).

¹⁰ Oral language is the ability to *listen and speak*. These essential everyday skills can improve with age-appropriate instruction and *practice*. However, English teachers face low oral performance in their classes due to different reasons. For example, syllabus focused on vocabulary memorization, *non-communicative activities*, [emphasis added] contextual constraints of space, *time* and resources. As a consequence, students have poor participation and interaction during English classes. (Urquijo, 2012) in (Bocanegra et al., 2018).

5.4. Interpretation and discussion of the findings related to the S.H.4:

- **There is inequality between the teacher's time and the learners' time.**

According to Simina et al. (2005, p316). "The basic tenet of constructivism is that learners construct their knowledge on their own by associating new with prior information. The significance of the learner's **interaction** with his/her social and physical environment is here of great importance; **the learner is at the center of the learning process while the tutor is seen as a facilitator, a guide.**" [emphasis added].

However, is a teacher just a guide in a class where learners' time represents less than one-fifth ($\frac{1}{5}$) of the duration of the lesson? On Graphic 12 that presents the findings about the "time spent for practice in class" by the learners, we can see that the modality "*less than 10 minutes*" represents **69%**. In fact, these results show how much time the teacher spent to teach and how much time the learners spent to *learn by doing*. In other words, "The Competency-Based Language Teaching classroom is a student-centered learning environment; students take control of their own learning by becoming active participants both in the construction of knowledge and decision making about what they want to learn. Through interaction with their peers on one hand, and scaffolded assistance from the teacher on the other hand, students construct knowledge on the issues or topics under study." (Nkemleke and Belibi, 2019, p.122)

It occurs that 69% of the Tle learners at the GBHS Mbandjock usually spend less than 10 minutes to practise English during a 55 minutes' lesson. It concretely means that learners just have less than **18%** of the time used in class, whereas the teacher uses more than **80%**. In this case, we believe that the learners are far from being at the centre of the learning process and the teacher also is far from being a guide or a facilitator, as stipulated by socio-

¹⁰ Bocanegra Bonilla Carolina & Ramirez Valencia Astrid (2018). Speaking Activities to Foster Students' Oral Performance at a Public School. Canadian Center of Science and Education. English Language Teaching; Volume 11 (Issue 8), doi: <https://doi.org/10.5539/elt.v11n8p65>

constructivism. The teacher is instead considered as an omniscient or an omnipotent in his class because he takes almost all the time to stuff learners' head instead of guiding them to construct knowledge themselves.

Seen from the above interpretation of findings, we can confirm the S.H.4 of this work by saying that there is inequality between the teacher's time and the learners' time in the classes of Tle at the GBHS Mbandjock. Therefore, this inequality prevents the learners from reaching the zone of proximal development or practicing English sufficiently so that they can speak it fluently.

To foster oral performance in the foreign language, we need to take into account three key factors: teachers, materials, and learners. Firstly, teachers should help learners to acquire language and skills that they will not be able to achieve on their own. Secondly, materials should facilitate second language speaking development. Materials should fall into three categories: Those that provide speaking practice; Those that promote language and skill learning; Those that facilitate meta-cognitive development. And thirdly, Learners should be encouraged to take responsibility for managing their learning and improving their speaking (Goh and Burns, 2012).

To sum up this chapter, the interpretation and the discussion of these findings permitted us to confirm all the hypotheses of this work. Based on this discussion of findings, we can finally confirm that there is a link between the incapacity of French speaking learners in the GBHS Mbandjock to express themselves fluently in English, and the contents of the lessons taught in class.

The main factors that contribute to that incapacity of the learners are the omnipresence of French language in the learning environment, the high frequency of structural contents in class, the outstanding absence of the communicative activities (pragmatic contents) in class and the inequality between the learners' time and the teacher's time in the teaching/learning process. Talking of the frequency of the structural contents, it appears that instead of learning to use the language to talk about the world, learners are taught to use the language to talk about the language itself (Banga, 2022).

Actually, speaking and listening are rarely taught in class due to inadequacy of the learning environment, lack of time and adequate instruments, the overlarge number of students per class and the lack of motivation as far as teachers are concerned. To overcome these factors, we propose a device that may foster the speaking skill in class.

CHAPTER SIX

THE REMINDER OF THE THEORIES AND THE DIDACTIC PERSPECTIVE

This chapter describes the didactic perspective chosen to enhance the implementation or the effectiveness of social constructivism and Communicative Language Teaching approach in an English language class. In other words, a communicative lesson plan that was experimented in the classes is minutely described in this chapter so that the CBA, the CLT or the socio-constructivist theory could be effective in an English language class. A lesson plan following the tenets of Social constructivism and Communicative Language Teaching is the main content of this chapter. In order to teach communicative English to French-speaking students, it is recommended in this chapter to teach communication through language and give enough time for practice in class.

6.1. The reminder of the theories

Since this study deals with the use of the English language to interact, it is essentially built upon the theories of Social constructivism and Communicative Language Teaching (CLT). According to the theory of social constructivism, language and the conceptual schemes that are transmitted by means of language are essentially social phenomena. As a result, human cognitive structures are essentially socially constructed. Knowledge is not simply constructed; it is co-constructed. So, the group work is very important for an effective English lesson.

Communicative Language Teaching implies that language teaching should be contextualized by presenting language items in situational settings in the classroom. In other

words, in CLT, language teachers should consider the formal structures in situational settings in the classroom. The most important thing here is to teach English language in real life situations, make the students practise the language orally and written, be it individually or in group.

6.2. The recommended lesson plan

The following lesson plan was taught in Terminale classes at the GBHS Mbandjock after the inquiry of the data. We recommend it to English teachers so as to teach communicative English according to social constructivism and Communicative Language Teaching. It is an adaptable device which gives sufficient time to learners to use language in real life situations. We noticed that, when students are given enough time and necessary elements of the language, they can practice English sufficiently in real life situations.

This lesson plan consists of five main parts such as **the discovery of the problem solving situation, the treatment of the problem solving situation, the confrontation, the statement of the rule and the consolidation**

- **The discovery of the problem solving situation (10 min)** it comprises the reading and the explanation of the objective of the lesson, the reading of the corpus and the answering of those questions individually, in pairs or in groups within a given amount of time.
- **The treatment of the problem solving situation** deals with the main contents of the lesson. These contents are generally hidden in a corpus or a set of images. The role of the teacher here is to present the situation. The learners will study the situation, find the problem (s) and solve it themselves; the teacher is there just to guide them.
- **The Confrontation:** here, individual students, pair or group leaders give their answers which are thrown back to the learners for crosschecking. The best answers are selected consensually and written on the board. The answers can be read individually or collectively.
- **the statement/formulation of the rule:** the teacher asks one or two recapitulative questions, the answers of which are going to be the notes for the learners to take home.
- **The consolidation:** the teacher gives an exercise to test the learners orally in order to make sure that the item taught is well understood.

THE LESSON PLAN

SCHOOL: GBHS MBANDJOCK

CLASS: T^{1e}

SUBJECT: ANGLAIS

MODULE: Citizenship and Human rights

RLS: discussing democracy

LESSON: Communicative English

for the award of a Master's degree in education (didactics)

ENROLMENT: 27
AGE: 16⁺
TIME: 11h25 – 12h20
DURATION: 55 minutes
NUMBER OF GROUPS: 06
TEACHER: Zra Inock

Teacher: Good morning class. I am going to share some papers on which you will find a short debate between A, B, and C.

The discovery of the problem solving situation (10 minutes)

Question: Who can read the objective of the lesson, please?

Question: who can rephrase this objective for us, please?

Expected answers: interacting on democracy with the appropriate expressions. / discussing on democracy using the correct words or expressions.

Corpus: study the debate below in group and each group should read it aloud before you answer all the questions following it.

A: hello! Please, *according to you*, is Cameroon a democratic country?

B: hi! *In my opinion*, Cameroon is a democratic country because people think freely, they can also express their opinion out loud and protest against decisions they *disagree with*.

A: Do Cameroonians really express their opinions out loud?

B: *as far as I am concerned*, they do if not, we would not be able to discuss this topic right now.

A: thank you for your point of view, Miss B. Please Mr C, do you agree with her?

C: *thank you for giving me the floor*, I *totally disagree with* Miss B. Actually, people can maybe think freely in Cameroon but they can't really express their thoughts loudly or protest against the governance. So, *I think that* democracy in Cameroon is a utopia.

A: why are you so categorical, please?

C: well, *I believe* facts prove it. In Cameroon journalists or individuals who tried to think freely and give their opinions about some political topics were murdered or jailed [...]

The treatment of the problem solving situation: (15 minutes)

Question 1: what is the debate all about?

Question 2: identify the expressions related to democracy in this dialogue.

Question 3: Identify the expressions the speakers use in order to state their points of view:

a- when they agree, what do they say?

b- when they disagree, what do they say?

Question 4: Name other similar expressions that you know to:

- a- Talk about democracy
- b- Express a point of view for
- c- Express a point of view against

The confrontation and statement of the rule (10 minutes)

Learners read, study the debate attentively and come out with the following possible answers. The teacher guides the learners to rephrase their answers properly.

Expected answer 1: the dialogue talks about Democracy in Cameroon.

Expected answer 2: the expressions related to democracy in this passage are “**think freely**” (freedom of thought), “**express the opinions out loud**” (freedom of speech), “**protest against decisions they disagree with**”

Expected answer 3:

- a) When we agree with someone, we should say *of course* or *I agree with you*.
- b) When we disagree with someone, we should say *I disagree with you* or *I totally disagree with you*.

Expected answer 4:

- a) To talk about democracy, we can use expressions such as: *protection of minority rights, bad governance, human rights, good governance...*
- b) To express a point of view for, we can say: *personally I think..., I would argue that... my view is that..., I am of the opinion...*
- c) To express a point of view against, we can say: *I strongly oppose..., I reject the idea of..., I object to...*

The consolidation: (15 minutes)

Oral exercise

Question 1: with whom do you agree in this debate? Why?

Question 2: with whom do you disagree in this debate? Why?

Expected answer 1: learners choose either Miss B or Mr C then they justify their choice.

- I agree with Miss B because I believe that our democracy is unique and special ...
- I agree with Mr C because democracy does not exist in Cameroon...
- I think Miss B is right because we are free to think in Cameroon...

Expected answer 2: learners choose either Miss B or Mr C then they justify their choice as follows:

- I reject the idea of Miss B because people cannot protest against decisions of the government in Cameroon.

- I strongly oppose the idea of Mr C because people express their opinions loudly in our country.
- I object to the idea of Mr C because our democracy is on the right way even if it is not perfect.

HOMEWORK

Task 1: the teacher forms three groups: **the first one** will support the idea that **democracy is a reality in Cameroon**, **the second** will defend the idea that **democracy is instead a utopia in Cameroon** and **the third group** will stand as **the members of the jury**.

Task 2 is to role-play your debate in class.

Instructions: avoid reading as possible as you can, you should speak quite slowly and aloud enough so that everyone in class can listen to what you say;

feedback: (5 min). After the role-play, the classmates have maximum two (02) minutes to comment the presentations. They should appreciate the good points of the work and clearly talk about the negative points in a polite manner.

NB: See **Appendix 4** on page **xiv** to have a look at the sample of the written part of the learners' debate.

GENERAL CONCLUSION

This study is all about teaching English to the speakers of other languages and the development of language skills. The research was carried out at the Government Bilingual High School Mbandjock, more precisely in Upper-Sanaga Division in the centre region (Cameroon). The target population was the students of Terminale classes during the school year 2022/2023. The emphasis is made on the communicative competence because human beings are programmed to speak before they learn to read and write. Humans spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill for it is one of the abilities that is needed to perform a conversation. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Rivers (1981) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined.

However, it appears that language learners at the Government Bilingual High School Mbandjock are not able to communicate fluently and accurately because they do not have enough knowledge in the speaking skill. When we talk about speaking in this work, we do not mean just saying the words through mouth or pronouncing words. It means conveying the message or communicating through the words of mouth. This skill is quite ignored in Terminale classes in this school. Learners do not have enough opportunity either in their classes or outside to speak English. The focus of the teachers here is on metalinguistic or the structure of the language, and the exams are essentially written (learners are asked to complete the gaps, choose the correct word, tick the answer, answer true or false...).

In the same point of view, Banga Amvéne (2022, p.289), also stated that “It is quite probable that the education system is more concerned with linguistic and metalinguistic competences... students have learned more about how to conjugate the verb "to be" in the present and the past simple tenses, than how to use the verb in order to give their age (I **am** 20) or date of birth (I **was** born on)”.

Clifford (1987) continues in the same view by saying that “Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavourable teacher-student proportions. Speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests.”

The main objective of this work is *to contribute to the teaching of communicative English, especially the teaching of speaking to French-speaking Cameroonians in the GBHS Mbandjock*. Therefore, the general research question was to verify *if there is any link between the incapacity of the speakers of other languages to fluently express themselves in English and, what is taught in class*. Thus, seen from the findings, it appears that the French speaking learners in GBHS Mbandjock are poor in speaking because most of the lessons and the evaluations are on “linguistic and metalinguistic competences”.

In fact, despite the adoption of the new paradigm which is the Competency Based Approach, the speaking skill is rarely taught and evaluated, whereas grammar lessons and written evaluations are always present in the teaching-learning process. However, we cannot expect learners to fluently express themselves in oral English if they rarely have the opportunity to practise it effectively, or if they are not effectively at the center of the learning process. That is expecting somebody to vomit something that they have never swallowed.

To verify that incapacity, four specific questions were asked for this research, and the answers to those questions are found in the following statistics: The first question is: *What is taught in*

English language to speakers of other languages? The statistics on the table (14) show that grammar lessons are **95.24% always** taught whereas the speaking lessons are **69.05 % rarely** taught. The second specific research question here is: *Which English language skills are the most difficult to French-speaking learners of English?* Since the frequency of the speaking lessons is 69.05% rare, the speaking skill logically appears the most difficult. Therefore, the findings show that **61.90%** of the respondents are said to be poor in oral English, whereas **62 %** of the same population is fair in written English.

The third specific question of this work was to know if *there is inequality between the time spent to teach and the time spent to learn in class?* This question is directly linked to the main theory (the socio-constructivism) of this study. The findings on the table (14) demonstrate that up to **53 %** of the learners judged they just spent less than 10 minutes to practise English during a 55 minutes' lesson. This simply means that the teacher uses more than **80%** of the time allowed for the lesson, and the learners use less than **20%** to practise; hence the learners are not put at the center of the learning process in this school as stipulated by the CBA in effect. The fourth and last specific question was *about the strategies used by teachers to evaluate the communicative skills*. Based on the findings, little efforts are made in order to evaluate the communicative skills because the most important activities used to teach and evaluate speaking such as dialogue and debate are almost absent in class. The table (14) shows that, the dialogue is **3.57%** role-played, and the debate is **2.38%** performed.

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APPENDIXES

Appendix 1 : Autorisation de recherche

Appendix 2 : Authorisation note

Appendix 3: The sample of the questionnaire

Appendix 4: The sample of the learners' debate (dramatized in class)

Appendix 5 : Some logbook pages

Appendix 1 : Autorisation de recherche

REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DE DIDACTIQUE DES
DISCIPLINES



REPUBLIC OF CAMEROON
Peace –Work - Fatherland

THE UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

DEPARTMENT OF DIDACTICS

Le Doyen

The Dean

N°...17.../21/UYI/VDSSE.

AUTORISATION DE RECHERCHE

Je soussigné (e), **Professeur MOUPOU Moïse**, Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé I, certifie que l'étudiant **ZRA INOCK** Matricule **19Y3012** est inscrit en Master II à la Faculté des Sciences de l'Education, Département : DIDACTIQUE DES DISCIPLINES, Filière : DIDACTIQUE DES DISCIPLINE, Spécialité : DIDACTIQUE DE LETTRES BILINGUES, année académique 2020/2021

L'intéressé (e) doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master. Il travaille sous la direction du **Pr. AMBASSA BETOKO MT**. Son sujet est intitulé: « *Teaching communicative English to the speakers of other languages and the development of skills* »

Je vous saurai gré de bien vouloir le (la) recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider à conduire ses travaux de recherche.

En foi de quoi, cette attestation de recherche lui est délivrée pour servir et valoir ce que de droit /.

Fait à Yaoundé le...01 MARS...2021....

Pour le Doyen et par ordre

GO Etienne
Professeur

Appendix 2: Authorization note

REPUBLIC OF CAMEROON

MINISTRY OF SECONDARY EDUCATION

REGIONAL DELEGATION OF CENTRE

DIVISIONAL DELEGATION FOR UPPER SANAGA

GOVERNMENT BILINGUAL HIGH SCHOOL
MBANDJOCK



REPUBLIQUE DU CAMEROON

MINISTRE DES ENSEIGNEMENTS
SECONDAIRES

DELEGATION REGIONALE DU CENTRE

DELEGATION DEPARTEMENTALE DE LA HAUTE
SANAGA

LYCEE BILINGUE DE MBANDJOCK

PO BOX 100 MBANDJOCK / TEL. 696 88 46 24

AUTHORISATION NOTE

I, the undersigned Jean de Dieu Ayissi
Editorialiste
Professeur des Lycées Principal of the Government
Bilingual High School Mbandjock, certifies that the researcher **ZRA INOCK**, Registration
Number 19Y3012 is authorised to collect data in GBHS Mbandjock as part of his research on
the theme: *Teaching Communicative English to the Speakers of Other Languages and the
Development of language Skills: The case study of French-speaking learners in GBHS
Mbandjock.*

In witness whereof, this note is issued to him to serve and assert what is right. /



23 NOV 2022
Jean de Dieu Ayissi
Editorialiste
Professeur des Lycées

Appendix 3: The sample of the questionnaire

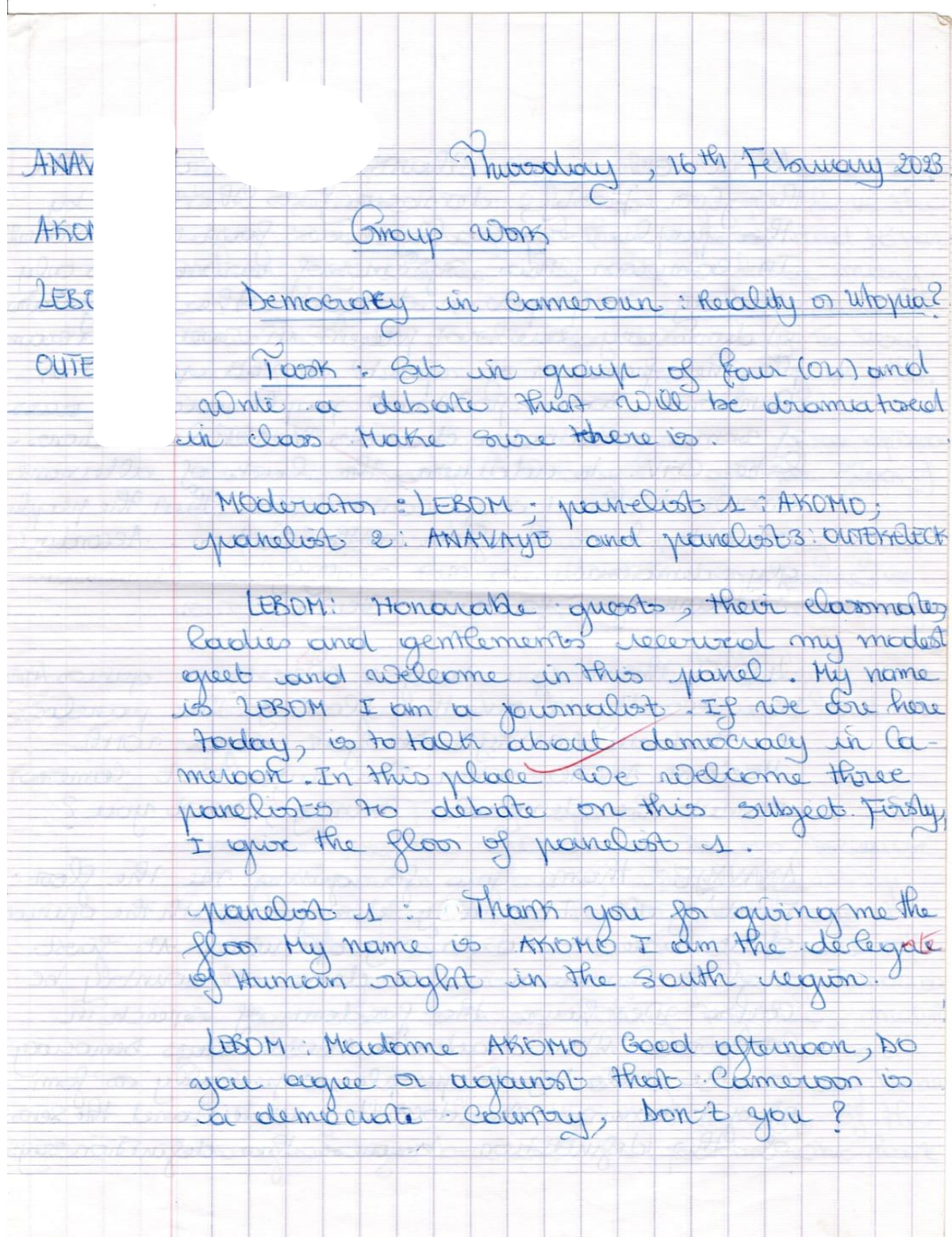
QUESTIONNAIRE

Hello, I am Mr ZRA INOCK, researcher at the University of Yaounde1, faculty of education, department of didactics. We are asking for your opinion about teaching/learning English. Your response will be kept confidential when reporting the results.

NB: Mark (X) only on the oval

- Q1. Your gender is: a) female; b) Male
- Q2. Which class are you? a) Tle All ; b) Tle C
- Q3. Your age group is: a) 19 years and below; b) 20-25 years old; c) 26 years and above.
- Q4. Your Spoken (oral) English is: a) Good b) Fair c) Poor
- Q5. Which language do you speak at home?
- a) Mother tongue only
- b) French only
- c) French and mother tongue
- d) Others _____
- Q6. Which language do you speak with your friends/classmates?
- a) French only
- b) French and English
- c) Others _____
- Q7. Which language does your English teacher speak in class?
- a) French only
- b) French and English
- c) English only
- d) Others _____
- Q8. How often do you have GRAMMAR lessons in English per week? a) Always; b) Rarely c) Never
- Q9. How often do you have SPEAKING lessons in English per week? a) Always b) Rarely c) Never
- Q10. Choose (2) most difficult skills in English? a) Speaking b) Listening c) Writing d) Reading
- Q11. Situate your usual performance in T^{le} in English language evaluation:
- a) [00 -09 /20]
- b) [10 - 14/20]
- c) [15 - 17/20]
- d) [18 - 20/20]
- Q12. How often do you have oral exercises in class? a) Always; b) Rarely; c) Never
- Q13. What are the two (02) activities that are most used for practices in your class?
- a) Individual activities
- b) Debates or exposés
- c) Dialogues
- d) Group work
- Q14. How long do you usually spend to practise English in class during or at the end of a 55 minutes lesson?
- a) Less than 10 minutes
- b) More than 15 minutes
- c) 00 minute
- d) Other _____

Appendix 4: The sample of the learners' debate (dramatized in class)



1/4

AKOMO: once again thank you for giving me the floor. Firstly, democracy is the rule by the people, especially as form of government. In Cameroon, this system of governance is only reality in papers, because the manifestations of democracy are not present in society for example the freedom of speech is not present in Cameroon. Some political people are not access of some national channels TV while elections like CRTV. In addition, the lack of alternance shows without any contradiction that the people are not have the floor with election. Accordingly democracy is not really in Cameroon. Thank you for kind attention.

LEBOM: thank you to give ^{us} we your opinion AKOMO. secondly I give the floor of the panelist 2. Madame ANAVAYE Do you agree with Madame AKOMO when she says that Cameroon is not the democrat country, don't you?

ANAVAYE: thank you for giving me the floor. First of all I totally disagree with the opinion of Madame AKOMO. In my opinion, at first sight Cameroon is a democratic country, because we have the freedom of speech in Cameroon. When Madame AKOMO says democracy is the rule by the people, especially as form of government. She doesn't understand the sense of this definition because this definition says

that people have the right to vote and choose their leader. In Cameroon people have the right to vote, to express their opinion and to participate in decision. all values have many advantages such as living together, multiculturalism. All in all democracy is very really in Cameroon. Thank you for your attention.

LEBOM: Thank you to give me your opinion madame ANAVIYE. Thirdly, I give the floor of panelist 3.

panelist 3: Thank you for having given me the floor Madame ~~LEBOM~~. My name is OUTREBLOCK. I am rector of Douala university.

LEBOM: Madame ~~OUTREBLOCK~~ ^{what} do you think about the opinion of Madame ANOMBO and ANAVIYE; Don't you?

OUTREBLOCK: For my opinion I am not totally convinced by the opinion of ANOMBO, because in Cameroon is a country which grows-up and people have the rights to vote, to express their opinion and to participate in decision. you have many fruits of democracy in Cameroon such as living together, multiculturalism but Madame ANOMBO has not strong about the absence of democracy because today we have the dictatorship of the bourgeois yes because the persons who have

more money than other persons are better than we and we have corruption which have the consequences for example tribal conflict the children of bourgeois have the rights to be more beauty, more intelligent than the children of people of the Middle class. Thank you for your kind attention

LESSON! At the last we can say that Cameroon is a democratic country but this democracy is not respect any ~~time~~ of all aspects it is the end of this edition Thank you to these panelists to participate in this edition Thank ^{you} ladies and gentlemen for your kind attention

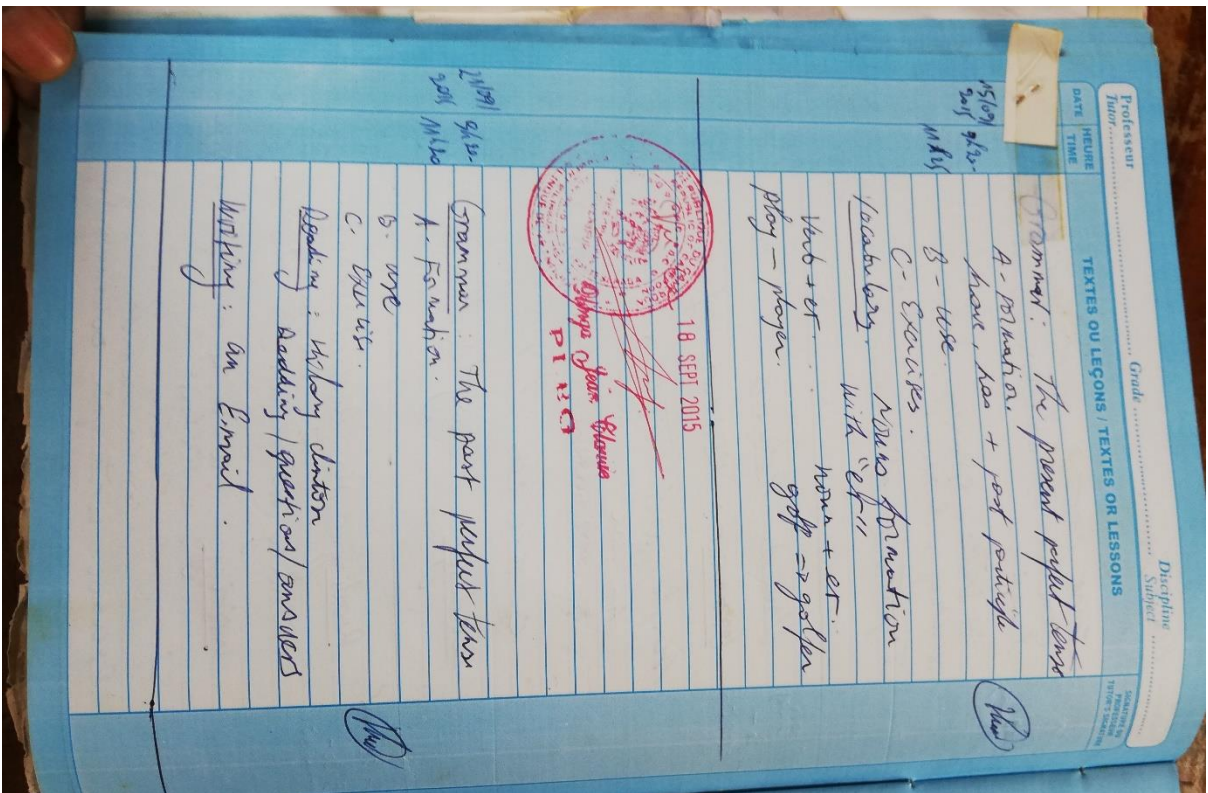
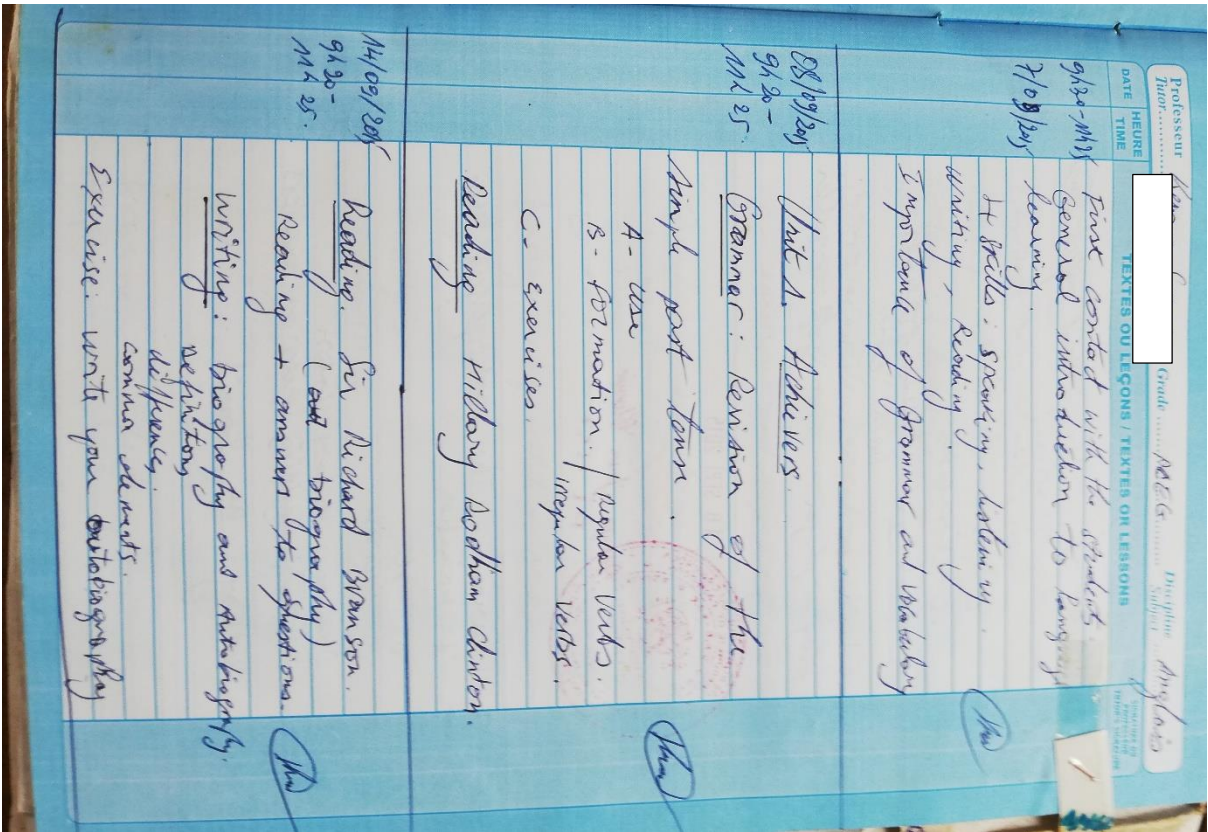
Appendix 5: Some logbook pages

DATE & HEURE Date & heure	Pour le Date assignment	NOM & PRENOMS du PROFESSEUR Teacher's Name	GRADE
09/09/18 10:30- 12:45			PREES
<p>1st Contact General review of their knowledge On capital language Language: skills strategy writing reading</p>			
<p>That I believe. Grammar: The past simple tense I. Form II. Use Objective: Students should be able to use verbs at the past tense correctly in sentences. Reading 3 Definition of adjectives Name of some adjectives A-2 rules for success: properly</p>			
<p>Vocabulering (from reading 3) goals, mistake, needs, before, smart student. Writing: emails, faxes and memos. I. Definition II. Structure</p>			

DATE & HEURE Date & heure	Pour le Date assignment	NOM & PRENOMS du PROFESSEUR Teacher's Name	GRADE
11/09/18 10:45- 12:45			
<p>Writing: biography and auto biography I. Definition II. Grammar elements III. Exercises for practice Reading: biographies of Steo and J. Imran</p>			
<p>Grammar: present perfect and I. present perfect A. Formation B. Use II. past perfect A. Formation B. Use Vocabulering: word formation A. verb + er B. number Summary of Unit 1</p>			
<p>1st lesson (evaluation Essay (no marks) Grammar (no marks)</p>			

DATE	HEURE	Discipline	Subject
14/09/14/15 2015 9:45		PLEG	ANGLAIS
18/09/2015	9:30		
<p>First Contact with Students and Dishington of Time Table. - Small drill on oral communication to judge students' level.</p>			
<p>UNIT 1: ACHIEVERS. Introduction.</p>			
<p>SPEAKING: Expressing opinions on celebrities.</p>			
<p>READING: Read the text on History Clinton and answered questions concerning the text.</p>			
<p>Home work: Ex 3, page 6. Vocabulary exercise page 7.</p>			
<p>18/09/2015 18 SEPT 2015</p>			
<p>Correction of Home work. READING: Read the text on Tina Turner and built up a time chart.</p>			
<p>GRAMMAR: The Simple Past Tense. Lesson and exercises.</p>			

DATE & HEURE	Matiere / Subject	NOM de l'ENSEIGNANT, du PROFESSEUR	GRADE
14/09/15 9:30			
<p>Unit 2. At the movies. Speaking: What is a film? different types of films - target audience of a film - interpretation of posters.</p>			
<p>Reading 1 A film for today. Students read and answer questions.</p>			
<p>Correction of the first exposure + Explanations.</p>			
<p>Grammar: Revision: the present continuous on the 3rd person sing. I ride a bike, you ride, he/she, all are riding, some body, that, all Vocabulary: words related to movies cartoon, humor, lawsuit, thrill, plot, setting, actor/actress.</p>			








DATE	HEURE	TEXTES OU LEÇONS / TEXTES OR LESSONS	Grado	Discipline	Subject
08/01 08/01 2016	1:50	Nature of the lesson: Grammar. Title of the lesson: The great project. Expected competency: To discuss great actions having occurred before others. Resources: students, teacher. Essential knowledge: Formation of great project and images.			
08/03 08/03 2016	1:45	Nature of the lesson: Speaking. Title of the lesson: The medical field. Expected competent action: students should be able to talk of the medical field using appropriate diction. Resources: verbs, students. Essential knowledge: words related to the medical field.			
10/03 10/03 2016	9:20	Some exercises on the future perfect. No category; some exercises on politics			

Date	Heure	Textes ou Leçons / Texts or Lessons	Grado
06/08/2014		FIRST CONTACT WITH STUDENTS - Self introduction - Timetable & course materials - class rules	
08/09 08/09 2014		BASICS OF ENGLISH - Language skills - Word classes	
13/09 13/09 2014		MODULE 2: FAMILY AND SOCIAL LIFE TITLE: Using language to provide personal information. R.L.S 1: Applying for a National Identity card / Passport. - Personal information needed - Procedure - Places where to go	
16/09 16/09 2014		Grammar: Using imperatives to give instructions eg: Fill in the application form	

Noms du Professeur : _____		Grade _____	
Matière : _____		Matière : _____	
Date	Heure / Time	Textes ou Leçons / Texts or Lessons	
28/10 2021		<p>MODULE 2 ECONOMIC LIFE AND OCCUPATIONS</p> <p>TITLE: Using language to talk about consumer economy and community resources management.</p> <p>Speaking activities on shopping.</p> <ul style="list-style-type: none"> - grammar - shopping places - shopping methods <p>Vu le 21 OCT 2021</p> <p><i>Schwartz</i> <i>Michelle</i> PLEG HIST/GEO/ECN</p> <p></p>	
28/10 2021		<p>CONSUMER SERVICES</p> <p>- Reading and answers to questions (Page 42-45)</p> <p>- Comparing prices and quality to determine best-buys.</p> <p>Grammar: Using comparatives and superlatives of adjectives.</p> <ul style="list-style-type: none"> - Formation - Usage <p>Vocabulaire: Words and expressions pertaining to economic life</p>	

Noms du Professeur : _____		Grade _____	
Matière : _____		Matière : _____	
Date	Heure / Time	Textes ou Leçons / Texts or Lessons	
28/10 2021		<p>WRITING A SPEECH</p> <p>Situation: organizing a fund-raising to solve community problem.</p> <ul style="list-style-type: none"> → Format of a speech. → Sample topic → Assignment <p>Vu le 07 DEC 2021</p> <p><i>Schwartz</i> <i>Michelle</i> PLEG HIST/GEO/ECN</p> <p></p>	
18/11 2021		<p>PRESENT IN CLASS</p> <p>GRAMMAR: EXPRESSING PREFERENCES</p> <ul style="list-style-type: none"> - prefer - would rather - would prefer <p>Explanation + Exercise.</p>	
29/11 2021		<p>HPRM011755 EXAMS</p> <p>2nd Evaluation.</p>	
29/11 2021		<p>MODULE 3 ENVIRONMENT, WELL-BEING AND HEALTH</p> <p>TITLE: Using language to talk about health care and create environmental awareness</p>	

Subject	Date	Heure / Time	Textes ou Leçons / Texts or Lessons	Signature de l'enseignant / Teacher's signature
	Vu le 21 OCT 2021		<p>  BELIBI KOUNOU Hortense Pascaline P.LEG.-L.M.F. C.P.-ESG </p> <p> Vu le 29-10-2021 MODULE 1 FAMILY AND SOCIAL LIFE TITLE: Using language to talk about oneself / provide personal information - Speaking activities RLS 1: Applying for a passport Procedure and documents to be provided. (vocabulary) Grammar: Using imperatives to give instructions on how to apply for an ID card. - Leçons - Explication - Exercice </p>	 Vu le 21 OCT 2021 Signature de l'enseignant / Teacher's signature

Subject	Date	Heure / Time	Textes ou Leçons / Texts or Lessons	Signature de l'enseignant / Teacher's signature
	29/11/2021		<p> PHARMACIENS EXAMENS MODULE 3 ENVIRONMENT, WELL-BEING & HEALTH TITLE: Using language to talk about health, safety and create environmental awareness. - Speaking activities ACTIVITIES: ① Speech to sensitize on COVID-19 ② Slogans ③ Presentation topics given. </p>	 Vu le 01 FEV 2022 Signature de l'enseignant / Teacher's signature
	06/12/2021		<p> CORRECTION DE 2^{de} EVALUATION Success rate: 30% Highest score: 17/20 Lowest score: 08/20 Vu le 01 FEV 2022 Signature de l'enseignant / Teacher's signature </p>	 Vu le 01 FEV 2022 Signature de l'enseignant / Teacher's signature
	02/01/2022		<p> GRAMMAIRE: Using relative clauses - Relative pronouns - Clauses - Explication + Exercice </p>	 Vu le 01 FEV 2022 Signature de l'enseignant / Teacher's signature

