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**COLLABORATIVE EDUCATIONAL INTERVENTION IN THE
COMPETENCY BASED APPROACH AND THE DEVELOPMENT
OF FRANCOPHONE PUPILS' ORAL SKILLS: THE CASE OF
COURS MOYEN 1 PUPILS IN THE INCLUSIVE SCHOOL OF
KRIBI 1**

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Master's Degree in Didactics with specialization in Didactics of Bilingual Letters

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DEDICATION

To all those pupils who died or could not be educated due to the North-West and South-West
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LIST OF ABBREVIATIONS AND ACRONYMS

CBA	: Competency Based Approach
CBE	: Competency Based Education
CBELT	: Competency Based English Language Teaching
CBL	: Competency Based Learning
CBLT	: Competency Based Language Teaching
CE	: <i>Cours élémentaire</i>
CL	: Cooperative Learning
CLT	: Communicative language teaching
CM	: <i>Cours Moyen</i>
CP	: <i>Cours préparatoire</i>
CRAPEL	: <i>Centre de recherches et d'applications pédagogiques en langue</i>
CRIE	: <i>Centre de Recherche de l'Intervention Educative</i>
EFL	: English as a Foreign Language
ENIEG	: <i>Ecole Normal des Instituteurs de l'Enseignement Général</i>
G.C.E A	: <i>Advanced General Certificate of Education</i>
GTTC	: Government Teacher's Training College
IEMP	: <i>Instituteur d'Enseignement Maternel et Primaire</i>
ILT	: Integrated Learning Themes
L2	: Second Language
MEI	: Method of Educational intervention
MINEDUB	: <i>Ministère de l'Education de Base</i>
MINESEC	: <i>Ministère de l'Education Sécondaire</i>
MKO	: More knowledgeable other
NPA	: New pedagogical approach
PBL	: Project Based learning
PD	: Professional Development
POA	: Pedagogy of Objectives Approach
SCI	: <i>Socio-constructivisme Interactif</i>
SEI	: Socio-educational Intervention
TPD	: Teachers professional development
TPR	: Total physical response
UK	: United Kingdom
UNESCO	: United Nations Educational Scientific and Cultural Organisation
UNICEF	: United Nations International Children Emergency Fund
USA	: United States of America
ZPD	: Zone of proximal development

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ABSTRACT

This research on «*Collaborative Educational Intervention, in the Competency-Based Approach and the Development of Oral Skill in Level Three Primary School Pupils in the Francophone Sub-System of Education*” has been conducted after observing that pupils’ communicative skills, especially the oral skill, are very low, even with the change of pedagogic approach which immerses them in learning situations. The research is out to demonstrate that the collaboration of two teachers trained under the same approach but having two different linguistic epistemologies and backgrounds, under the Competency Based Approach (CBA) context, will impact on pupils’ communicative skills. It also questions the francophone teacher’s (referred here as the practitioner), willingness to learn; the social implication in the fulfillment of this task, that is the practitioner’s professional/ linguistic development and pupils’ language proficiency improvement. In order to affirm or negate the main hypothesis that pupils of the francophone sub-system of education oral skill, can improve thanks to a collaborative educational intervention, a qualitative case study research was conducted in a purely francophone school, with as sample four (04) *cours moyen un* (CM1) pupils, their main teacher and an anglophone teacher. While using the content and thematic descriptive method of data analysis, the instruments used for data collection were documentary check list, Camera for observation and tape recorder for interview. The result obtained from the field proved that the practitioner self-implication, scaffolding and authentic materials used during teaching-learning situations and in context as well as the implication of extra-curricular support are vital aspects for collaborative educational interventions to improve the practitioner’s language proficiency and practice as well as pupils’ oral skills.

Keywords: Collaborative educational intervention; Oral skills; Competency Based Approach; Level three pupils.

RÉSUMÉ

La présente recherche porte sur « Intervention éducative collaborative dans le cadre de l'approche par compétences et développement des compétences orales des élèves du niveau 3 de l'école primaire dans le sous-système d'éducation francophone » Le constat fait est que les compétences communicatives des élèves du sous-système francophone, en particulier les performances orales, sont très faibles malgré le changement d'approche pédagogique qui les implique dans la situation d'apprentissage. L'objectif principal est de démontrer que la collaboration de deux enseignants formés selon la même approche, mais ayant deux épistémologies linguistiques et des parcours différents, dans le contexte de l'approche par compétences (APC), a un impact sur les compétences communicatives des élèves. La recherche questionne la volonté d'apprendre de l'enseignant francophone (appelé ici le praticien) et l'implication sociale dans l'accomplissement de cette tâche, c'est-à-dire le développement professionnel/linguistique du praticien et l'amélioration de la compétence linguistique des élèves. Afin d'affirmer ou d'infirmer l'hypothèse principale selon laquelle les compétences orales des élèves du sous-système francophone peuvent s'améliorer grâce à une intervention éducative collaborative, une étude de cas qualitative a été menée dans une école purement francophone, avec comme échantillon quatre (04) élèves de cours moyen un (CM1), leur instituteur principal et un instituteur anglophone. Tout en utilisant la méthode descriptive d'analyse de contenu thématique des données, les instruments utilisés pour la collecte des données étaient des documents, la caméra pour l'observation et le magnétophone pour l'entretien. Les résultats obtenus sur le terrain ont prouvé que l'auto-implication du praticien, les étayages et les outils utilisés pendant la situation d'enseignement-apprentissage et dans le contexte, ainsi que l'implication du soutien extra-scolaire, sont des aspects vitaux pour les interventions d'éducation collaborative afin d'améliorer la compétence et la pratique linguistiques du praticien, ainsi que les compétences orales des élèves.

Mots clés : Intervention éducative collaborative ; Compétences Orales ; Approche par Compétences ; Elèves de niveau 3.

GENERAL INTRODUCTION

Cameroon is a rich country by its mineral resources, sites and cultural diversity. This cultural wealth implies the diverse local traditions and customs as well as 250 indigenous languages (Kouega :2007). Though the country's linguistic diversity is an advantage, it tends to be tricky when brought to the domain of instruction. Nevertheless, as a mandated country, it has as colonial heritage French and English languages, used in the two Cameroon sub-systems of education. Each sub-system has the other language as compulsory subject of instruction respectively, with the aim of ensuring effective bilingualism. As opposed to the secondary and tertiary level of education in the country, whereby each school subject is being handled by an expert, the ministerial order N°21/E/59 of May 15, 1996 of Basic Education, instructs every primary school teacher to teach all the subjects syllabus, second language included.

Unfortunately, most of the ENIEG (Ecole Normale des Instituteurs de l'Enseignement Général) and GTTC (Government Teachers' Training College) lay emphasis on the teaching techniques, methodology, first language and enforced approach, leading to unskilled second language teachers, in general and of English language in particular, on the field, which directly impact on pupils' English language proficiency. This issue has been observed by many researchers among whom are Nneck (2015), Belibi (2018) and Kouega and Onana (2018). From a panoramic view, the above-mentioned researchers, portray a crack that started from the teachers' training to their field work, with the best will in the world, one can only go so far. While, when throwing a microscopic glance, it is clear that these francophone English language limited skill teachers, greatly affect their pupils' English language proficiency at the end of these pupils' primary school course. Dices are thrown, many francophones English language limited skill teachers are "training" pupils in a language that they do not master regardless of future effects on bilingualism. On the field, small training sessions, organised during pedagogic days, seems to be ineffective. So, the assistance of a more knowledgeable order is deemed necessary to save these teachers educational intervention, or a collaborative educational intervention, which will place them in the centre of their practice, is needed.

As opposed to a collaboration that involves a researcher and a classroom teacher, a teacher-teacher collaboration is deemed feasible due to the limited number of English language researchers in our context. Therefore, as advocated by Lieberman (1986), the collaborative educational intervention will engage an Anglophone teacher, trained in a GTTC

under the CBA (referred as the teacher) to work with the francophone teacher, trained in an ENIEG under the CBA (referred as the practitioner) during the different phases of educational intervention, that is, the pre-active phase; the interactive phase and the post active phase (Lenoir, 2002). The educational intervention, engages the practitioner into a reflexive co-construction of his knowledge as well as the development of teaching strategies which enable him to tackle problems faced during or surrounding the teaching practice, as well as become a reflexive practitioner.

Immersed in a reflexive practice, the practitioner interacts with a more knowledgeable order (Vygotsky, 1978) prior and after classroom activities, with him/herself during “teacher’s thinking” activities (Circurel, 2011) and with pupils during classroom activities. This reflexive action interweaves divergent practices, resulting from different cultures, epistemologies, experiences while paying keen attention at the pupils’ culture, background and sensitivity, in other words, the psychoaffective dimension that links pupils to their teacher during classroom interaction. Subsequently, this dual reflexive collaboration will lead to a reflexive situational pedagogical-didactic intervention between the Teacher-Knowledge-Pupils (Nkeck, 2015). Thus, for the collaborative educational intervention to be viable, it has to comply with the enforced educational law, norms and approaches for contextual consistency.

Lenoir’s (2018), fourth fundamental of educational intervention does not dissociate teaching and learning activities from social processes as well as the production of reality. It is thus distinguished from the real as a result of a social, intersubjective, constructionist and therefore dialogical process. Knowledge taught in school is not taken from a vacuum. It is transformed social knowledge, which has to be applied by individual in their immediate environment. In this light, for pupil effective understanding and application, a continuum has to be ensured from the classroom to social environment application or by a collaboration between the practitioner-pupils-social actors whereby, these actors take the driving seat of educational intervention in society, also referred as socio-educational intervention by Larose et al (2013). Though a continuum, socio-educational intervention appears as an educational support exercised on pupils which empowers them on their language practice thanks to the community and facilitates the treatment of some problems encountered during teaching/learning process such as epistemological obstacles and false representations.

Vergnaud (1989, 2001, 2007, 2013), uses these representations and conceptualization to understand the steps undertaken by pupils to acquire new skills during the learning process,

through the analyses of schema used in situation (learning or not). According to Vergnaud (1989), representations give a view on a “relative complexity of problems, errors, interpretation of statements, symbolisms and explanations”, that they face during knowledge acquisition in situation. It was therefore noticed that pupils apply their experiences, witnesses and what they have as frameworks or patterns in new situations, to acquire new information and seek to give sense.

Based on these situations, Jonnaert (2009) develops the interactive socio-constructivism model. According to him, knowledge/skill construction is done in situation with respect to a socio-cultural environment. In situations, the pupils are immersed into dialectic and reflective interactions which enable them to improve their language skills through the questioning of new knowledge. These questions generally arise from the cognitive conflict during social interaction. Society is therefore used as the facilitator of language application and learning in context while the school regulates it. Here, knowledge construction is all about the cognitive manipulation of ideas, skills, knowledge and conceptions in relation to the studied skill/ knowledge. In other words, a pupil’s critical thinking is put forth while using his skills to interact in situations in a given context.

In a context of competency development, Richards and Rodgers (2014), Competency Based Language Teaching (CBLT) describe linguistic competency as pupils’ ability to interact properly using language through speaking, listening, writing and reading whereby they have to convey resources such as grammatical rules, vocabulary, just to name a few, in order to perform a given task in a given context. Linguistic competency development, thus entails placing pupils in an integrative learning context which will enable them to use the language to solve daily situations. Therefore, the teachers’ action, which is guided by the curriculum (MINEDUB 2018 curriculum), which states that at “*the end of the course, the learners should be able to communicate in the English Language by listening, speaking, reading and writing effectively*”, centres his intervention on the development of pupils linguistic and intellectual capacities in school that will be used out of school, in real-life situations and in the pupils immediate context, since language is a socially used tool meant for interaction and communication in a given context.

Underpinned by Lenoir’s (2018) fundamentals of educational intervention, whereby two professionals of two different linguistic cultures, collaborate in a Competency Based Language Teaching approach, in a reflexive and dialectic process, for the improvement of the

practitioner's practice and pupils oral skill development, the collaborative educational intervention will be divided into three phases (pre-active, interactive and the post active) to enable the construction and the restructuring of knowledge according to the new ideas that arise from the representation of pupils during interaction in situation. Thus, since the dissertation is the presentation of research ideas and in order to remain in the scope of educational research, this work is divided into five chapters, with a general introduction:

The general introduction, encompasses the context; formulation of the research problem; research questions; research objectives; Significance and originality of the research; scope and delimitation of the dissertation; and the structure of the dissertation.

On the other hand, Chapter One (1), which is the improvement of francophone oral skills presents the concept of educational intervention; Methods of educational intervention used in the primary school; improvement of oral skills in the primary school; some theories framing the research such as Piaget's (1964) Cognitive Development and types of Intellectual Compensations and Vergnaud's (2001, 2007, 2013) concept of Scheme and Situations.

As a continuation of the previous chapter, Chapter Two (2) which has do with the Mediation of Skills in the Competency Based Approach (CBA), presents some CBA theories such as Chomsky's Competence and Performance (1965, 2014), Jonnaert's Interactive Socio-Constructivism model (SCI) (2009), Circurel' Classroom interaction (2011) and the theoretical statement of this research.

Again, Chapter Three (3) focuses on the research methodology as well as equipment used to support or weaken the research hypothesis. Here, the research statement is formulated and precised, the modalities and indicators of subthemes derived from the collaborative educational intervention and the improvement of francophone oral skills are brought out; the research question; area of investigation; sample population; data collection instruments; data analysis techniques; techniques of data analyses. Thus, to fulfil this qualitative case study research, video recorder was used to record classroom activities, while after selecting the sample population following the purposeful sampling, the pupils were interviewed and recorded.

Chapter Four (4) is all about the presentation of data and its analysis. It is presented according to the subthemes derived from the main research topic and the summary of the analysis. Here, the data collected on the field enables to confirm or negated the prior stated

hypothesis on the collaborative educational intervention as a facilitator of oral skill proficiency improvement, through the analysis with respect to the chosen research methodology.

Chapter Five (5) includes the interpretation, discussion of findings, perspectives and suggestions. Here, the results are analyzed in relation to the problematic in order to sort out the research pertinence and new research avenues. These research avenues are derived from the results obtained from this research.

0.1.CONTEXT AND JUSTIFICATION OF THE STUDY

Cameroon has one system of education (the Cameroon system of education) divided by two sub-systems; the anglophone and the francophone sub-systems. As a result of the Ministerial Order N°21/E/59 of May 15, 1996 of Basic Education, every primary school instructor has to teach all the syllabus subjects including the second official language (Kuchah, 2016). In the same vein, Article 3 of the Law N°98/004 of 14 April 1998, governing Cameroon's education stipulates ; « *L'Etat consacre le bilinguisme à tous les niveaux d'enseignement comme facteur d'unité et d'intégration nationales.* »

In other words, the State has opted for bilingualism at all educational levels as a vector of national unity and integration. Through this law, Cameroon educational policy enforces English and French as compulsory subjects in both sub-systems of education.

Also, it is obvious that for bilingualism to be effectively implemented in the primary school environment, there is a need of a bilingual educational staff in general and a bilingual teacher in particular. In the above-stated law, this assertion is supported by Article 37, Paragraph 1, which stipulates that: “*l’enseignant est le principal garant de la qualité de l’éducation...*”. In other words, the teacher is the guarantor of quality education. S/he is the one that manages the classroom and serves as a link between the government's expectations and the individual to be trained as well as knowledge and the learner. These stated links are called “mediation” by Not (1979, 1987) and Lenoir (2002), which come about during educational intervention.

During the teaching/ learning activity in a classroom, the teacher or practitioner mediates and regulates his actions according to various logics (situational action logic, the curriculum logic and the learning logic) for contextual studies (Jonnaert and Masciotra; 2007). Therefore, for the curriculum's expectations to be achieved in a teaching/learning context,

there is a need of a competent teacher able to contextualized the knowledge/skill to be learnt while considering the meta-cognitive state of the learner. The teachers' practices in the classroom are mainly to simplify the programmes into knowledgeable and understandable teaching/ learning activities, according to the target population characteristics and context, in line with the government's expectations.

So, in order to achieve educational policies in a heterogeneous context, as well as to render the pedagogy suitable to the Government's expectations, for years, the Ministry of Basic Education (MINEDUB), experimented a number of teaching approaches and methods. These methods moved from the Pedagogy of objectives Approach (POA) of 1990, which was characterized as the "*saucissonnage*" (slicing of a sausage) by some educators, since the teacher's action disintegrated a subject matter into isolated objectives therefore leading to the learning (mastering) of individual know-hows, all equally important but all isolated from each other thus failing to form an integrated whole that can prepare the learner to cope adequately with real-life situations (Peyser \$ *al* 2006).

From 1995, the reform was followed by the Inferential Thinking Approach, also referred as the New Pedagogic Approach (NPA), which was out to create an inferential thinking in the learner. This inferential thinking is described in the Head Teachers' Guide (1999) as an intellectual activity which aimed at establishing the relationships between facts and ideas, stating hypotheses, making out understatements, verifying hypotheses, drawing conclusions; in short, developing logical thinking in the child. Here, in relation to the learner's surroundings, the teacher placed the former in a reflexive situation that facilitated thinking. Still in the *Head of Teachers' Guide* (1999), Thinking is for the child a way of adapting to reality, that is understanding it, explaining it and recreating the universe by himself. In other words, while lying emphasis on the learner's attitude and cognitive development, this pedagogy ensures that the learner is able to gather and apply resources acquired through pedagogy to solve issues that are directly related to his context of learning.

Unfortunately, the reform was not satisfactory. An approach that will be relevant to young learners and whereby the teaching-learning practices will lay more emphasis on aspects such as context and situation, in every sector of education in general and in the primary field in particular was needed. Thus in 2012, Competency Based Approach was introduced. The Competency Based Approach also known as the Competency Based Education (CBE), Competency Based Learning (CBL), Pedagogy of Integration, Performance Based Approach, Proficiency Based Approach, Mastery Based Approach and Outcome Approach started in the

United States of America (USA) in 1970s, and was introduced in the United Kingdom (UK) in 1986, while in Cameroon in 2012 (in the primary level of Education in 2017). The application of its principles to language teaching and learning is referred as the Competency Based Language Teaching (CBLT). Here, the learners are taught basic skills which will prepare them to respectively face and solve situations and problems they encounter on daily basis. The teacher thus takes a guiding stance in order to assist the learners to construct their knowledge in general, and speaking skills according to and in their context.

For Chomsky (1965), linguistic competence is determined by a speaker's fluency in using a language meanwhile his performance is the ability to use the language in a given occasion. That is to say, the speaker is supposed to express himself adequately without limitations, language interference and reflective utterance in a given context. Here, Chomsky was referring to native speakers dealing in a homogeneous context. Whereas, in a second language acquisition context, the teacher deals with a heterogeneous classroom whereby individual characteristics of learners and interaction have to be considered when helping in the development of competences.

Still, Richards and Rodgers (2001), emphasis on the fact that linguistic competency refers to the ability to interact properly using language through speaking, listening, writing and reading. Competences are here identified as those resources mobilised by the learner in order to perform a given task limited to know-how or skills of behaviours. The development of linguistic competency thus entails placing the learner in an integrative learning context which will enable him to use the language to solve daily situations. Therefore, the teachers' action, which is guided by the curriculum and centred on the learner, turns to develop linguistic intellectual capacities in school that will be used out of school, in real-life situations.

In the same line, Jonnaert (2009), concepts of competency in a socio-constructivist view, considers it as the know-how or the ability to mobilise and use a set of resources in a given situation and context. That is, competency can only be seen, measured or evaluated in situation through interaction. So, linguistic competence can only be developed when teacher's actions place the learner in an interactive environment related to a given context of learning. Thus, bringing forth interaction in a given context (families of situations) of learning, will enable the learner to carry out adaptive operations of assimilation/ accommodation or equilibrium when in contact with the new knowledge.

Interaction, language, language appropriation and the teacher's knowledge are therefore important skills used by the practitioner to demonstrate his/her ability to manage the classroom by *distinguishing between types of action, the ability to name what one does, to classify actions into an existing category and to make generalisation (Cicurel, 2011)*. In other words, these skills enable the practitioner to take control of the classroom as well as to mediate and regulate the teaching/learning activities. Language and skill mastering by the teacher is thus brought forth in our CBLT context whereby the teacher's intervention is based on the facilitation of active teaching/learning that enable learners to reason individually and in groups to solve contextual situations presented to them in classrooms by the teacher in an integrative manner for the learners to be able to *«listen, communicate orally, and be able to read and to write (MINEDUB, 2018, p.13)*. The CBA is therefore an approach which changes the teacher's posture from transmitter of knowledge to co-constructor of knowledge and enables him to use as many strategies for the teaching and learning process. The learner, placed at the center and actor of his apprenticeship is therefore exposed to complex reflexive and dialectic mechanisms which are suitable for his cognitive development.

In the same vein, the 2018 MINEDUB curriculum, under the epistemology of CBA in general and in CBLT in particular, emphasizes on a teacher practice that will push the learner in a dialectic and reflexive condition whereby s/he can apply grammar and vocabulary skills acquire in the classroom in context, mobilised or convey language skills from other disciplines to solve language problems in situation and be able to question, construct, reconstruct and adapt the skill in context. The teacher's intervention thus takes into consideration the contextual and linguistic plurality of his learners to achieve the speaking skill objective of the CBLT which is adequate expression in English language. The latter is therefore called upon to apply a complex holistic teaching strategy while considering the learner's cognitive development.

Nevertheless, around the world, some researchers such as Segun and Olanrewaju (2011), identified the lack of opportunities for teacher development and preparation; difficulties in recruiting qualified teachers and their deployment; lack of teachers' motivation; lack of skills in multi grade teaching, a common requirement in a rural African school; problem of classroom management and discipline among teachers; difficulties in curriculum structuring and planning; lack of skills in designing effective teaching strategies and teaching delivery, lack of skill among teachers to impart the innovative self-directed learning (SDL) skills among students and finally absence of initiatives among teachers to adopt different

types of “peer tutoring” among students, as the nine main factors which challenges EFL teachers practices in Sub-Saharan Africa countries.

In Cameroon, as observed by many researchers (Sokeng (2010); Nforbi (2013); Siéwoué, (2014); Nforbi and Siéwoué (2016b); Belibi (2018) as well as Kiwoh and Chia (2021), since the implementation of the CBLT in Cameroon schools, a discrepancy between the expected outcome, that is the effective bilingualism and the use of English as Foreign Language (EFL) by each francophone learner at the end of primary course is observed and continuously growing. Empirical studies have shown that learners leave both the primary school level and the high school with no or little mastery of the communicative skills in general and the speaking skill in particular.

According to, Nforbi and Siéwoué (2016b) as well as Belibi (2018), one of the reasons which lead to teachers’ failure to attain the expected curriculum goal, which expects every francophone learner to be skillful in English language communicative skills, is teachers’ «non-mastery» of the CBLT approach, referred as the absence of teachers’ professional development (PD). Belibi (2018), states:

...five major challenges to the implementation of CBLT in Francophone secondary schools: deficiencies in teacher education and the PD of English teachers, inadequate education infrastructure and teaching materials, a different school culture, the weak implication of school leadership in the reform, the non-integration of technology and the rejection of French in the EFL class...Teacher education is deficient here mainly because it has failed so far to equip prospective teachers with the skills they need to effectively implement CBLT in their classrooms. p.17

In the same vein, Nkeck (2015), brings out the limitation of teachers’ classroom intervention, which result from the failure of the higher teachers’ college didacticien to establish a didactic transposition and /contract with their learners and the failure of the teacher to place the learners at the center of their learning process, as stumbling blocks for the development of learners’ skills. These skills development is hindered by the teacher’s methodology and epistemology. She states :

...au plan local, trois problèmes retiennent l’attention. (i) Les pratiques des enseignants de terrain... favorisent encore la mémorisation chez les élèves, ... (ii) Les problèmes des enseignants de didactique des sciences dans les ENIEG...émanent de ses incapacités à réaliser les transpositions didactiques,...(iii) Le problème pour l’enseignant de mettre en exécution la consigne qui recommande de placer l’élève au centre des apprentissages...Cette succession d’étapes laisse voir qu’à

aucun moment l'élève n'est interpellé à émettre un avis, il est plutôt docile et sans autonomie. (Nkeck, 2015, p.141-142)

Still, the school subject epistemology mastering of the teacher has been underlined by Kouega and Onana (2018) as they advocate that Cameroon francophone primary school teachers, in charge of teaching English Language in their various classes, language and skill proficiencies in language teaching are low and tend to limit and reduce francophone pupils' acquisition of English Language skills (especially the communicative skill) at the end of their primary school level. The teacher's language limitation, leaves room to an instructive and transmissive teaching/learning practice with little interactive actions performed in the second language. In an era of CBA, language teaching in general and EFL in particular, is not limited to grammar and vocabulary transmission. The teacher's intervention should be geared towards interactive actions in and out the classroom, embedded in the learners' sociocultural context, which will give room to socio-cognitive development, aim at helping the learner to mobilise all the language skills learned and acquired, to interact and solve daily situations.

From the above it can be observed that the teacher's classroom practice, also referred as educational intervention by Lenoir et al (2002), is more of a control structuring process whereby the teacher unveils and directs the object of learning through concrete actions. Language teaching is more of grammar and vocabulary transmission and interactive actions are translated since the teacher's language skills and methodology are low. The teaching/learning strategies adopted by the teacher thus give room to a dependent learner who is unable to create and think by himself whenever exposed to any problem in situation. Meanwhile, in order to promote effective bilingualism, the CBLT approach expects the teacher's intervention, through a socio-constructivist cognitive interaction, to place the learner as the major actor of his cognitive development in situation. As such, this research is geared towards the study of collaborative intervention to assist teacher's pedagogicodidactic intervention in the classroom and learners in society, in a social constructive interactional approach.

0.2. FORMULATION OF THE RESEARCH PROBLEM

For years now, the Cameroon educational system has optimized its educational language system through educational reforms. The language outcomes of the latest introduced policy, the Competency Based Approach (the Competency Based Language Teaching (CBLT) as far as language is concerned), which embeds its teaching strategies in an interactive

socio-constructive paradigm in order to create active learners able to use language in their context to solve families of situations and communicate in a simple way, in daily basis, is not effective since its introduction in 2012. The inability of the end of course level three francophone primary school pupils to use the four communicative skills, especially speaking, adequately in English language is still felt and palpable. This creates a discrepancy between the reality and the 2018 curriculum's expectations which awaits that the pupils should "*communiquer dans les deux langues officielles (français et anglais) et pratiquer au moins une langue nationale*" (p.g.17), in other words, as stated in the Anglophone 2018 curriculum of level three p.g 12,

...communication in the two official languages (English and French) and the use of at least one national language, that is communication in English, in French and in at least one, national language implies the ability to use the four language skills of these languages. The learner should be able to listen, communicate orally and be able to read and write. Since, the language competence is a prerequisite for access to other core skills.

This discrepancy between the curriculum educational policy and its actual outcomes, has been denounced by many researchers on Cameroon language policy. Siéwoué (2014), evaluated the challenges that are faced by EFL teachers since the implementation of the CBLT, after observing teachers' practices and students' unsatisfactory results.

Also, Kuchah (2016) brought in the aspect of extra-scholar support by demonstrating that learners who are privileged to be supported by their parents, tutors and home teachers are more liable to fulfill the curriculum's expected goals of effective bilingualism as compared to their peers that did not benefit from any support (both financial and academic) from tutors.

Belibi (2018) through an ethnographic research, presents the gap that exist between western world and Cameroon application of the CBLT approach as well as identifies teachers' practice deficiencies and professional development, lack and inadequate didactic material and infrastructure, cultural differences, weak role of school leadership, absence of technological aids in English language teaching and the continuous rejection of the L1 (first language) in the EFL classroom as challenges to CBLT implementation in secondary schools.

Again, according to Nforbi and Siéwoué (2018), effective bilingualism is not felt on EFL secondary school learners because the MINESEC (2014b) curriculum EFL programmes lay more emphasis on the teaching of vocabulary to the detriment of grammar and

pronunciation. Still, Kouega and Ombouda Onana (2018) bring up the problem of inadequate pronunciation of English sounds by EFL primary school learners after examining the spoken English production of primary school teachers. In their research, they extol the fact that, in Cameroon, francophone primary school teachers are not proficient enough in English language and this affects their teaching practice. This low proficiency thus impact on the English language usage, especially on its pronunciation by EFL primary school learners.

From the above research on bilingualism in Cameroonian schools, it is obvious that the problem of pupils' effective bilingualism in secondary schools in general and in primary schools in particular is epistemological, pedagogical, curricular, didactic and sociocultural (extra-scholar). The epistemological obstacle which exists between the knowledge and teacher pole prevents an effective didactic transposition which subsequently affects the teacher and pupil pole for an adequate didactic contract. Knowing how to transform, manipulate and transfer knowledge, in a heterogeneous classroom context, by involving the socio-cognitive aspect of the pupil, seems to be the major difficulty for these foreign language teachers. Equally, studying English language in a pure francophone context where EFL learners have little exposure to the language tends to be tricky. The extra-scholar and sociocultural context (as well as the actors involved) where the learner is evolving, is therefore determinant for bilingualism to be fixed.

In order to meet the expectations of the orientation law and to provide continuous learning of English learners' context, it is therefore essential to put in place a reflexive and dialectical teaching-learning mechanism that will not only be beneficial to teaching practice but also to the learner's apprenticeship of English, in this context where the epistemology of the school discipline is not or barely mastered and the knowledge is weakly applied and used in a francophone context.

To that effect, Lenoir et al (2002), propose an intrusive and interactive action, referred as intervention that makes one or more individuals to act, interpose or interfere in a situation in order to improve or change the way of doing, acting and perceiving things in a determined context. This action is not done in a trivial way and always has a purpose or objective. Brought to the educational field, the intervener mobilises all his resources (cognitive, professional, competences) to act in a given socio-educational environment, considering the personal characteristics (whether environmental, cognitive, relational) of each learner as well as the laws of educational orientation in order to achieve the objective of the intervention. As a result, educational intervention must be a benevolent action, carried out within a

constitutionally recognised framework by a skilled and competent facilitator whose aim is to emancipate the subject in a given socio-educational context. A skilful and polyvalent teacher, who brings in aspect of interdisciplinarity in his language practice while considering the pupils' background, is vital for the effective bilingualism to be implemented.

Still, Lenoir et al (2002), brings out the dialectical action that engages discussion by the learner and between the learners during educational intervention of a given knowledge by one or several teachers. Here, the teacher's intervention pushes the learner to coordinates between his pre-existing knowledge and the new one to a knowledgeable applicable skill in context. In other words, the teaching and learning process which brings in interdisciplinarity final outcome moves from a standard determined opinion to a synthesis of confrontation resulting from the socio-cognitive reflexion of the learner. We are therefore exposed in a situation whereby teachers' interventions regularly expose EFL learners in an internal and external discussion requiring the latter to mobilise different aspects of communicative skills as well as the language core skills to produce reasonable sentences in context.

The above discursive mechanism has been preconised by Piaget (1977). According to him, the verbal or reflective intelligence relies on practical or sensory-motor intelligence, which in turn relies on acquired habits and associations to recombine them. In other words, language construction implies a continuous verbal interaction in context for it to be developed. This continuous verbal interaction should not be limited to a prepared role play, which gives rise to a behavioural repetition and consequently to the learning of a vocabulary patterning to a context, but to a reflective action that involve the learner in a set of interactive actions helping to convey the already acquired knowledge as well as meta-language and use it to solve a presented contextual problem.

Cicurel (2011), brings out the complexity of classroom interaction which arises as a result of the discursive role and actions of the teacher. This interaction makes use of fictions, meta-language to reach a hidden focus. Considered as a *genre* within social interactions, interaction in general and within the language classroom in particular conceals the teacher's intentions and decisions decided in the pre-active phase of his/her intervention in order to achieve a goal of the action carried out. As such, the attainable goal of the teacher determines the actions of his intervention. The development of speaking skills should not be limited to actions that lead to the development of vocabulary or grammar rules but those that foster learners' cognitive development and contextualised their representations of the language.

Representations, specific to the learning social context, used during the teaching-learning ensure that the learner expresses his knowledge in actions while the teacher regulates it. According to Vergnaud (2007, 2013), during language production of thought, the identification of the signifier relative to the appropriate signified based on a specific convention is vital. Brought to the context of study, the teaching of English language to EFL learners thus becomes sensitive as both belong to the same language family (Indo-European though Romance and Germanic respectively) and present similarities which are generally deceptive cognates. Hence, the need of an intervention conveying local representations and assisted by an interactive language thinking which are seen and manipulated through concrete symbols. Thus, the learners' cognitive representations' sphere which are limited to their local span before the teachers' intervention, will have a wider span after the former have applied situational schemes in learners' social context. Vergnaud (2007, p.17) states :

Le schème s'adresse à une classe de situations ; cette classe peut être très petite, ou très grande. Au cours du développement cognitif, un schème a d'abord une portée locale, que le sujet devra ensuite d'élargir. Du fait qu'il s'adresse à une classe de situations, même petite, c'est un universel en ce sens qu'on peut le formaliser avec des règles et des concepts comportant des quantificateurs universels

From the above, educational assistance tends to enhance learners' cognitive development as was preconised by Vygotsky (1978) when he demonstrated the importance of reciprocity in human interaction for personal development. According to him, the learner is a social being that develops his linguistic and cognitive attitudes in a socio-cultural environment in correlation with a more knowledgeable order. This educational assistance therefore increases the learner's developmental proficiency in problem solving in context. Here, the educational assistant mastering of the approach line as well as the epistemology of the language skills is thus mandatory for the learners' language zone of proximal development to progress.

However, in our current context, it is clear that EFL teachers do not really master the epistemology of the English Language. These teachers who have as obligation to teach all the French syllabus as well as the second language of instruction, speak little English and are more of receptive bilinguals, orientate their teaching practice towards vocabulary teaching which encompasses the recognition of objects and grammar rules application. Although this object recognition and identification is done in context, a quasi-behaviourist attitude is portrayed and leaves room to repetition and memorization of words in context during the

teaching-learning process to the detriment of the learner's socio-cognitive construction of the language epistemology.

To solve such issues for the improvement of field teachers' teaching skills, collaborative educational intervention on the field is advocated by some education researchers such as Nkeck (2015). The researcher recommends the implementation of a collaborative approach, that involves teacher-researcher in the field of didactic of environmental sciences in the primary school milieu during which the researcher could have an eye on the teacher's practices during the pre-active, interactive and post active phases of his intervention. The intervention immerses the teacher into a collaborative-reflective one which gradually transforms him from a submissive practitioner to a reflexive practitioner engaged in the co-construction of his practice and of learners' use of language. Henceforth, the teacher is able to imbue his practice in the learners' socio-cultural environment and going beyond the repetitive transmissive form of teaching to reflective, dialectic and constructed form of reasoning which equips the learner with communicative tool to answer to language problem in situation. In fact, language acquisition is not only challenged by a situation of teacher's epistemological weakness but also by the problem of learner's limited exposure to the English language such that the collaboration and co-construction of knowledge in the classroom is difficultly fulfilled with respect to the pedagogical expectations, at the end of the year.

Thus, implementing a collaborative intervention in the CBLT approach, ensures a continuation of the learner's socio-cognitive reflection, whereby the latter applies the school acquired knowledge in a complete social practice. This practice is a conceptual whole that encompasses teaching methods and practices such as assimilation and accommodation (Piaget, 1977); ZPD (Zone of Proximal Development), MKO (More knowledgeable order) (Vygotsky, 1978); socio-constructive interaction (Jonnaert, 2009); teacher's thinking (Cicurel, 2011) and representation (Vergnaud, 2007, 2013). In an environment where pupils are called upon to think, speak and sought out for solutions when facing an issue in a foreign language situation, the practitioner's aptitudes to ensure an adequate didactic transposition is fundamental to successfully help in the development of oral skills.

0.3 RESEARCH QUESTION

0.3.1 THE MAIN RESEARCH QUESTION

Bilingualism in Cameroonian educational system, in general, and in the francophone sub-system, in particular, faces barriers to its flourishing, the teacher's epistemological

knowledge of the English language and the learning context are not left out. Broadly speaking, this research asks how a pairing (collaborative) intervention can optimise the teaching/learning process of English as a foreign language among francophone primary school pupils in a context of total French immersion. Does collaborative (teacher-teacher) educational intervention in a EFL context lead to the empowerment of pedagogicodidactic process and improvement of oral communicative skills of both the francophone teacher and pupils? This general question is an open door for other specific questions.

0.3.2. Specific questions

1. Can collaborative educational intervention foster both the practitioner and pupils' oral skill pronunciation and limit code switching and mixing during teaching practices?
2. Does collaborative educational intervention in the CBA increase participants oral skill fluency during interaction in context and situation?
3. How far does collaborative educational intervention and social support autonomises both practitioner and pupils in the teaching/ learning process?

0.4 RESEARCH OBJECTIVES

Defining a research objective is one of the most important parts in a research project since these objectives are the skeleton of the project, they will shape, determine the scheme and therefore orientate the research project. As such, the central goal of this study is divided into the main objective and the specific objectives.

0.4.1 The main objectives

In order to give the general target of our research, the core objective of this study is to demonstrate the extent to which the implementation of a joint (teacher-teacher) educational intervention in the Competency Based Approach leads to the improvement of francophone primary school pupils' Communicative Skills in an immersed English as a Foreign Language context.

0.4.2 the specific objectives

Though minor but very crucial, the specific objectives are those that frame and sustain the general objectives. Thus, from the general objective, three specific objectives are drawn:

1. Demonstrate to what extent can collaborative educational intervention fosters both the practitioner and pupils' oral skill pronunciation and limit code switching and mixing during teaching practices;
2. Demonstrate to what extent does collaborative educational intervention in the CBA increases participants oral skill fluency during interaction in context and situation;
3. Demonstrate the extend at which collaborative educational intervention and social support autonomises both practitioner and pupils in the teaching learning process since peer support motivates or create the desire to learn more and conduct proper research.

0.5 SIGNIFICANCE AND ORIGINALITY OF THE STUDY

0.5.1 Significance of the Study

The significance of a piece of work or study has to do with the importance, value and at most the contributions of that piece of work or study to science, didactics and of course to the society. From a general point of view, this study portrays the importance of the educational intervention in school as well as in society as a major tool which fills in the English language communicative gap that has been observed. In this line, the following various contributions therefore give the value of this research:

0.5.1.1 Scientific importance

In the scientific dimension, this study is an addition to the various research works and theories of EFL development. Kapur (2018) considers educational research as process of purification, which implies finding out solutions to remedy to educational problems and attain the targeted goal of enforced stated law. Due to the fact that these types of educational intervention encompass both the school environment and the socio-cultural context of the learners in the improvement of their English language communicative skills, more research can gear towards socio cognitive process that takes place in EFL cognates as a result of the social interveners/ or actors in the teaching and learning process.

0.5.1.2 Didactic importance

The didactic value has to do with the contribution of this study to the educational field. In that vein, this study will help in the understanding as well as the development of the new curriculum on the CBA in general and the CBLT in particular. It is therefore a teacher tool to overcome some of the challenges related to the teaching of EFL in the CBLT context.

Again, this study does not only show the importance of the educational intervention in rapid language acquisition, but also sustains the main goal of the curriculum which is to educate individual enrooted in their cultures and opened to the world. Collaborative-educational interventions in a socio-constructivist approach, thus immerses learners into culturally diversified teaching and learning environments, enriches their vocabulary, provides socio-cognitive conflicts which reduce their negative representations and conceptions of words in the foreign language regardless of the cultural differences, while fostering individual learner self-development.

Also, the environment of instruction is portrayed as a breeding ground for both the teachers and the pupils learning of new skills. Thanks to the collaborative educative intervention, the teacher who presents lapses or is limited in his practice can be assisted in order for his skills to be upgraded in the pre-active and post active phases of educational intervention. Classroom intervention, here, is not only limited to pedagogicodidactic intervention between the teacher and his pupils but also between colleagues, that is teacher-teacher collaboration, teacher-expert collaboration (Nkeck;2015) and teachers- school executive collaboration (Bergeron, state in Aloui; 2018). In an EFL learning context, educational intervention will lead to individual development of language as both the school and social actors are involved in this process. The methods and mechanism of language development and autonomation will be portrayed.

The educational intervention thus presents various learning strategies that can be used both in the classroom and in society to ensure a socio-cognitive conflict and development as the learner is placed in an interactive environment which favours English language communicative language skills acquisition and production in situation.

0.5.1.3 Social importance

Every human being is a societal entity that evolves and develops according to and in a context. According to an online quote, educated people are needed for the world to be

developed but more than that, to have people with common sense. The use of educational intervention in EFL teaching does not only helps in language development but also broadens the learners mind in the usage of language. In the same line, as a language of globalisation, English language is needed in most renowned schools as well as job offers (prestigious), especially in Anglo-Saxon country, to facilitate people's entering into the world market easily; thus, the Language is highly needed to be known.

Moreover, educational intervention in the socio-constructivist perspective, pushes the social actor to visualise the importance of his implication in the educational, apprenticeship and social development of the learners. With respect to the social context, the practitioner is placed in the centre of the educative action and can be able to ensure faithful didactic transposition as well as contract with the learners in their direct societal context (though a continuum of the classroom activities in the social context). Language learning will directly be done in relation to a context using scaffolding with the aid of a more knowledgeable order. The learners will therefore be free from some obstacles in relation to English learning in a francophone context such as language interference, false representations and the use of deceptive cognates.

0.5.2 Originality of the Research

The originality of a research refers to the specificity of that research as compared to others. Like many authors in the field of education who sort for a solution to solve language problems in their context of study, the collaborative educational intervention in the CBLT approach is proposed. The specificity of this research lies on the usage of collaborative educational intervention in a CBLT context to solve the problem of English language acquisition of francophone learners. The implementation of educational intervention through a socio-constructive interactive approach immerses the learners in the context of learning and fastens the goal of bilingualism.

In the same line, the collaborative intervention gives room for the teacher's internal or personal, co-regulation, cooperation and co-production of skills during classroom activities. This idea is supported by Couture (2005) as he states that a collaborative intervention is meant to ensure a co-construction of knowledge and experience in order to improve the teacher's practice. Here, intervention gives room to a more knowledgeable tutor, (a learner or a teacher)

to guide the learning process through activities and exercises of impregnation in a social corresponding context.

0.6 SCOPE AND DELIMITATION OF THE DISSERTATION

0.6.1 Empirical delimitation

0.6.1.1 Spatial Delimitation

This research was conducted in a francophone primary school in Bogandoé, called the Inclusive School of Talla, in the subdivision of Kribi 1. With the aim of improving francophone teachers' practice and pupils' oral skills, the research counts on those aspects of collaborative educational intervention under the epistemology of the CBA with respect to the socio-cultural environment of the learner. The research will therefore include two (02) level three (03) teachers, a class five (05) anglophone teacher whose role is to assist and a francophone, CM1 teacher, who will be assisted in her classroom as well as CM1 francophone pupils.

0.6.1.2 Temporal Delimitation

This research on educational intervention, is conducted during an era of CBA whereby the teaching/learning process is done with respect to the socio-cultural environment of the learner while considering the "in-coming" of skills from different fields of study for the socio-cognitive development of the learners. As such focusing on the teacher's actions, in the classroom, educational intervention identifies those components that the teacher uses to interact with the learner, to manipulate the latter's socio-cognitive knowledge in a given socio-cultural context in order to achieve effective bilingualism.

Involving a knowledge relationship in a directive, prescriptive vision of the teacher towards English language practice of one or several learners, educational intervention refuses to separate teaching from learning. Therefore, educational intervention becomes a complex activity that does not only take into account the relationship to knowledge, subject, object and institution but also dimensions such as the relationship to power, others, subject(s) and society, time, praxis, self and profession. In our context where francophone teachers face difficulties to instruct English language to EFL pupils, the implementation of collaborative educational intervention implies a joint construction of language skills and experiences and a

joint teachers' questioning and identification of their difficulties during the preparation of the lessons and classroom practice that will impact English communicative skills of learners.

Lieberman (1986) advocated for a collaboration between teachers and principals to shift from a working posture "on" to a working posture "with" to enable the teacher to co-construct his knowledge and practice in a reflexive approach, thus enhancing his understanding of the complexities of the teaching/learning practice.

Still, Desgagné (2001), bring in the reflexive and dual function of the collaborative teacher-practitioner approach which is as a result of the divergent practice cultures, epistemologies and of partners involved in the educational intervention. Collaborative educational intervention should be done in a context viable for proposed enforced approaches (Couture, 2005). As a condensation of a reflexive action on a dual epistemology applied in a recognised context, Nneck (2015) bring in critical-prospective didactics (researcher's didactics) and practitioner didactics (teacher's didactics), which are as a result of the collaboration between teacher-researcher educational intervention involving the Researcher-Knowledge-Teacher and subsequently, the Teacher-Knowledge-Pupil.

Larose et al (2013) introduction of contextualisation during intervention, brings in the importance of social intervention in language acquisition. Here, socio-educational intervention is seen as an extension of the intervention in a context where the child is found. The intervention takes an aspect of support and complement by societal more knowledgeable orders, from various sectors of activities, whose aim is to improve language practice in context. Immersed in an interdisciplinary language context, the learners' language fluency and expression are acquired and freed of all negative representations which usually arise due to the language interference and deceptive cognates between English and French languages.

0.6.2 Conceptual framework

0.6.2.1 Competency Based Approach/ Competency Based Language Teaching (CBA/ CBLT)

Richards and Rodgers (2001) cited in Docking (1994), define competency as any attribute of an individual which help him to successfully perform a task, job, function, or activity in a specific setting which can be academic or professional. This attribute may include a specific knowledge, thinking processes, attitudes, and perceptual and physical skills.

Again, competence is defined by Gentile and Bencini, reported by Perrenoud (2001) as the faculty of mobilising a set of cognitive resources such as knowledge, capacities, and information, to face with efficacy and pertinence a family of situations. In “Developper des Competences dès l’Ecole” (2001), Perrenoud encourages teachers to create teaching/learning conditions that will help the learner to develop competences. The latter will be placed in an environment where he ought to face problem-situations which require him to mobilise school acquisitions. For instance, the learners can be asked to elucidate an enigma, solve a problem, take a decision, conceive a project, write an application in a school. Thus, Garcia and Stevahn (2020, p.108) will distinguish between competence and competency as they state:

...competence and competency signify an individual’s ability to do something well, especially demonstrate standards that define a field of professional practice. Competency, or its plural form competencies, is more of a practical term that includes specific criteria, such as knowledge, a skill, or an attitude, that contributes to effective job performance.

So, when applied in the domain of education, Competency Based Approach is also known as the Competency Based Education (CBE), Competency Based Learning (CBL), Pedagogy of Integration, Performance Based Approach, Proficiency Based Approach, Mastery Based Approach and Outcome Approach, Ntongieh (2016). Meanwhile, the use of CBA in language teaching and learning is referred as Competency Based Language Teaching.

Richards and Rodgers (2001), CBLT focuses on those aspects that the learner is expected to do with the language s/he learns, like to apply for a school programme, launch sensitisation campaigns on cleanliness, host a bilingual festival. Language is therefore a tool since its functional and interactional perspectives are brought out for social communication and problem solving. According to Richards and Rodgers essential skills, knowledge, attitudes and behaviours required for effective performances of a real-life activity is being taught in CBLT classes. Therefore, it focuses on the outcome of learning. In other words, it emphasizes on the learner’s usage of language (English language) rather than how he/she learns it.

0.6.2.2 Educational Intervention

Nowadays, the word “intervention” has become widely used, such that it is difficult to agree on a definition. Nevertheless, it can be attributed synonyms such as: to help, advise, assist, train, direct, supervise or take care of. In the field of education, intervention implies

both the social role of the interveners and the professional role in the classroom and it appears today as a must in professional and educational action. CRIE (*Centre de recherche de l'intervention éducative*) researchers, headed by Lenoir, focus on educational intervention as it is centred on the teacher's action before, during and after the teaching / learning process.

Couturier (2001) brings in the praxeological axis of educational intervention which involves the professional action of the practitioner who mobilises resources, uses a methodology and regulates learning. In a practical view, the intervener's intellectual background, the methods of teaching (qualified by Lenoir (1991a) as models of educational intervention) as well as the interveners' regulatory actions to cleanse all obstacles and related representations born as result of the confrontation with the new presented skill. Educational intervention therefore interweaves resources, methodology and regulation for its effectiveness.

According to Lenoir (2002 et al), educational intervention comes from intervention which is an intrusive, interactive and reflected action that enables one or more individuals to act, interpose or interfere in a situation in order to improve or change the way of doing, acting and perceiving things in a determined context. As such, it is a well-prepared action which has a purpose or an objective to reach. Guay (1991) in Lenoir (2002 et al) will say that it is an intentional, directed, finalised and legitimised action. Here, the intervener is called upon to mobilise all his/ her cognitive and professional aptitudes to develop the attainable goal with the learner according to the standard.

Educational intervention therefore becomes a set of finalized actions, undertaken by a teacher in order to pursue in an institutionally specific context (school, factory, leisure centre, etc.), a socially determined educational objective. In schools, it refers to a set of planned actions (pre-active phase which is the preparation of the lesson and it is done by planning all possible actions of the learner in order to reach the attainable lesson objective), updated in class (interactive phase is the phase of implementation whereby the intervener conveys all available resources for his teaching/ learning activity in the classroom.) and evaluation of the updated actions (post-active phase, which is the conclusive phase, enables the intervener to measure the level of acquired knowledge in relation to the lesson. Corrective actions through remediation of skills, can then be undertaken for those learners who did not reach the planned objective of this phase).

Still advocated by Lenoir (2004), it is a praxis which integrates action, practice and critical reflection which arises as a result of the reflexive and dialectic posture into which both the learner and the intervener are placed. This is as a result of the confrontation both physical (between people involved in the intervention) and cognitive (in the learners' mind) which leads to the socio-cognitive development of the learner. In more general terms, it is the relationship between didactic dimensions (relationship to skills/knowledge), psycho-pedagogical dimensions (relationship to pupils/pupil) and organizational dimensions (classroom management as a relationship to the classroom space, time and the organizational means used), all anchored in a social spatiotemporally determined relationship. To this effect, Nkeck (2015, p.146) says that educational intervention is:

...un construit du faire enseignant centré sur le travail de médiation pratique que réalise autant le collaborateur-chercheur que le maître de classe entre des finalités, des processus et des opérations d'enseignement et d'apprentissage chez l'élève. L'enseignant apparaît comme le pivot médiateur de l'intervention éducative.

Therefore, the educational intervention, although apparently limited to the classroom practice, goes beyond by conveying, first of all, the teacher's notions which come from both the initial and continuous training, and secondly, his or her knowledge of the general language objectives to be achieved, the epistemology of the language to be taught, the model of intervention which is based on the learning context (socio-constructivism in our case) to be applied, the teaching framework or context, the relationship he/she has with the learners, the relationship between the learners and their social context.

To this end, working on collaborative interventions to improve the English language teaching practice of EFL learners and on socio-educational intervention, to improve the English language communicative skills of learners in their social contexts, it is deemed important to define both terms as follows.

0.6.2.2.1 Collaborative Educational Intervention

Collaborative educational intervention was earlier advocated by Lieberman (1986) in order to improve teacher's practice which is complexified, due to the complexity of school. A collaboration between teachers and between teachers and principals was therefore required i.e., a shift from *a working posture "on"* to *a working posture "with"* was considered as the *cornerstone of a variety of collaborations with teachers and principals to produce research knowledge and professional development as a combined strategy*. Lieberman (1986 p.28).

Here, the teacher considered as the master of his class, moves from the posture of an executant of a researcher or more knowledgeable practitioner to that of a co-constructor (or a reflexive practitioner) of his knowledge as well as teaching strategies which enable him to tackle problems faced during or surrounding the teaching practice. Lieberman (1986) therefore considered a collaborative approach as a cooperative practice which enhances teachers' production of knowledge when faced with problems such as curriculum problems, instructional problems, or social problems, in the complexities of their practice.

Desgagné (2001), on his own highlights the reflexive and dual-functional aspect of the collaborative teacher-practitioner approach. This dual function results from the divergent practice cultures, epistemologies and of partners who, in order to achieve a common teaching-learning objective, converge together for the co-construction of knowledge in action. We are thus witnessing a reflective practice resulting from a cooperative construction of diverse natures and which is implemented in a teaching/learning context. Also, during the pre-active phase of educational intervention, there is the elaboration of new pedagogical strategies between collaborators and researchers with the aim of either changing or improving the teaching practice in order to develop learners' skills. To this effect, the teacher must have a perfect mastery of the teaching subject and its structure (including the mastery of language) in order to achieve the pedagogical teaching objective.

According to Couture (2005), a collaborative approach is one that brings together the practices and experiences of both the practitioner and the researcher in a context viable for proposed approaches. The teacher's epistemological orientation should not be compromised, as it will enable him/her to apply different structuring, restructuring and remedy methods for learner's knowledge by considering the teaching/ learning context and the learner's cognitive level. Here, a practitioner-researcher collaboration would not be considered contextual if the researcher's work does not comply with the educational laws, norms and approach enforced, since research is done in context. Approach consistency is therefore important at the risk of impinging on the research.

While Couture (2005) brings in the importance of context application and consistency in a collaborative approach, Nkeck (2015) underlines the development of a new approach which is a result of the gathering of two didactics i.e., critical-prospective didactics (researcher's didactics) and practitioner didactics (teacher's didactics). The collaborative approach between the classroom teacher/teacher-researcher becomes a co-construction of didactic concepts and approaches in order to improve the teaching of a school subjects as well

as to contribute in the development of reflexive practice in the classroom. This collaboration gives room to a reflexive lesson planning by both the researcher and the teacher during the pre-active phase of the didactic intervention, the integration of several models of educational intervention conveying problematisation in situation during the interactive phase and the development of the teachers' skills in his practice. Just to say a few, the collaborative approach involves a reflexive cooperation between the Researcher-Knowledge-Teacher which will lead to a reflexive situational pedagogical-didactic intervention between the Teacher-Knowledge-Pupil.

0.6.2.2.2 Socio-Educational Intervention

From the above, educational intervention is portrayed as an action based on the practices of one or more facilitators in a recognised school context. However, many actors of education do not limit their action in the boundaries of school environment as they intervene beyond it. This school boundless intervention was identified by Durning (1986) as socio-educational intervention, mentioned in Larose et al (2013), as he recognised the function of educational professionals working with children in closed environments. Generally carried out by professional of specialised education in an out-of-school context, the socio-educational intervention is conceived as an educational support exercised by parenting skills in the family environment. It will take on a broader meaning from then by encompassing educational activities of support, substitutes, complementary to family skills or simply outside the school framework in other words, Larose et al, 2013 classify it according to an ecological system which aims at empowering the learner with contextual skills (in community), acquired through learning in situation. The learners are therefore placed in a teaching / learning situation which brings about interdisciplinarity as well as involves them in the treatment of some problems encountered during objectivation such as epistemological obstacles and false representations. Such application will result in autonomous learners who can initiate the practice of English language skills (they can initiate conversations) on their own, socially immersed themselves by implicating other individuals in their learning process.

0.6.2.3 Oral Skills

If it is agreed that speaking, writing, listening and reading are the four language skills, then communicative skills can be defined as those language aspects people uses effectively to interact with each another. It can also be defined as the appropriate use of communicative

aspects in order to perform language functions i.e., to speak, to listen, to write or to read. For Mojibur (2010) learning to speak equips learners with a set of skills that enables them to tackle daily activities. It is a communication mode used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others in society. Situational and integrative teaching and learning of the speaking increases the learners' socio cognitive development and leads as well to the elimination of representations, language interference and stops.

As such, oral skill is defined by the Loyola Marymount University summer workshop (2016), as the ability to understand and engage in a discourses and rhetorical situations by delivering formal oral presentations or performances and to express and interpret ideas, both their own and those of others, in clear oral presentations or performances. In other words, oral skill is the ability to use the vocabulary and grammar of a language or interweave with a language word class (verb, nouns, adjectives, adverbs, pronouns, conjunction, interjections, prepositions and determinants) during a language utterance, in a given situation adequate to either transmit or interpret a message. Language learning and usage in situation is thus fosters acquisition.

0.6.2.4. Level Three Primary School Pupils

The primary school has three main levels and each level has two classes, that is: Level one has “*section d’initiation au langage*” (SIL) and “*cours préparatoire*” (CP), with pupils’ age range from 06-08 years old, and it is the language initiation cycle; level two has “*cours élémentaire un et deux*” (CE1 et CE2), it is the learning of basics cycle, with pupils’ age range from 09-10 years old, while level three which is the improvement cycle has “*cours moyen un et deux*” (CM1 et CM2) cycle with pupils’ age range from 11-13 years old. Our research framework is thus based on pupils belonging to the end stage of the concrete development stage (age of discovery of logic, generalisation and concrete operational factors) to the formal operational stage (age of understanding of abstract concepts and understanding) of Piaget’s cognitive development theory (Babakr et al, 2019).

0.7. STRUCTURE OF THE DISSERTATION

As seen from the above context presentation and framework definition, in order to achieve effective bilingualism thanks to the CBA or CBLT approach as stipulated by the 2018 primary school curriculum, bilingual skilful practitioners who teach in situation are needed.

Nevertheless, facing the problem of lack of teacher's language and CBLT epistemological proficiency development, this research aims at proposing a collaborative educational intervention to both improve the practitioners' practice and to develop pupils' oral skills. As such, this dissertation is divided into five (05) chapters.

CHAPTER 1: EDUCATIONAL INTERVENTION OF FRANCOPHONE PUPILS' ORAL COMMUNICATIVE SKILLS

1.1 EDUCATIONAL INTERVENTION

Educational intervention has always been a sensitive matter in the field of education. This delicacy is as a result of the complexity of education (as far as apprenticeship is concerned) and the reflective and dialectic actions that actors involved in the teaching-learning process have to go through. Many authors (such as Not, 1979, 1987; Lebrun and Lenoir, 2001; Lenoir, 2002, 2004, 2009, 2011, 2014, 2017, 2018; Lenoir, Larose, Deaudelin, Kalubi and Roy, 2002; Lenoir, Roy and Lebrun, 2001; Couturier, 2004; Larose, Couturier, Bédard, Larivée, Boulanger, Terrisse, 2013; Nkeck (2015); Alaoui D., Pelletier, L. & Lenoir, Y. (2018); Lenoir, Rey and Fazenda, 2001) have been working on educational intervention in order to understand and improve the teachers' practices in the classroom. From that, several interpretations have been given to the concept of educational intervention.

Lenoir et al (2002), views educational intervention as those actions undertaken by a socially and officially mandated individual, whose aim is to guide and train learners according to the political, sociocultural and institutional (school) expectations. The teacher here is reflected as an individual who conveys all necessary factors and elements in order to achieve an already determined objective.

In 2004, Lenoir et al emphasise on the reflexivity, reflected and dialectical aspect of the teacher's action. This reflexive and dialectical action arise as a result of the confrontation of ideas during the teaching-learning process provoked by the teacher. The learners are here involved in a discursive and interactive as well as opened discussion including an object of knowledge and one/several teachers whose end result will be a standard accepted fact resulting from the co-construction of diverse confronted ideas and opinions. Underpinned by the complex, dialectic, imputable, finalised, intersubjective, intentional, integrative and regulatory aspect of educational intervention, Lenoir & al (2004) therefore portray it as an existential and social praxis, encompassing an anticipatory dialectic and reflective practice.

Later in 2009, Lenoir brings in the operational dimension of educational intervention by defining it as:

L'ensemble des actes et des discours singuliers et complexes, finalisés, motivés et légitimés, tenus par une personne mandatée intervenant dans une perspective de formation, d'autoformation ou d'enseignement dans un contexte institutionnellement spécifique – ici

l'institution scolaire – en vue de poursuivre les objectifs éducatifs socialement déterminés. Cette intervention s'inscrit dans un processus interactif intentionnel situé temporellement, spatialement et socialement, avec un ou des sujets, et met en place les conditions jugées les plus adéquates possible pour favoriser la mise en œuvre par les élèves de processus d'apprentissage appropriés, la finalité étant la modification jugée bénéfique d'un processus (une façon de faire ou de penser), d'une situation socio-éducative ou l'acquisition de savoirs et de connaissances. » (Lenoir 2009, p. 14)

Therefore, educational intervention is considered as a praxis, which vision of a social reality, maintains multiple relationships between the self, the other and the world and involves a dialectical, reflexive and complex practice, during a period of time, whereby the subject and the object are intertwined, interwoven throughout the exercise. The intervener designated and recognised by the competent authorities, undertakes teaching-learning actions whose process, aims at transforming the learner, has a direct impact on the latter's personal daily life and social context. As praxis here refers not only to the teacher's action on knowledge in order to transform the learner, but also to the learner's action in relation to knowledge and its becoming (in relation to the curriculum) during and after the teacher's intervention, all the poles of the didactic triangle are conveyed.

By conveying all the actors of the didactic triangle, educational intervention immerses both the teacher and the learner into a complex reflexive action that will push the learner out of the school context in order to apply and confront the knowledge acquired during the teaching-learning practice, through social interaction for this skill to constitute the cognitive patrimony. Habermas (1973, 1976) and mentioned by Lenoir & al (2002, p. 16), will therefore define a praxis as:

...une production sociale finalisée, qui n'est pas simple production d'objets, mais autoproduction de sujets humains (dépassement de l'actuel et création de réalités et de sens nouveaux) par eux-mêmes ayant pour projet et intérêt de connaissance l'autonomie émancipatoire de la pensée critique au sens défini par en complément à un intérêt de connaissance d'ordre technique (instrumental) et à un intérêt de connaissance d'ordre pratique.

To bring out the social dimension as well as the importance and impact of the praxis in education, Jarzabkowski, Balogun and Seidl (2007) definition of praxis, mentioned in Larose et al (2013; p.5) is retained. Praxis is seen as an act that

...comprises the interconnection between the actions of different, dispersed individuals and groups and those socially, politically, and

economically embedded institutions within which individuals act and to which they contribute

Educational intervention becomes a dimensional whole that is not limited to classroom actions (pedagogical dimension), but also to the epistemological, psychological and social dimensions to ensure the learners' empowerment, school acquired knowledge usage in general and of English language usage (in the context of our study) in particular, thus, pedagogical-didactic and interdisciplinary nature.

As far as language learning is concerned, educational intervention moves from simple language learning in the classroom, to learners' social usage and autonomous learning which will consequently lead to his transformation. As such, Lenoir (2014) in Alaoui (2018, p.2) will say that, *l'intervention est une action située, empirique et opératoire, ayant pour finalité de produire des modifications, chez autrui, dans un processus ou dans une structure sociale.* Its intentional, interactional and intersubjective aspect comes from the fact that it involves others. *Elle est donc toujours intrinsèquement sociale et dialectique puisqu'elle se fonde sur une tension qui est constitutive du rapport – l'intervention – qui s'établit entre des sujets humains. Ce caractère dialectique place les acteurs dans une dynamique ayant pour visée de faire advenir un changement de soi et du monde.* This praxis started in the classroom by a professional who rationalises the learner and empowers the latter towards professional practice (Couturier:2001, Lenoir:2001, 2009,2014: Redjeb:1997).

The educational intervention embraces a more general aspect of the teacher's action. The dialectical and reflexive discourse of the teacher, which both pedagogical and social, is geared towards the learners' self-recognition and individual involvement in the learning process. This recognition and involvement lead to the learners' empowerment. Alaoui (2018) will talk of the limitless implication of educational intervention as it remains connected to different contexts, influences and is been influenced by what is played out and woven in the three levels of social reality that is macro, meso and micro social realities as presented by Larose et al (2013). The praxis therefore features a linking, connecting and contextualising action. Alaoui (2018) advocates the fact that educational intervention gains more relevance and intelligibility through contextualisation of praxis (Altet, 2012a, 2012b; Bru, 2002, 2004; Bru and Clanet, 2011; Clanet, 2008, 2009; Lebrun and Hasni, 2014; Lenoir, 2014; Marcel, 2002; Marcel and Rayou, 2004; Tupin, 2006, 2007, 2012; Wallian, 2018), since Morin (2007) underlines that contextualisation is a construction knowledge principle.

The multidimensional feature (the social, the cultural, the political, the institutional, the historical, the subjective, the intersubjective, etc.) of educational intervention is also pointed out by Alaoui (2018) as they are dialectically conveyed and enable as well as contribute to the construction of the learners learning process when brought together in context. In the classroom, this multidimensional process can only be effectively applied if the practitioner is able to transform the socio-cultural knowledge into classroom learning objects i.e., the didactic transposition *from knowledge known to knowledge taught* (Chevallard; 1989).

Being in a socio-constructivist prism, the teacher's intervention recognises the learners' intelligibility and will therefore involve them in a dialectical discussion in the teaching-learning process. Knowledge is being constructed by every actor involve in the learning process and not impose on a docile learner. Alaoui (2018) rightly points out, "that a contrary opinion can be meaningful, truth is no longer directly revealed by this discourse, whether oral or written, but is now the result of a search, the synthesis of a confrontation between opposing theses' (pp. 228-229). This recognition, which is one of the distinctive features of educational intervention, should therefore directly affect the teacher's action and his or her relationship with both students and knowledge. Lenoir (2018), classifies this dialectical feature as the fifth fundamental of educational intervention. In line with Alaoui (2018), Lenoir recognises this practice as indispensable since it brings in the learners' as well as teacher's social differences through their conceptions and representations seems, to be important to interweave knowledge during the teaching-learning process as he says:

...l'altérité s'avère essentielle pour les rapports sociaux qui se tissent en classe entre des élèves et entre ceux-ci et l'enseignant...Adorno (1978) [...] rappelle que la dialectique « est la conscience rigoureuse de la non-identité. Elle n'adopte pas de point de vue à l'avance... Elle s'oppose de la sorte à la fois aux conceptions universalisantes à priori, aux représentations conceptuelles appréhendées comme des données immuables, et à l'idée d'une fusion entre la pensée et la réalité...La dialectique est fondamentalement la reconnaissance de la contradiction qui témoigne de « l'hétérogène au penser de l'unité » (p. 13) (Lenoir, 2018, p. 168-169).

We are therefore exposed to a complex whole which admits the dual mission of educational intervention which is to instruct and socialise. This socialisation portrays the implication of the practitioner, his environment, the learners as well as their social context through interaction (Alaoui, 2018). Opened to an intelligible act that facilitates the reflexive and critical output learner, the latter's conceptions, perceptions and representations start

changing. We therefore observe the transformation and improvement of learners as advocated by Couturier (2001) and Héber-Suffrin, (2004, p166). The latter says:

« La prise de conscience que nous sommes en interaction, que nous nous construisons en interaction, que nous nous détruisons en interaction, que nous apprenons en interaction », prise de conscience qui « peut permettre à chacun de découvrir, dans sa propre vie, qu'il a intérêt à l'enrichissement moral et culturel de l'autre, qu'il a intérêt à l'intégrité de l'autre, de tous les autres, dans leur pouvoir d'apprendre, de penser, d'agir. Toute prise de conscience est toujours prise d'énergie

Subsequently, Lenoir (2018) proposed ten conceptional foundations of educational interventions asserts the strategic act of teachers' mediation through the creation of problem situations. Through these conceptual foundations, conceptualisation and representation through dialectical interaction are considered as the basis of learners' "powerful" knowledge acquisition, shown through learners' empowerment learning. He advocates that these powerful knowledges should constitute the core of a curriculum based on a dialectical approach, which advocates primarily conceptualisation - and not problem-solving as in the neo-liberal model - in a socio-historical context (Alaoui, 2018).

1.1.2 Collaborative Educational Intervention

As mentioned above, the collaborative intervention was earlier mentioned by Lieberman (1986) with aim to involve the field teachers in the enhancement of their teaching practice. During the experience, which involved teacher(s)- teacher(s) collaboration and teacher(s) -principal collaboration these interveners could perceive the strength of such collaboration during their practice. This was reflected through a spirit of positiveness, interaction and reflective actions. Involved in an interactive and discussive reflexive practice, the teachers were able to uplift and reinforce their professional practice and potential for their classroom practice as well as define and treat the problems they encounter. Apart from treating classroom complexities which arise from difficulties in understanding the curriculum, teaching in context and in situation, Lieberman (1986) argued that collaboration is also a means of establishing collegial relations and positiveness with other teachers through her teachers *three Rs (Recognition, reinforcement and respect) slogan*. P.3, recognition of positiveness for individual development during collaboration.

In 1997, in order to reduce the gap that existed between university researchers' theories and teachers' practices in the classroom, to help the latter decomplexify these theories into learning situations and as well demonstrate the continual process that exist between the theory and the practice, Desgagné conducted collaborative research between university teachers and school practitioners in a socio-constructivist view. As such he came out with the principles that, collaborative approach is a dialectic and reflexive action which involve the co-construction of knowledge; develops knowledge as well as teachers' professional practice; and construct a bridge linking the research community and the practicing teacher community.

Still in 2001, Desgagné et al work on Lieberman's (1986) paths by working on collaborative research "with" field educators. The aim of this research, which brought together school teachers, head teachers, parents and researchers, was both to build knowledge among teachers with a view to ensure the development of skills among pupils, as well as to transform a reflective teacher capable of giving his or her contribution on the methodological choice/ approach in classroom teaching activities. Hence, a double practice of action-research (Catelli, 1995) and collaborative research contributes as well to the professionalisation of the school team, but also places the teacher in a situation of collaborator in investigations of reflective construction, starting from his or her experiences towards an exchange with the researchers.

Again, after observing the discrepancy that exists between researches on the didactics of sciences and their effective implementation in classrooms, Couture (2005) conducted collaborative research method involving a researcher and the classroom teacher in order to bring in new teaching approaches of sciences in the primary school context. This research which implied a researcher-teacher reflexive practice has as challenge to *develop different approaches relating to knowledge and processes that lead to the construction of knowledge, as well as the need to re-think the way to implement new practices.*

In the same research field, and after observing the same problem of growing discrepancy between research on didactics of environmental sciences, teachers' class practices and pupils' results at the end of school year, Nkeck (2015) conducted experimental research which aimed at adopting a collaborative approach which involved a teacher-researcher on one hand and propose a track that can be undertaken in this field of studies in the primary school milieu, on the other hand.

She censured three main problems related to instruction in the local level. The teaching and learning practice are still traditional whereby the teacher is the producer of knowledge and the learner is receptive to the knowledge without a socio-cognitive implication by the latter; the teacher of didactic of sciences in the teachers' training college encounters many problems due to his inability to realise a didactic transposition, establish a didactic contract, undertake a didactic procedure and build a didactic situation; and last but not the least, the inability of teachers to put the pupils at the centre of the teaching/ learning process. With regards to that, with the aim of innovating in pedagogical method of science teaching in a paradigm of co-construction of knowledge, the researcher quest was to know what can be the contribution of a collaborative strategy between the classroom teacher and the researcher for pupils' improvement in sciences and environmental education.

While emphasising on the fact that the didactic fundamentals of a child's scientific training are representations, obstacles, constructivism, problem-based learning, cognitive and socio-cognitive conflicts, interdidactics, curricular didactics and the interdisciplinary project learning, with regard to the concept of obstacles and obstacle-objectives, Nkeck (2015) draws attention on the work of Brousseau (1983, p.190), who defines an obstacle as knowledge, a "difficulty" to be overcome by learners, to identify two types, including those that prohibit entry into scientific discourse and those that accentuate its development.p.145. Of these fundamental types, it is clear that some result from the psycho-genetic development of man (ontogenetic obstacle), others...from insipid didactic decisions (didactic obstacle) and those which are historically attested and participate in the meaning of the notions to which they refer (epistemological obstacle). It is essential that the teacher formulates his practice in terms of obstacles in order to remove false and incomplete knowledge. Nkeck (2015, p135-136) will thus state :

...les notions de base de la didactique qui font l'objet de l'essentiel de la formation des élèves en sciences sont, au vue des fondements épistémologiques et des approches, notamment: les représentations des élèves (Charpak, 1996); les obstacles (Bachelard, 1934) ; le constructivisme (Piaget,1920; Bachelard,1943); la problématisation (Fabre, 2003 ;Orange, 2005, 2007 ; Jonnaert, 2003); les conflits cognitifs et socio-cognitifs (De Vecchi,1987), l'interdidactique (Biagioli, 2010), la didactique curriculaire (Martinand, 2013) et le travail par projets interdisciplinaires (Fourez, Dufour, Jaccard & Maingain,2012; Cuttat, Schaller & Baume, 2013).

It is therefore important for the teacher in a classroom situation to know the representations of his or her pupils in order to put in place a didactic engineering that puts the

child in the learning pool and where the latter will be able to erase, correct or replace erroneous knowledge.

Nkeck (2015, p.160) also denounced the lack and cost of tools and materials, the setup of traditional laboratories in classrooms and the evaluation of learners during technological practices during the CBA, which renders the practices abstract thereby reinforcing the faulty representations of pupils on sciences. Her findings revealed that the researcher-practician collaborative approach: (1) integrates several models of educational intervention on the teacher's part; (2) Requires great flexibility of mind from the teacher's collaborator; (3) Calls on teachers and researchers reflective thinking through problematisation activities and interdidactic exercises for each actor in the researcher/teacher peer; (4) Better prepares the teacher for the construction of didactic as well as a-didactic situations, i.e. to better formulate problem situations; (5) Develops the teacher's skills in placing the pupil at the centre of learning.

From the above, it seen that the researcher- practitioner collaborative intervention is a reflective action which brings together Researcher-Knowledge-Teacher in the pre-active phase, teacher-knowledge in the interactive phase and back to the researcher-knowledge-teacher in the post-active phase. The collaborative educational intervention therefore involves: (1) simultaneous planning of teaching-learning situations; (2) implementation in the classroom; and (3) reflective feedback on the experiment (Nkeck,2015). These stages are inclusive parts of the mediation (especially the pedagogicodidactic mediation) which is the essence of educational intervention.

1.1.3. Mediation During an Educational Intervention

Conceived as a finalised, interactive, dialectical, integrating, benevolent and regulating act carried out by a teacher, educational intervention implies an interaction and regulation between a legally prescribed learning object in a precise socio-cultural context, a learner subject and an intervener (Lenoir & al 2002). As a praxeological practice, which combines professional action, in a socially based objectification practice, as well as engages a dialectical practice (a dialogue), a discursive confrontation from distinct points of view i.e., from learners, knowledge and one or more teachers (Lenoir, 2017). This confrontation gives room to the regulation of "systems of mediations" which encompasses the dialectical extrinsic relationship between the teacher(s), knowledge and the learner(s) (also referred as the

pedagogicodidactic mediation) and dialectical intrinsic relationship between the learner(s) and knowledge (cognitive mediation), for problem treating. However, the cognitive mediation is as the result of the pedagogicodidactic mediation. According to Lenoir (2017, p.261), cited in Lenoir (2018, p.161)

“...the dialectical relationship is non-exclusive because 'this double mediation [...] is itself part of a more complex system of mediations, for each relationship that the human being establishes with any object being itself mediated” (Lenoir, 2017, p. 261). Examples include “the relationship of recognition of the human dimension and the epistemic relationship to knowledge”.

In other words, there is no mediation without a dialectical relationship since knowledge as well as language acquisition is only possible through discussion, interaction, confrontation and accommodation as extolled by Piaget (1963).

As such, in order to better understand the added value of a joint collaborative educational intervention, mediation will be studied according to its three phases: the pre-active phase; involves the planning of actions such as the identification of the problem situation after prior observation of the learners, the establishment of a value judgement justifying the action, the structuring of the action within a system (both teachers involved in the collaborative intervention will act); the interactive phase, which is the actualisation phase, involves acting in the situation (it entails a teacher-learners contact during the objectification process) and the post-active phase or the evaluation phase of the actualisation which entails the reflection and feedback (teacher-teacher feedback and teacher-learner-sociocultural-teacher feedback).

1.1.3.1. The Pre-Active Phase of Mediation

After prior observation of the learners which entails to know the tastes, needs and abilities of each of them, the teachers simultaneously gather information that will help to orientate his/her interventions in a precise and effective manner. In order to facilitate analysis, the observations are written using various tools such as anecdotal record, observation grid and logbook. For Lenoir et al (2002) the pre-active phase involves the planning of actions such as the identification of the problem situation, which is the core of the objectification process, the establishment of a value judgement justifying the actions i.e., defining the importance of each actions to be undertaken during the objectification process in order to meet the expected educational goal; the structuring of the action within a system by anticipating the learners'

reactions from the intervener's actions in relation to the knowledge to be taught in the actual learning context and deciding on the method of educational intervention to be used. In other words, it is in this phase that teachers involved in the objectification process, decide of the learning strategies and devises that are to be applied and used in the classroom to reach the curriculum's objectives with respect to the various dimensions and ecosystems underpinning and surrounding the teaching-learning act.

Though it is the first action that is undertaken by the teacher, Lenoir (2018, p.176) classifies it as the tenth and last fundamental of educational intervention. According to him, in order to set up adequate educational interventions, and thus to update teaching-learning situations that allow the development of scientific knowledge at school, the intervener must at first question the ontological dimensions (i.e. the relationship to the human dimension), the teleological dimensions (i.e. the relationship to the aims pursued), the dialectical dimensions (i.e. the social relationships in epistemological tension that are woven between the pupils and between the latter and the teacher), the epistemological dimensions (i.e. the relationship to knowledge) and the praxeological dimensions (i.e. the inseparable relationship between theory and practice).

Back to our research context, the collaborative approach teacher-teacher (anglophone and francophone), will engage both teachers in a collegial, reflexive and co-constructive actions upstream. Exposed to an interdisciplinary practice, the francophone teacher will be able to process his conceptions, obstacles and didactic approach, mostly related to pronunciation and CBLT application as denounced by Kouega & *al* (2018) and Belibi (2018) respectfully, as well as gain from the experience and practice of the anglophone counterpart. In short, during this discussive, dialectic and reflective actions, entailing questioning, and with respect to the aims, processes and operations of English Language teaching and learning, the francophone teacher will be able to identify his difficulties, process them and frame his practice for the classroom objectification. The term "to process" is used and not "solving" since according to Lenoir (2018, p.171), the objectification process encompasses problem situations which are much more processed, in other words examined, constructed, explored, analysed and debated as he says:

Nous attirons l'attention sur le fait que nous disons « traiter » et non « résoudre », car si la résolution de problèmes constitue une démarche d'apprentissage importante, les situations problèmes sont bien davantage traitées, c'est-à-dire auscultées, construites, explorées, analysées, débattues.

Still, for Lenoir (2018) desire is the starting point of the intervention process. For him, knowledge can only be a learning focus if the intervener responsible for the mediation is filled by a strong desire to transmit and this desire will parallelly incite the desire of the learner to learn from the former. In other words, the teachers' desire to teach explicitly affects the socio-affective cognition of the learner which impulses the desire (in other cases motivation) of the latter for the learning process. Here, the francophone teacher can only learn from anglophone one if both are filled with the desire to cooperate, during this collaborative teacher-teacher mediation. Some researchers such as Tamba (1993), Mforteh (2005), Echu (2005), Dyers and Abongdia (2010), Atechi (2015), Atechi and Angwah (2016), Ekembe (2021) and Veyu and Mforteh (2021), will talk of the attitude toward English language.

Nevertheless, though this collaboration is a reinforcement of the francophone teacher capacities and knowledge, the latter must accept or recognise his state of learner, at this stage and adopt this posture for the educational goal to be achieved and this must be done in mutual respect.

1.1.3.2 The Interactive Phase of Mediation

According to Lenoir et al (2002), this phase is the actualisation of planned actions during the pre-active phase or it is the acting in situation. During this stage, the teacher guides the learners in their learning activities and intervenes as needed in order to support and encourage them. This phase which is based on the teacher's classroom actions i.e., pedagogicodidactic mediation, is very beneficial for learners' proper knowledge acquisition and the development of a cognitive mediation. Indeed, it aims at improving, modifying, consolidating or correcting knowledge in the acquisition process as promulgated by Piaget (1953) (through his assimilation, equilibrium and accommodation processes in knowledge acquisition). The pedagogicodidactic becomes a system of regulation which act both as a method of external regulation but also as an action bringing sense to the knowledge in order to facilitate the learner's apprenticeship. It is therefore important for the teacher in a classroom situation to know the representations of his or her pupils in order to put in place a didactic strategy that places learners in the pool of problematising situations and where the latter will be able to erase, correct or replace/ reconstruct erroneous knowledge.

In this phase, flexibility, tolerance and broadmindedness are vital characters traits that are determinants for goals to be attained. As such, Nkeck (2015) highlights that during the researcher-teacher collaboration, the teacher plays several roles; she carries out the

researcher's instructions; participates in the development of the project by reinvesting strategies deemed fruitful for shaping the didactic orientations, by adapting the didactic proposals to each learner specificity, by confronting the researcher's intentions, by asserting the institutional rules related to the programme and the evaluation of the pupils, and by creating new learning strategies, all this benevolently.

In this line, Lenoir (2018) acknowledges that during the pedagogicodidactic mediation (educational intervention), a learner does not initially learn out of love (i.e. desire) for knowledge; he or she learns because he or she wishes to capture (appropriate) the desire of others, i.e. the teacher's desire for knowledge, reflected through the didactic, relational and psycho-affective processes, is “seized” during interaction since the learner judges, believes, evaluates that this teacher's desire for knowledge has value, is worthy of interest. The teacher should therefore captivate the learners through his actions, mood, attitude and diction to bring them in this conatus. Through this the learner will be able to evaluate the teacher's level or epistemological knowledge of the English language, though the former “knows less” of the scientific approach used during the language teaching/learning process.

Again, the indirect and double interaction of the pedagogicodidactic mediation is highlighted and this through interaction between the learner, the knowledge and the teacher as well as the relationship that the learner establishes with knowledge (cognitive mediation). We are therefore immersed in a dialectic mediation since it brings in an intrinsic and an extrinsic intervention at the same time which parallelly incites a dialogue between the three axes of the educational didactic triangle during the core learning activity referred as problematising situations by Lenoir (2018) i.e., learning activities processed by the learner under the guidance of the teacher during the objectification process to reach the learning objective. For its effectiveness, the teacher implements all learning strategies that are deemed necessary and appropriate to plan, elicit, guide, support and regulate the latter's learning processes. In his action, the teacher takes into account the knowledge, the teaching method, the psychology of the child, the learning context, the institutional organisation as well as his expectations, the time and the individual characteristics of the learner. Mediation therefore becomes an ecosystem of regulation because it intervenes not only as a method of external regulation but also as an action giving sense to knowledge to facilitate the learner's learning process. Its externalisation therefore gives it social attributes.

To provide further clarification on the social nature of educational intervention, Lenoir (2018, p.171) states:

Le traitement d'une situation problématisante repose en conséquence sur une intentionnalité partagée et sur la coopération entre élèves et enseignant. Une fois problématisée, son traitement requiert le recours à des dispositifs instrumentaux (des outils didactiques et pédagogiques) et à des dispositifs procéduraux, c'est-à-dire aux démarches à caractère scientifique déjà citées et à des facilitateurs organisationnels...

To say it differently, problem situations can only be processed after prior mutual agreement and cooperation between the learners and teacher. Devices (didactic and pedagogical tools) and procedural devices, i.e., the scientific approaches and organisational facilitators are needed for the problematising situation to be processed. Nevertheless, during this action, six traps are to be avoided according to Lenoir (2018, p.172-173). The first trap is to consider facilitators (organisational, relational and psycho-affective relationship) as the goal of school education whereas they are only indispensable means to “facilitate” cognitive learning; the second trap to avoid, is to replace scientific approaches (theoretical, empirical and operative function on the one hand and socio-historical function on the other), by common sense approaches...; the third trap lies in the use of these approaches in their entirety or of one or other of their components independently of the cognitive content; the fourth trap to advocate problem; the fifth trap is to forget the true contextualisation of problematising situations, which requires the situation to make sense from ontological (for the subject), epistemological (for knowledge) and social (for society) points of view; the sixth trap, previously outlined, concerns the danger of reifying the teaching-learning process...Reification seems to us to be very present in teaching processes, as knowledge is presented as totally decontextualised facts, thus maintaining learners in a state of alienation. To put it another way, the acquisition of knowledge within the framework of school education is the basis for a systematic, organised and formalised development of human and social consciousness and for an embedment in a given culture.

In a nutshell, the interactive phase of mediation, which is the educational intervention itself, must be based on a set of principles, qualified as a foundation by Lenoir (2018), such as the desire to teach and learn; scientific based knowledge and life experiences based; mediation based on empirical, operational, socio-historical and temporal facts; contextual teaching-learning; dialectic between teacher and learner; complex and multidimensional dialectic, meaning pragmatic and conceptual; dialectical and mediated relationship; centred on problematic situations; the context that links the teacher, the knowledge and the learner as well as the knowledge actualisation. In short, it is the mediation phase where all the resources

mobilised by the teacher are enhanced through a dialectical, discursive, legal, institutionalised and finalised action, opened to the situational confrontation of knowledge with the learner in a learning regulation system. The relationship between the learner and the knowledge in a given social context is therefore not left out.

Therefore, it is mandatory for the francophone teacher to master the English language subject epistemology (language; that is pronunciation, vocabulary and grammar as well as how to teach it), the learners' individual characteristics, their psycho-affective nature, in close line with the law of orientation and all this in a problematising situation. It therefore calls on the practitioner's flexibility and heedfulness.

1.1.3.3 The Post-Active Phase

Also referred as the evaluation phase of the actualisation, it comes after the active phase, as its name implies. In a context of joint intervention i.e., the collaborative educational intervention, this phase will enable the teachers to evaluate the practitioners' classroom intervention, in a reflective manner since there is exchange of opinions, thoughts and experiences, for it to be readjusted during the next intervention on one hand and continue as well to ensure the learners' socio-educational intervention on the other hand. The teacher observing tries to understand the "*epistemological nature of the knowledge applied and the mechanisms by which it is constructed*" Nkeck (2015), and suggests a number of didactic strategies to remediate or improve the practitioner, exchanges reflexions on the language rules, especially on pronunciation which will improve the francophone teacher teaching practice of English language and on usage of available materials.

Thus, it also gives room to the evaluation of devices that have been used during the objectification process for a global and harmonious development of the learners. These devices include the method of educational intervention undertaken, the language teaching strategy, the material or tools used (documents and objects) and the context of language implementation.

1.1.4 Methods of Educational Intervention used in the Primary School

Drawn from Not's (1979, 1987) works on teacher's vocational dimension to qualify their committed and interactive action, directed towards the learner, educational intervention is one which identifies those methods that the teacher uses to interact with the learner, to

manipulate the latter's socio-cognitive knowledge in a given socio-cultural context in order to achieve an expected result. These methods are called Models of Educational Intervention (MEI) by Lenoir (2002). Being in the primary school level and in the field of English language, educational interventions intervene during reading, speaking, writing, listening, vocabulary and grammar lessons.

According to Bachelard, 1979, p. 3, cited in Lenoir (& al 2002 p. 25), a model

...n'est rien d'autre que sa fonction : modèle de, modèle pour, il renvoie à autre chose que lui-même et sa fonction est une fonction de délégation. Le modèle est un intermédiaire à qui nous déléguons la fonction de connaissance.

It is therefore a skeleton that helps us to act according to its characteristics, components and functionalities. Specifically, it is a functional guide, which can be modified according to the context, the reality and the purpose sought. From its capacity to represent reality, a model possesses a situational dimension.

Not's work (1979, 1987), through Lenoir (1991a), on the relationship between the learning subject(s), the learning object and the processes undertaken by the teacher to achieve the purpose of education, in relation to the social and political context, identifies four models of educational intervention, which include the model of cognitive heterostructuring of the traditional type, the model of cognitive heterostructuring of the co-active type, the model of cognitive self-structuring and the model of cognitive interstructuring. Given the basic parameter of the conceptions *adopted by the educational aims and processes and their modalities of operationalisation*, i.e. the conceptualisation and actualisation of the interactions of the components of the educational intervention, in a more explicit way, the MEIs enable the analysis of objectification dimensions such as the epistemological choices of the teachers, their psychological conceptions of the learning processes, of the learning approaches and of their modalities of application (cognitive mediation), their social conceptions of educational goals, their representations of their mediating function, their didactic and pedagogical conceptions, their conceptions of the relations between didactic, pedagogical and organisational dimensions, the uses of the training devices they use, their representations of the function of school knowledge and its social stratification, their representations and practices with regard to interdisciplinary perspectives and other dimensions retained by the curricula (competency-based approach, teaching by cycles, transversal competencies, etc.)(Lenoir & al 2002).

Form the above analytical framework, it is demonstrated that a method of educational intervention is chosen according to the final objective of the teacher in relation to the educational reinforced law. As such, the traditional cognitive heterostructuring method; the coactive cognitive heterostructuring method; the cognitive self-structuring method; and the cognitive inter-structuring method, are the four methods of educational intervention proposed by Lenoir (1991). Indeed, these models extol different ways of seeing the aims of the educational process and different modalities of operationalization. In order to focus on the research context of the CBLT, emphasis will laid on the cognitive inter-structuring method.

Cognitive Inter-Structuring Method

Also referred as the MEI 4, the cognitive inter-structuring model is the method applied in primary schools implementing the CBLT approach. It is based on an interactive cognitive structuring relationship and a constructivist perspective that attributes the initiative of the activity to the subject in the development of knowledge. During process of knowledge construction, interaction between the learners and the teacher leaves a breeding ground for exchanges and transformation of reality by its conceptualisation. Lenoir (2001; 2002; 2017; 2018) will talk of dialectic and reflexive actions. Here, the learner is involved in a system of construction- destruction- and reconstruction of knowledge as far as the learners' exposure to reality. This constitutive relationship of subject and object is never a direct and immediate relationship.

In the school context, the mediating function is ensured by the learning process which uses explicit methodologies and appropriate modes of expression (common, technical, aesthetic, scientific and formal languages). Situation and the social context of learning are vital for the learning process. In other words, a language learner will be placed in situation (mostly through cooperative and project-based learning) of job application writing in English, in order to learn how to write one.

Moreover, the subject's action is socially, spatially and temporally contextualized and is exercised through social interaction, i.e., through the establishment of social relationships with peers (through cooperative learning), with the teacher and with the social environment. For cognitive inter-structuring methods (MEI4), learning takes into account both investigation and structuring in the process of constructing human reality. The teacher sends the learner to investigate in society and bring back information in the classroom for detail manipulation while taking precautions not to fall in the trap of reification.

The manipulation of knowledge is done in a roundabout problematising situations drawn from existential situations, which will become a pedagogical production project (project-based learning reflected) following spontaneous investigation and implementation, within which learning objectives are inserted to be pursued.

1.2 IMPROVEMENT OF ORAL SKILLS IN THE PRIMARY SCHOOL

1.2.1 The Communicative Language Skills

Before entering into the definition of communicative skills, note should be taken on the concept of skill. According to Roegiers (2016) skills are general and standardised know-how which are less contextualised but applied to general standards. For him, *Skills are all know-how types more complex than an elementary know-how, but which do not have the level of complexity of a situational competency* (P.26). For instance, an English language speaker is said to be skilful if he communicates adequately in the four language communicative components while making proper use of grammatical rules as well as all English language aspects.

If communication is the process of transferring meaningful messages and symbols from one individual to another also referred as (communicator and recipient/communicant respectively) for a specific aim like expressing feelings ideas or thoughts, it entails that communication can be verbal or non-verbal. In other words, depending on the method or medium of the message to be transferred, it can convey one of its components. While communicating in English language an individual conveys three main language aspects, namely pronunciation, grammar and vocabulary and which are reflected through the four language skills, that is listening, speaking, reading and writing skills (Moussu and Llorca (2008), Syakur (2018), Syakur et al (2020)). Therefore, speaking, writing, listening and reading are the four language communicative skills or language components which enable people to perform language functions (communication) in a given context. In the field of Cameroon education, the primary school curriculum of 2018/2019, these communicative skills are being taught with emphasis laid on grammar, vocabulary, spelling and pronunciation in order to develop intellectual, cultural, emotional, spiritual, social and economic individuals. However, the teaching/learning of communicative skills depends on its specificity and category since language skills are either receptive or productive skills. The listening and reading skills are classified as receptive skills while speaking and writing skills are

categorized as productive ones. Thus, the teaching-learning methods used for skill improvement should consider those factors.

As such, in order to develop these language communicative skills, the level three (03) 2018 primary school curriculum presented an overall expected communicative competence to develop at the end of the school year as well as evaluation criteria. For the listening and speaking skill, the level three pupils are expected to listen attentively to simple sentences/texts in the declarative, interrogative, negative and descriptive forms on the integrated themes, interpret them, communicate orally, meaningfully and politely with people. This can be seen through learners' ability to communicate in an audible, meaningful and polite manner using sentences and answer questions correctly.

As far as the reading skill is concerned, pupils should be able to read simple sentences/texts in the declarative, interrogative, negative and descriptive forms on the integrated themes, audibly and fluently, interpret them and bring out meaning. Pupil will be evaluated on audible and fluent reading of simple sentences and their ability to answer to comprehensible questions during a given period of time, after a silent reading. With regards to writing, pupils are expected to write simple sentences/ text in the declarative, interrogative, negative and descriptive forms legibly, meaningfully and coherently. At the end of the level, they will be submitted to the writing of legible, meaningful and coherently simple sentences. Curriculum (2018, p.50-59).

From the above, skill development is developed by immersing the learner in the learning situation and context during a given period of time. Situation, context and time exposure are important for communicative language skills' objectives to be attained. During classroom activities, in a CBLT context, English language communicative skills are taught as follows.

1.2.1.1 Listening Skill

Given that listening is the act of paying attention in order to grab meaning of an utterance, the learner has to take note of the pronunciation of words and their meaning as well as their use in context during the learning/ teaching context. The activities carried out in a CBLT classroom expects the learner to pay attention to the speaker's facial and body expressions in order to grab easily the pronunciation of words and/ or their meaning since it is a context of foreign language application. The pronunciation must be done at a moderate pace

to enable the learner to get the sounds, understand the texts, underline or point out difficult words and select important materials for the problem solving.

1.2.1.2 Speaking Skill

As opposed to listening, speaking is concerned with the production of utterance. Speaking accurately a language entails the adequate pronunciation of sounds, words, phrases and sentences in an audible and a comprehensive manner while paying attention to language aspects such as vocabulary and grammar. Clark and Clark (1977, 272) as mentioned in Altun (2020) states that *in speaking people put ideas into words, talking about insight, emotions, and purpose in their speaking*. Speaking skill becomes a force that goes beyond the literal meaning of what is said since it performs acts such as orders, request and advices (Ewane et al 2022). As such the 2018 primary school curriculum's objective, in the CBLT context, is to ensure that learners describe series of events, pictures and people orally. This will be done in cooperative learning group, whereby learners are immersed in situational learning activities such as project-based learning, under the guidance of a more knowledgeable order. In these groups, the learners are involved in discussions entailing the repetition of words or oral summary of words or a text (paraphrased in the understanding of the learner) formerly read in classroom.

1.2.1.3 Reading Skill

Described as the act of producing an utterance of written or printed matters, the teaching of L2 reading (reading comprehension/ understanding) in a CBLT context requires the use of visual scaffolding with the use of authentic teaching and reading materials (pictures, drawings, just to name a few). These authentic materials situate the learner in the learning context since they enable the latter to interpret the text, deduce what the text is talking about, infer judgment and guess the meaning of words prior the reading activity. The classroom implication of the MKO seeks to help the learner to grab the whole text in context. For this to be effectively done, the learners can be engaged in pre-reading actions (silent reading after the observation of images or not), give tentative titles of the text, summarize the text orally or in written form (in CL), continue the text and act the text in the classroom if the time allocated is enough.

1.2.1.4 Writing Skill

Writing is a complex skill that engages the writer in a physical as well as mental effort and the problems faced during this act (Bader: 2007). According to Byrne in Bader (2007), writing involves the conventional arrangement of letters into words, and words into sentences that need to flow smoothly to form a coherent whole. In other words, it is the codification of sound in a graphic representation which is generally recognized and accepted in a given society. In order to produce clear, coherent and logical sentences, writing in the EFL passes through copying, dictation, reproduction, guided writing, and composition. This develops the writing interest in the learner and enables him/her to answer to daily needs among which writing of letters, shopping lists and short stories.

1.2.2 Oral Skill

Verbal communication firmly requires the mastery of oral communicative skills as it is the gate way to the achievement of tasks, ideas exploration, social contact and personal development. According to Budiarta and Krismayani, (2014) Antony et al. (2015), mentioned in Syakur et al (2020), learners' as well as young generation oral skills mastery leads to success in English language correct and fluent speaking. These oral skills are nothing but grammar and vocabulary reflected through pronunciation, intonation and discourse. As opposed to that the non-mastery of oral skills will be revealed through the learners' difficulties perceived through *inadequate vocabularies, complicated structure, inappropriate, intonation and pronunciation, lack of exposures in speaking English, lack of language curriculum development*. Gan (2012) in Wahyuningsih et al (2020, P.967). The teachers' educational intervention will therefore require his mastery of the above oral skills and pedagogic strategies in order to immerse the learners in suitable learning situations and conditions and spontaneously, impulse in the latter the desire to develop the oral skills.

Constructivism makes use of oral skill to organise the teaching- learning process, reach the expected goals i.e., learners' acquisition and proper manipulation of a language skill in a given context. This is portrayed in Vygotsky's (1934) socio-constructivism works which show that the individual's knowledge about a language is derived from the individuals' history, culture, social context and psychological faculty. Time, situation, interactions and cognitive abilities with society are important for language learning and development as argued by Nkeck (2013):

L'expression orale est une compétence que les apprenants acquièrent progressivement ; elle consiste à s'exprimer dans la langue d'apprentissage et dans les situations les plus diverses. Il s'agit d'un rapport interactif entre un émetteur et un destinataire, qui fait appel à la capacité de comprendre l'autre. L'expression orale comporte par conséquent des idées, des informations variées, de l'argumentation que l'on choisit, des opinions diverses et des sentiments que l'on exprime. p.87

1.2.2.1 Characteristics of Oral Skills

Oral also referred as the speaking, is and oral-aural activity since it involves the production of vocal utterances which are gotten by the ear. As earlier said, oral or speech is communicating in a system which combine grammar and vocabulary usage which is reflected through pronunciation, intonation and diction.

1.2.2.1.1 Grammar

As far as grammar is considered as the syntactic structure and organisation of a language responsible for its semantic, grammar will always be a characteristic of oral production. Recognising grammar as the “*backbone*” of a language, Sala and Ubanako (2008) define grammar as a branch of language which analyses and describes language patterns and these patterns are arranged in order to convey meaning. Also, it can be defined as a set of rules organised during sentence construction. Grammar is therefore prescriptive and plays a crucial role in enhancing the learners' enhancement of oral skills. For instance, while speaking, the learner must be keen in the usage of tense in order to respect the contextual and situational sentence sense. To sustain this point, Wahyuningsih and Afandi (2020) cited Chomsky from (Troike, 2006) who stated that *grammar knowledge is the component of the human mind physically reflected in the brain and part of the biological endowment of the species* P.970. Therefore, presented as inner language, grammar turns to be common and universal in a specific language. Note should be taken on the fact, whenever a language is acquired in childhood, its grammatical rules are applied unconsciously and naturally and this influences the fluency of the conversation which is done consistently without stops and mindful efforts (Wahyuningsih and Afandi; 2020).

1.2.2.1.2 Vocabulary

As a component of lexicology (the lexicon and word formation of a language), a language vocabulary refers to its word's stocks. According to Donets & al (2022), a language

vocabulary is a system, formed by the total stock of words and word equivalents and each word in that system constitute a small unit within an efficient, vast and balanced system. Equally, this system drops out some units (words), let in new ones as well as changes their meaning according to context and time evolution. In others, the vocabulary of a language enables the entry of new words, dismisses others (which are considered to be obsolete), as well as considers different meanings according to the context and situation of usage. This fact is testified by Crystal (2002), as he recognises that English vocabulary has a “*remarkable range, flexibility, and adaptability*”. English language vocabulary is therefore said to be diachronic and dynamic since it evolves with time and within space. In this line, the teaching of English language vocabulary to EFL learners must be done in appropriate context and expose the learners to language expressions inside and outside the classroom environment, convey words from different fields, involve learners in active discussion which will increase their fluency and pronunciation. The mastering of English language vocabulary determines the learner’s language understanding and development as extoled by Haynes and Baker (1993) in Goundar (2019) who states that “*the main obstacle for L2 readers ‘is not a lack of reading strategies but rather insufficient vocabulary knowledge in English*”.

1.2.2.1.3 Pronunciation

Pronunciation which is the manner of production of utterance is an aspect which greatly influences on the fluency during oral production and to the semantic of the sentence through words intonation and stress. Considered as a means to negotiate discourse, Dalton et al (1994) define pronunciation as the production of significant sound that leads to the production and reception of sound speech on one hand and which is the act of speaking on the other. In relation to oral communication, it is the production of meaningful sounds in discourse, during interaction with the society. It thus becomes determinant as far as communication is concerned. As part of phonology, pronunciation has specific sounds (vowel and consonant) according to a given language through which its intelligibility is identified. This specificity is a reference model referred as received pronunciation (RP) by Kouega (2013).

In general, English language has both consonant and vowel sounds with manners of articulation. An English speaker will therefore need to express himself in the adequate manner to produce the exact sound for him to be considered skilful in the language. To substantiate the above comment, Kouega (2013) and Kouega and Ombouda (2018) observed that words

tend to be pronounced by ESL as well as EFL learners in their orthographic spelling and influenced their oral production and this is mainly transmitted through education by teachers. Skilful teachers mastering the phonology of English language become the core of language pronunciation achievement during educational intervention.

Again, though error is considered to be a sign of the learning process going on in the socio-constructivist field, Wahyuningsih and Afandi (2020) states that it brings about learners' unintelligibility as far as English language learning is concerned. This is due to the learners' inability to differentiate between the American and British variety of English. This aspect of language variety should therefore be defined from the setting of objectives at the beginning of the school year.

1.2.2.1.4 Discourse

Oral skilfulness does not only entail production of sounds but the usage and interpretation of meaningful utterance on its connotative and denotative meaning thus discourse. Discourse is all about the interpretation of meaning behind a sentence by exploring wider perspectives or looking for the hidden meaning behind words (Uzokova, 2020). To say it in other words, oral (linguistic) skilfulness as far as discourse is concerned, wants that a language learner should be able to manipulate colloquial expressions and idioms, through oral-aural actions, in a specific context and situation adequately. The usage of these words necessitates the mastering of the language since either the words combined in the sentences give a different meaning to the sentence or the sentence has different senses. The mastery must start from the intervener who teaches the language class. S/he has to use at least one per lesson during the objectification process, explain the meaning and enable the learner to use them during classroom discussions to limit words misunderstanding.

In a nutshell, oral skill is all about being able to use the oral-aural skill to communicate an idea, argument and feeling. As this vocal skill takes time to be developed, especially as an EFL, so as it does need continuous practice. This practice which is interactive, is performed in diverse environments i.e., both in the classroom and in society. Our language teacher should therefore be equipped with the epistemological as well as the pedagogical methods of teaching these skills to enhance the learners' desire to learn and acquire the language skill.

1.2.2.2 Methods Used to Teach Oral Skills in The Primary School Under The CBA

1.2.2.2.1 Project-Based Learning (PBL)

As an authentic learning model which is enrooted in constructivism, PBL is a learner-centred learning strategy that integrates the learner in the real world and contextualised situations of investigation (Zhang; 2015, Rochmawati; 2016, Poonpon; 2017 and Bakar & al; 2019). According to the new Cameroon primary school curriculum (2018), Project-based learning is a pragmatic approach to learning in which learners create their own knowledge through learning activities built around intellectual inquiry and a high degree of engagement with meaningful tasks. Projects are designed to allow learners with a variety of different learning styles to demonstrate their acquired knowledge, skills and attitudes. In other words, it is act of involving the learners into contextual and situation activities whereby with their peers, learners will plan, design a method to process problems, implement that method in situation and bring out results through discussions. Therefore, for a PBL to be well-designed, the teaching-learning process must include dynamic and diverse learning styles such as scaffolding, peer interaction just to name a few.

Here, learners develop intellectual competences since they think by themselves, methodological competences since they are the ones to setup or design a process to reach the expected outcomes and personal development through their implication in decision making and all these do not only impact on the language communicative skill but also on these learners' lives. This pragmatic learning method immerses the learner into an "investigative" or "discovery" learning process. Here, learners ask questions, investigate and propose solutions. In the same line, Endah Tri Priyatni and Abdur Rahman As'ari (2019) proved that PBL helps to develop critical and creative thinking, collaboration and communication skills since it immerses learners into meaningful collaborative tasks and decision making which leaves room to interaction and develop language fluency.

Riswandi (2018, p33-34), identifies five PBL stages during the teaching and learning process. "The first stage in PBL is the speculation in which teachers provide the choice of project topics initially based on curriculum and discuss them with the students. In this stage, teachers and students speculate possibilities that will lead to the projects smoothly (Bell, 2010). The second stage is designing the project activities, referring to organizing the structure of a project activity that includes group formation, role assigning, concerning methodology decision, information source, etc. The third stage is conducting the project. In

this stage, the students are working on the project they planned and designed in the earlier stage. The students are asked to collect and discuss the problems with their friends before they consult it the teacher. Afterward, they need to present their final products that could be in the form of presentation, performance, publication, etc. in front of the class, other classes, teachers, or the other media allowed by the teacher. The last stage is the evaluation. This stage refers to "the assessment of activities of the participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products (Brinia, 2006, as cited in Fragoulis, 2009)".

Still, during the EFL classroom interactions, PBL leaves room to contextual and situational learning, creates a breeding ground for English language oral-oral practicing activities, enables learners' autonomy since they are able to design their work which result to learners' motivation and active participation and since the learners are interacting, under the guide of the teacher, their speaking skill is corrected and enhanced. Sirisrimangkorn (2018).

Again, Bakar (2019) shown through quasi-experimental research that the fun way with which the PBL is being implemented increases learners' desire to study and at the same time their English language proficiency regardless of the English language background. Likewise, PBL through its in-depth investigations also improves learners' desire and speaking skills in an authentic manner (Rochmahwati, 2020; Sirisrimangkorn, 2021). This brings in the idea of desire as an impetus as stated by Lenoir (2018) when he says that:

Le moteur de l'agir humain c'est le désir ou, plus exactement, l'énergie fondamentale...Le savoir ne peut donc être objet d'apprentissage que dans la mesure où le rapport au savoir est objet d'un désir médiatisé par un autre désir...Le désir humain requiert fondamentalement une action dirigée vers la reconnaissance par autrui de sa spécificité, du fait qu'il se confronte à un autre désir qu'il ne peut consommer, anéantir, ce qui impose de le reconnaître comme son égal... Ce désir de reconnaissance se retrouve inséré en tant que processus de médiation dans les rapports psychopédagogiques que l'enseignant établit avec ses élèves.p..163

In other words, the impetus for human action is desire or, more precisely, fundamental energy in the teaching learning process whereby knowledge is only an object of learning. In this light, the learner will only be directed towards the learning of English and be involved in the PBL if he is faced and confronted (feels) with the teacher's desire which pushes the former to accept language learning process, thanks to the mediation of the teacher which in turn gives room to a psycho-affective-pedagogical relationship. It therefore implies that, the

attitude and the expertise of the teacher during the design, implementation and evaluation of a PBL will greatly influence the learners' success.

Also, since PBL is done in situation and all the lessons as well as the classroom activities are being practiced in situation, it enables learners to first of all clear off vocabulary false conceptions especially when it comes to deceptive cognate which arises a result homophones and homographs in the French language and English language and secondly obstacles and errors of pronunciation are mediated here. Here, cognitive mediation acts a lot. From the interaction with it peers, the learner is able to do personal corrections and adjustments of the assimilated knowledge. The situational learning immerses the learners into active and concrete pronunciation exercises which facilitates accommodation of sounds.

1.2.2.2.2 Cooperative Learning (CL)

Enrooted in constructivist learning theories and characterized by an educational paradigm shift from the teacher-centred to learner-centred teaching, as stated by Muraya and Kimamo (2011), cooperative learning is a specific kind of collaborative learning whereby learners work together in small mixed-ability learning teams, under the guidance of a teacher, on a structured activity (Nkwenti, 2018). Though CL involves interaction, discussion, collaboration, sharing of ideas and holistic assessment, each learner is individually accountable for his work. The Cameroon 2018 curriculum, describes it as a web whereby success is holistic. In other words, the success or failure of one learner leads to the success or failure of the group.

In line with Nkwenti (2018), Namaziandost (2019) defines cooperative learning as an instructional method which enables learners to work together in small heterogeneous groups to solve a problem, complete a project or reach other instructional purposes, while teachers act as guides or facilitators. This role involves facilitating, modelling and coaching. Here, learners' speaking skills, are fostered when teachers mostly adopt activities such as group discussion, role-play and debate to help learners practice expressions learned in class when using this method (Namaziandost, 2019).

Referred as collaborative learning by Geetha and Karthiga (2020), CL enhances the learning activity as the learners work and share ideas in peer groups in order to process complex problems and reach the educational tasks. This approach actively engages learners to

process and blend information and perceptions, instead of reiterating facts and figures (Geetha and Karthiga, 2020).

Based on the above definitions, CL becomes a learning strategy whereby the learners have to implement what they have learned in their lessons. It's a breeding ground for oral skill development in situation since it brings in learners' active participation, interaction, implementation of classroom exercises mutual trust on each and every one skill, though personal efforts is counts and all these activities under the guidance of a more knowledgeable peer and the teacher in situation. The pedagogicodidactic intervention is also implemented by the more knowledgeable learners during the activity and CL is not only about working into groups but it is based on principles that have to be respected Dendup and Onthanee (2020). Therefore, for an effective CL environment to be implemented, the teacher should promote positive-interdependence, social skills, face-to face interaction, individual accountability, group processing, appropriate grouping (Al-Tamimi and Attamimi, 2014; Singh et al, 2020; Dendup and Onthanee, 2020).

Nevertheless, though CL activities, for language learning, fosters language academic achievement, memorisation, verbal interactive abilities (pronunciations, fluency, accuracy and discourse), critical thinking and self-esteem, thanks to active oral participation and language learning strategies set up by the teacher (robin round technique, buzz groups, think-aloud pair problem solving, just to name a few), as presented above, Geetha and Karthiga (2020) point out that before reaching the above educational achievements, learners are confronted to obstacles resulting from *lack of self-confidence and fear, fear of making grammatical mistakes, problems in pronunciation, less practice and lack of vocabulary* P.392., and these obstacles should be overcome with the help and guidance of the teacher while signing the didactic contract by taking not of the psycho-affective impact that s/he has on the learner.

1.2.2.2.3 Integrated Learning Themes (ILT)

In order to contextualize the concepts of the learning subjects, the primary school curriculum uses the ILT. According to the new primary school curriculum (2018), ILTs represent the foundation on which all the classroom activities, (every lesson, no matter the subject, is framed) during a defined period (each month uses a specific ILT) lean on to implemented. The school year has eight monthly ILTs, according to the levels, that is level one (01) and two (02) have home, village/town, school, occupations, traveling, health, games, communication, while ILTs of level three (03) are nature, village/town, occupations,

traveling, health, sport and leisure, and the universe and space. With a direct impact on the PBL, ILTs have been conceived to identify and develop important and necessary skills in order to enable a harmonious integration of learners in society. Therefore, the 2018 Cameroon new primary school states:

The teaching of the English language should target the development of listening, speaking, reading and writing skills with emphasis on grammar, vocabulary, spelling and pronunciation. Such teaching/learning activities should be built on major integrated learning themes such as the nature, the village/town, the school, occupations, travelling, health, sports and leisure, and space. p.47

The above ILTs in the CBLT will therefore facilitate a holistic development of the learners' competences since the pedagogy is a learner centered activity whereby the teacher acts as the MKO to guide the former in a heterogeneous, complex and inclusive environment.

From the above points, it can be seen that the pedagogical-didactic mediation is indispensable for the learning process to be fulfilled since the young learner has to be guided toward the attainable objective. Also, for the objective to be achieved, the teacher must be knowledgeable enough to facilitate the practice. During the implementation of a theme base approach in vocabulary teaching, themes, activities, integrations, techniques and media are used. The integration includes the subjects such as English and mathematics, English and science and English and art, techniques are song and movement, games, story-telling, writing, colouring and drawing, matching, crafting, counting, question and answer, and drills while media which are the means through which the activities are performed pictures, coloured paper, puppet, printable task, and video, laptop and projector. All these activities are based on predefined themes.

1.3 THEORIES FRAMING THIS STUDY

Educational intervention in a socio-constructivist prism, for the development of pupils' oral skills leaves room to the development of both learners' language skill and other social aptitudes and faculties, with the aid of a guide (teacher) who mentors learners, while following a specific curriculum (here the CBA curriculum). For this to be efficient, both the teacher and the learner must practice in a conducive teaching-learning environment, where optimal interactions exist between actors as well as with their environment, following socio-constructivists' principles and norms. These principles change the tasks and questions into situational problems thereby enabling the learner to be completely immerse in the learning

process. As such, though underpinned by the learners' cognitive development (Piaget, 1972 & 1990), schema and conceptions (Vergnaud, 1989, 2001, 2007, 2013), this research is mainly based on the pedagogic-didactic mediation (2009) will be examined as follows.

1.3.1 Piaget's Cognitive Development Theory (1964)

Individual constructivism was developed by Piaget's theory of cognitive development proposes that humans cannot be given information, which they immediately understand and use. Instead, humans must construct their own knowledge. Piaget revealed that wrong answers given by children are not caused by the fact that the latter are less competent thinkers than adults instead, children think differently from adults (Huitt and Hummel, 2003). For him, children are born with a very basic mental structure, genetically inherited and evolved, on which all subsequent learning and knowledge is based. As such, Piaget developed the theory of cognitive development whereby the nature, construction, acquisition and use of human intelligence is studied. He believed that, cognitive development is the core of human organism and language part of cognitive development. Here, the main components of the cognitive development theory are schemes assimilation, accommodation and equilibrium which are being constructed throughout Piaget's four stages of cognitive development, i.e., the sensorimotor stage (from 0-02 years), the preoperational stage (from 02-07 years), the operational stage (from 07- 11 years) and the formal stage (from 11 years upwards) (Babakr, 2019). Prior the development of these stages, component of cognitive development, as earlier mentioned, should be clarified.

1.3.1.1 Piaget's Schemas

Piaget defined schema as a collection of interrelated building blocks of intelligent behaviours or ways of organizing knowledge. He alleged that human beings are born with *"reflexes which they adapt to their environment and these reflexes are quickly replaced with constructed schemes"* (Huitt and Hummel, 2003; p 5). In other words, schemes can be viewed as unites of interrelated mental representation of the real world's actions and physical. Ormrod et al (2008) qualify it as abstract objects used both to understand and to respond to situations or organized mind act that is used repeatedly in order to respond to the environment. For instance, a primary school teacher may have a store pattern of how to introduce a lesson of English vowel sounds in a level three class. She might start by writing the date and the integrated learning theme on the board, ask questions on the alphabet, and ask

the learners to differentiate the different types of sounds and name them then use the vowel sounds in words and finally construct sentences with those words. Thus, schemes are stored structures of information in the mind which are applied by individual when needed.

1.3.1.2 Assimilation, Accommodation and Equilibrium

Cognitive development focused on two main processes namely assimilation and accommodation. *Assimilation is the process of using or transforming the environment so that it can be placed in preexisting cognitive structures* (Huitt and Hummel: 2003, P.1). It therefore occurs when new information, encountered by the learner, is fixed in the preexisting schemes present in his mind to make sense of real-world events. In other words, it is the mechanism by which the learner applies its existing schemes of reality in order to suit and fit new elements of its environments. Here, a learner will use the existing knowledge in mind in order to encounter or make sense of the unfamiliar or new problem. For instance, for a CM2 learner to describe a town in an English Language class, he/she will need existing knowledge on the previous month integrated learning theme dealing on nature. This state of balance between the pre-existing knowledge and the new encountered one in the learner's mind is mentioned as equilibrium. Nevertheless, the learner may face a situation of disequilibrium when new information can neither be adjusted nor matches with the present schemes. In an EFL class, this mostly occurs as a result of interlingual errors which are caused by interference between the learners' first language and second language (Every language has its structure. Unfortunately, most EFL learners attempt to adapt their language structure to the second language).

In order to re-establish the state of equilibrium, the learner has to change the pre-existing schema to accommodate the new information. Therefore, accommodation is the modification of the existing knowledge or schema to fit the newly received information in order to solve the real world's situations. According to Zhang (2015), accommodation refers to the process by which the learner adjusts the old schema or builds a new schema on the basis of the old one in order to adapt the new object when it fails to conform to the learner's schema.

With regards to Piaget's explanation, for the processes of assimilation and accommodation to take place active learners are needed as opposed to passive ones. This is due to the fact that problem-solving skills, through PBL, cannot be taught but must be discovered. Within the classroom, the teaching-learning process must be learner-centered and

practiced through active discovery as well as active participation of the learner. The role of the teacher is to guide and motivate the learner.

Thus, in the Piagetian conception, the teachers are encouraged within the classroom to practice to focus on the teaching-learning process, rather than the end product of it; use active methods to repair, reconstruct and reformulate the learner's reality; implement problem-based learning in order to create disequilibrium in the child; and evaluate learners at each stage of the teaching-learning process with the aim to assess the learner's level of development, suitable for performing a task.

Piaget's Cognitive development theory has four main stages which are sensorimotor stage (from birth to two years old), the preoperational stage (from two to seven years old), the concrete operational stage (from seven to eleven age old) and the formal operational stage (from eleven to old age) (Huit and Hummel, 2003; Kasschau, 2003; Franzoi, 2011; Cacioppo et al., 2013; Babakr et al, 2019) has to do with the learner's ability to construct individually their new knowledge with the aim to understand his own reality and solve conflicts.

Cognitive constructivism theory incorporates the importance of understanding what each individual needs to get knowledge and learn at his or her own pace, for research purpose emphasis will be laid on the formal operational stage. According to Piaget at the formal operational stage *intelligence is demonstrated through logical use symbols related to abstract concepts objects* (Huit and Hummel, 2003, p2). In other words, a child understands more abstract terms as s/he develops individual thinking and understanding, can solve complex problems such as differentiate between deceptive cognates of two languages (English and French), switch adequately from one language sounds to the other as the s/he is changing the language.

Like many other researches, Piaget's cognitive development has been subject to many criticisms. Bernstein et al., 2008 demonstrated that the fact that not all schools use critical thinking during the teaching and learning process, as such, not all individuals reach the operational stage. Operational stage which deals with critical thinking has nothing to do with age rather with the teaching and learning process.

In addition to that, he neglected the cultural back ground of each learner and failed to admit that learners are social beings who can construct knowledge as well as logical thinking and understanding socially with help of his/her peers through interaction, context and in situation. (Babakr, 2019). This has been developed by Vergnaud's (2007) through his concept of schemas and situation.

1.3.2 Vergnaud (1989, 2001,2007,2013) Concept of Schema and Situations

For centuries, researchers, among which Vergnaud (1989), have been working on the concept of representation and conceptualisation. They seek to understand the steps undertaken by learners to acquire new skills during the learning process, which entailed the analyses of schema used in situation (learning or not). This enabled researchers, especially disciplinary field teachers to observe learners' "*relative complexity of problems, errors, interpretation of statements, symbolisms and explanations*" (Vergnaud 1989, p48), that they face during knowledge acquisition in situation. Thence, through research, it was noticed that learners apply their experiences, witnesses and what they have as frameworks or patterns in situation, to acquire new information and seek it sense. These patterns are referred to as schema (Piaget; 1937, 1953, 1966, 1969, Vergnaud 1989,2001,2007).

According to Piaget (1937; 1953; 1966; 1969), the core development of an individual intelligence is the adjustment and the organisation process of knowledge existing structures, which takes place in the individual mind's when he comes across new knowledge. These knowledge existing structures, also referred as "building blocks of knowledge" are schemas. In this light, in 1996, he states that « *...un schème considéré à un moment donné apparaît toujours comme un développement graduel des schèmes précédents ; il consiste ainsi toujours en une organisation active de l'expérience vécue* ».

To Piaget's schema development theory, Vergnaud adds the concept of action in situation. According to him, the teacher, guide or tutor creates opportunities of learning patterns in problem situation in order to enable the learners develop new ones in action. This creator of situations (teacher) guides the learner according to the goal to be attained. In this light, in 1989, Vergnaud identified a schema as an "*invariant organisation of the subject's behaviour for a class of situations*", P48. According to him, schema is composed of explicit and implicit rules. When it is explicit, this schema is either a theorem, law or a rule which will be demonstrated by the expert during teaching, through explicit representations in the form of signifiers (graphic or acoustic) whereby the latter are "*the main master of communications*" or of the distinction marking and control of situation schemas and contributes "to the effectiveness of reasoning and action in situation". For instance, during oral communication, learners usually practice the subject + verb + object pattern, in the construction of affirmative sentences (the teacher is teaching), meanwhile the verb + subject + object pattern for interrogative sentences (Is the teacher teaching?) which are conventional grammatical rules English language expressions. As such, Vergnaud (2001, p.122) added that « *Ils permettent*

néanmoins de mieux comprendre les rapports entre connaissances en-acte et connaissances explicites ». In other words, schema facilitate the understanding of the links between in-act knowledge and explicit knowledge.

Later, Vergnaud (2007) described schema as a constant organisation of activities and conducts during a given class of situations. In other words, it is the adaptation of already existing patterns or frameworks into new activities or conduct, to solve situational variables. In the course of cognitive development, the already existing pattern which constitutes the first local scope of the learner's knowledge is subjected to enlargement, due to its exposure to a class or a number of situations. It is universal in the sense that it can be formalised with rules and concepts that include universal quantifiers. If we consider a compound sentence which is the combination of two independent clauses linked by a conjunction (the teacher is teaching so learners are listening), the learner moves from the traditional form of sentence construction to another one therefore adding another grammatical pattern in the existing one to be used in situation. An example can also be taken in pronunciation whereby an English foreign language learner will have to switch completely from the French language sounds to the English language sound during speech and avoid faulty pronunciations. The use of schema in situation helps the learner to disconnect from stereotypes, limits, odd beliefs and old ways.

Still, though analysing schema entails the study of the learner's conduct, schema is not considered as a conduct but as a constituent of the representation, whose function is to generate the activity and conduct in situation, as stated by Vergnaud (2007, paragraph 50), when he says:

L'analyse des schèmes passe inévitablement par l'analyse des conduites, mais le schème n'est pas une conduite, c'est un constituant de la représentation, dont la fonction est d'engendrer l'activité et la conduite en situation

In this line, the components of schema development analysis become vital since it will enlighten the researcher/ teacher/ tutor as well as enable to distinguish between concepts which lead to the development of schema (for instance; situations) and factors that leads to it development (operative invariants, signifier and signified). To illustrate, the teacher can write the signifier "red cape" on the board and ask learners to refer. According to their schema, some will associate it to the friction hero, "superman" while others will perceive the cloth use to attract bulls during bulls' race. The different perceptions help in the use of language in situation.

Prior examining the concepts of operative invariants, signifier and signified, it is important to have a look on the aspect of situation. According to Kuzniak (2005), “*Le terme situation désigne l’ensemble des circonstances dans lesquelles une personne se trouve, et des relations qui l’unissent à son milieu.*” In other words, a situation is the set of circumstances or events (Ex. Presentation of problem situation during an English lesson) into which an individual is found (Ex. pupil in a classroom), and the link established with its environment (i.e., applying the acquired knowledge in context and situation such as in the school environment). As a matter of fact, and as underlined by Brousseau (1997), a learning situation is not only limited to the didactic situation but also to the adidactic situation which is an implicit and dissimulated method of teaching and learning, i.e., it does not yet include either the idea of teaching or of enactment and it generally occurs before the proper didactic situation. These two concepts are not opposed to each other but rely on each other to support the concepts of conceptual fields. Suppose that a teacher is about to introduce a vocabulary lesson around carpentry work, s/he brings out three chairs among which one is broken and ask three pupils to sit (the adidactic situation). Surely, they will react to the broken chair and they will have to find a solution to repair the chair which will lead them to the proper lesson (here the didactic situation, introduced by a situational problem).

During both the adidactic and didactic situations, learners adjust or complete their ideas with the aid of operative invariant, signifier and signified that they had on concepts and aspects, thereby lifting off the barrier in the learning progression, by establishing a link between the already existing pattern in their brains with the new knowledge. These operative invariant, signifier and signifier allow the transformation of representations into concrete objects of study in a learning situation.

In the field of linguistics, Saussure’s researches show us that the linguistic unit of an entity or item is double. The signifier and the signified are said to be linked by an arbitrary bond since both do not have a natural connection though the signifier of a term cannot be changed by an individual once it has been accepted by a linguistic community (Saussure, 1998). That is the reason, Vergnaud (2007) will say that, words used have several meanings depending on the situation as well as context in which one finds oneself, though the learner may give at times partial meaning to terms, words and statement to conventional ones given to him by the teacher. Homographs and deceptive cognates can better exemplify these thoughts. In the case of French and English, the signifier “library” which has its deceptive cognate in French as “librairie” do not conventionally correspond to the same signified. While the first term (library) refers to “bibliothèque” in the French language, i.e., defined by the

online Cambridge Dictionary as “a building, room, or organisation that has a collection of books, documents, music and sometimes things such as tools or artwork for people to borrow, usually without payment”, the second term (librairie) refers to “bookshop”, defines as “a shop or web site where books are sold” by the above stated online dictionary.

To the above, Vergnaud (2007, paragraph 69) specifies that a distinction must be made between the signified of language and concepts, since conceptualisation begins with action in a situation, and the formation of operative invariant for they are responsible for the gap between meaning and significance as he said “*il faut distinguer entre signifiés de la langue et concepts, parce que la conceptualisation commence avec l'action en situation, et la formation des invariants opératoires. Ce sont eux qui sont responsables de l'écart entre sens et signification* ». Here, Vygotsky will underline the importance of visual scaffolding and this can be illustrated by the above stated example on the introduction of a vocabulary lesson with a broken chair.

Let's have a look on operative invariants. According to Vergnaud (2007), operative invariants are aspects leading to conceptualisation. They are considered as the very matter of intuition, with all the positive and possible obstacles that this intuition entails. He argues that representation is a result of the flow of experience in consciousness. It is the perception of things or the world which allows us to understand the identification of objects and their properties, which might be both right and wrong, objective and subjective depending on the angle of observation.

Comme l'expérience du flux de la conscience nous fournit une certaine idée de la représentation, partielle et insuffisante, mais néanmoins essentielle, il est clair que la perception est une représentation. Le concept d'invariant opératoire permet de comprendre l'identification des objets et de leurs propriétés, avec ce que cette identification peut comporter de juste et d'erroné, d'objectif et de subjectif. *paragraph70*

He recalled Bartlett's example given 70 years ago on the three mountain walkers (a painter, a geologist and a botanist) who do not see the same thing while having the same spectacle of nature before their eyes. Back to English Language context, we are tempted to talk of homographs, which according to the online Cambridge Dictionary, are defined as “a word that is spelled the same as another word but has a different meaning”. Words like “close, bow, park, minute, book just to name a few, are excellent examples of homographs whose understanding and objective representation by the learner is subjected to the effective use of the word in situation by the teacher. Generally, these words differ through their stress pattern.

So, the proper construction of word in context and in situation by the teacher is a must for the dimension of each word to be grabbed and be attributed to a signified during language usage. In other words, the teacher ought to have several strings to his bow, i.e., develop many strategies such as the choice of situations, training in the activity, help in selecting relevant information and in making inferences, and in so doing, in forming schemas and operating invariants. Perception therefore becomes an activity that enables the learners to acquire the knowledge. Learner's failure in a given learning task is due to the fact that they cannot perceive activity at start.

In a whole, the conceptual field theory attempts to solve the dual issue of situational activity and the long-term development of skills and knowledge in the learners (Vergnaud, 2013). The central idea is to involve learners in active learning situation so as to develop long-term skill through the use of *operative form of knowledge, which manifests itself in the situation, and the predicative form, which is a putting into words and symbols of objects of thought and their properties* (Vergnaud, 2013). Since, thoughts and minds are better analysed and understood in time i.e., during interaction in real situation, the teacher, who is the mediator of the learning situation is therefore called upon to adjust the learning situation according to learners' level of understanding, context and movement in situation. By the way, the mediator should assure that his/her gestures, activities and established setting matches with the setting and the conditions in which the learners find themselves during the learning period.

In other words, the mediator has to choose and create the learning situation, clarify and organise the learning purpose and context while making sure that learners get the relevant truth of the lesson's notions and this is thanks to operative invariants. Here, the lessons' notions explanations should reflect the same operative invariant that the learner will receive. Therefore, the quality of the mediation becomes determinant for this endeavour whereby teaching/ learning activities, context, environment, situation as well as learners' cultural background will help for the assimilation and accommodation of knowledge.

In this light, Vergnaud (2013) considers these operative forms of knowledge as a competence which is perceived when an individual acts in situation. For instance, the reparation of a chair by a carpenter, the diction used by an individual for argumentation, analysis or description of a topic, debate or an event. Competence therefore entails all register of activities i.e., science, arts, letters, education, judicial, just to name a few.

Nevertheless, Vergnaud (2013, p142) still argues that competence is only reflected when all the situations that give meaning to the concept, all the operating invariants that

structure the forms of organisation of the activity (schemes) likely to be evoked by these situations, all the linguistic and symbolic representations (algebraic, graphical, etc.) that make it possible to represent the concepts and their relations are interconnected or form a pattern that makes sense. To frame it out, let us consider a learners' speech on the sensitisation of keeping the school environment clean. The speech must reflect the actual context and situation in which the other learners find themselves, a vocabulary which imagery reflects the school environment, cleanliness, dirt, consequences just to name a few, the correct grammatical form as well as the accurate pronunciation of words. As such, he will define the conceptual field as :

...un champ conceptuel est à la fois un ensemble de situations et un ensemble de concepts. L'ensemble des situations dont la maîtrise progressive appelle une variété de concepts, de schèmes et de représentations symboliques en étroite connexion ; l'ensemble des concepts qui contribuent à la maîtrise de ces situations. p.142

In other words, it is both a set of situations and a set of concepts whereby the set of situation progressive mastery calls for a variety of concepts, schemes and symbolic representations in close connection while the set of concepts contribute to the mastery of these situations. Language (verbal and nonverbal) become important aspects in the conceptualisation during the course of the learning activity.

The language teacher should therefore choose learning activities, clarify them as well as guide the learners in the organisation of activities while taking particular attention to the grammatical and linguistic rules that govern the learning situation. In the same line, the teacher should take note of his diction and pronunciation in context in order to reduce ambiguity during the learning process. In short, the teacher's mediation should be based on the learner's culture, which are underpinned by context and situation. The teacher should therefore organise his learning activities in a way that will enable the environment to support in quality knowledge received by the learner since the improvement of education and training, the development of skills in the workplace, depend to a very large extent on the improvement of the mediators' professionalism.

From the above, it is assumed that individual thinks, perceives and understands the world patterns (schema) that are constructed in his mind in the course of his experience in context and in situation. Communication (verbal or nonverbal) being the most important aspect in the teaching/ learning activity between the learner and the teacher (or mediator) should be made in such a way that the learner will figure out (have a representation) exactly

what the teacher intends to transmit thanks to all the parameters in situation which surrounds the teaching activity. This can be seen during EFL teaching activities, whereby words do not have a direct meaning with object in context or situation. The teacher should therefore be able to clearly interpret the meaning of utterances in situation, while taking into consideration the learners' cultural background and assure that the learners' operative invariants are the same with what they intend to transmit, as this contributes to the competency and the end result of the teaching/ learning activity.

1.3.3. Lenoir (2009) Pedagogicodidactic Mediation

As main activator and regulator of the cognitive mediation, the pedagogicodidactic mediation, understood as a system of regulation in one hand, intervenes both as an essential regulatory modality in the determination of an external structure other than itself, and as an action that gives meaning to the object, in the other hand, is mainly a social function (Schwebel, Maher and Fagley, 1990), of an extrinsic nature (Lenoir, 2009). In other words, it needs the help of a more knowledgeable other, in a given context to boost the learning capacities of a given learner.

Lenor argues that, as an external action, pedagogicodidactic mediation, fundamentally calls on both the psychopedagogical dimensions, meaning the method of knowledge manipulation by both the learners and the pupils. Here, the teacher or MKO accompanies the learner in a rational construction of the latter's construction of knowledge while taking into consideration the environment, the learning outcomes and the learner's personal characteristics.

CHAPTER 2: MEDIATION OF LEARNERS FOR ORAL SKILL DEVELOPMENT IN THE CBA

2.1. COMPETENCY BASED APPROACH (CBA)

The Competency Based Approach also known as the Competency Based Education (CBE), Competency Based Learning (CBL), Pedagogy of Integration, Performance Based Approach, Proficiency Based Approach, Mastery Based Approach and Outcome Approach started in the United States of America (USA) in 1970s, introduced in the United Kingdom (UK) in 1986 (Auerbach 1986) and in Cameroon in 2012 (while in the primary level of Education in 2017). The application of its principles to language teaching and learning is referred as the Competency Based Language Teaching (CBLT). Here, the learners are taught basic skills which will prepare them to respectively face and solve situations and problems they encounter on daily basis.

For Richards (2001), two aspects are to be noted about the CBA; it seeks to build more accountability into education by describing what a course of instruction seeks to accomplish and it shifts attention away from methodology or classroom processes to learning outcomes. So imbedded in the epistemological paradigm of knowledge known as socio-constructivism, this approach involves the learner in dialectic and reflexive activities of his/her existing knowledge and the various adaptive operations the latter has to carry on in order to assimilate/ accommodate or equilibrate the new knowledge, through families of situations with the use of given materials and in a given context.

For Cros et al (2009), many African countries, among which Cameroon, view the CBA as an approach adopted firstly to replace the objective based approach and secondly to solve the persistent learners' academic failure. It is been presented as a teaching-learning process which articulates it around a core of competences relating to general areas of training. Enrooted in the (socio)constructivist principles, the teaching and learning activities are based on complex, meaningful contextualised situations which enable learners to develop a set of sustainable skills that can be used in a variety of contexts. The teaching-learning process is organised in three to four weeks continuous teaching/ learning activities followed by one week of integration and one of evaluation and remediation. Here, error is considered as a sign of cognitive reasoning or an acquisition process. They add that, the 2018 Cameroon curriculum extols the CBA as a *“finalised orientation, the achievement in action, the mobilisation of different resources, the application to a family of situations or tasks”* Cros & al (2009, P.25).

2.1.1. Theories on Competency Based Approach

School education is a process through which a learner is called upon to develop aptitudes and other faculties through the representation of his/her own reality. This process is only possible with the aid of a guide (teacher) who will instruct or mentor the learner, while following a specific curriculum. For this to be efficient, both the teacher and the learner must practice in a conducive teaching-learning environment, where optimal interactions exist between the actors as well as with their environment, following constructivists' principles and norms. These principles change the tasks and questions into problem forms thereby enabling the learner to be principally involved in the learning process. Though many authors wrote on CBA and socio-constructivism as well. Nevertheless, to frame this research, theories such as Vygotsky's (1896-1934) social constructivism, Chomsky's (1965) competence and performance, Jonnaert's (2009) interactive socio-constructivism model, Cicurel's (2011) interactionism and Rodgers' (2014) competency language teaching, respectively will be studied in the subsequent paragraphs.

2.1.1.1. Chomsky's theory of competence and performance (1965) (2014)

Chomsky (2014), was the first linguist to bring out the difference between competence and performance in the domain of communicative competency as he stated that:

Linguistic theory is concerned primarily with an ideal speaker-learner, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of language in actual performance. p.1

In other words, communicative skillfulness has to do with the individual ability to use his native language, in his language community, fluently, without any linguistic interference, shift or stop while respecting all the rules and adequate vocabulary of the said language. From this, he therefore considered an individual language competence as the "*knowledge of the language*" while an individual linguistic performance as "*the actual use of language in concrete situations*". This entails that an individual will be considered competent in English language if this one, masters all the language rules meanwhile s/he is said to be performant if s/he can use the language in situation without false start, deviation, blackout, language shift or interference just to name a few.

Nevertheless, many controversies arose from other linguists such as Hymes (1973) and Widdowson (1978) from Chomsky's linguistic competence and performance in a homogenous environment. According to these researchers, Chomsky's theory was too idealised and closed as it does not consider sociocultural factors as well as heterogenous speech community.

Hymes (1973) argued that, linguistic competence entails a heterogenous language community, with a diversified sociocultural characteristic while performance is the actual use of language in concrete language situation. She went further by distinguishing between linguistic competence (which is the act of producing and understanding grammatically correct sentences i.e., using language based on the rules that govern it), and communicative competence (which is the act of producing and understanding contextualised sentences in situation). He therefore concluded that Communicative competence and performance refers to the master of rules and regulations governing a language and the understanding including the production of both referential and social meaning of language in situation.

To back the works of Hymes (1973), Widdowson (1972,1973,1978), brings out the importance of communication when using a language. In other words, above English language reading, speaking, writing and listening, its appropriate use to reach communicative purposes is important. Given the purpose of teaching language skills and in order to acquire language appropriateness, he suggests that those skills should be taught and developed alongside with communicative abilities. As such, he introduced the "usage" and "use" as two performances aspects whereby "usage" is the extent to which a language user demonstrates his mastery of linguistic rules for instance construction of a correct grammatical sentence like "the earth is flat". Whereas "use" is the language user ability to demonstrate or use his linguistic knowledge for effective communication. These aspects will enable the learner to both select the appropriate linguistic form in context and to identify the sentences linguistic function in context. In the same line, he came in with the "significance" and "value" aspects whereby the "significance" refers to the sentence meaning isolated from a given situation "the old man kicked the bucket" (imagery of an old man kicking a bucket) as opposed to "value" which entails the sentence meaning during communication in situation, for instance "the old man kicked the bucket" (in a situation where he died).

It is thus clear that English language teaching and learning activities should be breeding grounds for linguistic and communicative situational contexts, i.e., ensure the acquisition of both kinds of competence by providing linguistic and communicative contexts while revealing the real semantic of the utterance.

Thus, a heterogeneous language environment is important for individual language competence and performance acquisition as well as evaluation. Also, learners are social beings that leave in a diversified social and cultural environment. As such, words and sentences may differ according to the cultural environment and context of usage though it is the same language that is being used. Therefore, teaching a leaning activity should take into consideration both the linguistic and communicative abilities and be applied in context and in situation.

2.1.1.2. Vygotsky's (1962-1986) Social Constructivism

After Piaget's cognitive development theory, Lev Vygotsky formed social constructivism based on the learner's social interaction, which involves debating and sharing with both peers and mentors, both in his immediate environment and in the classroom along with personal critical thinking. According to this theory, collaboration and social interaction are integral part of learning. They therefore precede development since consciousness and cognition through socialization is their product. With the conviction that knowledge can't be acquire in isolation of a learner's social and cultural context, Vygotsky's research and theories are collectively involved in social constructivism and language development such as, collaborative dialogue, the zone of proximal development, social interaction, the more knowledgeable other, culture and inner speech (Vygotsky et al, 1962). Understanding and implementing these theories helps in the effective development of a classroom.

The first theme of social constructivism has to do with collaborative dialogue. Here, Vygotsky claims that language plays a critical role in mediating the cognitive process. According to Swain (2006, p98) Language completes thought since it is a process of making and framing knowledge and experience as she says "*language, as I am using the term, refers to the process of making meaning and shaping knowledge and experience through language*". Thus, it a part of the learning process. She (2000) adds that, collaborative dialogue refers to a dialogue in which learner of a language are engaged in a problem solving and knowledge building. Here, second language (L2) learners refine their knowledge and come to a better understanding of the language structure because they use language as a cognitive tool to mediate their own thoughts and those of their interlocutors (mostly their peers during cooperative learning). Language immerse L2 learners and enables them grasp the complex structure of the L2 since they produced utterances, questioned their use and corrected their peers.

Swains and Watanabe (2007) proposed some mediational means during collaborative dialogue, among which scaffolding and repetition. According to Wood, Bruner and Ross (1976), scaffolding enables the learner to be assisted in the completion of his tasks or cognitive development by a teacher or a mentor. In other words, provide an external support for the learner through activities. Repetition which is the act of performing a single and controlled exercise helps to mediate solutions to language related problems.

The second important concept of social constructivism is the notion of zone of proximal development (ZPD). Vygotsky (1978) introduced this term because he disapproved the methods used for the evaluation of learners' intellectual abilities since those methods measured only the learner's actual level of development leaving out their potential capability. He therefore says,

The zone of proximal development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. These functions could be termed the "buds" or "flowers" of development rather than the "fruits" of development. p.86

The ZPD, therefore measures the learners' present level and the next attainable level through the mediation of language, environmental means and adults or capable peers. Vygotsky (1978) thus defined the ZPD as *"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more knowledgeable others"* (p. 86). In other words, it is the distance that exists between the learner's developmental proficiency in overcoming any learning difficulty (linguistic, grammar) individually and a higher proficiency in solving or overcoming those learning blockages or difficulties with the guidance of a teacher or the collaboration of a more knowledgeable peer.

In addition, Slavin (2003), described the ZPD as the task that a learner cannot yet perform on his own but could do with the assistance of more competent peers or with the teacher, *"...working within their zone of proximal development when they are engaged in tasks that they could not do alone but can do with the assistance of peers or adults"* p.258. The main idea is that, learning is more effective through collaborative endeavors involving more skillful people since learners will be able to internalize new concepts easily. For instance, English language communicative proficiency will be easily and well developed with the assistance of a competent tutor than alone.

The next concept developed by Vygotsky social interaction, is individual growth, change and development. According to Doolittle (1991, p.9), *"Vygotsky believed that the goal*

of the zone of proximal development was change, or growth, in the individual. That is, the individual can do something independently today, that they could only do with assistance yesterday. However, this change need not be only in observable behavior; this change may also be metacognitive in nature". Social interaction enables individuals to assimilate new knowledge, while adding their personal values, through social contact and interaction. Here learners do not only copy and reproduced what is being taught in school but they transform the acquired school knowledge, during the learning process, according to their personal values. Successful interaction is done with the help of a guide. A learner will perform a task with the help of a teacher but later will be autonomous and allowed to work alone. Thus, according to Ellis (2000), effective learning starts during interaction. This is true when interacting during cooperative learning, collaborative intervention where there is parallel development and autonomation of individuals learning from the more knowledgeable.

Again, the more knowledgeable other (MKO), is another socio constructivism aspect developed by Vygotsky. During the teaching-learning process, the learner will always need an individual having a better understanding or higher intellectual abilities of the knowledge to be acquired and playing the role of a guide or a mentor called the MKO. Like to say, a blind man cannot lead another one. Traditionally, the MKO has always been a tutor, teacher, coach or an adult. But with the advent of modern education, it could also be peers, younger people and even the internet. Therefore, an English language learner can seek the assistance of his peer, tutor, teacher or anyone who has a better understanding of knowledge to be learned. Or teachers can peer each other for a teaching practice, as it is the case during a collaborative educational intervention, where and anglophone teacher will help the francophone develop his competences.

Culture and the inner speech, are the last concepts to be analysed under Vygotsky' social constructivism. Here, Lev Semenovich Vygotsky (1986) argues that a child's cultural development appears twice on stage; firstly, between people as inter-mental categories then within himself as an intra-mental category. He believed that, learner's sociocultural environment confronts them with a lot of tasks and questions. At their early ages, learners acquire knowledge by grasping and repeating what they see around them, especially from their parents. They entirely depend on the latter's' decisions on them. Culture refers to all what surrounds the learner such as pen, house, language and artefacts. Culture is an external social factor which is internalized in the child through the process called internalization. In line the CBLT, this inner culture respects the fact a language learner should study while being enrooted in his culture and opened to the world. In other words, EFL vocabulary learning and

acquisition starts with words surrounding the learner to enable both immediate interaction with the peers as well as interacting with families of situation that surrounds him/her.

2.1.1.3. Jonnaert's (2009) Interactive Socio-Constructivism (SCI) Model

Jonnaert (2009) advocates that the notion of Competency has seen its avenue in the professional world in USA. As it evolved, it was introduced in the educational sector through teachers' higher training college in the francophone field. Though, its implementation spread out across the educational milieu, its application was quite different and a proper definition of competence in education was needed. According to him, since in education the notion of competence encompasses all the resources that a learner is supposed to mobilise in an action to solve a problem in situation, the "*Programme d'étude du Québec*" defined competence as "*un savoir-agir fondé sur la mobilisation et l'utilisation d'un ensemble de ressources*". In other words, it is the knowhow based on the mobilisation and usage of a set of resources in a given situation and context.

In that light, Jonnaert (2009) decided to build an interactive socio-constructivist model that will ease the teaching/learning process in a socio-constructivist context. For this to be done, he started by declining the existence of a socio-constructivist method, neither didactic nor pedagogic project. Socio-constructivism is an epistemological paradigm of knowledge according to him, as he states:

Il articule entre eux les concepts et les catégories qui guident la pensée et l'action de celui qui s'intéresse aux générations relatives à la construction, à l'acquisition, à la modification, à la réfutation ou au développement des connaissances. *p.64*

In other words, it is a reference programme (such as the Cameroon 2018 primary school curriculum) which sets a number of concepts and ideas guiding the practices of the learner involved in the construction, acquisition, refutation and or development of knowledge. It is therefore a more generalised term which involves all the mechanisms in the teaching/learning process as well as the actors of the process. For this epistemological paradigm to be manipulated effectively, the teacher is supposed to be skillful enough to mobilise the necessary skills for his pedagogic and didactic intervention, since he has to facilitate the teaching/ learning practice and ensure that the learner has acquired the required skill in situation.

Unfortunately, there are so many paradigms (in our context the New Pedagogic Approach, the Objective Based Approach and the Competency Based Approach) in the school

milieu that the application of a specific one turns to be difficult. These differences originate from training of teachers under different paradigms (as mentioned above), the different paradigm conveyed by pupils' text books and the reluctance of teachers to adapt to new reforms, as is the case of teachers who have been trained under the objective based approach who find it difficult to change to the CBA. The school therefore becomes a roundabout of paradigms which oppose themselves and this turns to confuse the learner in his learning process. Jonnaert (2009) therefore underlines to practitioners the importance to define their paradigm with respect to their context.

As such, the only paradigm in this context is the constructivist one which acknowledges that, based on his experience, an individual construct his skills in real context. As opposed to Fourez et al., 1997 who thinks that skill becomes subjective since it depends on the individual who is in permanent reconstruction of his knowledge in relation to his actual context, skill in constructivism is full of objectivity though the learner is involved in the learning process according to his context, environment and needs, he has a learning objective to attain. For instance, in a collaborative educational intervention in the CBA whereby a francophone teacher is supposed to learn the practices and get some techniques of English Language from his Anglophone colleague, the learning activity is objective since the purpose is to update his knowledge in English language vocabulary and teaching techniques in relation to his context, immediate environment and needs.

To clear off all doubts, Jonnaert (2009) makes a distinction between knowledge and skills. According to him, Knowledge are the school programmes and curriculums meant to be simplified and taught in schools (such as the 2018 Cameroon primary school curriculum). Though, they are generally scientific, some knowledges taught in schools, identified as social reference practices, directly originate from the society (like sport activities). While skills refer to the "cognitive patrimony" (the brain) of an individual which is constructed and reconstructed in a situational context. In other words, the skill acquired by a learner, changes or evolves as s/he comes across new challenges. Taking the case of the alphabet, with regards to the introduction of letter sounds, the pupil of SIL, level one, will be asked to form words with the letter sound /I/ as in /It/ and /sItI/. Later, in the same level but class two, the sounds varieties of the letter I of the alphabet will be introduced to them, i.e., /I/ and /i:/ as in words such as eat, sleep, feel, just to name a few. We are presented to a reconstruction of the learner's cognitive memory as far as letter sounds are concerned.

Still, Jonnaert advocates that for skills to be constructed in a context, the knowledge (curriculum) should take note of the cultural reality of the learner. Therefore, with the aim of

developing a model that will enable the learners to construct their skills in context, Jonnaert (2009) proposed an interactive socio-constructivist model whereby content and contextual activities are put forward. Learning activities are based on the cognitive constructivism of Piaget (1963) where an individual construction and reconstruction of skills passes through the duality of assimilation and accommodation. As he says :

La théorie de Piaget décrit l'intelligence comme la forme la plus générale des coordinations des actions et des opérations d'un sujet qui se construit en construisant, reconstruisant, structurant et restructurant logiquement son environnement. *Jonnaert, (2009, p.70)*

Here, an individual constructs skill out of his cultural reality. When involved in the learning process, the individual may come across new aspects of the already acquired reality. He either adds or changes this new reality to his already acquired cognitive patrimony. The present, therefore shows the duality of skills acquisition and learning which is done through the construction of skills through learning activities in society and the accommodation of these skills to the pre-existing ones. From the Piagetian view, skills are constructed as a result of the interaction of the learner with knowledge in a given context. This gives room to the three dimensions (constructivism, interactionism and socio) which underpins Jonnaert's interactive Socio-constructivism model.

Before developing the model, Jonnaert recalls the attributes of constructivism. According to him, constructivism is the cognitive manipulation of ideas, skills, knowledge and conceptions in relation to the studied skill/ knowledge. This cognitive manipulation, is both dialectic and reflexive. It is said to be reflexive because the learner adapts his pre-existing skills to the learning situation (reading the short /I/ sounds in words such as “it”, “fix” and “drink”) while dialectic because the same learner coordinates both the pre-existing skills with the new one (acknowledging that the long I alphabet letter, in its long /i:/ sound variety, is read in words such as “read, eat, feel, feet, meet” just to name a few). Constructivist activities are therefore not only limited with learners' interaction with his external activities but rather with the learners' critical thinking put forth by the use of his skills to interact with in situation in a given context. Also, he adds that the results of this cognitive interaction in context are important. With these results, the learner can interpret his reflexive activity in relation to his actions in context and the representations or the learning situation at the end.

The interactive dimension of socio-constructivism arises where in a teaching/learning process the learner is called upon to mobilise both his cognitive skills and the new learned skills which are generally the codified knowledge. The learner encounters this knowledge in

society, classrooms, brief in daily activities and should be able to use it in situation (for instance when to use the /I/ or the /i:/ sounds in context). It is only in situation that a dialectic / reflexive activity occurs. In the constructivist point of view, the learning process effectivity occurs when there is interaction between the cognitive patrimony of the learner with the codified knowledge in the school milieu.

The interactive activities in the school milieu enables the selection of the materials used for the construction of skills with regards to the codify knowledge in programme and provide reflexive and dialectic activities to the constructivist model. Jonnaert (2009) continues his analysis by underlining interaction as an important component for the social construction of skills in a constructivist view. Interactions are done in the school among peers and with teachers, in society. Interaction is important because it enables the learners to apply the codify knowledge in society while evaluating the pertinence of the skills used in context. This evaluation will lead to an inter and intra cognitive conflict in the learners' mind, which will result to either an accommodation or a refutation of the skill in the cognitive sphere. Consequently, for social interaction to occur, the learner's cognitive conflict, the codified knowledge should be implemented with a finalised objective, whereby the learners' attitude towards the learning process is positive and the application of the acquired skills is done in context. These three main aspects form the core of the socio-constructivist interactive model. The SCI model as portrayed by Jonnaert (2009) comprises of three interrelated dimensions (interactive, constructivist and social) which only have sense when conveyed together.

C'est la solidarité fonctionnelle de ces trois dimensions qui fait du modèle SCI une approche intéressante des processus de construction des connaissances. p.75

In other words, in isolation each dimension cannot convey meaning. For instance, interaction in an environment cannot necessarily portray the action of constructing finalised skills (EFL learners interacting in their first language); construction cannot be explained without the context of learning (teaching EFL learners to write descriptive essays of their school environment and not of a school in another continent) and the people involved while the social dimension isolated does not precise the activities that are taking place and their aim.

In a nut shell, the SCI model as portrayed by Jonnaert (2009), is a socio-constructivist model which enhance the construction of knowledge/ skills through interaction in a given cultural environment. Considered as a process, the learning activity through interaction enables the learner to question and improve his skills when in contact with the new knowledge. This question is generally as a result of the cognitive conflict that arise during

interaction in society. Society or the environment is not left out, since it is in the context that skills acquired are being applied. As such, individual construct his skills during interaction in a given social context.

2.1.1.4. Circurel, F., (2011), Classroom Interaction

In order to demonstrate the importance of didactic actions during an EFL interactional classroom, Circurel (2011) conducted research on the speaking turns, interactional places and the way participants occupy them, including interactional operations modes in the classroom. For her, each action and interaction performed in the classroom by the teacher is based on his decisions, teaching programme as well as the representations (similar to Vergnaud; 2007, operant invariant), that this teacher has of the activity to be carried out. Quests on the teaching orientations that lead to the better interactive classroom for the attainment of the teaching objectives, underpinned this research. As such, the representations during language classes that arises during field work, the introduction of a personalised methodology or praxis, especially the hidden actions as well as concepts, leading to classroom interactions will be studied.

Considered as a genre of situational interaction, didactic interaction of language activities in the classroom, reveals the complexity of teacher's actions, for during the transmission of skills and know-how, and in order to facilitate the construction of discourse in a dynamic sphere, and during a given period of time, the didactic interactional research is to be considered (Circurel, 2011). When hidden, this didactic interaction is referred as the "teacher thinking" since it treats the language to be taught, brings in representations and metalanguage according to the context into which it is performed. This situation can easily be observed during pre-active phase of the educational intervention. The teacher will be explaining each step of the lesson intended to be taught, the strategies to be undertaken as well as the didactic materials to be used.

Still, in her arguments, the classroom is presented as a place whereby teaching/ learning activities are based on "*interactions, programmes, results, methodologies, actors goals and institutional constraints*". In that light, she brings out three (03) angles of classroom activities evaluation, that is, an external evaluation which is said to be subjective since it is done by an external observer, internal evaluation, qualified as objective is done with the help of the teacher and the documentation evaluation.

The external evaluation is said to be subjective and limited since it is observed by an external individual who is not directly involved in the situation and whose ideas are based

only on assumptions of the action undertaken in situation. This is the case of an inspector's or researcher's observation of a teacher's actions in the classroom. Though, thanks to his experience and some didactic indicators, the inspector can attribute meaning to classroom interactions, a number of actions undertaken as well as intentions. For instance, during classroom inspection observation, the observer (inspector, researcher or colleague), can only evaluate teachers' action but not skills of the didactic grammar.

On the other hand, the internal evaluation which is done with the participation of the teacher's verbalisation or explanation of his actions in situation is said to be objective and complete as the teacher is encouraged to describe each step of his teaching/learning process while performing his actions in situation. Here, the capacity of each teacher to interpret his actions is evaluated through interviews, self-confrontations.

While the indirect method of evaluation which is done through the documentation accompanying the teaching/ the learning process, i.e., "*logbooks, lesson preparation notebooks, instruction texts describing an action, instructions to the lookalike, etc.*" enables to evaluate the teacher's respect of approach.

Back to classroom interaction, the researcher brings forth the dimension of participants exchanges and methods of teacher's correction through speech turns and classroom space occupation. Classroom activities here are an expert-learner interaction whereby, under the control of the expert, the teaching/ learning activity becomes a collaboration with collective input of ideas through turns or alternating speeches, as is the case of cooperative learning. This leaves room to a psycho-social perspective as underlined by Rivière (2006), cited by Circurel (2001), who supports the idea that, whatever the educational and didactic context, the teacher will always prescribe, guide, distribute tasks through instructions in order to facilitate and improve the learners' acquisition of language. This idea is bought by Bigot (2002), who adds the interpersonal interaction that occurs at the beginning of classroom exchanges between the teacher and the learners. Here, didactic language could be conceptualised through interaction which enlighten both on the classroom activities carried out by the learner as well as those by the teacher in a specific situation determined by some cultural realities which are the force of interactional behaviours.

Before emphasising on the device of didactic interaction, Circurel (2011) recalls that didactic interaction should have a purpose (for instance; improve pupils' oral skills); have a recognized and legitimized environment which is the social context of the learners; be evaluated during classroom implementation; be formalized and not social as is the case of the teaching of formal English in schools and not everyday language; be undertaken during a

determine period of time, on a specific branch of a subject such as speaking in the broad core of language classes. In this light, though the observation enables to foresee the interactional activities as well as what is been constructed during discourse, the hidden dimension of didactic interaction (such as the motives of construction) has to be therefore questioned.

For Circurel (2011), the hidden dimension of teaching activities is inevitable. This is due to the fact that human actions mostly take place in the interiority of consciousness, which is determined by a set of unobservable factors like motivation or a sudden change in the course of the action (Schütz; 1998), for there is a starting sense and one that deviates the action. As such, the action of the teacher can be perceived in two ways: one that favours interaction shows the actual practices of transmission, and the other that is interested in the “return” on an experienced action, shows more hidden, more secret sides that allow the hidden dimension of the action to emerge. The “*hidden dimension*” reveals to us that the teacher’s action is a practice that brings into play various skills relating to language, interaction, language appropriation, and expert knowledge, but we discover that later, the teacher is able to distinguish between types of action, to name what one does, to classify actions in an existing category and to make generalisations, both about one’s own action, but also about the group. From the above emerges the inseparable character of the identification of an action with the principle that underlies it and the judgement that the teacher makes about it.

Again, she adds that when we request a teacher to verbalise his practice/ skills in action, we are captivated by the wealth of his motives, effects, doubts and techniques that lies behind the seemingly calm order of the interaction. Interactional analysis, based on clues, is often able to restore a number of functions and also shifts, but the verbalisation of the teacher on his or her teaching action makes it possible to discover many hidden motives at the time of the interaction: the teacher’s awareness of his or her audience, the evaluation he or she makes of the difficulties he or she encounters, the constant concern to succeed in a teaching action are some examples.

Teachers’ actions have the peculiarity of being both programmed and unintended. The unintended actions which leave room to verbalised and non-verbalised actions summarise the professorial act through which the teacher communicates knowledge. To that effect, Cicurel (2011), questions the visibility of each activity in the classroom. Is direct observation enough to observe every action as well as every aspect that goes underneath the teaching actions in the classroom? She says:

L'une des questions cruciales qui se pose à l'analyste est celle de la visibilité des phénomènes qui se produisent en classe. Jusqu'à quel point tout ce qui se passe dans la classe est-il perceptible ? Est-ce par « l'observation directe » des actions et des paroles que l'on a accès à ce qui sous-tend l'interaction en classe ? Ne risque-t-on pas d'ignorer les motifs et ce qui se passe « en dessous » du discours produit et construit ? *line 32*

Also, teachers' actions depend on their educational culture, the environment, the personality or the training of the teacher. After interviewing the teacher, the researcher discovered "*that what is put forward is what relates to the implementation of an educational relationship and, more broadly, the obligation to construct a teaching action.*" (Cicurel, 2001, line 34).

To say it differently, most often, the teachers' experience is not communicated, therefore practical knowledge may disappear. Cicurel, to that effect suggests that teachers should be interviewed frequently in action in order to capture practical knowledge which will give rise to the "grammar of actions" by the way, enriches the language of didactics. Parallely, the actions of a teacher in the classroom, depends on his/her educational culture, environment, personality or training of the teacher and experience.

As far as the planning is concerned, Cicurel considers that it is bipolarised, in other words, it is on the one hand turned towards the programme, the planned sequence while is implemented towards the receivers, the learners benefit or need. This can be exemplified by all educational programme whose aim is to transform the learner who follows it. To that effect, the teacher needs to self-evaluate, self-criticise his/her actions, conducts?

These are some of the elements that can be discovered by investigating the logic of action of teachers, their convictions, their personal doctrines, sometimes unknown to themselves. There are many others. This work of collecting reactions, which are abundant and interesting in their richness, provides elements for questioning practices. We are thus able to gain a better understanding of the modalities of the teaching actions and the resistance it provokes, as well as the strategies put in place by those concerned.

2.1.1.5. Richards And Rodgers' Competency Based Language Teaching (2014)

For many decades, educational policies are geared towards learning outcomes to meet up with political and societal expectations which awaits independent individuals who are imbedded in their culture and open to the world, and can solve problems in situation. As such, teaching methods ought to change from an imposition system of education to an outcome

teaching system whereby the learners' competences, performances and achievements are assessed at every level of the teaching stage. Therefore, with regards to language competency development, in a life-based programme, which will imbed learners in problem solving learning situation, questions such as "what to teach, how to teach and how to assess the language learning outcomes" emanated. In order to answer those questions, Richards and Rodgers (2014), suggested three approaches, i.e., the Competency-Based Language Teaching, the standards movement (encompassing other standards-based frameworks), and the Common European Framework of Reference. However, for the purpose of this research, we will focus on the competency Based Language teaching (CBLT).

According to Richards and Rodgers (2014, p.151), Competency-Based Language Teaching (CBLT) is "*an educational movement that focuses on the outcomes or outputs of learning in the development of language programs.*" Here, emphasis is laid on language in use i.e., the development of communicative skill competences and its application in society. Originating from the United States, Docking (1994) in Richards and Rodgers (2001) defined competency as any attribute of an individual which help him to successfully perform a task, job, function, or activity in a specific setting which can be academic or professional. This attribute may include a specific knowledge, thinking processes, attitudes, and perceptual and physical skills. As such, in "Developper des Competences dès l'Ecole" (2001), Perrenoud encourages teachers to create teaching/learning conditions that will help the learner to develop competences. The latter will be placed in an environment where he ought to face problem in situations which require him to mobilize school acquisitions. For instance, the learners can be asked to write a speech for the international day of the environment whereby they will have to mobilise language, environmental, citizen, historical notions, just to name a few, write that speech.

In the same vein, Nkwetisama (2012) adds that in the CBLT, language can be segmented and broadly categorized according to its functions, topics, situations, notions or into the smaller ones like grammar, vocabulary and pronunciation. The learner is then involved in a complex problem-solving situation, under any of the above categories in order to enable him/her to be intensively immersed in the CBLT class. Since the CBLT aims at the mastery language communicative skills, some of the techniques used for it effective implementation will include prints such as pictures; games like doodles and associated dominoes and audiovisual simulation models as stories and role play. While using the above techniques in the CBLT teaching/learning process, the teacher must take careful attention to

pronunciation, vocabulary and grammar. This will enable communication to be more meaningful.

Again, for Nurmukhanova et al (2014), an EFL class following the CBLT norms is effective, when it includes Problem-based learning situations, project- based learning activities, develops critical thinking through reading, writing, speaking and listening, involves learners into debates method, sometimes called Socratic method in CL, game technology, such as language games, role-playing and dramatization, interactive teaching technology (cooperative learning), scenario and context based technology, and module technology. All these help the pupil to conceptualise and represent the lesson to facilitate the assimilation of skills.

Still, Ntongieh (2016) says that during CBLT the four basic language skills are taught in an integrated manner. For instance, while teaching listening comprehension, the pupils are being made to listen, read, write and speak. Here, the teaching-learning process is laid on productive skills (speaking and writing), interpretive skills (reading and listening) and interactive competences (speaking and writing) while linguistic (grammar, vocabulary and pronunciation) and strategic competences are just supporting competences because they are tools used to achieve an end. The focus is on learners being able to use English language to perform tasks which are communicative in nature.

In line with Auerbach (1986), Richards and Rodgers (2014) draw from the functional and interactional attributes of language, that achieving personal needs, links forms and functions, segments language components into parts should be considered as language theories. In this light, they bring out two main language learning theories. For these authors, before initiating a teaching/ learning activity, the teacher should take note of the fact that language learning in the CBLT is skill-based that is, it integrates a set of observable behaviours that are acquired through practice. Made of individual components (speaking, listening, reading and writing which can be divided into pronunciation, discourse, vocabulary and grammar), that can be learned separately but brought together as a whole to achieve skill performance. In addition, as states the Cameroon primary school curriculum, (2018, p.47)

...in teaching this subject, it is important to lay emphasis on speaking to achieve fluency and build confidence in the learners. The other language skills, Reading and Writing should be systematically taught in a bid to enable the learners to develop intellectually, culturally, emotionally, spiritually, socially and economically. At this level, the learners will enhance already acquired knowledge and access new knowledge in other subject areas across the curriculum

Thus, the learner is expected to develop as core competence the ability to communicate in English language by listening, reading, writing and speaking.

Another theory of language learning underlined by Richards and Rodgers (2014), is consistent practice. Central to skill-based acquisition, practice to the continual repetition of language learning activities, in the learning context, over time. Criterion based assessment procedures are used since learners are assessed according to how well they can perform on specific learning tasks. They emphasis on the fact that this practice should be guided and assessed to evaluate the level of the learners' improvement, as it remains the practical application of language in context.

From the above, Richards and Rodgers (2014: p155) states that a “*CBLT language course consists of a description of learning outcomes in terms of “competencies,” ...*”. In other words, competency is understood as a final task specified at the end of a learning module. For example, in the curriculum of CM1and CM2, the English Language core competences requires the learner to effectively communicate in the English Language by listening, speaking, reading and writing in order to solve real life situations. These are the final tasks expected from the learner at the end of the course. Well-designed CBLT classes have many important components. For they describe the specific communicative knowledge or language skill that can be applied to the new and complex situations. These communicative knowledge or language skills must have value beyond the classroom frame because when taught and learned as such, the learner will use that knowledge as well as skills throughout his lifetime. For example, thanks to the knowledge on English grammar and the vocabulary learned under the ILT nature, the learner will be able to write petitions in order to sensitize people on the preservation of the nature.

Cited in Richards and Rodgers (2014, p.157), Mrowicki (1986) states that listening competencies are reflected when the pupil can

...demonstrate understanding of simple words and phrases drawn from learned topics, identify the main topic of conversation in familiar material, demonstrate understanding of non-face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements, recognize words that signal differences between present, past, and future events, respond appropriately to short emergency warnings, respond to commands and short directions through physical actions, demonstrate strategies to check for understanding-by asking for repetition for example and listen and identify specific information in the context of previously learned language...

While speaking competences are reflected when pupils are able to

...answer simple questions related to basic needs using previously learned phrases or simple sentences, make statements in the present, past, or future tenses relating to basic needs and common activities, using previously learned phrases or simple sentences, ask questions related to basic needs using previously learned utterances, communicate simple personal information on the telephone, give simple commands, warnings, and directions and ask for and give clarification.

For these to be effectively implemented and to enhance learner communicative competence, with reference to Cameroon, in non- technology equipped schools, Nkemleke and Belibi (2019) proposed five effective strategies.

The first strategy proposed is to establish a relaxed classroom environment. Their argument is that, a low-anxiety teaching-learning environment is very primordial for the implementation of CBLT since it is a source of motivation, self-confidence and self-esteem, which are unconditional affective variables in second language acquisition (Krashen 1982). This enables the teacher to fulfill the safety and security needs of the learners by giving them a sense of belonging (Peregoy and Boyle 2013). In order to create this safety and security needs, some routine signals are vital, especially in class management in running lessons and classroom interaction. Like, greetings when the teacher enters the classroom, different sort of claps to change one activity to another. While running the lesson, the teacher must encourage the learners to ask questions and participate to group activities. In so doing, the learners integrate in a class family, and develop self-confidence needed while taking the risks to learn a new language. Qualified as Total Physical Response (TPR) Method, songs, games, storytelling, role-play and dramatization are some group or individual activities that relax the classroom environment. Though these TPR render the teaching-learning process more enjoyable and reduce learners' anxiety in the classroom, they can be used to integrate all the part of speech during the lesson. For instance, under the theme village, the learner can dramatize a scene involving a chief and his notables. The teacher will then take note of any grammar aspect, for instance; then introduce the lesson accordingly.

Another language learning strategy in a CBLT classroom is a learner-centered learning environment. Learners are active participants in the teaching-learning process. Falchikov and Goldfinch (2006), cited in Nkemleke and Belibi (2019) stated that, peer assessment develops learners' sense of responsibility and autonomy to learn throughout their lives, their evaluative and critical skills, and awareness of quality work as well. Again, learners tend to work harder when they know that they will be assessed by peers. During the lesson, grouped in pairs and under the scaffold guidance of their teacher, the learners construct their knowledge of the subject. Here, from an example given by the teacher, the learners derive rules. This active

participation enables the co-construction of knowledge since the teacher cease being the “*all-knowledgeable*”. Though there is a co-construction, the learners must be taught learning skills such as observation, asking pertinent questions, emission and testing of hypotheses, problem solving and restructuring old knowledge (Nkwetisama 2012) explicitly so as to enable them participate effectively in knowledge construction and production.

A communication-oriented classroom is another strategy. Here, because of some similar characteristics with CLT, the CBLT has as main components communication. As such, during the teaching-learning process interaction must exist between peers through CL and between learners and teachers. This switches the interaction from the traditional and mechanical initiation-response-evaluation classroom discourse model, whereby the teacher had to initiate talk by asking questions and assert or not the answers given by the learners, to the initiation-response-feedback which encourages the teacher to initiate talk, the learners to respond then teacher to provide feedbacks to those responses. These feedbacks are the teachers’ assisted questions which have as main function to enhance the learners’ communicative skills. In a nutshell, the interaction in the CBLT does not only prepare the learners’ entry into real-world communicative situations, but also prepares them to function in society through constant negotiation of meaning with their interlocutors and the acquisition of skills needed for the workplace.

As language learning strategy in CBLT, visual scaffolding is not left out. According to Herrell and Jordan (2012:26), visual scaffolding is an approach whereby the language used during the teaching-learning process is displayed with the used of visual resources such as pictures, diagrams, textbook, videos, images just to name a few to make the language class more understandable. This approach is very vital in EFL teaching because it presents concrete object to learners who unfortunately have little or no exposure to the language outside the classroom wall. During CBLT classes, visual resources are very important because they help teachers “bring the outside world into the classroom” (Canning- Wilson 1999: 5). For a proper immersion in low-resourced contexts, these resources are used to enhance learners’ language acquisition. They can be used to teach all the language skills. In speaking lessons, they help for the planning and the delivery since they “anchor and generate communicative activity” (Meskill *ibid*), as well as provide interesting lesson content which is mainly motivational. As what concerns vocabulary lessons, visual aids save time, do not require illicit translation and facilitate the teaching of nouns. Regarding reading and listening, in order to familiarize students with major ILT, visual aids are used to activate content schemata in the pre-reading or pre-listening stages of the lesson. Finally, visual tools can be used to scaffold writing

instruction. Here with the use of visual resources, learners can reconstitute and organize essays as well as write letters.

Considering the above-mentioned importance of visual scaffolding, Nkemleke and Belibi (2019) strongly recommend all low-resourced EFL teachers to have banks of visual resources as these will ease the teaching-learning process, motivate learners and increase the learning outcomes. Then we encourage teachers' associations in under-resourced contexts to set up visual resource's banks for educators in their respective countries. In this case, a visual resources bank could be a website or an online platform where teachers could log in and download the materials they need for their classrooms. This bank could consist of both visual materials downloaded from the internet and locally produced authentic materials that could be accessed online even by teachers working in remote areas.

Authentic materials are not left out by Nkemleke and Belibi as useful language strategies. Identified by Tomlinson (2012: 162) in Nkemleke and Belibi (2019), as a simplified version of a text which is out for communication, authentic materials are not necessarily native language productions but any document produced in the required language which helps and facilitate language communication, learning and acquisition. In the same vein, CALPRO (2017) instrumentalises these materials as he qualifies them as auditory materials such as podcasts, telephone messages, videos, movies, television programs, songs just to name a few and authentic print materials such as newspaper and magazine articles, TV guides, street signs, report cards, short stories, poems, order forms just to mention that. According to the above-mentioned researchers, authentic materials that are culturally relevant and adequate to the learners' level of language development are beneficial to language learners since they increase student motivation, provide relevant and authentic cultural information, expose learners to language use in real life situations, address learners' needs more closely and make teaching more creative (Berardo 2006; Thomas, 2014). In practice, while teaching housing in the ILT village/town for instance, the teacher will use materials which depict the Cameroonian cultural habitat for the learners to contextualize what they are learning. This imbeds the learners in their culture while opening them to the world. The idea behind authentic materials is that they enable the teachers to step out of their comfort zone of the recommended textbook to explore new and appropriate materials which render their classes livelier.

Though establishing good classroom strategies facilitate the attainment of learning objectives, for Richards and Rodgers (2014), the teaching and learning activities in the CBLT does not need a specific methodology as the teacher is free to set any method that will lead to

the achievement of learning outcomes objectives and the individual competencies to be acquired. Nevertheless, before choosing a language teaching/ learning activity in the CBLT, the teacher should make sure that the instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language, fosters interaction among the learners, facilitates the use of language in real-life situations, starts by developing receptive skills (listening and reading) before productive skills (speaking and writing), put learners in the centre of learning activities, enables the use of aural, oral, visual, kinesthetic teaching aids, is Imbedded into the learner socio-cultural environment, i.e., teaching and learning activities are drawn from them, enable learners to access a higher level after evaluation, facilitates learners critical thinking through problem solving situations.

In the same line, learners' total implication to the learning activity is crucial to achieve the learning objectives for they have to monitor their learning activities through self-assessment, develop communicative skills learning strategies such as peer discussions and make use of interdisciplinary attitudes i.e., frame and use the acquired skills according to the context and situation. Thence, in the position of a guide, the teacher ought to analyse each learner's representations during the lessons, according to the learning context; provide an adequate environment, situation and materials for the effective learning activity, guide and assess learners' linguistic competency and performance from minimal linguistic indicators, throughout learning activities and to assure that the learning objectives have been attained.

Though divided into three main (03) parts; the introduction, presentation and conclusion, the CBLT lesson planning in Cameroon still includes all the parts mentioned by Kennedy and Fernando (1992), in Richards and Rodgers (2014, p.161). These parts are, warm-up review in the introduction, the presentation, the comprehension check, guided practice, communicative practice, evaluation and application.

The adequate manipulation of language gives power; to convince, debate, solve issues and reach a given objective. Therefore, the adequate manipulation of communicative skills, underpinned by proper use of discourse and pronunciation is vital. As such, though CBLT is meant for the social, cultural and instructional interaction, the institutional dimension of the language teaching should not be taken for granted. In other words, language teaching/ learning should respect the scientific standards of school skills while considering the immediate environment of learners since they ought to use the language in community to fulfil their needs.

2.1.2. Types of Competencies

Being in the field of competency language speaking, the following types will focus on the oral competence. Speaking is the second (after listening) means through which individual communicate and exchange. Constructed through accurate and fluent vocal expression, the speaking skill is out to exchange meaningful interaction and to establish links. Thus, apart from conveying grammatical rules of English language during a speech, competency is also portrayed through pronunciation and discourse. In order to frame our work, emphasis will be laid on Jonnaert's (2003) developmental perspective, which brings in two main types of linguistic competence, internal and external competences, depending on the source or resources.

The internal competencies are cognitive, conative and bodily (Jonnaert, 2003). Cognitive linguistic competency is an individual knowledge of the linguistic skills. S/he ought to master the language rules and regulations, grammatical structures and phonology as well as every linguistic aspect that surrounds the language, necessary for situational application. Though general, this skill is mostly found in receptive EFL learners whose motivation (conative competence) mostly encourages them to apply their language competence in situation. These cognitive competences are usually accompanied by gestures and face language in relation to the socio-cultural environment which are indications of cognitive acquisition of a foreign language (Nkeck, 2013).

On the other hand, external linguistic competency is said to be external because it is exteriorized through accurate and fluent pronunciation, cohesion and coherence use of the socio-cultural environment and context, including authentic materials. In order to respect the linguistic educational standard in the country, every external competency can vary according to the social context except the pronunciation skill which ought to respect the adequate pronunciation of English sounds.

In the same line, during utterance of sounds, the individual ability to understand and use idiomatic expressions is also a feature of external language competencies. These expressions are considered as the key of native language fluency and their acquisition and coherent use in oral communication is an indication of language proficiency (Yunus, & Hmaidan, 2021). Though the use of idiomatic expressions represents a great challenge in an EFL context, especially when language exposure is limited, the teacher ought to elaborate teaching strategies like visual scaffolding which brings in imagery and stimulates the learners' representations in the leaning context, for language cannot be acquired in a vacuum.

From the above, it is seen that both internal and external competencies are interwoven. The second is the continuation of the first and linguistic competence can only be fulfilled if an individual's linguistic proficiency has both types. The teaching strategy remains vital for the construction and understanding of the learners' representations, for they will enable the learner to go beyond the words, decontextualize them and adapt them in various situations when needed. Nevertheless, each specificity of various types of competencies can be extracted.

2.1.3. Characteristics of Competences

Characteristics of competences (internal and external) are interwoven and interrelated for effective oral communication competency. With the help of representations and visual scaffolding, language semantic utterance is understood and applied in different situations. This situational multiplicity diversifies the type of competency that exist in knowledge acquisition in general and in language acquisition in particular. In this light, virtual, actual, situated, distributed, collective and enacted competencies are the different types identified by Jonnaert et al (2007).

The virtual competences are those that are written in programmes. Jonnaert (2007) et al emphasis on the fact that, curriculum organises competences in the form of programmes by stipulating what the outcomes awaited at the end of the learning activities. Since learning activities are a based-on situations for the development of competencies, such social interaction, the teacher is called upon to apply the programme in situation while respecting the immediate context of the learner. Virtual competency thus becomes the mastery, respect and prescribing of the curriculum expectations through teaching/learning programmes in the learning environment. The teacher has to convey all the internal and external resources such as the CBLT techniques and strategies, language skills and didactic materials that can help him to deal with the circumscribed set of situations. Jonnaert & al (2007, p.192) therefore conclude that

...virtual competence is only a hypothesis (a virtuality) formulated in an educational programme and indicates how a person could potentially handle situations with competence if he/she appropriates a certain number of resources prescribed by the programme. Virtual competencies are thus part of the process of writing an educational programme.

As a result of all the actions undertaken by an individual by conveying every resource necessary to process a problem in situation, actual competence is *“the competence that a person develops in action in order to adapt to situations, whether these are teaching/learning situations, real-life situations or work-related situations”* (Jonnaert & al, 2007,p.191). Actual competency therefore depends on the learner’s ability to mobilise a set of resource to process the immediate situation at hand. In other words, it is an unpredictable situation into which the learner is immersed that will need an external observer to examine in order to reach the learning objective. The learner’s techniques and language strategies will be analysed, after the action to describe the actual competence. Actual competence can be seen in the introductory part of the lesson during the exposition of situational problem. The teacher observes the learner’s faculty of getting the lesson topic from the presented problem.

Another characteristic of competency is that, it is situated. Jonnaert et al (2007) argue that, the development of competency is exercised, modified and evaluated in situations as all resources engaged during the teaching/ learning activity are shaped there. For him every teaching/ learning action is grounded in a situation, outside of this situation there is no more sense. To back this point, Lenoir (2018) argues that, situations are the centre of every learning activity for they are dynamic, evolutive and will become situational problem as soon as the learners start processing them. For instance, it is in situation that the learners will be able to apply the rules of language structures which will involve interaction of skills, concepts and individuals. Situated competence therefore becomes a roundabout of activities whereby the meaning of actions is gotten in action and context.

The development of competence in situation involves the mobilization of many resources that are cognitive, social, cultural, material just to name a few. This selection of diverse resources in the development of a given competence makes it to be distributed. According to Perkins (1933), reported by Jonnaert et al (2007), intelligence is constituted from an individual immediate surrounding which is based on physical, social and spatiotemporal resources. Internal or external to an individual, these diverse resources are part of the individual cognition, acquired and accumulated through experience. To say it differently, as an individual evolves in time and changes his environment, so do his intelligence increases from the social interaction and the accumulation of diverse knowledge. This can be portrayed through a learner’s speech on cleanliness in school, who will have to enter into a dialectic and reflective activity by conveying, notions on phonetics, grammar rules, idiomatic expressions, authentic materials just to name a few. The mobilisation of different resources in competency development makes it to be distribute.

Again, Jonnaert et al (2007) extol the collectiveness of competence. Collectivity here has nothing to do with the collection of resources for the development of a learners' competency but with the participation of individuals in the society in the development of a competence. While the first assertion brings about a learner's personal interdisciplinarity (which opposes to distributed competence), the second assertion brings in a collaborative competence which arises from cooperative learning. Cited in Jonnaert et al (2007), Lave and Wenger (1991), argue that "*collective competence is the property of a group of people who are concerned by a common situation... the group can impair or even impede the development of a collective competency*" learners practice of a community activities such as project-based learning fosters learning skill, critical thinking, teamwork, communication and facilitates problem processing in situation. Here, language learners can involve themselves in oral discussions on concrete contextualised situations.

Furthermore, as a competence characteristic, enactment is not left out. Here, competency is acquired and judged in action and in a situation. "*Situations are occasions for individuals to enact themselves, to be fully engaged through their action possibilities. Being competent means doing something in a field of action*" (Jonnaert et al (2007)). For it is in action that learner mobilises both external and internal abilities and resources such as intelligence, grammatical structures, competence functions in situation, the teaching/ learning activity is enacted.

2.1.4. Competency versus Skills

In an EFL learning context, language competency is mostly developed in the instructional environment with integrative activities being done mostly in school and continued in society. The purpose is to expose these learners to pragmatic learning situations that will enable them to develop linguistic competency through English language communicative skills in real life situations. As main actors of their language development, learners are integrated as well as confronted to complex situations, that take into account the former social, cultural, cognitive and affective characteristics of the former, for their effective and autonomous development of listening, speaking, reading and writing skills. The exposure to complex learning in real life situations is crucial for it is a breeding ground for interaction and representation, arms of communicative skills mastery. Competency goes beyond learners' language mastery to effective manipulation of communicative skills needed to overcome challenging situations.

Reported by Bader (2007), Oxford Advanced Learner's Dictionary defines “*competence*” as the “*ability to do something well*” such as mastering a language rules and regulations. Still, the notion of “*competency*” has a pluridisciplinary meaning depending on the field, the angle of definition and the author defining the term.

For Jonnaert et al (2004), competency has to do with individual ability to mobilise both internal (cognitive) and external (social and authentic materials) resources to solve problems in situation. He underlines the importance of the use of the resource to accomplish the required tasks in situation. He therefore defines it as,

...la mise en œuvre par une personne en situation, dans un contexte déterminé, d'un ensemble diversifié, mais coordonné de ressources ; cette mise en œuvre repose sur le choix, la mobilisation et l'organisation de ces ressources et sur les actions pertinentes qu'elles permettent pour un traitement réussi de cette situation. p.674

In other words, an individual is said to be competent when he has accomplished a task in situation by mobilising all the available resources. Just like a pupil is able to sensitize his mate on the importance of the school cleanliness by conveying persuasive diction, accurate use of vocabulary, punctuation and images to captivate and represent his thought to his mates. The internal and external resources (which are both school and social acquisitions) are conveyed to capacitate the learner for the fulfilment of this tasks.

Similarly, he underlines the importance of interdisciplinarity and the social context for learners' competency development. Here, the learners' ability to enter into a reflexive action by interweaving between multiples school knowledges and applying it in a given context during a given situation proves his competency. As he says:

Le développement de compétences en situation repose sur une pluralité de ressources souvent de nature très différente. La construction d'une compétence repose, entre autres, sur ce dialogue constructif entre des ressources de nature diverse et appartenant à des domaines différents. La situation, espace complexe de développement des compétences. p.686

The above stated example can still be used whereby for a pupil to sensitise his mate on classroom cleanliness, has to convey knowledge from geography, mathematics, environmental science, civics and English Language, all applied on the school context.

As Jonnaert et al (2004), Rogiers (2006) emphasis on the individual ability to mobilise a set of integrated resources to solve a defined number of situations. He therefore reported Roegiers (2000) who defined competency as « *la possibilité, pour un individu, de mobiliser*

un ensemble intégré de ressources en vue de résoudre une situation problème qui appartient à une famille de situations ». It hence becomes the organisation of integrated resources which vary according to the individual specifics, experiences and context. Also obeying at spatiotemporal factors, competence should be interactive and evolutive. That is, the continual use of oral skills in context and interactively enhances the oral communicative skill of language. Language competency is now constructed in situation and accommodated to the context, with the aid of representations, while keeping its initial sense.

As far as language is concerned, competency is reflected through an accurate use of language communicative skills (speaking, writing, reading and listening) in situation in order to achieve a particular purpose (Richards and Rodgers; 2014). Nevertheless, while using these communicative skills in situation, the learner competency will be reflected through the use of some factors such as pronunciation (phonetic and phonology), correct grammar construction, adequate diction. The effective use and understanding of the language discourse as well as idiomatic expressions such as “*world’s lungs*” is not left out.

From the above, it is clear that skills are constituents of competence, which is a broader part of the latter. As such Roegiers (2016: 26) view skills “*all know-how types more complex than an elementary know-how, but which do not have the level of complexity of a situational competency.*” To say it differently, skills are a set of notions or activities (pronunciation, stress, punctuation, grammar rules etc) that contributes to the effective completion of a task. Thus, oral language competency passes through the skilful mastery and use in context/ situation of English language systems of rules, vocabulary, pronunciation, just to name a few and the reverse is true.

For Aboguhar et al (2019), fluency, accuracy, intonation, pitch, and stress are speaking skills which need proper development to acquire language competency. These require the correctness in the use of the language morphology, syntax and lexicon in context for speakers to use meaningful information and build connections. Nevertheless, the immediate environment of the learner as well as the teachers’ oral skills use of the setting and teaching aids (teacher cognitive ability and strategies) are important assets for pupils’ communicative skills development. This is reflected through the former difficulty to assist the learner due to their attitude toward the foreign language, unawareness and unwillingness to participate to English language classes mostly caused by the obstacles encountered during connect utterances and interactive turns which requires pragmatic, grammar, vocabulary, phonology skills (Aziz and Kashinathan, 2021).

2.2. THEORETICAL STATEMENT

Deploing evaluation methods which focused on learners' actual development level, Vygotsky (1978) zone of proximal development (ZPD) left room to an aid called the more knowledgeable order (MKO) whose role was both to upgrade the intellectual abilities as well as potential capability of an individual. Along the line, he demonstrated the importance of social interaction and immersion in the teaching and learning process. Through this social interaction, the teacher could contextualise the learning activities with the help of scaffolding which brought about imagery and along the line facilitated the learners' representation and connection of Saussure's (1998) signifier and signified i.e., the acoustic form of a word and its concrete/real form in a given society; what Vergnaud (2013) will refer as conceptual representation.

The sparkling idea of a MKO could not limit itself at the level of teacher-learner or learner-learner relationship but also to teacher-teacher relationship. As such Liberman (1986) bought this idea through a collaborative educational intervention in order to improve on teachers' techniques and tackle problems faced during or surrounding the teaching practice. This dual reflexive activity which moved from a teacher-Knowledge-teacher to a teacher-Knowledge-Pupil reflexive situational activity, divided in three stages, the pre-active, the interactive and the post active stages (Lenoir, 2001), was the adequate strategy for the construction as well as reconstruction of pedagogic techniques capable of influencing both the improvement of teachers' practice and learners' skills and competency.

Competency development in an integrative approach whereby knowledge is constructed in situation by placing situational conflicts at the centre of the pedagogicodidactic educational intervention (Lenoir, 2018), thus needs the learner's exposure to his own learning reality. The school context becomes the place meant for the mediation and regulation of existent knowledge, competencies and skills through formal and scientific techniques recognised and accepted by the pedagogical laws governing that institution and specific to a given linguistic community. Though scientific, the spatial and temporal contextualisation of pedagogicodidactic activities is reflected through classroom activities such as project-based learning (PBL), cooperative learning (CL) and integrated learning themes (ILTs).

Still to enhance competency development, Jonnaert (2009) brings in a socio-constructivist model which extols the construction of skills in an interaction cultural environment. The learner is placed in an environment which pushes him to question his/her learning activities in relation to his/ her social context, suitable for cognitive conflict and

reasoning. Social interaction which facilitates the manipulation of knowledge, becomes the stepping stone for cognitive pattern development that are constructed in mind in the course of experience development in context and in situation. Here, based on cultural reality, the curriculum content favours a dialectic and reflexive interaction which facilitates learners to establish a direct connection between the school acquisition and their social representations.

The representations, referred as operative invariant by Vergnaud (2008), become the base of the learner's cognitive development. During the mediation process, these operative invariants help the learner to figure out the exact essence of the lesson. The teacher ought to be skilful enough to convey all parameters that surrounds the learner in order to immerse him into a dialectic and reflexive learning activity which can help to get the meaning in situation. In other words, real meaning clarification and interpretation of utterances is done in situation, while taking into consideration the learners' cultural background is needed to ensure competency development.

Imbedded into his/her cultural reality during the teaching/ learning process, the learner is engaged in a reflexive and dialectical process which helps either to assimilate, accommodate or equilibrate the already existing knowledge in his cognitive patrimony. The duality of knowledge acquisition is therefore achieved through the construction, destruction and reconstruction of the pre-existence knowledge/ skill (gained through experience) with the new existent one (Jonnaert: 2009) in situation, in an interactive way, thus the three dimensions of Jonnaert's interactive Socio-constructivism model.

Still in social interaction, Cicurel (2011) highlights the importance of both classroom interaction between learners and teacher-learners interaction as well as the teachers' personal interaction through the explanation of his pedagogic activity while in action. This reflective interaction helps in self-evaluation, self-criticism and self-improvement of practice as well as enable to get a better understanding of the teaching modalities actions, obstacles and mechanism to solve them. This assured the competency in the teacher's action and an increase in his proficiency.

Though criticised for his limited field of study, Chomsky's (1965) definition of individual language competence brings out relevant characteristics as far for an individual language competency. For him, language competency is reflected through individual fluent interaction, without any linguistic interference, shift or stop while respecting all the rules and adequate vocabulary of the said language, in other words "*knowledge of the language*" and the "*the actual use of language in concrete situations*". This encompasses the effective mastery and use of the language structure in a given context.

While, English language as a world spread out language whose appellation, use, application and variation depends on the user's native language and needs, Richards and Rodgers (2014, p.151), introduced the Competency-Based Language Teaching (CBLT) considered as "*an educational movement that focuses on the outcomes or outputs of learning in the development of language programs*", in order to put in place learning strategies for the development of competent English language speakers. Here, placed at the centre of the teaching and learning process, the learner ought to construct his own language aptitudes under the guidance of the teacher by conveying immediate social aspects. Just like in Jonnaert's (2009), Circurel's (2011), Vergnaud's (2013) and Lenoir's (2018) theories of teaching and learning, social and cognitive interaction in situation are important in the development of competency in Richards and Rodgers (2014)'s competency language speaking.

CHAPTER 3: RESEARCH METHODOLOGY

Mishra and Alok (2017: 1), make a clear distinction between research methods and methodology. For them, the former includes “...all the techniques and methods which have been taken for conducting research” such as literature review, surveys, interviews, documentation checklists and nonparticipant observation, meanwhile the latter is the “approach in which research troubles are solved thoroughly... the scientific approach which is adopted for conducting research” such an experimental, qualitative research methodology. In other words, methodologies are those theories which explain and define the kind of problems that are worth investigating, what constitutes a researchable problem, testable hypotheses, how to frame a problem in such a way that it can be investigated using particular designs and procedures and how to select and develop appropriate means of collecting data. Thus, this chapter presents the sample population and sampling techniques, instruments of data collection and data collection techniques.

3.1 PRECISION AND FORMULATION OF THE RESEARCH STATEMENT

From the above theoretical analysis, it is forth visible that pupils’ effective bilingualism highly depends on the teachers’ perfect mastery of the pedagogic strategies and the language of instruction as well. Given the field reality extolled by Kuchah (2016), Belibi (2018) and Kouega (2018), the need of a teacher- practitioner collaborative educational intervention in the CBLT context was deem obvious. In this light, a juxtaposition of Lenoir’s (2001, 2018) foundations of educational intervention, Jonnaerts (2009) interactive social constructivism, with the rules governing the competency base language teaching (Richard’s and Rodgers: 2014), to improve teachers’ English communicative skill and in a knock-on effect, pupils’ oral communicative skill too. Collaborative educational intervention comes as an aid strategy to these practitioners who have difficulties in implementing what they have as internal knowledge or to explain each stage of their practice and even to read and interpret the curriculum with respect to their immediate environment.

Undertaken in three phases, that is the pre-phase, the interactive phase and the post active phase (Lenoir, 2001 and Lenoir, 2002), the collaborative educational intervention immerses the practitioner in a reflexive dialectic discussion with his peer teacher before the pedagogicodidactic intervention in the classroom. Here, during the lesson planning, the practitioner can explain each stage of his activity and the steps to be carried out, in the awaited language. The process, referred as “*teacher thinking*” by Circurel (2011), permit the

teacher to detect easily the practitioners' lapses and corrects them instantly. During the interactive phase, the practitioner's mastery of the CBLT approach in situation, the teaching strategies, the respect of the teacher's recommendations and learners' oral skill development is observed as well. While the post active phase, which is the last, gives room to corrections, adjustments and conclusions.

As main aim to improve the pupils' communicative skills, the educational intervention in the CBLT context always induces social aspects in the classroom. These social aspects are factors found in the immediate environment or surrounding of the pupils but their introduction into the classroom should respect the *scientificity* of the school milieu. At the same time, classroom activities are not carried out in a vacuum. They are performed in situation to get the sense of the learning activity which facilitate the cognitive reasoning and learning of pupils (Jonnaert: 2009). This language capacitation can only be effective through pupils' interaction in problem situation in respect of their social context. This is visible through the project-based learning, visual scaffolding, cooperative learning and ILTs, present in the 2018 Cameroon primary school curriculum.

In the above stated educational programme, fluency in speaking and accuracy in pronunciation, all through meaningful sentences, are both awaited from the pupils at the end of the school academic year. Here, classroom interaction is a must. In an EFL context whereby the programme forbids code switching or mixing (the fact of interweaving both the second language and foreign language during lesson teaching) and whereby pupils' exposure to language out of the school context is limited and almost impossible, attitude, also referred as "desire" by Lenoir (2018) towards English language becomes fundamental for effective intervention. The practitioner and the pupils ought to be motivated. In addition, the former has to use authentic strategies to reach and fulfil the attainable goal. Oral skill competency development of pupils and the practitioner necessitate a collaborative intervention that will immerse all these actors in a reflective dialectic internal and external discussion in situation.

3.2. RESEARCH HYPOTHESIS

Described as a "*tentative assumption made in order to test its logical or empirical consequences*" (Mukherjee, 2018:1), it is based on a researchers' observation of a particular phenomenon in view to clarify or specify a research problem. Considered as a "*hunch, assumption, suspicion, assertion or an idea about a phenomenon, relationship or situation, the reality or truth of which you do not know*" these hypotheses can be asserted or refuted at the end of a research. They should thus be based on scientific facts since they serve as the

foundation of the research. For the purpose of this research, the general and specific hypothesis will be presented.

3.2.1 The General hypothesis

The general hypothesis, as its name implies is a direct answer to the main research question and it orientates the researcher's reflection. With respect to this research, the general hypothesis is "collaborative educational intervention in the competency approach improves the francophone teachers' teaching practices as well as pupils' oral communicative skills."

3.2.1.1. Presentation of the research variables

Considered as elements whose value changes according to the type of research conducted or the angle of a research, two variables were used to conduct this research, the independent variable and the dependent variable.

Independent Variable: Collaborative Educational Intervention in the CBA.

Modality 1: Collaborative educational intervention and the improvement of the practitioner's practice and language proficiency.

Indicator 1: Externalisation of the internal knowledge in situation. The practitioner who has to explain each step of his lesson plan and the choice of every teaching aid during the pre-active and the post active phases of the collaborative educational intervention, engages into a dialectic and reflexive discussion between his cognitive knowledge, the programme and the teacher. A process which externalizes his/her "teacher thinking".

Indicator 2: Respect of the *scientificity* of school knowledge in relation to the pupils' context. The francophone practitioner avoids the trap of language reification, especially in the CBLT whereby there is social interaction between the classroom activities and pupils' immediate social context, by moving from the use of informal language to formal language during the pedagogicodidactic intervention.

Indicator 3: Practitioner's autonomation and self-correction. The Practitioner assess his practice from the teachers' correction during the pre-active and post active phases as well as correct his lapses alone. This determination to self-evaluate his practice is due to the encouragement received from his peer collaborator.

Modality 2: collaborative educational intervention in the CBA learning strategies and the improvement of pupils' oral skills.

Indicator 1: Introduction of lesson with problems in situations. The practitioner imbeds the learners into a reflexive and dialectic discussion since the learners have to be engaged in cognitive reasoning by conveying notions from other disciplines to solve the problem in situation, through which the lesson title will be derived.

Indicator 2: Learner is responsible of his learning activities. Here the practitioner serves as a guide during classroom activities towards the expected goal. In class, pupils are helped and assisted by their more knowledgeable order peers.

Indicator 3: Fluent, accurate and meaningful pronunciation during oral communication. The practitioner and the learner are able to maintain a conversation without committing mistakes in grammar, pronunciation and vocabulary. Lessons are taught completely in English Language. Teaching and learning activities are done entirely in the foreign language. The practitioner uses scaffolding in order to avoid code switching or mixing and limit the induction of deceptive cognates in the lessons.

Dependent Variable: Improvement of pupils 'Oral Skills.

Modality 1: Representations, obstacles and conceptualisation as CBA strategies for oral skills improvement during situational learning

Indicator 1: Representations facilitator of oral communication. The practitioner asks pupils to draw or describe their representations gotten from the problem, stimulate cognitive reasoning, pupils draw or describe the representations gotten from the problem in situation. Through explanations, the pupils are involved in discussions and can express themselves orally.

Indicator 2: Presentation of representations leads to the lifting of obstacles and error correction. While presenting the representation, pupils may encounter pronunciation or language structure difficulties. These difficulties are corrected instantly to increase language proficiency.

Indicator 3: Interpretation of discourse in language use. The practitioner and the pupils are able to interpret and explore meaning behind sentences from a wider perspective by looking for hidden meaning behind words. In other words, they are able to manipulate colloquial expressions and idioms during interactions.

Modality 2: Classroom and social interaction leading to the improvement of teachers' practice and pupils' oral skills

Indicator 1: Contextualisation of lesson. Thanks to the integrated learning themes, the practitioner introduces lessons by linking them to the pupils' immediate context. Pupils interact by connecting the indoor knowledge with their acquired contextual acquisition.

Indicator 2: Cooperative learning and project-based learning activities. In mixed ability groups, pupils perform learning activities and projects which give room to language interaction, interdisciplinary and cognitive reasoning. Mostly based on monthly lessons, these activities, especially project-based learning, are the plinths of social interaction in the classroom.

Indicator 3: The association of parents and tutors in the learning activity. Social interaction is vital for cognitive reason. Home support helps pupils to understand easily the lessons when applied in the home environment.

3.2.1.2. research hypothesis

Measurable, a research hypothesis (RH) is one whose establishes a connection between dependent and independent variables. For this study, we have formulated three (03) hypotheses

RH 1: Collaborative educational intervention fosters both the practitioner and pupils' oral skill pronunciation and limit code switching and mixing during teaching practices.

RH 2: Collaborative educational intervention in the CBA increases participants oral skill fluency during interaction in context and situation.

RH 3: Collaborative educational intervention social support autonomises both practitioner and pupils in the teaching learning process.

3.2.2 Synoptic chart

TABLE 1: SYNOPTIC CHART

TOPIC	RESEARCH QUESTION	RESEARCH OBJECTIVE	RESEARCH HYPOTHESIS	RESEARCH VARIABLES	MODALITIES	INDICATORS
Collaborative Educational Intervention In The Competency Based Approach And The Improvement Of Francophone Pupils' Communicative Skills: Case Study Of Cours Moyen Un Pupils In The Inclusive School Of Kribi	Main Research Question: Does collaborative (teacher-teacher) educational intervention in an EFL context lead to the improvement of teaching and learning as well as oral communicative skills of both the francophone teacher and pupils?	Main research objective: Demonstrate the extent to which the implementation of a joint (teacher-teacher) educational intervention in the Competency Based Approach leads to the improvement of francophone primary school pupils' Communicative Skills in a pure English as a Foreign Language	General research Hypothesis: Collaborative educational intervention in the competency Based approach improves francophone teachers' teaching practices as well as pupils' oral communicative skills	Independent Variable: Collaborative Educational Intervention in the CBA.	MODALITY 1: Collaborative educational intervention and the improvement of the practitioner's practice and language proficiency	INDICATOR 1: Externalisation of the internal knowledge in situation
						Indicator 2: Respect of the <i>scientificity</i> of school knowledge in relation to the pupils' context.
					MODALITY 2: collaborative educational intervention in the	INDICATOR 1: Introduction of lesson with problems in

		context			CBA learning strategies and the improvement of pupils' oral skills.	situations.
						INDICATOR 2: Learner is responsible of his learning activities.
	Specific question 1: Can collaborative educational intervention foster both the practitioner and pupils' oral skill pronunciation and limit code switching and mixing during teaching practices?	Specific objective 1: Demonstrate to what extent can collaborative educational intervention fosters both the practitioner and pupils' oral skill pronunciation and limit code switching and mixing during teaching practices.	Specific hypothesis 1: Collaborative educational intervention fosters both the practitioner and pupils' oral skill pronunciation and limit code switching and mixing during teaching practices.			INDICATOR 3: Fluency, accuracy and meaningful pronunciation during oral communication.
				Dependent Variable: Improvement of pupils' Oral Skills.	MODALITY 1: Representations, obstacles and conceptualisation as CBA strategies for oral skills improvement during situational learning	INDICATOR 1: Representations facilitator of oral communication.
						INDICATOR 2: Presentation of representations leads to the lifting of obstacles and error correction.

	Specific question 2: Does collaborative educational intervention improves participants oral skill fluency during interaction in context and situation?	Specific objective 2: Demonstrate to what extend does collaborative educational intervention improves participants oral skill fluency during interaction in context and situation	Specific hypothesis 2: Collaborative educational intervention in the CBA increases participants oral skill fluency during interaction in context and situation			INDICATOR 3: Interpretation of discourse in language use.
	Specific question 3: How far does collaborative educational intervention autonomises both practitioner and pupils in the teaching learning process since peer	Specific objective 3: Demonstrate the extent to which collaborative educational intervention autonomises both practitioner and pupils in the teaching learning	Specific hypothesis 3: Collaborative educational intervention and social support autonomises both practitioner and pupils in the teaching learning process		MODALITY 2: Classroom and social interaction leading to the improvement of teachers' practice and pupils' oral	INDICATOR 1: Contextualisation of lesson.

	support motivates or create the desire to learn more and conduct proper research?	process since peer support motivates or create the desire to learn more and conduct proper research			skills	INDICATOR 2: Cooperative learning and project-based learning activities
						INDICATOR 3: The association of parents and tutors in the learning activity.

3.3. TYPE OF RESEARCH

Given that this research study observes the change of behaviour, that is the improvement of teachers practice and pupils' oral skills, this investigation will follow the qualitative approach orientation. The use of the case study facilitates a close examination of data within a specific context limited to a given number of people to detailly examine the data within a specific context. To justify our choice of research type, this research which tries to prove that collaborative educational intervention in the CBA context, has the joint mission to improve the practitioner's practice in the classroom as well as francophone pupils' oral skills in a context whereby the educational orientation relies entirely on the teaching activities to promote bilingualism.

For the feasibility of the research, the sample population focused on "*cours moyen 1*" pupils with their teacher referred as the "*practitioner*" and a class five teacher from an anglophone school, referred here as the "teacher", conducted in the inclusive school of Talla in Kribi 1. Still, the case study is used since it facilitates the gathering of scientific aspects which will be working on particular cases. Here, learning theories such as socio-constructivism interaction, ZPD, MKO, visual scaffolding, cognitive development, educational intervention and CBLT all helped to observe the practitioner pedagogicodidactic steps undertaken in the CBA context to improve pupils' oral practice in situation, to achieve fluency and accuracy during oral interaction.

The qualitative research here helps to define non-directly measurable data features, that this research generates such as practical experiences such as pedagogicodidactic actions and didactic problem situations, behaviours like teacher's thinking, pupils' encountered obstacles during cognitive reasoning and personal beliefs like desire/ attitudes of participants involved in the research.

3.4. THE AREA OF STUDY

Located in Kribi Premier, in the Bongandoué district, the Inclusive Primary School of Talla was created in 1942 as a normal Primary School and became inclusive in 2015. For the record, this school was to be built in the Talla neighbourhood but due to lack of space, it was built in Bongandoué but kept the original name which was already registered in the Ministry of Basic Education archives. The school was changed into an inclusive school to allow children with special needs, who were staying at home due to the scarcity of specialised schools in the city and the low income of their parents, to benefit from the same schooling

advantages as their “friends” qualified as able-bodied. Due to this special identity of the school, the government provides each pupil with English, French and Mathematics textbooks to support both the parents and the educational system.

Talla Inclusive Primary School has (05) five buildings, one of which is old and not used; a building that houses the meeting room, the storeroom and a reading room for the pupils (this reading room is open during breaks to allow slow learners to be assisted by their peers. Anyway, the activities are monitored by the school pupils’ government); three buildings housing each level, i.e., level one (SIL and CP), level two (CE1 and CE2) and the Headmistress’ Office and level three (CM1 and CM2). The school has two hundred and fifteen (215) pupils, out of which thirty-one (31) have either motor, auditory, intellectual, autistic and Down’s syndrome deficits.

3.4.1 Justification of the research area

The Inclusive Primary school of Talla has been chosen on the basis of its pure first language usage for the teaching and learning activities in a francophone environment. There have never been an anglophone teacher in that school since its opening, while teachers teaching English Language there are pure francophone individuals who “speak” English only during English Language lessons in the classroom. These profiles clearly illustrate the situation described in article N°21/E/59 of May 15, 1996 of Basic Education and the difficulties faced by these francophones’ teachers in Kouega and Ombouda (2018) research. Thus, the anglophone teacher is deemed to be the key point of English language teaching activities for the effective transformation of practice and both teachers as pupils’ bilingualism.

3.4.2 Characteristic of the research area

The Inclusive Primary School of Talla has five buildings, a large compound for assembly, sport activities and any ceremony. The “Cours Moyens un” (CM1) building is at the centre of the school compound, opposite the headmistress’ office. It is a large class rectangularly shaped of thirty-nine (39) pupils. Pupils’ desks are interwoven in order to facilitate cooperation during learning activities while having access to the chalkboard placed in front. There are two chalkboards, one which is fixed and meant for note writing and the other which is mobile meant for the veiling as well as the unveiling of teaching activities, scaffolding and presentation of exercises. Near the only class door is the practitioner’s table

and chair. From that position, the practitioner has an overall view and control of the classroom.

3.5. SAMPLE POPULATION

Shuckle (2020) states that “*population consists of all the units on which the findings of research can be applied. In other words, population is a set of all the units which possess variable characteristic under study and for which findings of research can be generalised.*” Therefore, the research population is a heterogeneous sample made up of level three, CM1 pupils (boys and girls) of the Inclusive School of Talla in Kribi 1, their teacher here referred as the “practitioner” since she is the teacher assisted, and a class five anglophone teacher, coming from the public bilingual school of Newtown, here referred as the “teacher” since she is the teacher assisting. The aim of conveying two chalk professionals in this research is to prove that collaborative educational intervention can transform the teaching activities and improve pupils’ language proficiency while respecting the social interaction and learning in situation.

3.5.1 School head sample

Since this research has been conducted in one school, it has one school head as sample. The headmistress has the title of IEMP (Instituteur d’Enseignement Maternel et Primaire). Trained under the New Pedagogical approach (NPA), she has been teaching since twenty-two (22) years and the head of the Inclusive Primary school of Talla for three (03) years now. She has been recycled as new pedagogical approaches, such as the Competency Based Approach, have been introduced in the field of education. Though at the head of the school, she supports her colleagues, especially the class six teachers, in the teaching and learning process. Bilingual, i.e., speaks both French and English languages fluently, she is the English language reference and more knowledgeable order for her colleagues in terms of pronunciation, language structure and teaching techniques.

3.5.2 Teacher sample

In order to conduct this research properly, two teachers’ profiles were needed. A pure anglophone teacher, trained in a Government Teacher Training College (GTTC), that will be the “teacher” as well as the guide in this case study and a pure francophone teacher, trained in

the “*Ecole Normale des Instituteurs d’Enseignement Général*” (ENIEG), who will be the classroom “practitioner”. Trained under the CBA, both participants are level three (03), class five (05) and CM1 primary school teachers respectively with one (01) year of experience difference i.e., while the former has twelve (12) years of teaching experience, the latter has eleven (11). Both will engage in a collaborative reflective and dialectic set of activities to improve the teachers’ practice, language proficiency as well as impact on the pupils’ oral communicative skills.

3.5.3 Primary school pupil sample

The pupils under this research are CM1 pupils of the Inclusive Primary School of Talla. Thirty-nine (39) in total, among which eighteen (18) girls and twenty-one (21) boys. Coming from pure francophone environments, these pupils have an age rate of eleven (11) years old. Like every class of this school, CM1 has a special pupil of nine (09) years old who is deaf and dumb as such, sign language is mandatory during the teaching activities. For in-depth data, purposeful sampling has been applied. As such four (04) pupils out of thirty-nine (39) have been selected for interview.

3.5.4 Justification of the sample population

In order to reach the required results i.e., the effective improvement of teachers’ practice and bilingualism of both teacher and pupils, a thorough selection of units capable of providing right results has been performed. In this light, the Inclusive Primary school of Talla has been chosen on the basis of its pure first language usage. There have never been an anglophone teacher in that school since its opening while teachers teaching English Language there are pure francophone individuals who “speak” only English during English lessons in the classroom. These profiles clearly described the situation described in article N°21/E/59 of May 15, 1996 of Basic Education and the difficulties faced by these francophones’ teachers in this situation in Kouega and Ombouda (2018), whereby the anglophone teacher is deemed to be the key point of English language teaching activities for the effective transformation of practice and both teachers as pupils’ bilingualism.

3.4.5 Characteristics of the sample population

The population sample of this research had three (03) distinguishing features or categories to solve the bilingualism problem. The first category are francophone pupils studying in a francophone environment, from French speaking families and low economic developed homes; the second is a pure francophone teacher trained in “ENIEG” and the last category is an Anglophone teacher, trained in the GTTC and teaching the anglophone subsection of education.

3.4.6 Selection criteria of the sample population

With regards to the above characteristics, with the aid of the purposeful sampling, four (04) pupils out of thirty-nine (39) pupils of CM1 were selected for the interview in total, among which eighteen (18) girls and twenty-one (21) boys. These pupils schooling in a pure francophone environment, age rated around eleven (11) years old. The selection extended to a pure francophone teacher, who is the main teacher of the CM1 pupils, a pure anglophone teacher, trained in a GTTC under the CBA and teaching in an anglophone school. The francophone teacher referred as the “practitioner” during the research and the anglophone teacher referred as the “teacher”, are all trained under the CBA and have more than ten (10) years of teaching experience. All these participants engaged in a collaborative reflective and dialectic set of teaching and learning activities, criteria are summarized in the table that follows:

TABLE 2: SAMPLE POPULATION CRITERIA

Characteristics		Pupils	Francophone teacher	Anglophone teacher	Total of participants
Gender	Masculine	02	/	/	02
	Feminine	02	01	01	04
Age range		11+	40+	35+	/
School level		/	Baccalauréat	Advanced level	/
Training approach		CBA	CBA (ENIEG)	CBA (GTTC)	/
Years of experience		/	11	12	/
Total of participants		04	01	01	06

3.6. DATA COLLECTION INSTRUMENTS

To effectively conduct this research, four (04) data collection instruments were used; documentary reviews, observation grid, interview, and documentation checklists presented as follows.

3.6.1. Documentary review

According to Neuman (1997:89), a literature review is an accumulation of knowledge because we learn from, and build from others achievements. In this light, this research documentation review cuts across former researches on the CBA, CBLT, educational intervention, the Cameroon 2018 curriculum, as well as teachers' course preparation book. These documentations provided scientific explanations for the research questions, enabled to verify our findings, and compare those findings with the works of other researchers on the precise field of collaborative educational intervention in CBLT. The aim was to see whether the theories underpinning collaborative educational intervention as well as the CBLT could improve the francophone teachers' practice and English language oral skills including pupils' oral skills.

3.6.2. Observation

According to Kothari (2005, p.17), observation *"implies the collection of information by way of investigator's own observation, without interviewing the respondents. The information obtained relates to what is currently happening and is not complicated by either the past behaviour or future intentions or attitudes of respondents."* The action has to be frequent because the researcher observes a given behaviour. Thus, the researcher has to remain alert in order to record or write down data accurately. In this research, the nonparticipant observation, with the aid of a camera, is carried out in order to capture every spontaneous detail of the phenomenon being studied, like, observing the behaviours of both teachers during the pre-active phase, pro-active phase and post active phase of the collaborative educational intervention, as well as the impact on pupils during English Language teaching activities. For its effectiveness, an observation guide bearing all indicators to be observed is used. Since this method is limited (Circurel, 2011), for it cannot provide the "participants' thinking", an interview guide is also used to complete evidence.

3.6.3. Interview guide

Cited in Dilshad and Latif (2013, p.191), Anderson (1990, p.222) defines interview guide as “*a specialised form of communication between people for a specific purpose associated with some agreed subject matter*”. It is a social encounter whereby speakers collaborate in order to produce a retrospective and prospective account or versions of their past or future actions, experience, feelings and thoughts. Two types are being distinguished; the structured and the focus group. To conduct this research and to have “*high-quality data in a social context which primarily helps to understand the research specific problem from the viewpoint of the participants*” (Dilshad and Latif, 2013, p.192), while having an in-depth data that will have no negative impact on the proper research environment, structured sampling will be used. As such, the interview guide will be administered to four (04) pupils, chosen purposefully from the various cooperative learning groups in the classroom, and two practitioners, for a total of six (06) participants. This will help to determine from an outside point of view the impact of a collaborative educational intervention on the improvement of teaching and learning practices and oral communicative skills in the CBLT context, the adequateness of the pedagogico-didactic techniques being used, the practitioner ability to contextualise her lesson plans and the impact on pupils’ communicative skills.

3.6.3.1. Construction of the interview guide

The conception of a qualitative interview guide, specifically for a focus group facilitates the observation of the research variables. It facilitates the organisation of the exchanges between the researcher and the person under the research as it structures the exchanges following a given frame and time allocated. The research themes and subthemes indicators here are changed into questions to formulate the interview guide. In this light, based on the documentary review, the research synoptic chart, objectives and hypothesis should be well formulated. The interview guide thus becomes an outline of the main themes we want to cover and is prepared in advance to facilitate the production of answers.

Here, questions should be framed in a logical pattern i.e., from the first themes and its indicators to the last theme. Ideas should follow chronological steps. It can start from a participant general experience to his particular ideas or point of view or vice versa to facilitate the analysis of data. For instance, the first question can be on the educational intervention as a whole and the last can be on the participant point of view of educational intervention. These questions which have to be asked to every participant according to the group, ought to bring

out suggestions and outcomes which are either observed and linked to the research themes or can serve for further studies.

Though the interview guide in qualitative research should always have opened ended questions in order for the participants to express themselves freely on the subject, the research should always have pop up or directed questions that will reframe the interaction in case the participant changes the idea of the question being asked. In other words, the themes answers should always be pursued and the interaction semi-flexible at the participant's pace. As the interview questions are out to answer to the research themes, the number of research questions should be constructed in relation to the themes and its indicators. Closed questions are not appropriate for this type of study as they do not stimulate discussion.

3.6.3.2. Presentation of the interview guide

The data gotten from the participants through the interview guide helped to understand the importance of a collaborative educational intervention to improve francophone teachers teaching of oral skills and their pupils English language proficiency. Thanks to Lenoir (2018) foundations of educational intervention and Lieberman (1986) collaborative principle of working “with” and not “on” for educational leadership in Richards’ and Rodgers’ (2014) CBLT, while integrating social interaction (Jonnaerts, 2009). As such, the interview guide is structured from the first theme which deals with educational intervention in the pre-active to the social interaction and support. Through a tape recorder, data will be collected from the following themes and subthemes:

Theme 1: Collaborative educational intervention and the improvement of the practitioner's practice and language proficiency.

Subtheme 1: Externalisation of the internal knowledge in situation.

Subtheme 2: Respect of the *scientificity* of school knowledge in relation to the pupils' context.

Subtheme 3: Practitioner's autonomation and self-correction.

Theme 2: collaborative educational intervention in the CBA learning strategies and the improvement of pupils' oral skills.

Subtheme 1: Introduction of lesson with problems in situations.

Subtheme 2: Learner is responsible of his learning activities.

Subtheme 3: Fluency, accuracy and meaningful pronunciation during oral communication.

Theme 3: Representations, obstacles and conceptualisation as CBA strategies for oral skills improvement during situational learning:

Subtheme 1: Representations facilitator of oral communication.

Subtheme 2: Presentation of representations leads to the lifting of obstacles and the error correction.

Subtheme 3: Interpretation of discourse in language use.

Theme 4: Classroom and social interaction leading to the improvement of teachers' practice and pupils' oral skills

Subtheme 1: Contextualisation of lesson.

Subtheme 2: Cooperative learning and project-based learning activities.

Subtheme 3: The association of parents and tutors in the learning activity.

3.6.3.3. Interview framework

Interviews of qualitative research are usually open-ended in order to collect in-depth data. Here in-depth exploration is undertaken in order to understand processes, and to *"identify potential causes of observed correlations"* (Weller, S.C. et al 2018:3). For Boyce, C. and Neale, P. (2006), *"in-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation."* Like to question on teachers' point of view on the collaborative educational intervention in relation to their practice and the actual teaching approach. These questions type enable the researcher to have a wide and detail information of the participants patterning to the research topic. The context of the research offers a panoramic as well as microscopic view of the discussed topic.

Nevertheless, though the open-ended questions enable participants to express themselves open heartedly, they are always guided by the researcher towards the objective. As a source of detail information, open-ended have the advantage of providing a relaxed atmosphere for the interaction though the researcher always directs the participant towards the research objective in order to have an insight into the participant opinions on the topic without accumulating a wide range of sometimes conflicting information. In this light, to be properly conducted, it has to be planned in relation to the themes and constructed in a guide.

3.6.3.4. Interview progression

Before administering the interview guide to various participants, the researcher had to determine its validity by submitting the instruments chosen to the various supervisors for thorough inspection and approval. After their amendment, the instruments were used in the investigation. It should be noted that, before the proper investigation, a meeting was

organized by the Kribi 1 primary schools subdivisional Inspector, in the presence of the researcher, the class five (05) anglophone primary school teacher with her headmaster and the and CM1 francophone the of primary school teacher and her headmaster, in the inspection on the 18th of April 2023, one week before the beginning of field work/ observation (25th of April 2023). The objective of this meeting was for the researcher to explain the aim of the research, the procedure and the equipment to be used in the fulfilment of this task. Since it had already been validated by the supervisors, the interview guide was explained summarily.

Though it had the same objective, the interview guide was reframed according to the participants with regards to the research objectives. Since educational intervention encompasses three (03) phases which appear before, during and after the pedagogicodidactic action, the “teacher’s” and the “practitioner’s” interview guides had the three phases. Meanwhile, the pupils’ interview guide had mainly indoors activities in addition to socio-cultural aspects of educational intervention, since pupils only intervene during the pedagogicodidactic action.

Subsequently, to be sure that the participants understand the research properly and ensure straight answers, the interview guide was administered at the end of the observation. The interviews took four (04) days since all the participants were not in the same environment and in order not to interfere in the teaching programme and activities of the participants. As such, the first day, the first interview was administered to the “teacher”. It took twenty-five (25) minutes thanks to her fluency, while the second interview administered to the “practitioner” took forty-six (46) minutes since she had to think on the words to use before answering and it was done the second day. The third and fourth days, interview were administered to pupils at intervals of ten to fifteen (10-15) minutes, some before the lesson’s others during break.

As these pupils passed individually, it was amazing to discover the level of fluency and accuracy of some as compare to others, though it has been noticed during the observation period. While some understood the questions immediately and answered to the questions in English and code mixing, others did not understand and the questions had to be reframed in English, with the use of signs, authentic materials or in French.

3.7. DATA ANALYSIS TECHNIQUE

The data analysis method has to do with the procedure that has to be followed by the researcher in order to treat the collected data, assert or refute the hypothesis and bring out conclusions in relation to the theme. As it is mentioned above, the collection of data was done

mainly qualitatively; meaning with the use of documentation checklist, observation grid and interviews. Here, the researcher had to describe the techniques used in data analysis process. This has to do with the thematic content analysis which has an incident on the observation grid analysis leading to data counting and codification techniques.

3.7.1 Thematic content analysis

Etymologically, thematic comes from “*theme*” described as “*the subjective meaning and cultural-contextual message of data*” by Vaismoradi and Snelgrove (2019:2). For Braun and Clarke (2012) thematic content analysis is an accessible, flexible and qualitative method of data analysis which provides the researcher with basic skills needed to engage with other approaches, for it identifies, offers systematically insight into, patterns of meaning (themes) across a dataset.

Here, the qualitative data interpretation, analysis and processing provides in-dept information of the data. The data collected has a dual logic, one which originates from the research topic themes and the other from the individual interpretation of the interview questions linked to his personal logic of the theme. This is the advantage of the flexibility of the qualitative interview guide. The participant interpretation can always throw light on certain aspects forgotten or neglected by the researcher, but which are of vital importance. In this light, the interpretation of themes becomes continuous and evolutive as it makes it possible to adapt to the interview guide while respecting the research frame.

Nevertheless, thematic analysis manipulates a wide range of data for frequency counting while it enables the exploitation of data and ideas in several domains. For it to be fulfilled adequately, the themes are organized according to the ideas that they transmit to facilitate interviews. Thematization becomes the classification of themes according to their specific idea for the organization of efficient interviews. Therefore, the researcher has to familiarize with the data involving transcription of interviews, immerse himself during the research to note observables; codify the data identified in relation to the observables; collate codes which will help in the code identification; assures that the codification is in line with the extracted data and the themes; defining and naming the final themes while bringing out each theme specificity; and presenting the final results of the themes (Braun and Clarke, 2006). In other words, thematic analysis has to do with the transpositions of themes, sustaining the research, into codes, the observation and identification of those codes according to the themes and the idea it conveys.

It is important to note that some themes may convey different ideas which can be categorised differently. In this light, the multiple idea category can be segmented into different multiple sub-themes then regrouped according to the idea they convey. This will lead to a concept tree representing the results of the work, which is progressively and constantly evolving as well as enriched by new verbal exchanges, limited by the research objectives (Mimche, 2020). Then, each category is subjected to a descriptive analysis of the data summary which is then placed into a set of discussion and confrontation of documentation review underpinning this research. The end result will either confirm or refute the research hypothesis. Being in the field of educational intervention, this analysis cannot limit itself at the level of manifest content examination but will cross to a deeper meaning of the database into the latent examination.

3.7.2 Grid Analysis

Given that this research focus on the analysis of recoded communication taken from standardized artefacts such as books, articles, documentary notes, interviews, recorded videos and expert opinions, both content and thematic analysis approach will be used to analyze the observation grid. For Joffe and Yardley (2004), content and thematic analysis leave grounds to the set of a systematic comparison between a set of texts one has to analyze which can facilitated the questioning of data through questions such as what and how to code. As such, to cite Bauer (2000), they mention that code should be derived from existent theories. Here, note was taken on the examination of the description of the data, the importance of significant coding which frequency is not an indicator of its importance. The focus was therefore implicit in order to interpret how words are used in relation to others, to determine patterns and themes of meaning indicating educational intervention and the improvement of communicative skills by both the teachers and the learners, in relation to their social context.

To that effect, the dialectic and reflexive analysis of this research observation grid was based on variables represented as themes, indicators and their assessment codes. Given that the observation was done in three phases, that is, the pre-active, the interactive and the post active phases, the TEH (*pour la transformation de l'enseignement en Haïti*) lesson observation grid model is used. The grid interwove all those elements that immerses the practitioner and the teacher in the collaborative educational intervention, to the pedagogico-didactic intervention in the classroom and back to the practitioner – teacher interaction.

Following a deductive form of analysis, the compilation of the grid will be done following predetermined keys words, categories, themes, variables and indicators present in the data.

3.8 TECHNIQUES OF DATA COUNTING AND CODIFICATION

For Sandelowsk (2001:230) *“Counting is integral to the analysis process, especially to the recognition of patterns in data and deviations from those patterns, and to making analytic or idiographic generalizations from data. Pattern recognition implies seeing something over and over again in one case or across a selection of cases.”* In other words, counting in qualitative analysis implies enumerating the frequency of words, phrases and sentences occurrence in the transcribed text, patterning with the research objective. These sequence of words, phrases and sentence occurrence will be selected from the transcribed texts and documentation checklist with standardized codes and the data resulting from this selection will be analyzed to either confirm or refute the initial hypothesis.

3.8.1 Technique of data counting

Qualitative analysis counting of field collected data entails the thorough transcription of recorded interviews as well as video recorded. Transcription, here is the complete transcription of spoken words (referred as verbatim) pauses, interjections, non-verbal expressions such as signs (sign language) into written records or data. Verbatim transcription or word-for-word reproduction of verbal data is a strenuous exercise since the transcription ought to be the exact replication of audio/ video recorded data for its proper exploitation of and in-dept analysis and this means listening, thoroughly and repeatedly to the transcription. This action is not only strenuous but time consuming. Nevertheless, jotting down simultaneously as the interview is going on is a method used to limit all these difficulties due to constant repetition and time consumption.

Though the use of the above-mentioned strategy in the transcription of the six (06) participants interviews, the transcription took us four (04) days, consistently, based on each participant interview guide. Apart from pupils that were interviewed during similar days, i.e., two (02) per day, both the teacher and the practitioner had their own days of interview due to the lent of their interview guide and time constrain. The next step was to prepare a transcript design containing all the relevant information. Once the transcript has been conceived, the recorded data has been organized according to themes for the proper organization of data for

exploitation. It should be noted that, this data structuring process, kept the participants anonymous for ethical issues.

Thus, data counting technique enables the researcher to structure raw data, while transcribing the anonymous speaker initial words by maintaining the exactness of statements and non-verbal signs.

3.8.2 Data codification

Braun and Clarke (2012:6) define codes as *“building blocks of analysis... which identify and provide a label for a feature of the data that is potentially relevant to the research question and ...can be done at the semantic or the latent level of meaning.”* In other words, it is the process of assigning themes according to the categories of data extracted from the interview and observations transcribed. Though themes are assigned, the codification process has nothing to do with themes identification but labelling and grouping identical data conveying towards similar themes. In this light, an in-depth codification of the interview administered to this research participants were analysed line by line and descriptively. That is, from the extracts, words in relation to predetermined codes were detected, extracted, condensed in relation to the collaborative educational intervention and the improvement of francophone pupils' oral skill.

Based on the TEH observation and analysis grid, the indicators of this research themes were analysed according to the assessment codes. These seven (07) assessment codes, which aimed at extracting from the immense data collected, salient features of collaborative educational intervention leading to oral skill development, range from 0- 5 and ir(irrelevant), whereby “0” indicates the absence of elements, “1” indicates elements of very weak frequency, “2” the presence of indicators needed to be reviewed, “3” for indicators which are acceptable, “4” for highly observable indicators, “5” to indicate that the indicator is excellent or an expert and “ir” to show the irrelevancy or the inexistence of the indicator.

As previously mentioned, every participant as well as its hierarchy (the inspector and teacher head) was aware of the research aim for ethical reasons. The participants names are anonymous and the collected data through audio and video tape recorders will be used only for this research purpose. Data presentation, analysis and interpretation are therefore as follows.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

Once the data has been collected, codes have been developed, refined, and clearly described to determine the reliability of their application, the data has to be processed in relation to the research subthemes, general themes and conveyed theories for the research to be shaped and understood. Therefore, the participants presentation, descriptive presentation of obtained results and summary of the various analyses, are parts of this chapter.

4.1 PRESENTATION OF PARTICIPANTS

Since this research aimed at extoling collaborative educational intervention as a strategy to upgrade francophone pupils' English language oral proficiency, the background of the participants has to be presented. For it to be effective, a purposeful sampling method was adopted on the thirty-nine (39) pupils under the research. From this purposeful sampling, four (04) pupils were chosen. The two (02) teachers (francophone and anglophone) experimenting the research were also interviewed. As such six (06) participants were selected for in-depth interview.

4.1.1. Pupils' Presentation

The four (04) pupils interviewed were selected through a purposeful sampling. Selected from cooperative learning groups, these pupils' selection was based on their active participation during classroom activities, attitudes toward English language and oral skills limitations. It should be noted that their interview was mainly focused on the improvement of English language oral communicative skills.

4.1.1.1. Pupil 1

Pupil one (01), a nine (09) year old female pupil, very active during classroom interaction. She was always the first to establish the didactic contract with the teacher by deducing the answers from questions asked by the practitioner during the situational problem in the introduction of the lessons, the more knowledgeable order during CL activities and needed less explanation during the interview. Though her English language pronunciation was approximate, her grammatical structure was correct. Through the practitioner's pupil motivation, pupil one (01) could improve on her pronunciation. Despite the difficulty pupil 1 had to pronounce from the beginning, her attitude towards English was positive and she was

determined to learn and know more. Her pronunciation from the first day was more of alphabetical but change to phonetic (during the research) as the collaborative educational intervention was conducted. Through the interview, pupil one explained that she speaks English even out of school with her mother who usually initiate English conversations, once per week, after they have followed an English programme. This is through the channel “English cub TV”.

In the classroom, English language pronunciation is integrated through cooperative learning activities and pupil’s error are corrected. As the pupil one (01) affirms that:

Because, when we sit...quand on s’assoit en groupe, on explique aux autres qui ne comprennent pas et ils nous expliquent aussi lorsqu’on ne comprend pas... je comprends mais je ne peux pas bien prononcer...lorsque je n’arrive pas à prononcer je demande à mes camarades et si mes camarades ne connaissent pas, je m’en vais demander à la maîtresse... quand je commet les erreurs, elle me corrige et elle me dit que c’est comme ça qu’on fait, c’est comme ça qu’on ne fait pas...dès que je suis allée me renseigner cher la maîtresse, maintenant je leurs dis ce que la maîtresse a dit, maintenant on se discuter (referring to the classmates), et on voit ce qui est vrai...à la maison ma mère m’aide... elle m’aide en anglais quand je ne comprends pas, elle mélange le français.

Explained by this pupil, the use of CL helps for the understanding of the lesson. Social interaction, error correction and code switching and mixing become determinant in the learning process.

4.1.1.2. Pupil 2

Pupil two (02) is the most active pupil of the classroom. A boy of nine (09) years old and just like pupil 01, pupil 02 establishment of the didactic contact with the teacher during classroom activities was immediate and this was thanks to the fact that he schooled in an anglophone nursery school and had siblings in the anglophone secondary school. So, his foundation in English language was an advantage. Though he was not fluent during speaking activities, he understood the lessons and his pronunciation was better as compared to his mates and at times he corrected the practitioner. Nevertheless, he had problems at the level of expressing-out thoughts in English. Just like pupil 01, pupil 02 was the more knowledgeable order in his group and learn more during interaction in situation with the classmates and error correction, as he states, “*quand je commets une erreur la maîtresse me corrige et mes camarades m’écoute pour ne plus commettre la même erreur...*”. Images, signs and problems introduced during the teaching/ learning activity ensured a long-lasting understanding of the

lessons. At home, during learning assistance, the pupil's 02 sister assists in English but code switch to French whenever the learner does not understand.

4.1.1.3 pupil 3

Pupil three (03), a female nine (09) years old pupil, unlike the first two chosen participants, was chosen based on the difficulties that she faced in comprehension and English language structure. Just like the other pupils, she is assisted at home by both her parents and the home-teacher. since the home teacher does not revise English lessons and assignments, pupil three works with her parents and that greatly helps in the pronunciation of sounds. But since every lesson is explained in French, the direct understanding in English becomes difficult. During the interview, the researcher at first used signs and some images to help pupil three understand each question, which was time consuming and because of time constraint, the research had to switch to French too.

Pupil 3 is willing to learn. Though she was always encouraged by the practitioner during the pedagogicodidactic activity, she struggled to say something on each asked question. The practitioner used a lot of signs and images to let her and pupil facing the same difficulties to understand. *“Il y a certains mots que je ne comprends pas que la maîtresse utilise les signes. Elle utilise les signes avec ses mains... quand je prononce mal elle va me dire que ce n'est pas comme ça, réessaies encore”*. Error correction through repetition is a must here and it is completed and integrated during CL activities.

4.1.1.4. Pupil 4

Pupil four (04) is a ten-year-old masculine pupil. He is one of those pupils that the teacher is forced to appoint for him to participate in classroom activities. Seated on the first desk, this pupil did not respond to questions but preferred to remain standing. When interviewed, it was discovered a shy individual who was afraid of making mistakes in front of mates and be treated of stupid. Though pupil four (04) did not speak English at home, he understood some of the questions but asked to repeat in French those that he could not. The researcher deemed it bold enough since he was the only pupil who did such a request as oppose to the others who starred at the researcher. The pupil stated to learn easily with images and practice, before the question was asked. For him, when the teacher does signs or introduces lessons with images and examples, he understands better. He could recall all the lessons during the collaborative educational intervention. He said *“when the...quand la*

maîtresse dessine au tableau ou utilise the objects, je n'oublie pas...Avec mon petit frère on a même fait semblant d'appeler mon grand-père et je lui ai donné le numéro de téléphone en anglais puis j'ai donné les opposites". In his speech, the pupil code-mixed what he learned with his social context, but in French. The researcher also valued the importance of mastering the individual characteristics of pupils and motivation during teaching activity in the classroom. The research had the impression of opening a stomach full of secrets.

4.1.2. teacher and practitioner presentation

As the topic implies, this research is a collaboration between primary school teachers of the same level (03) and class (05) from different schools, and different languages. Here, the Anglophone teacher, who assist, is considered as the "teacher" meanwhile the Francophone teacher who receives assistance is the "practitioner".

4.1.2.1. Presentation of the Practitioner

The practitioner is a CM1 teacher who receives assistance during this collaborative educational intervention. She is in her early forties (40). Holder of a Baccalaureat, the research practitioner ENIEG (Ecole Normale des Instituteurs de l'Enseignement Général), training was done under the CBA and she has been teaching for eleven (11) years. It should be admitted that the practitioner was not very moved by the research at the beginning since it implied starting with lesson planning and ending with corrections. For her it was time consuming and cumbersome. As such the research proper started few days later of the initial starting date.

During the first pre-phase educational intervention, from the practitioner's performance of "the teacher thinking", her lapses were already visible. Here, the practitioners' limitations were not only at the level of pronunciation, but even included epistemological obstacles as far as English language structure is concerned. As such, the lesson planning did not only aim at helping the teacher to implement the lesson following the steps, but facilitated its mechanical application during the teaching practice.

Nevertheless, on the first classroom observation day, she introduced the situational problem, during a reading lesson, in the pre-active phase, in French language. This was to ease pupils' understanding according to her. Meanwhile, from the observation, it was to cover her lapses. The post active phase of the first session of the educative collaboration, enabled the practitioner to know her epistemological limitations and recalled some CBA requirements that

were unrespected during pedagogicodidactic activities, like code switching, absence of authentic materials for visual scaffolding, social integration of the learning activity. It is from this first learning activity that the practitioner's attitude towards the research became positive. When interviewed the practitioner's initial attitude completely change. She even wished that it should be extended to one year experience as she said;

...si on par exemple fait que ce genre de formation, ça va vraiment nous aider. Parce que, comme je disais tantôt, l'enseignante l'école privée là, Madame ...elle avait fait, c'était une doléance qu'elle a donnée, elle a dit à Madame de pouvoir soit trouver les enseignants anglophones pour les écoles francophones et qu'on nous décharge de ça. C'est bien mais ça ne nous favorise pas, nous autres...Oui, parce que c'est gagnant-gagnant.

The practitioner's attitude towards the collaborative educational intervention is positive as it enables both the teacher and the pupils to increase their English language proficiency as compared to when an anglophone teacher is asked to teach English to the pupils, as the sole subject.

4.1.2.2. Teacher presentation

Here, it is the class five (05) anglophone primary school teacher, teaching in the Bilingual Primary school of Newtown, whose role is to assist the practitioner during this collaborative educational intervention. She is in her late thirties (30s). Holder of an Advanced Level General Certificate of Education (GCE A level), the teacher's GTTC training was done under the CBA and she has been teaching for twelve (12) years. Though the teacher was moved by the research, time constraint and transportation were problems for her as she had to leave her school for the research field. This teacher who dreamt to teach English language in GTTC, seized this opportunity to prove her worth.

The first point noticed was her positive attitude towards collaborative educational intervention. Nevertheless, she believed that francophone teacher's inability to express themselves in English is due to lack of seriousness and the fear to commit mistakes while it is through mistakes that individuals learn better and in addition to that, practice make perfect. As such, she declared that the approach really helps in the improvement of both practitioner's and the pupils' oral communicative skills, as she declares:

I saw the improvement; first improvement was that she was no more using the French, like to make the children understand fast. You see, that was already one challenge, that was already one improvement. Then the second improvement I got is no matter that they are Francophone, they have their own thoughts, but she was really struggling to give them the words. Then I also noticed that some of the pupils that are in class, they...they...they... Some of the pupils mastered the pronunciation at times more than the teacher...Yes, so the learning was really an improvement. The teacher improved.

Again, the teacher defends the idea that knowledge transmission by a practitioner who does not master a given skill, is unteaching the pupils. These skills taught in school serves as foundations on which pupils will lean on to seek for jobs and other life activities. Thus, should not be taken for granted. In the same line, a foreign language should be taught in that language without code switching or mixing, for it prevents the use of deceptive cognates and the introduction of common language into the classroom.

4.1.2.3. head teacher presentation

Though the head teacher did not take part in the case study, as the first authority of the place, she had her word to say on the topic. As previously presented, the head teacher of the Inclusive school of Talla is an IEMP i.e., “*Instituteur d’Enseignement Maternel et Primaire*”, trained under the New Pedagogical approach (NPA). She has been teaching since twenty-two (22) years and she has been the head of the Inclusive Primary school of Talla for three (03) years now. She has been recycled as new pedagogical approaches, such as the Competency Based Approach, have been introduced in the field of education. Though at the head of the school, she supports her colleagues, especially the class six teachers, in the teaching and learning process. Bilingual, i.e., speaks both French and English languages fluently and is the English language reference and more knowledgeable order for her colleagues in terms of pronunciation, language structure and teaching techniques.

Unlike the research teacher, the head teacher is for the fact of code-switching English and French during language lessons. She underlines that, teaching English Language, in English to francophone pupils, in a francophone zone is time-consuming since to lift comprehension obstacle, the teacher will require teaching techniques such as scaffolding through imagery and signs, yet, which need prior thorough explanation. While, when introduced in French, the learner understands fast and the teacher can proceed with the lesson.

Still, the head teacher shares the practitioner’s point of view on collaborative educational intervention. She is in favour of the collaborative educational intervention as opposed to a main English teacher for all the classes because the francophone teacher will not

feel concerned by the English language and will not improve in his language skills, though, during the beginning will be at the detriment of the pupils at the level of pronunciation. It is therefore, important to implement it during a long period, for instance two (02) school years, from the first level, to the third level. As practice makes perfect, at the end of the sixth year, both the teachers and pupils will be bilingual. The collaborative educational intervention should be implemented from the base (level 1, class 1) for it to bear fruits.

4.2. DATA ANALYSIS

The field data collected analysis is based on the four (04) main broad themes that underpinned this research. These themes which include: (1) Collaborative educational intervention and the improvement of the practitioner's practice and language proficiency; (2) collaborative educational intervention in the CBA learning strategies and the improvement of pupils' oral skills; (3) Representations, obstacles and conceptualisation as CBA strategies for oral skills improvement during situational learning; (4) Classroom and social interaction leading to the improvement of teachers' practice and pupils' oral skills, are analysed as follows.

4.2.1. Collaborative educational intervention in the CBA

Here, a descriptive analysis of the data collected from the independent variable will be presented. The analysis will be based on Lieberman (1986) and Nkeck (2015) collaborative work; Lenoir (2002 and 2018) educational intervention fundamentals and Circurel (2011) didactic interaction (teacher's thinking).

4.2.1.1. Collaborative educational intervention and the improvement of the practitioner's practice and language proficiency

As it is presented above, collaborative educational intervention is a process that is "worked with" in the pre-active phase (before classroom activities), observed and implemented during the interactive phase (during classroom activities) and evaluated during the post active phase (after classroom activities). In order words, the simultaneous planning of teaching-learning situations; implementation in the classroom and reflective feedback on the experiment (Nkeck; 2015). The teachers are engaged in an interactive and discussive reflexive practice, which does not only uplift and reinforce their professional practice and proficiency

for their classroom practice, but also define and treat the problems they encounter. Placed in an investigatory situation of reflexive construction, the assisted teacher becomes autonomous.

As such, the uplift of the teachers' professional and language proficiency is reflected through his interactive and discussive reflexive practice, that is his/her "teacher thinking" in the three phases of educational intervention. So, the practitioners' practice and English language oral proficiency in a collaborative educational intervention has as indicators: collaborative lesson planning; dialectic and reflexive discussion in situation; exposure of "practitioner's thinking"; confrontation of ideas; respect of recommendations; negotiation of ideas; improvement of the practitioner oral communicative skills and teaching practice; practitioner self-evaluation; social interaction.

These indicators are reflected through the participants verbatim which makes it clear that oral skill language improvement starts from the practitioner's desire to learn, as the teachers declares:

As I was earlier saying, if there is a bit of pressure, if the Francophone teacher can take it serious, Like, they make English as important as any other subject. The children will be able to speak, to write, express themselves in English without any difficulty...Yes, it seems as if teachers that don't love, especially the Francophones, they are afraid to make mistakes. If they can overcome that fear of making mistakes while teaching the English, while they are teaching, they are learning at the same time, they will be able to make it.

From the above declaration, it is made clear that, the desire to learn and the attitude toward the language is the first factor that brings in language proficiency improvement. This point on interest is also reflected on the practitioner's statement as she declares that:

L'intérêt. Je trouve beaucoup d'intérêt à transmettre l'anglais, à enseigner l'anglais.... J'ai un intérêt, j'ai un intérêt parce que... parce que les enfants, non seulement pour les enfants mais aussi pour l'avenir d'aujourd'hui, on a besoins de l'anglais, on a besoin d'être bilingue ein, ils doivent être bilingue, même si on ne comprend pas on doit pouvoir parler. ...j'aimerais vraiment enseigner l'anglais, oui, je voudrai enseigner l'anglais couramment, permettre aussi à ces enfants de s'exprimer à leurs niveaux, parce que, ce qui fait en sorte que les enfants lorsqu'ils vont se trouver au secondaire, ils vont trouver que l'anglais est difficile. Ils vont même fuir les cours d'anglais parce qu'à la base on ne leur a pas donné le minimum ou alors, ils n'ont même pas rien reçu, et ça va faire qu'ils seront bloqués devant. Or, si on par exemple fait que ce genre de formation, ça va vraiment nous aider.

From the above declaration, the practitioner's interest towards English language proficiency improvement is not only personal but is out to answer to a societal need. Also, the

practitioner presences basic education or basic English language education as the root that germinates and enforces pupils' English desire and proficiency throughout their educational cycle. As the teacher said, the first step for oral skill improvement is the desire. Nevertheless, though the desire and attitudes toward the language, some difficulties can hinder the collaboration as well as the implementation. The practitioner thus declares:

No no non the lesson in English, I, we... pendant euh, la préparation, les explications passaient, ça passait. « Non tu ne dois pas faire ça, fais ceci » (referring to the teacher's instructions). Mais, maintenant, là vous savez que préparer est une chose et dispenser en est une autre. Oui ! Donc, lorsqu'il faut dispenser, il fallait dispenser certains, par exemple, je vais prendre le cas vraiment du dialogue, les idées sont là, maintenant c'est transmettre, leurs demander de... transmettre comme je dis, c'est là où, il y a la difficulté, la difficulté. Je dis donc que c'est la transmission, expliquer ce dont tu attends de l'enfant, tu as ça dans la tête mais la transmission à cause du langage...La langue...la langue donc voilà la difficulté. Pendant la préparation, c'était bien. Voilà pourquoi, je disais tantôt que, si l'expérience pouvait commencer un peu plutôt et prendre une bonne partie du temps, entre parenthèses, lorsque...

From her statement, the practitioner reveals the complexity of expressing the teacher thinking in English though the lesson planning and preparation, during the teaching practice. Here, the teacher could not help or assist her, as states:

The difficulties I faced was in the preparation of the lesson notes first, then the practical lesson also. I could not correct her while she's teaching nah, yes, I felt difficulties there to prepare the lesson because the Francophone have their own way of preparing their lesson notes. We have ours. Then the stages of the lesson notes are not the same. Yes, we don't have the same stages of lesson notes preparation So to prepare a lesson note with her and the mastery, for her to master the lesson. As I said earlier, I said that before going to class, let her master her lesson and do like a summary, like I can say you are a learner, you put these bags like they are your pupils what we used to do eeeh. You are speaking making like an auto evaluation of yourself of what you teach the next day. So that, in such a way that when you are in front of your pupils when you just give a sentence the other ones will flow Even without you having a reader or whatsoever. You can do the practical exercise alone. Yes, but I noticed that she didn't. She wasn't doing it. Yes.

The difficulties encountered by the teacher, as stated in the above statement, was her inability to assist the practitioner during the interactive phase and the transmission of the lesson plan format. The verbatim also reveals that, some practical recommendations given to the practitioner were not respected and the lessons unmastered therefore caused some

blockage during classroom interaction. Unfortunately, the teacher did not assist the practitioner to the fullest during this work especially during the fifth (5th) and the (6th) lessons (speaking and integrative lessons consisting of a dialogue, respectively) as recommended. Here, the lessons were planned by the latter and corrected by the former. “Teacher’s thinking” was not practice in order to help the practitioner on the choice of words as well as on the practice proper. That is the reason the practitioner confessed:

...A un moment j’ai eu beaucoup de pression, ça il faut l’avouer, j’avais la pression. Je vais prendre l’exemple de la dernière leçon sur le dialogue, je me suis « Seigneur Jesus, il faut que je le fasse, les enfants doivent s’exprimer. Oui! Les enfants doivent pouvoir formuler les phrases, moi-même je dois pouvoir dire quelque chose. Mais là maintenant, je vais m’en prendre comment? le dialogue j’ai ça dans ma tête en français mais pas en anglais. Les mots, il faut agencer les mots. Il faut le vocabulaire, il faut la grammaire, il faut la conjugaison...

From the above, it can be said that the teacher easily saw the straw in the practitioners’ eye but could not see the beam in hers for the recommendations of the collaborative education intervention were not respected during the last two lessons. Nevertheless, the teacher proposed visual and concrete materials as strategies that could facilitate the integration of knowledge by pupils and remind continuously the practitioner during the pedagogicodidactic interaction, as she added:

For me, they have to do more of charter. They should use charts or real objects, especially when I’m teaching maybe French, I’m struggling to teach French, I prefer to use real objects. They master them quick. They see them in their environment, in their homes. They’ll be able to call them. The use of concrete and well-drawn charts will be able to help the learners to retain the lesson very well. Why not place them in class? Create an English corner in class. When they turn, they see. You can do that per week. The lesson we have done this week you paste it. We see that everything the person that has not understand can just give a glance and it’s going to flow.

Authentic materials are presented as teaching and learning instrument facilitators which favours representation in the pupils’ mind and contextual materialisation of learning skills, consequently fast integration of skills. The constant use of these concrete materials is therefore a must in English foreign language teaching and learning as it refers the teacher and the pupils in the learning process of guidance and acquisition.

However, an improvement of practitioners’ practice and language skills was observed from the second day of the collaborative educational intervention as the former tried to

respect the recommendations of the CBA which through the latter, which forbids code switching and mixing during the teaching practice for a total immersion in the English language while respecting the context of the pupils. The practitioner stated:

...je m'améliore un peu. Pendant cette période ci. Je m'améliore un peu mais ce n'est pas suffisant...and the teacher declared... I saw the improvement, first improvement was that she was no more using the French, like to make the children understand fast. You see, that was already one challenge, that was already one improvement. Then the second improvement I got is no matter that they are Francophone, they have their own thoughts, but she was really struggling to give them the words... The teacher's observations can be sustained by the practitioner's declaration as she states that:

...c'est vrai que la première leçon, je croyais que j'étais à l'aise parce que je faisais en français et en anglais. J'injectai un peu le français, je croyais que c'était bien. Mais après, vos réactions, je me suis rendue compte que, non, je dois plutôt m'améliorer et je vais vous dire quelque chose, je faisais une leçon, avant que vous n'arriviez. C'est trente-trente minutes. Ils étaient bloqués, j'ai mis un mot en français, l'élève a levé le doigt, il m'a dit « madame vous avez dit qu'on ne parle plus français noon, pendant la leçon d'anglais. » J'ai dit, c'est vrai, toutes mes excuses...

As mentioned by both interveners, the collaboration greatly helped in the improvement of the practitioners' oral skill development since she stopped injecting French during lessons. Since practice makes perfect, the practitioner had to practice "teachers' thinking" in front of her pupils before the pre-active phase of educational collaboration. Also, the collaboration extended to the pupils who assisted the practitioner. Therefore, every participant in the collaborative educational intervention assisted and evaluated the pupils.

As far as evaluation is concerned, though during the collaboration process, the practitioner is evaluated by his peer, self-evaluation, which is also motivational, is important as it helps the practitioner in skill improvement. As such, the teacher stated:

Yes. Like doing, she said, well, "ici-là même, je pensais...". I thought... You see that? And I saw in her someone who is willing to learn, if she really had that time and I also encourage her by telling her to get an Android phone. It will help her a lot for the pronunciation. Any word she can find in English, she can download it, put it on a voice, listen to how it is being pronounced, then practice it. She's willing to learn...

Self-evaluation indicates practitioner's will to learn but this should be in line with time, devices (technological devices) aid. Still, desire is an intrinsic factor that pushes the practitioner to involve herself, question and correct her practice for personal improvement. In

other words, above the external factors that play an important role in language skill and practice improvement, the practitioners' personal effort is vital to attain results.

To the question of the core of the learning process, for both participants in the pre-active phase of collaborative educational intervention, the pupils through classroom interaction remain at the centre of the pedagogicodidactic activity for interaction is the impulse which maintains the flame of classroom activities on. The practitioner thus stated:

C'est l'interaction des enfants qui est au centre des apprentissages. Ce sont les enfants qui sont au centre de tout. Puisque que l'activité...pour que l'activité morde il faut que l'enfant réagissent.

While the practitioner's reaction on placing the situational problems at the centre of the learning activity was not well perceived since she thought of the pupils understanding of the lesson being mistaken, the teacher perceived it as an exercise that captivates pupils' attention from the opening, maintain their cognitive action/ reaction and classroom interaction. In order words, a push to learning activities, the core of cognitive reasoning and classroom interaction in the teaching/learning process. She said:

It will draw pupils' attention and it will make them to reflect. Like you arouse curiosity in them by giving them like an instinct question, like a triggering question to awake their... their thinking naah, through that. So, it helps.

From the above presentation of data, it can be observed that, though collaborative educational intervention is favoured by an extrinsic factor, the teacher who collaborate with the practitioner, the main motivational factor is intrinsic to the practitioner, reflected through his will or desire to improve his practice and skills. The respect of instructions follows with the active participation of the pupils or other participants.

4.2.1.2. Collaborative educational intervention in the CBA learning strategies and the improvement of pupils' oral skills.

Since the collaborative educational intervention is undertaken following the standards of the competency-based approach, the aim here is to present the teaching/ learning strategies used during the collaboration between these teachers with respect to the approach in force while emphasising on the fact that, these strategies impact on the pupils' oral skill development. As such, lesson introduced with problems in situation, didactic contract signed in English and in situation, pupils placed in the centre of the learning activity, cognitive

development reflected through the problems, authentic material usage, a pupil centred learning environment are the indicators on which data will be presented.

The introduction process of the lesson determines the understanding and the cognitive development of the pupils throughout the learning activity. The CBA which thus extol lesson development by the pupils, has to be introduced with a situation bearing a problem which has to be processed. To this the practitioner says:

... une situation c'est d'abord l'élément déclencheur de la leçon, de l'activité. Là maintenant à partir des questions l'enfant peut répondre à ce qu'il va, à ce qu'on lui demande à la situation posée...

From the practitioner's point, situation is the trigger which stimulates classroom activities and interaction, thus oral pronunciation. With the help of the practitioner, whose main role is to guide through questions and to instruct, the situation will be directed towards the lesson proper. While answering the question to develop the lesson, pupils develop cognitive reasoning since the answer arises from their reflections based on previously acquired knowledge and this is expressed through oral expressions.

For the practitioner to guide pupils towards the development of the lessons with the question, the signature of a didactic contract is a must in English language, following the CBA. Code mixing is not accepted since pupils have to be immersed in the language while remaining open to aspects such as the pupil's context, cultural background and acquired knowledge to develop their apprenticeship. The head teacher has a more mitigated point of view on this issue as she states:

...So sometimes, even for a text, we try first to make explanations in French, it's faster... Even if we have to explain it to them in English... But if we have to explain a word in English, you see that it gives a lot of work. For example, you arrive... What word can I say?... If we have to explain, for example, telephone, telephone is used to communicate. When you speak to a child, the phone is used to communicate, he is afraid at first. If you explain it to him in French, he understands quickly. But now he's approaching. It's true that a child learns a lot in English, but it's slower.

to sustain this point, pupil 3 adds that:

English, Madam... Mais quand on ne comprend pas elle fait les gestes ou elle parle en français... et on comprend...

From the above, English language complete immersion is maybe appreciated for the pupils learn in the context. Yet, it is time consuming for it takes time for the pupils to understand what is going.

Nevertheless, CBA has many teaching and learning strategies among which visual scaffolding or the use of authentic materials which play triple actions, conceptualises the learning action through representations, reduces explanation since understanding is fastened and contextualises the lesson. This is sustained by the teacher, who says:

It helps in such a way that when they see it, they touch it, they feel it, especially the materials around, they will be able to retain the lesson. For example, the use of a cup, the use of a table, the use of a pen... When they see it, they see it always, it will stick... for example, we are teaching them a kitchen items to bring folks, spoons, plates and the rest... The child will go back home very happy. Oh, “mama est-ce que tu sais que in English, on appelle ça comme ça ?” See a bit, it helps!

To back the above stated point, the practitioner states that:

Ça une place prépondérante dans une présentation de leçon. Ça déclenche, ça fait captiver les enfants. Même en français, c'est vrai qu'on se dit qu'il y a des choses qu'il ne peut plus utiliser, il déjà quand-même grands, il y a des choses qu'on ne peut plus utiliser. Mais en anglais, il faut vraiment, vraiment utiliser les objet semi-réels ou réels pour pouvoir capter et attirer leurs attentions pour qu'ils puissent se rendre compte de ce qui va se passer... Par les objets réels, semi-réel et explications.

Thus, the use of authentic materials captivates pupils' attention and concentration in the learning process, helps to integrate the lesson since it already conceptualises, helps in pronunciation for pupil will be able to identify them in their direct environment and name them. These material does not only limit integration of knowledge but are motivational factors in the learning process. The pupils explained that they better understand with objects, gestures and images. However, the head teacher maintains the point that though these objects facilitate understanding, they are time consuming.

In primary school, learning English is not very easy...because children in Francophone zone, children don't understand English. So when we start a lesson, we use drawing. Yes, so it takes a lot of attention and it takes a lot of time because we started with the language. When you put a text on the board, you see that sometimes the teacher is not very good at teaching, for example, or at gesturing. Here we still fight because we have the auditory difficulties in communication and gesturing. Sometimes the gestures, the children don't understand quickly

Apart from time that authentic materials take, the head teacher also extols teachers' inability to manipulate them for a better understanding of pupils. The teacher therefore needs to be skilful to manipulate these materials and manage time for the pupil to understand.

From the above, the practitioner concluded that the problems in situation are the centre of the learning activity.

Nous avons compris que c'est la situation problème qui est au centre des apprentissages.

As it can be seen from the above exchanges or data presentation, though some learning strategies (the total immersion of learners into English language) put forth by the CBA is considered to be time consuming by some teachers in an EFL, it greatly contributes to the improvement pupils' oral skill proficiency. Yet, the pupil is not at the centre of the learning activities as what was initially said. Though, with the teacher, pupils coordinate their learning activities, interaction and skill development, the situational problem remains at the centre of the learning activity for it determines the signature of the didactic contract, cognitive development, classroom and social interaction, and oral skill development.

4.2.2. CBA and Improvement of pupils Oral Skills

Here, teaching and learning activities undertaken by these teachers, leading to the development of pupils' oral skills proficiency under the CBA will be presented.

4.2.2.1. Representations, obstacles and conceptualisation as CBA strategies for oral skills improvement during situational learning

Representation and conceptualisation of knowledge presented during the teaching/learning activities in the CBA is highly extol through language contextualisation, scaffolding and learning in situations. In this research the indicators are classroom organised in cooperative learning groups, learning activities convey pupils' cultural aspects, visual scaffolding, learning activities empowering pupils, communicative skill improvement, absence of code switching and mixing, absence of deceptive cognates, pupils' representations are put forth to stimulate cognitive reasoning, critical thinking in situation, dialectic and reflexive discussions, absence of reification, absence of epistemological obstacles, absence of cognitive obstacles, errors signs of cognitive reasoning, identified through the participants verbatims.

Scaffolding, visual in particular, helps pupils to centralised the lesson and stick on the pronunciation of those objects when seen in other contexts. For the teacher, as already mentioned above, visual scaffolding or the use of authentic materials helps the learners to recognised items in context and name them as well. In other words, the signifier is identified

and connected to it signified. While practicing, pupil can easily link the word (the acoustic pronunciation) to the image it represents in real in that given context. Here, pupils can continue to exercise themselves even at home and wherever they are found, for they will continuously have the image in mind. Wherever they see the object, they will recall the word and produce it acoustic utterance. This is read in the practitioners' interview as she states:

Ça stimule l'apprentissage, ça stimule la leçon. Même ça, ça fait captiver, ça captive l'enfant. Ça l'amène à comprendre, à être même attentionné...A chercher à prononcer, à prononcer. Par exemple si c'est un mot, l'objet avec son... avec son...je vais prendre l'exemple, le cas, on a fait les moyens de communications, quand l'enfant a vu, et à retenir comment est-ce que ce mot-là s'écrit l'orthographe...Chaque fois qu'il verra la cloche, il voudra dire a bell, a bell.

Scaffolding becomes a strategy of language contextualisation, knowledge integration, and learning empowerment as the pupils can speak out what they have studied in the classroom activities. Thus, oral skill development. It helps pupils to recall what they know and eases assimilation in context.

Yet, during the teaching process, the pupils who a learning under the guidance of their teachers, and vice versa can commit errors. These errors can either be epistemological or cognitive. When committed, it is the teacher's reaction towards it and the action undertaken which determines the end result of the learning process. In the CBA, these errors are indicators of cognitive reasoning and should be exploited to guide the pupils toward the integration of knowledge. This point of view is shared by both the practitioner and the teacher as they say:

Sans erreur on ne peut pas se corriger. Pour moi. C'est en faisant des erreurs qu'on acquière des connaissances. Parce qu'avec beaucoup d'erreur, je me suis corrigé. J'ai reçu des corrections et ça fait que je dois les mettre en pratique.

To back this point, pupil one states that:

...elle me corrige, elle me dit ce qu'on fait et ce qu'on ne fait pas...

In order words, error correction is not only showing the right tract to pupils, it goes along with presenting other possibilities of committing errors in other to avoid pupils from falling in those traps.

From the practitioner point of view, errors committed lead to the acquisition of knowledge since when committed, they are detected and corrected. Nevertheless, the

correction should be practiced in order for the right knowledge to be integrated. More rigid on the topic, as far as the practitioner's actions are concerned, for the teacher:

The error committed, all of us are bound to make errors. Yes. But the errors committed during the teaching should not be frequent. For example, in every sentence you have to know. That is what I said earlier that the teacher has to do like... a small auto evaluation like... a summary of like ...retaining reading over the lesson we have to despatch the next day in order to avoid such errors. The pronunciation, if you think that you have difficult words, that you have to teach it the next day, find a way to know the words before you are teaching it. Yes, it will help.

Here, the repetition of errors committed by the practitioner is seen as a failure in the lesson planning or the non-mastery of the knowledge to be transmitted. The practitioner should always self-evaluate her practice and knowledge prior the beginning of the lesson proper. So, teacher's thinking is vital prior every lesson in order to avoid repetition of errors in class.

Though, the teacher's point on errors committed by the teacher is strict, she is more flexible with pupils. For her error committed by the latter should not be subjected to negative criticism. Instead, the practitioner should come back to it as many times as possible, as repetition is the core of learning, she declares:

The teacher should not react badly toward, maybe, a wrong pronunciation or a wrong answer from a pupil. For me, I know that... I believe that repetition is the best teacher. Repeatedly, the pronunciation, always, always, no matter our mother tongue, no matter our type of way of pronouncing, but I believe that repetition with the measure of mastering of sound and words building, it's... it is also going to help in pronouncing certain words... Yes! If a lesson is not understood because we have difficult wording, let us not... The importance is for the children to retain the lesson. We come back to it. Pronounce it over and over. Several times, it will stick.

Here, retaining pronunciation refers to its mastery. The teacher thus has to insist on the repetition of words. This point is backed by the practitioner but in addition to the repetition of words leading to the mastery of the words, she requests the help of a more knowledgeable order for assistance. She thus says:

...c'est que je leur dis souvent que ce n'est pas notre langue, nous tous nous apprenons même la maitresse apprend, mais n'ayez pas peur, dites, parlez, prononcez. Et si on a déjà corrigé, une fois, deux fois, trois fois et l'enfant fait toujours l'erreur, à un moment, je vais vous donner mon attitude ein, je m'assois d'abord. Je me demande, j'ai mal prononcé le mot, je prends d'abord mon dictionnaire, je regarde le mot

ou je vais cher la directrice, je lui demande comment est-ce que je dois faire pour faire comprendre, parce que j'ai déjà dit et l'enfant ne retient pas. Il faut insister, insister, insister, insister.

Here, the practitioner takes the posture of the learner by requiring the help of a more knowledgeable order that will assist her during her practice. In addition, she is conscient of the fact that, she also has to continuously learn in order to transmit to the pupils. Again, being in the context of EFL, she understands the difficulties and obstacles they can encounter during the teaching/ learning activities, thus encourages them to learn.

4.2.2.2. Classroom And Social Interaction Leading to the Improvement of Teachers' Practice and Pupils' Oral Skills

This theme demonstrates how classroom and social interaction lead to the improvement of the practitioner's practice and the improvement of pupils' oral skills in the pupils' context. The indicators of this theme are classroom gestures interaction, interaction in situation and in context, teaching with respect to pupils' socio-cultural background, social integrative learning activities.

The practitioner presents gestures first as learning strategies to enable pupils to have a representation of signified and associate it to the signifier as well as to use it verbally when identifying the object. Again, gestures are presented as indicators of knowledge acquisition and processing. As mentioned by the practitioner:

Euh, les gestes, je vous ai dit tantôt que, j'ai compris qu'il faut associer les gestes dans le processus enseignement et apprentissage. Parce que, tu vas dire par exemple... je vais prendre le cas de « a chair », tu vas dire « a chair » à un enfant, l'enfant ne vas pas comprendre. Mais si tu fais le geste... Cela signifie qu'il comprend, ce que je veux et c'est s'exprimer qui est un problème. C'est déjà bon. Si l'enfant fait déjà la gestuelle, c'est déjà bon. Oui, donc c'est bien. Puis que dans notre école, par exemple, on a...c'est par des gestes, par les signes qu'on apprend. Donc c'est positif.

In the other hand, from the teacher's point of view, gestures are signs of cognitive reasoning and development to an extern since some pupils use it to manipulate the practitioner. So, in this case, the practitioner should always motivate and guide the learner who presents such signs to speak it out. Likely, these gestures are very important during classroom management, for instructions are given without pronouncing a sound, still pupils' attention is captivated. A direct speech of the teacher goes as:

Some of the gestures, because these children like to playing over us. You see, somebody will be making serious as if he is thinking meanwhile, he is not thinking. For you now, you say that, “speak it out... Try, try you can do it”. You encourage her to speak even if she stands and does not speak anything. You say, “no problem continues thinking but don’t be making like this” or you can do gesture without making noise. Gestures language and sign language in class even improve...eh...eh... it reduces noise in class and it draws attention, yes, because when they are too noisy, you just make like this (sign of clipping the mouth). Nobody will understand that you, as you have shouted “stop noise”! You just make like this (sign of clipping the mouth). They know that you have said zip your mouth. I don’t want to hear noise...noise. Then you make like this, they understand that I need to focus and look on the board, no more noise.

As other language skills, oral skill cannot be developed in a vacuum. It is during classroom interaction with peers, under the guidance of the practitioner that oral skill is developed. Here, for it to be effective, after giving the exact pronunciation to pupils, they are placed in small ability groups, with a more knowledgeable other that helps the peers. The practitioner states :

... il y a déjà des groupes à la base. A la rentrée, j’ai formé des groupes. Il y a donc certaines activités qu’on fait. Un jour donc, je leur demande de faire en anglais, de discuter un peu parce qu’il y avait une leçon, qu’ils essayent un peu de discuter à partir du livre et qu’ils essaient de pratiquer aussi. J’ai donné des mots, comment est-ce que prononcer. Je vous dis madame, je pouvais mourir de rire, « ce n’est pas comme ça qu’on prononce », « on dit que » ...j’ai découvert des leaders et des compétences en eux et l’interaction est très importante.

Despite the fact that the teacher back the practitioner’s point on classroom interaction as a strategy of oral skill improvement, she insists on the pronunciation of words. Here, she explains that, classroom interaction among francophone pupils without the guidance of a skilful teacher will lead to the French pronunciation of English words meanwhile English language has its own phonetic which has to be followed. At the primary school level, emphasis should be laid on the sound and word building of words.

...For me, it’s the phonetics first. Yes, and the correct sound and word building should be taught first, before any other thing. That’s the first thing. Especially in dialogue, everything...they have to have a good mastery of how it is been pronounced, because in English, it is not the same pronunciation in French., You have different ways of pronouncing it. No matter that, they may be written the same way but the pronunciation differs... a good mastery of that.

Phonetic is not the only aspect which has to be emphasised on in language skill development. Deceptive cognates which enter into the classroom activities as the result of French and English belonging to the same language family. The practitioner should dissociate these homophones at times homographs which might be written or pronounced in the same way but have different signifiers. Unfortunately, this research practitioner admits that her non mastery of English does not enable her to dissociate deceptive cognates from exact words during oral presentation, as she declared:

Je ne maitrise pas ce qui le langage soutenu et le familier donc
j'enseigne tout...A partir du moment où je ne maitrise pas je ne
pourrai pas... ce qui est vrai et ce qui est faux.

To express her bitterness towards the use of deceptive cognates during classroom interaction, the teacher wishes that only scientific knowledge should be taught in the classroom and for its effectiveness, the practitioner should master the *scientificity* of the knowledge s/he is transmitting, else the pupils will have a faulty knowledge as foundation of their apprenticeship. She therefore states:

At first, is to know that, what we consider as the quartier English or the quartier French, is not the same as the one we are teaching... I cannot go and unteach people's children because I don't have a good mastery of the French. That one that I'm speaking bonjour... that one is just the one in the quarter. When we really go into the French now, the "orthographe", the this...the "conjugaison", the whatsoever, I don't have a good mastery of that. It is different from that one we speak in the quarter. That one we speak in the quarter is just to pass an information. But this one is for a life time, for a job, for a good...for the goodness of the learners... There is a mixed-up. And you know, this our children, when you give them a wrong pronunciation that they are used to, they stick to it. Some even grow with it. Like I have some of my pupils that last year were taught by a francophone teacher that was managing French, she said, instead of pronouncing /'flfti/, they pronounce it as /'fifti'/, /six'ti'/, they pronounce it as /sixti'/, until the other pupils where laughing. I asked them not to laugh, don't pronounce again... But I said no, it is /sixtin,/ or /sixti'/, the one with zero.

So, from the above, pronunciation mastery by the practitioner is ultimate. Yet, in order to stop the use of deceptive cognates into the classroom environment, the teacher suggest that English language lessons should be taught totally in English language without code switching or mixing.

To solve the problem... is just like I said...when you know the meaning of what you are about to say, say it the right way because at

times like this when you want to take French and English translation before teaching, it will not flow, because they are not the same. Certain things are not pronounced the same way. And there are some words, like you can say, borrow words... there are some words that francophones borrow from us and we also, we have borrowed words from them. But if you don't really master the meaning and how to use it in a sentence you will be speaking a different thing... In English...Totally!

From the practitioner's verbatim, we discovered that pupils do not take assignment at home because the practitioner sees no needs to. She assumes that, if French assignments are not done at home, English ones will not. Thus, assignments are not given. Also, these pupils do not have text book to work at home. They use the ones made available for them by the government due to inclusiveness of the school compound. To back up her point, the practitioner adds that, these pupils are not assisted at home by their parents, they succeed thanks to their genius:

Inexistant, parce qu'ils n'ont pas de documents, ils ne sont pas documentés. Les parents eux-mêmes... les enfants sont abandonnés à eux-mêmes...Le support familial est inexistant. Vous allez voir, en début d'année, la directrice organise la réunion de parents d'élèves. Sur deux cents élèves, au trop dix parents qui vont venir...L'enfant vient à l'école délabré. Tu te demandes si son parent l'a vu lorsqu'il sortait. Aucune assistance, les enfants sont abandonnés à eux-mêmes.

Though, pupil 1 and 2 were uncleaned and deteriorated, pupils' verbatim on social assistance contradicts the practitioners' affirmation. It should be noted that, pupil 1 and 2 were chosen based on their active participation in classroom activities, pupil 3 because she was managing and struggling to exchange in class while pupil 4 for the difficulties that she faced. To the question of social interaction also referred in this research as home support, pupil 1 certified that she is assisted by her mother and English language programmes on TV, pupil 2 asserted that he has an anglophone sister in form 5 who assists him and likely to pupil 1, he has access to TV English programmes. While pupil 3 confirmed that though she has a home teacher, only her parents assist her in English language. Their verbatim is presented respectively:

...oui, madame...my mother...National Geography...elle mélange souvent quand elle parle, je ne comprends pas, elle parle en français...Ma grande sœur est anglophone... me montre comment on fait...elle m'explique en anglais. Mais quand je ne comprends pas un mot, je lui demande de m'expliquer en français...mon autre grande sœur et grand frère a le téléphone...Oui... on m'enseigne en anglais si

c'est un devoir d'anglais...mes parents m'aident en anglais...j'ai le répétiteur mais il ne connaît pas l'anglais.

The teacher supports the above-mentioned statements for pupils' social assistance and affirms that, home exercises promotes language improvement. For her, if parents find difficulties, pupils can be assisted by neighbours or internet. She says:

There are phones, even in the suburbs, there are android phones...those children can manipulate phones here, more than you. There are means we can learn, the parents don't understand, they just go to google and listen to the voice. Tap what they want and they translate it, and they give the child and they will be able to do the assignment. You cannot say, you cannot give assignment because the children cannot...there are some parents that have been learned, no matter that they find themselves in the village... they have elder brothers and sisters in the secondary school. Isn't it? They do English, they can help. And don't give an assignment without an example, in order to guide them also...Give them the instruction for example, eehh... eeehhh ...fill these words inside the blank spaces, you see na, using the words in the box below. You read them, you yourself. For example, "my father___ a new car" they go down and pick "bought a new car", and fill it.

From the above, it can be said that, the practitioner minimised the social background of these pupils that is the reason no effort was made to encourage pupils' integration of skills at home. The social interaction, though very vital for the improvement of pupils' communicative skills, becomes unexploited on the detriment of pupils' English language cognitive growth.

4.3 SUMMARY OF ANALYSIS

From the above data presentation, the improvement of pupils' oral skill and practitioner practice due a collaborative educational intervention can be summarised into three broad themes; the desire for the teacher to collaborate; placing the situation at the centre of the pedagogicodidactic activity and social support also qualified as the socio-educational intervention.

Desire here is the teacher's desire, the practitioners' desire and the pupils' desire. As the desire here starts from the two participants in the pre-active phase of the collaborative educational intervention which is reflected through the practitioner's efforts to update her practice as well as language proficiency. Bearing in mind that we learn not because we want to but because we want to incorporate another person's desire or interest towards a knowledge, the teachers desire to teach will affect, the practitioner which, through a

psychopedagogic relation, affect pupils. This was observed through the practitioner's speech who wanted to improve her language skill not only to teach but because, she knew her pupils' level and basis in English will highly affect their school performances and professional life.

Also, since interest has to do with efforts, the practitioner has to do supplementary efforts to respect the recommendations given by the teacher, respect the approach's enforced rules and regulations and this passes through the exposure of the practitioner's "teacher's thinking" when explaining or working on the lesson, immersion in English language, the use of scaffolding, the contextualisation of teaching/ learning activities and emphasis laid on pronunciation. All these factors will facilitate pupils' application of language in context, representation and conceptualisation, connexion of the signified to the signifier and social interaction with the knowledge.

The next factor leading to the improvement of pupil's oral skill during the collaborative educational intervention, is placing the situation at the centre of the pedagogicodidactic activity. Usually introducing the lesson, situation as presented above, captivates the attention of pupils in the classroom, facilitates representation, engages pupils in a dialectic and reflexive discussion in situation, brings in interaction, and permits the didactic contract to be signed between pupils and the practitioner.

Since the CBA emphasis on learning activities in situation, every action to be undertaken, didactic material or strategy to be used will result from this situation. Here, there is the negotiation of a teaching/ learning activity which is dynamic, evolutive and becomes a problem after pupils have taken control of it for it to be processed. The practitioner mobilises necessary skills for his pedagogic and didactic negotiation and intervention while laying emphasis on the cultural reality of the pupils. After the signature of the didactic contract, the materialisation of pupils cognitive reasoning passes through the representation of the presented problem in situation which through a dialectic and reflective interaction becomes a new knowledge which has to be accommodated to the pre-existing skills in the learning situation. Critical thinking here passes through interaction, interaction on the problem presented in situation.

Still, in this situation, pupils' obstacles to reach the learning objective have to be processed. Considered as signs of cognitive reasoning, these obstacles are acceptable when committed by pupils, for repetition and social interaction in context will enable to overcome the problem. Meanwhile, epistemological obstacles such as grammatical errors and pronunciation errors from the practitioner, are highly prohibited for it affects directly pupils' cognitive patrimony as well as their oral skill proficiency.

The last but not the least factor leading to the improvement of pupils' oral skill is social assistance. Though originally practiced in the school compound, educational intervention remains connected to the different contexts, influences and is influenced by what is played out and woven in social reality. In other words, educational intervention focusing on the mediation of knowledge or skills between the practitioner and the pupils can also be supported by individuals present in the immediate context of pupils out of school. Here, educational activities of support, substitutes, complementary to family skills and other individuals such as home teachers, have proven to be factors of oral skill improvement, from the above presentation. It was found out that pupils assisted or supported at home had better performances as compared to those that were not. At home the mediator (family member or a home instructor) could make use of images, internet, TV set and other devices to improve pupils' skills. To ensure the *scientificity* of the skill been taught at home, the support should be done either in collaboration with the classroom practitioner through home assignments or by him following the programme.

From the above analysis, collaborative educational intervention leads to the improvement of practitioner's practice and of pupils' oral skills, especially when the latter are assisted out of school. The practitioner's, who is assisted, desire to learn pushes him to take the position of a reflective learner and practitioner who desires to improve his practice. In situation, the practitioner guides pupils through a dialectic and reflective actions in situation while respecting the immediate context of the pupils. The mastery of epistemological knowledge and practice is important with reference to the context. Also, the social context should not be left out. The practitioner should work in collaboration with pupils' immediate social context, through social integrative activities such as assignments. These assignments should be controlled by the practitioner to ensure the *scientificity* of the knowledge taught at home.

CHAPTER 5: INTERPRETATION, DISCUSSION OF FINDINGS, PERSPECTIVES AND SUGGESTIONS

In the previous chapter, we identified the participants and presented the descriptive results obtained from the field data. These data were obtained from our target audience of level three (03) CM1 pupils and educational collaborators, two (02) teachers among which one francophone teacher referred as the “practitioner” and one anglophone teacher, referred as the “teacher”, for a total of six (06) participants. The fifth (05) and final chapter deals with the interpretation of results and presents future prospects. The results will be interpreted in the light with Lenoir’s (2018) presented foundations of educational intervention, Jonnaert’s (2009) interactive socio-constructivism model, Vergnaud’s (2007, 2013) concept and conceptualisation, Circurel’s (2011) classroom interaction theory (teacher’s thinking) and Richards and Rodgers (2014) CBLT. Finally, we will conclude with the research perspective in relation to the practitioner’s and pupils’ English oral skill improvement during a collaborative educational intervention in the CBA.

5.1. RECALL OF EMPIRICAL AND THEORETICAL DATA

Prior the interpretation of the results, it is necessary to briefly review both empirical and theoretical data obtained from the fieldwork on one hand, and present theoretical development on the other. Evidence of pupils’ oral skill improvement due to collaborative educational intervention can be demonstrated through instruments of data collection and through theoretical data as presented below.

5.1.1. Recall of theoretical data

In order to support the analysis or interpret the results presented in chapter four (04), Lenoir’s (2018) presented foundations of educational intervention interweaved with Lieberman’s (1986) and Nkeck’s (2015) collaborative work respectively, Jonnaert’s (2009) interactive socio-constructivism model, Vergnaud’s (2007, 2013) concept and conceptualisation, Circurel’s (2011) classroom interaction theory (teacher’s thinking) and Richards and Rodgers (2014) CBLT, underpin this research.

In the field of social interaction, integrating assistance, in both the teaching and the learning process, Vygotsky’s theories could not be left out. Considering social integration as the base of individual cognitive reasoning, Vygotsky extols five concept in line with social interaction, collaborative dialogue which extols that language mediates the cognitive process,

thanks to classroom discussion that the practitioner could detect the various epistemological obstacles of the pupils and develop other learning strategies to boost them (this could be observed during the pronunciation of the “theen” and “ty” ending figures) and the reverse is true for the teacher and practitioner; ZPD which is the distance that exist between the learner’s developmental proficiency in overcoming any learning difficulty individually and a higher proficiency in solving or overcoming those learning blockages or difficulties with the guidance of a teacher or the collaboration of a more knowledgeable peer, before and after the lesson between a MKO and the pupils and the practitioner-teacher; individual growth which is the metacognitive growth resulting from assistance; a more knowledgeable other as it name implies is a peer or an individual of a higher intellectual ability; and culture and inner speech, whereby culture refers to all that surrounds the learner (pen, house, any material that surrounds the pupils and can be brought or represented in the classroom through images, draw to a visual presentation, just to name a few), is the force of socio-cultural environment of individual to confront them with a lot of tasks.

Richards and Rodgers (2001), viewed linguistic competency as the ability to interact properly using language through speaking, listening, writing and reading. Competences are here identified as those resources mobilised by the learner in other to perform a given language task in a given context. The development of such competencies therefore entails placing pupils in an integrative learning context, favourable for language daily use in real-life situations. Therefore, the teachers’ action, should aim at developing linguistic intellectual capacities in school.

Not far from Richards and Rodgers (2001), Jonnaert (2009), defines competence as the know-how or the ability to mobilise and use a set of resources in a given situation and context. In other words, competency can only be seen, measured or evaluated in situation through interaction. So linguistic competence can only be developed in an interactive environment related to a given context of learning. In situation, learners will either assimilate or accommodate the new skill to their cognitive patrimony.

Still, through language interaction activities, Cicurel (2011), demonstrates that teacher explaining each step of his practice is important and a strength, since it enables to integrate skills on practices as well as to develop better linguistic abilities, also referred as teacher’s thinking. Cognitive reasoning becomes the core of oral skill development whereby, as stated by the 2018 curriculum, the learner is immersed in a dialectic and reflexive context of learning opened to grammar and vocabulary usage in situation. Here, the teacher takes into consideration the contextual and linguistic plurality of his learners to achieve the speaking

skill objective of adequate expression in English language. A holistic teaching strategy is therefore needed while considering the individual cognitive development.

According to Vergnaud (2007, 2013), the use of representations, specific to the social context, used during teaching/ learning ensures learner's knowledge exposure in actions and teacher's regulation of that knowledge, production of thought, since the identification of the signifier, according to the appropriate signified based on a specific convention is vital. English language teaching is therefore sensitive as it both belong to the same language family (Indo-European though Romance and Germanic respectively) and present similarities which are breeding ground for deceptive cognates. Hence, the need of an intervention conveying local representations and assisted by an interactive language thinking which are seen and manipulated through concrete symbols. Thus, as extol by Vygotsky (1978) ZPD, the learners' cognitive representations' sphere which are limited to their local span before the teachers' intervention, will have a wider span after the former have applied situational schemes in learners' social context.

Still, some researchers such as Kouega and Ombouda (2018) have observed that Cameroon francophone primary school teachers, in charge of teaching English Language in their various classes, language and skill proficiencies, in language teaching, are low and turn to limit and reduce francophone pupils' acquisition of English Language skills (especially the communicative skill) at the end of their primary school level. The teacher's language limitation, leaves room to an instructive and transmissive teaching/learning practice with little interactive actions performed in the second language, while, English language teaching under the epistemology of the CBA is based on an interactive cognitive structuring relationship and a constructivist perspective that attributes the initiative of the activity to the subject in the development of knowledge, also referred as the cognitive inter-structuring model. As such, collaboration with the teacher became one of the solutions to solve the problem.

Collaborative educational intervention, earlier advocated by Lieberman (1986) is open to collaboration between peer teachers whereby they co-construct, through a reflexive practice, the epistemology on the skill as well as strategies to tackle problems surrounding the teaching practice. Lieberman (1986) therefore considered a collaborative approach as a cooperative practice which enhances teachers' production of knowledge when faced with problems such as curriculum problems, instructional problems, or social problems, in the complexities of their practice. For Nkeck (2015), collaboration of peer teachers entails the co-construction of didactic concepts and approaches in order to improve the teaching of a school subjects as well as to contribute in the development of reflexive practice in the classroom.

5.1.2. Recall of empirical data collected

Though the aim of the collaboration is to improve pupils' oral skills, collaborative educational intervention first improves the practitioners' practice and oral skill. Based on an intervention "with" and not "on", this collaborative educational intervention engages the practitioner into a discussive and dialectic interaction which exposes her inner knowledge of the teaching strategies and epistemology of English language during the pre-active phase, thanks to the "teacher's thinking", implement the discussed teaching and learning strategies in the interactive phase and evaluate as well as remediate the practice, epistemology of the skill, which has been developed, during the post active phase. In other words, collaboration is done before classroom activities, whereby both the teacher and the practitioner work together to upgrade the latter's English language oral skills and practice through interaction, evaluation of the inner knowledge on the enforced approach and its effective implementation during the interactive phase of educational intervention as well as after the classroom activities to criticise and correct the effective implementation of recommendations given prior classroom activities.

Since collaborative educational intervention is not implemented in a vacuum, that is, it follows the enforced educational approach which is the CBA. Here, the stated approach teaching and learning strategies make the pupil complete responsible of his learning process. Pupils do not work alone, but they are not instructed, but guided in a learning situation bearing a problem towards a learning outcome. The learning situation immerses pupils in English language, cognitive reasoning and classroom interaction is solely in English. Being in an EFL context, scaffolding through authentic materials and the contextualisation of learning activities is vital for it facilitates pupils' representation and conceptualisation of the situation with regards to their immediate context of learning. The practitioner should be skilful enough to maintain classroom interaction, in situation while taking note on the pronunciation and the respect of grammatical rules by these pupils.

Nevertheless, though the learning strategies presented in the CBA captivates, stimulates and empowers pupils during and after the learning process, they are not exempted from cognitive or epistemological errors. Yet it is the posture or the reaction of the teacher towards errors that determines the learning process. Here, error committed, especially cognitive errors which have to do with reasoning, is a sign of cognitive reasoning, therefore learning process going on. Seen as the guide, the repetition epistemological errors committed by the practitioner during the interactive phase is not acceptable as it influences pupils'

cognitive patrimony. Still, repetition and self-evaluation in context should always be practiced in order to overcome these obstacles.

In addition, classroom and social interaction are presented as factors leading to the improvement of teachers' practice and pupils' oral skills. Developing language skills requires continuous practical exercises in the language and in context. Here, interaction starts during the pre-active phase through the "practitioner thinking" as he presents the lesson and the strategies that will be used in the classroom activities. Following the cognitive inter-structuring method of educational intervention, classroom interaction start from the presentation of the learning situation, in the introduction phase, to the formation of small learning ability groups in classroom. Interaction, does not only improve English oral skill like pronunciation accuracy and fluency, but also facilitates the practitioners' correction of the errors like faulty pronunciation. Since, English oral skills are being taught with reference to pupils' immediate environment, social interaction leaves room to language application in context. Yet, this immediate context has proven to be an efficient support for pupils' oral skill proficiency as pupils working at home under the guidance of a more knowledgeable order demonstrated higher English oral skill proficiencies.

5.2 INTERPRETATION OF RESULTS

Here, the research hypotheses are going to be confirm or refuted according to the data collected from the field, from the general hypothesis which states that: Collaborative educational intervention in the competency Based approach improves francophone teachers' teaching practices as well as pupils' oral communicative skills; to the three specific ones; (1) collaborative educational intervention fosters both the practitioner and pupils' oral skill pronunciation and limit code switching and mixing during teaching practices. (2) collaborative educational intervention in the CBA increases participants oral skill fluency during interaction in context and situation while limiting the trap of reification; (03) collaborative educational intervention and social support fosters both practitioner and pupils' oral skill improvement.

5.2.1. Collaborative educational intervention fosters both the practitioner's and pupil's oral skill pronunciation and limit code switching and mixing during teaching practice.

With the conviction that knowledge can't be acquire in isolation of pupils' social and cultural context, Vygotsky's research and theories are collectively involved in social

constructivism and language development. Among his social language theory, the ones applicable to language improvement due to assistance and collaboration are the more knowledgeable other (MKO) and the zone of proximal development (ZPD). To recall the concept, the teaching/ learning process entail that there are two individuals one who need guidance and the one guiding or referred as the MKO who has a better understanding or higher intellectual abilities of the knowledge to be acquired will always be needed. This MKO mediation of language abilities enables the assisted to reach a higher ZPD that could be reached when working alone. In other words, it the distance that exist between the learner's developmental proficiency in overcoming any learning difficulty (linguistic, grammar) individually and a higher proficiency in solving or overcoming those learning blockages or difficulties with the guidance of a teacher or the collaboration of a more knowledgeable peer. This is portrayed through the improvement of the practitioner's practice.

From the observation of the first lesson on reading, practitioner acted as a complete receptive bilingual. Lesson was introduced in English since it was planned in that language and explained in French. During the post active phase, she explained that code switching fastens the understanding of the situation introducing the lesson and its development, pupils were more active because they understood what was going on in their L1. Meanwhile during the pre-active phase of the first lesson, it was noticed that the practitioner could not maintain a conversation in English without adding a word in French during her "teacher's thinking". So, under the instruction of the teacher, the three following "teacher's thinking"/ explanation of the lesson planning were done entirely in English and consequently the presentation of the situation was done in English.

The first was mechanically presented, as the practitioner crammed her formal practice during the pre-active phase. Unfortunately, as she previously explained, the didactic contract could not be signed with the entire class easily. Only three pupils reacted and their actions acted as an impulse for their mates' reactions. The practitioner used signs and exercises for the entire class to figure out what was going on. Also, the presentation of the situation took so much time that pupil could not copy down the lesson nor exercises. The third and fourth lessons were less mechanical since she practiced a lot before the interactive phase. Nevertheless, deceptive cognates were the main problem during her presentation phase. Such as formation for training, persons for people, "*syllabe*" for syllable just to name a few, that were corrected during the post active phases of the intervention.

The practitioner's pronunciation was better, and improved as the collaboration was involving. Pronunciation correction was her favorite classroom practice as she emphasized on

that. Pupils were asked to watch at her mouth for the correct pronunciation of words such as the “teen numbers” as opposed to the “ty” numbers during counting lessons, /ondred/ instead of /hʌndrəd/. These points are reflected through the teacher’s as she states:

I saw the improvement, first improvement was that she was no more using the French, like to make the children understand fast. You see, that was already one challenge, that was already one improvement. Then the second improvement I got is no matter that they are Francophone, they have their own thoughts, but she was really struggling to give them the words. Then I also noticed that some of the pupils that are in class, they...they...they... Some of the pupils mastered the pronunciation at times more than the teacher.

Yes, so the learning was really an improvement. The teacher improved.

This improvement was motivated by the practitioner’s motivation to learn from this collaboration. She did not limit herself to “the teacher’s thinking” during the pre-active phase, but went beyond practicing alone, before the pre-active phase in front of pupils as well as practiced self-evaluation. She confessed :

...oui. Quand je vois que ça ne donne pas, je m’améliore un peu... Je vais vous dire dans l’ensemble que, tout s’est bien passé durant toute cette période. Expliquer...c’est vrai que la première leçon, je croyais que j’étais à l’aise parce que je faisais en français et en anglais. J’injectai un peu le français, je croyais que c’était bien. Mais après, vos réactions, je me suis rendu compte que, non, je dois plutôt m’améliorer et je vais vous dire quelque chose, je faisais une leçon, avant que vous n’arriviez..., permettre aussi à ces enfants de s’exprimer à leurs niveaux, parce que, ce qui fait en sorte que les enfants lorsqu’ils vont se trouver au secondaire, ils vont trouver que l’anglais est difficile. Ils vont même fuir les cours d’anglais parce qu’à la base on ne leur a pas donné le minimum ou alors, ils n’ont même pas rien reçu, et ça va faire qu’ils seront bloqués devant...

It should be noted that, at the beginning of the research, the practitioner was reluctant to practice but as she felt the enthusiasm of the researcher and teacher, her desire to learn increased for her own development and for the pupils’ language insertion. Certified by Lenoir (2018) who states that *“it is human to desire what others desire, because they desire it”*, the practitioner extension desire is reflected as she says:

...Pendant la préparation, c’était bien. Voilà pourquoi, je disais tant tôt que, si l’expérience pouvait commencer un peu plutôt et prendre une bonne partie du temps... j’aimerais vraiment enseigner l’anglais, oui, je voudrai enseigner l’anglais couramment... si on par exemple fait que ce genre de formation, ça va vraiment nous aider.

5.2.2 Collaborative educational intervention in the CBA increases participants oral skill fluency during interaction in context and situation

As stated by Lenoir (2018), “knowledge is not universal in nature; it depends on the particular spatial, historical and cultural conditions in which it is produced.” In other words, knowledge is acquired in relation to a context into which an individual evolves. On the same line, Vygotsky’s (1978) theory of culture and inner speech, whereby culture is all what surrounds the learner such as pen, house, language and artefacts, extols that a child’s cultural development appears twice on stage; firstly, between people as inter-mental categories then within himself as an intra-mental category. In other word young learners acquire knowledge by grasping and repeating what they see around them, especially from their parents. Seen as an external social factor which is internalized in the child throughout his life progress, culture goes along with the CBLT principle of contextualisation of knowledge while respecting the scientificity of the school milieu i.e., enroot pupils in their culture while remain opened to the world. When applied to EFL learning context, pupils’ vocabulary is acquired from his interaction with his immediate surrounding it can be visual objects, voices heard through a radio station or interaction with peers.

In order to ensure the contextualisation of the teaching-learning process, visual scaffolding and authentic materials are proposed by Belibi and Nkemleke (2019), whereby the first is the use of images, drawings, pictures and objects, the second refers to the use of version of a text which is out for communication, and language communication, learning and acquisition, texts and newspapers. During classroom interaction, these materials create a breeding ground for the representation of knowledge and the conceptualisation of learning. This point is defended by the research teacher who says:

For me, they have to do more of charter. They should use charts or real objects...use real objects. They master them quick. They see them in their environment, in their homes. They'll be able to call them. The use of concrete and well-drawn charts will be able to help the learners to retain the lesson very well. Why not place them in class? Create an English corner in class. When they turn, they see...We see that everything the person that has not understand can just give a glance and it's going to flow...

The practitioner will add: Ça une place prépondérante dans une présentation de leçon. Ça déclenche, ça fait captiver les enfants.

From the above, the introduction of these contextual images in the teaching/learning activity plays on the cognitive patrimony of pupils as they will continuously see them, keep them in a continuous reflective situation as they will always bear the image in mind and apply

the language in context. This helps the pupils to have a clear representation of what s/he is learning, conceptualises it, connects the words to the image and applies it in context.

Yet, the use of these contextual aspects implies the implementation of learning activities into situation in the classroom. As such, Jonnaert (2007) will make mention of actual competency. Here, pupils develop skills in action in real-life situations or work-related situations. In this phase, the practitioner pushes and guides pupils to mobilise a set of resource to process the immediate situation at hand through a reflective and dialectic activity. In classroom, this is effective during the introduction of the pedagogico-didactic activity. The lesson is introduced by a situation bearing a problem which has to be processed throughout the learning activity.

It will draw people's attention and it will make them to reflect. Like you arouse curiosity in them by giving them like an instinct question, like a triggering question to awake their... their thinking naah, through that. The teacher states. To back up the above stated point, Lenoir (2018) states that in the centre of the learning process, lies situation which are emerging, dynamic and evolving proposal for a learning activity that will only become a problematic situation only when the learner has taken possession of it through the signature of a didactic contract. In other words, to process a problematic situation, cooperation is needed. It is inside this situation that pupils will be engaged into a reflexive and dialectic action, be involved into classroom interaction and will be immersed in the English language oral discussive activities. Though in a situation, interaction is done in cooperative learning ability groups as was observed during the integrative lessons on numbers, and instruments of communication.

Pupils here have to interact totally in English language, while immersed in the situation whereby they had to simulate an urgent phone call to call the parents of their mates who just had a school accident. Pupils are therefore immersed in a situation that leaves room to an interactive learning activity whereby they confront their knowledge to the presented one in situation through a reflexive and dialectic discussion engaged by the practitioner. In this situation, pupils and teacher work on their pronunciation, fluency and accuracy as well as are able to have a clear representation and conceptualisation (Vergnaud, 2013), of words used for an optimal contextualisation of skills. It was observed that the optimal contextualisation of words usage, in English language, reduces the entrance of deceptive cognate into the classroom, as stated by the teacher, though the practitioner could not notice what was going on.

...when you know the meaning of what you are about to say, say it the right way because at times like this when you want to take French and English translation before teaching, it will not flow, because they are not the same. Certain things are not pronounced the same way...But if you don't really master the meaning and how to use it in a sentence you will be speaking a different thing.

In a nutshell, the collaborative educational intervention in the CBA leads to the improvement of oral skills when learners completely use English language in a situation presenting a problem, which will lead to a reflective and dialectic interaction between actors of the didactic triangle; knowledge-practitioner-pupil, while making use of visual aids and conveying pupils' immediate resources into the classroom.

5.2.3. Collaborative educational intervention and social support lead to fosters both practitioner and pupils' oral skill improvement

One very important aspect noted during the presentation of analysis, is the importance of social support in the improvement of pupils' oral skill. According to Lenoir's (2018), fourth fundamental of educational intervention, "the social dimension is the core of any teaching-learning activity that completely englobes it as well as being the engine and the conceptualisation result of natural, human and social reality. That is the reason teaching and learning are inseparable social processes and the production of reality, which is to be distinguished from the real (Lacan, 1966), is the result of a social, intersubjective, constructionist and therefore dialogical process." In other words, society is the well from which educational intervention draws classroom activities, since the school has to answer to a social need and be implemented with respect to the social context while respecting the scientific standards of classroom knowledge.

As previously discussed, in the above paragraphs, Larose et al (2013) demonstrate the importance of the ecology system surrounding them which interweaves in order to assist in the cognitive development of pupils. Here, pupils' cognitive development or apprenticeship is highly determined by the interrelation that they have with their proximal and distal societal context throughout the evolution of time and this calls for interdisciplinarity, which in our context refers to either the multiple situations pupils face which will help him to convey all the knowledge acquired during the teaching learning practice, pupils' exposure to a multitude of disciplines to treat families of situations or the present of many interveners from different field, that is the formal and the informal, who has as goal pupils' cognitive development.

Referred as socio-educational intervention, educational intervention goes beyond the school context and embraces, at the same time, the praxis of social educational support, aiming at compensating, completing and / or supporting the educational action of the child through his family and community. It is therefore an extension of educational intervention in the context and domain where the learner can grab learning opportunities in situations, be actor of his learning situation and ensure a continuity of the teaching-learning action started in the classroom. This support was highly encouraged by the teacher both for the pupils and for the practitioner as she said:

There are phones, even in the suburbs, there are android phones. That is a village, but inside there, those children can manipulate phones here, more than you. There are means we can learn, the parents don't understand, they just go to google and listen to the voice. Tap what they want and they translate it, and they give the child and they will be able to do the assignment... Is because they have not been giving them assignments, they have elder brothers and sisters in the secondary school. Isn't it? They do English, they can help. And don't give an assignment without an example, in order to guide them also.

This statement was made to the disappointment of the teacher who noticed that, the practitioner does not give assignments to pupils since the latter are not even assisted by their parents in the French language. This affirmation proved to be faulty after observing and interviewing pupil 1, pupil2 and pupil 3. As previously explained, these pupils were very active during English lesson from the presentation of the problem in situation, at the introduction of the lesson, to the lesson's development and finally to the integrative activities. When they were interviewed, it was discovered that, these pupils had an anglophone background (for pupil 2), were assisted at home by family members as well as electronic devices, internet and medias.

...oui, madame...my mother...National Geography...elle mélange souvent quand elle parle, je ne comprends pas, elle parle en français...Ma grande sœur est anglophone... me montre comment on fait...elle m'explique en anglais. Mais quand je ne comprends pas un mot, je lui demande de m'expliquer en français...mon autre grande sœur et grand frère a le téléphone...Oui... on m'enseigne en anglais si c'est un devoir d'anglais...mes parents m'aident en anglais...j'ai le répétiteur mais il ne connaît pas l'anglais.

From the teacher's and pupils' speech, ensuring the continuation of English learning activities in the social context is vital for both pupils and practitioner oral skill improvement since they can integrate and practice it. Again, social support, interweaves the interdisciplinary aspect of educational intervention. Social interveners ensuring the continuity

of the teaching/learning activity have the opportunity to use broader strategies like internet, social media and the immediate context of pupils, to immerse learners in the learning context for an optimal improvement of language skills. Socio-educational intervention, therefore proves to be very rich in the conceptualisation of learning activities, scaffolding and authentic materials are available in context, in situation and can be invited through internet. Pronunciation can be improved with devices, such as google, phone dictionaries, just to name a few. Their use also enhances autonomous learning of pupils.

5.3 RESEARCH PERSPECTIVES

Here, the relevance and the reliability of the gathered field results, the credibility and authenticity of the approach and finally the subsequent prospects of the research, in other words, the potential identification of other avenues of reflection will be presented.

5.3.1 Results reliability

In the field of bilingual training and enhancement, in the francophone primary school milieu, the aim of this research was to explore aspect external and internal to collaborative education intervention, in the CBA approach, which enhance a francophone practitioner classroom practice and indirectly the improvement of both the teacher and the pupils' oral communication skills. In other words, implemented on level three CM1 pupils and their classroom teacher, this research conveyed all those paradigms in educational intervention and the CBA, in a collaborative manner, that could immerse the practitioner in the English language learning and teaching in three phases of educational intervention (the pre-active phase, the interactive phase and the post active phases). Based on the observation of practices and participant verbatim, this research also gives a portrait of participants (francophone and anglophone teachers and pupils), a sufficient sample for data collection.

5.3.2 Credibility and Authenticity of the Approach

Though a total of forty-one (41) participants, that is thirty-nine (39) pupils and two (teachers) where observed, six (06) participants among which two (02) teachers (a francophone teacher, referred as the “practitioner” who is the CM1 teacher in the Inclusive school and an anglophone teacher referred as the “teacher”), teaching in class five in an anglophone school and four CM1 pupils chosen through a structured cluster sampling. These

participants agreed to be subjected to our classroom observation with a camera to collect data. These participants collaborated because they wanted to be actors of change during this intervention. Beyond the research objective, some participants indirectly fulfilled their personal innermost dreams through this collaborative educational intervention (the teacher always wanted to teach in GTTC while the practitioner wishes to express herself in English language).

For collaborative educational intervention to improve pupils' oral skill, the practitioner has to follow instruction leading to his/her development, that is through self-development, contextualise the practice, immerse learners in situation by guiding them to develop the oral skills through cognitive and reflexive discussions, use strategies stimulating representations and conceptualisation of contextual aspects into language items (signifier and signified) and associate social/ extra-scholar support.

Participants under this experienced expressed their desire to implement a collaborative educational intervention, for the teaching of English skills, since it involves them, it ensures parallel training and the development of oral skills to the detriment of sending English teachers to school, which implies excluding them from a possible oral skill development.

5.3.3. Theoretical perspectives

Educational intervention has always engaged pupils into interdisciplinarity final outcome to a synthesis of confrontation resulting from the socio-cognitive reflexion of the learner. We are therefore exposed to a situation whereby teachers' interventions regularly expose EFL learners to an internal and external discussion which requires them to mobilise different aspects of communicative skills as well as the language core skills to produce reasonable sentences in context.

This reasonable production of utterance requires the development of pupils' representations, specific to the learning social context, used during the teaching-learning Vergnaud (2007). The need of an intervention conveying local representations and assisted by an interactive language thinking which are seen and manipulated through concrete symbols will solve the problem of deceptive cognates, as pupils' cognitive representations' sphere which are limited to their local span before the teachers' intervention, will have a wider span after the former have applied situational schemes in learners' social context.

Educational assistance turns to enhance pupils' cognitive development as was preconised by Vygotsky (1978) when he demonstrated the importance of reciprocity in human

interaction for personal development. Pupils are social being that develop their linguistic and cognitive attitudes in a socio-cultural environment in correlation with a more knowledgeable order. This educational assistance therefore increases the learner's developmental proficiency in problem solving in context. Here, the educational assistant mastering of the approach line as well as the epistemology of the language skills is thus mandatory for the pupils' language zone of proximal development to progress

As such, to improve the epistemology and teachers' skills, Lieberman (1986) advocated for collaboration between teachers whereby working with his peers, the teacher moves from the posture of an executant of a researcher or more knowledgeable practitioner to that of a co-constructor (or a reflexive practitioner) of his knowledge as well as teaching strategies which enable him to tackle problems faced during or surrounding the teaching practice. Lieberman (1986) therefore considered a collaborative approach as a cooperative practice which enhances teachers' production of knowledge when faced with problems such as curriculum problems, instructional problems, or social problems, in the complexities of their practice.

In the same line, Nkeck (2015) recommends the implementation of a collaborative approach, that involves teacher-researcher in the field of didactic of environmental sciences in the primary school milieu during which the researcher could have an eye on the teachers' practices during the pre-active, interactive and post active phases of his intervention. The intervention immerses the teacher into a collaborative-reflective one which gradually transforms him from a submissive practitioner to a reflexive practitioner engaged in the co-construction of his practice and of learners' use of language. Henceforth, the teacher is able to imbue his practice in the learners' socio-cultural environment and going beyond the repetitive transmissive form of teaching to reflective, dialectic and constructed form of reasoning which equips the learner with communicative tool to answer to language problem in situation.

Lenoir (2018), therefore summaries the essence of educational intervention in the interactive phase of mediation, which must be based on a set of principles, qualified by the desire to teach and learn; scientific based knowledge and life experiences based; mediation based on empirical, operational, socio-historical and temporal facts; contextual teaching-learning; dialectic between teacher and learner; complex and multidimensional dialectic, pragmatic and conceptual meaning ; dialectical and mediated relationship; centred on problematic situations; the context that links the teacher, the knowledge and the learner as well as the knowledge actualisation.

To ensure a continuity of the educational intervention, Larose & *al* (2013) bring social educational intervention which externs' social support from a complementary pupils' education to a finalised praxis aiming at compensating, completing and / or supporting the pupils' educational action through his family and community. It is therefore an extension of educational intervention in the context and domain where pupils can take advantage of learning situations, be actors of their learning situation and connect to classroom interaction.

In the field of CBA, Richards and Rodgers (2014), advocates for consistent practice or continual repetition of language learning activities, in the learning context, over time. Criterion based assessment procedures are used since learners are assessed according to how well they can perform on specific learning tasks. They emphasise on the fact that this practice should be guided and assessed to evaluate the level of the learners' improvement, as it remains the practical application of language in context.

5.3.4. Didactic Perspectives

As this research demonstrates to a lower extend the importance of the socio-educational intervention for rapid language acquisition, but also sustains the main goal of the curriculum which is to educate individual enrooted in their cultures and opened to the world, researches may be conducted on the impact of social support for the improvement of oral communicative skill in particular and cognitive reasoning of other school subjects in general.

Collaborative educative intervention, aims at remediating to pupils lapses through collaboration. In the post active phase, a number of recommendations are given to the practitioner to respect, by his peer. The former therefore has to work alone in order to improve his language proficiencies. In this light, research can be conducted to demonstrate the collaborative educational intervention as an agent of learning autonomy.

GENERAL CONCLUSION

In order to solve the problem of bilingualism in primary school, intensified by the ministerial order N°21/E/59 of May 15, 1996 of Basic Education, whereby every primary school instructor has to teach all the syllabus subjects including the second official language (Kuchah, 2016), a collaborative educational was deemed necessary, mainly for francophone teachers with low English Language foundations. The collaboration could only be effective when it involved two practitioners with two different linguistic epistemologies, that is French, for the assisted practitioner and English language for the more knowledgeable other or the practitioner to assist (identified here as the teacher). As such, the research collaborative educational intervention, involved a pure anglophone teacher, trained in a Government Teacher Training College (GTTC), that was the “teacher” as well as the guide in this case study and a pure francophone teacher, trained in the “Ecole Normale des Instituteurs d’Enseignement Général” (ENIEG), referred as the classroom practitioner. Trained under the CBA, both participants were level three (03), class five (05) and CM1 primary school teachers respectively, with one (01) year of experience difference i.e., while the former had twelve (12) years of teaching experience, the later had eleven (11). They were both engage in a collaborative reflective and dialectic set of activities to improve the practitioner’s practice, language proficiency as well as impact on the pupils’ oral communicative skills.

Conducted following qualitative research, in-depth data was needed to have adequate results. In that light, a purposeful sampling was applied for interviews, for a total of six (6) respondents. Each participant was interview individually. The in-depth data analysis could not be possible without the camera which was analysed detailly with the aid of classroom observation grids (appendix 2), presenting all the variables (collaborative educational intervention as the independent variable, while the improvement of oral skills as the dependent variable) to be observed from the field. The findings revealed that, the collaborative educational intervention in the CBA leads to the improvement of oral skills and the improvement of practitioner teaching and learning practice. Nevertheless, the practitioner and pupils must be engaged in a reflective and dialectic interaction between actors of the didactic triangle which will completely immerse them in English language interaction. This reflective interaction is only possible through situation presenting a problem, while making use of visual aids and conveying pupils’ immediate resources into the classroom.

Also, the epistemology, like the grammatical rules, of the subject as well as the enforced educational law (CBA) should be mastered by the practitioner for the proper

application and development of skills. This epistemology is evaluated, developed and improved through interaction or teacher's thinking in the pre-active and post active phases of educational intervention, whereby the practitioner explains the lesson planning and strategies to be used and that have been used during the interactive phase of educational intervention. Interaction is not only external with the peer teacher during the collaborative intervention but is internal through the practitioner's self-evaluation of his practice alone. This intrinsic activity pushes the practitioner to recourse to the authentic materials, more knowledgeable others and internet, to complete her lapses for an improvement during the next teaching-learning.

Furthermore, social support or extra-scholar support revealed to be fundamental for oral skill fast and effective improvement. Here, pupils that were assisted at home or exposed to language usage out of the school context, signed easily the didactic contract with the practitioner and were involved in the reflective interaction from the introduction of the problematic situation to the integration of the lessons. The extra-scholar support proved to train classroom interactive pupils and to be vital for educational improvement. The classroom practitioner should therefore ensure a continuation of learning activities at home through assignments or home exercises. Unfortunately, the research revealed that the first obstacle to this social support was the classroom practitioner, as she did not give home exercises to pupils. This pedagogic fault was caused by pupils reluctance to do their first language exercises and their non educational assistance by their parents. These aspects discouraged the research practitioner from giving home English language exercises which was considered as a wastage of time.

Again, the findings revealed that the introduction of lessons in English took so much time that pupils had none left to copy note, on the second and third days of the collaborative educational intervention. This was due to the fact that it took time for half of the classroom to understand the situational problem, thus to sign the didactic contract with the practitioner in the second language. Nevertheless, it should be noted that this difficulty was as a result of the absence of visual aids and authentic materials during the teaching practice which stopped the learners from having a representation of what is going on. In addition, the last lesson on dialogue was not jointly prepared as it was supposed to during this collaborative intervention. So, the practitioner had not prepared thoroughly her oral presentation and therefore had to spend time during the introductory part of the lesson, for she had to think of every word to transmit since she was afraid of committing mistakes.

This depicts the attitude of most of francophone English learners in general, who, in oral interaction, are always afraid of committing mistakes and therefore, stick on their “knowledge” and stop learning. Unfortunately for our practitioner, this untrust attitudes towards herself and the pupils affected her practice as well as the pupils’ oral skill improvement, portrayed through the code switching, in the first lesson, to the refusal to ensure a continuity of learning activities at home. Fortunately, the collaborative educational intervention enlightened this practitioner on the pupils’ capacity as well as on hers.

Recall that the collaborative educational intervention brought about the collaboration to the confrontation of two distinguished language epistemologies for the improvement of practitioner practice (Nkeck, 2015), which will directly influence pupils’ oral communicative skill proficiency. The collaboration involving a more knowledgeable order (Vygotsky, 1962-1986), with a less competent language speaker in a social context respecting the enforced educational standards, will increase his proficiency faster than when the practitioner had to work alone. This collaboration could not be effective in a vacuum, as such, it has to be done in situations bearing a problem to be solve interactively and reflectively (Jonnaert, 2009). In order words, the interactions have to be performed in a social context with didactic aids that will facilitate the representation and conceptualisation of words in relation to the real contextual items (Vergnaud, 2013). The learning process is one which immerses the learner into the construction and reconstruction of his knowledge. So, obstacles are view as cognitive learning clues or indicators which have to be reinforced or assisted during the above-mentioned practice.

Nevertheless, this research presented the improvement of communicative skills from the practitioner to the pupils. Even though there was a great change on pronunciation, the level three pupil should have a higher proficiency than what is just presented. In order to solve the problem, it is better to start from the roots. As such, why not urging all ENIEG and GTTC to train bilingual teachers, whereby English and French will be compulsory with special emphasis on phonetics and phonology? As it is done in the special Bilingual schools, these ENIEG and GTTC cannot they follow the same process? That is, all the subjects taught in language A are taught in language B and vice versa. Again, in line with Kouega and Onana (2018), the introduction of English phonetics from the nursery school level to the secondary schools can solve the problem of pronunciation.

Before then, collaborative educational interventions seem to have capture more interest on teachers and headteachers field since this method immerses both the classroom practitioner and the pupils in the teaching/ learning activity. Just like the pupils in the CBA

context, the practitioner in a collaborative educational intervention is a participant in his training process. The reflective and dialectic interactions into which he is immersed make him take conscience of the great efforts to be implemented in order to reach the attainable language proficiency goal. The practitioner learns, parallelly, with the pupils and English language is not more the concern of others but of his/her as well. The collaboration intensifies relations during the pre-active phase (teacher-practitioner- knowledge interaction) and during the post active phase (practitioner-knowledge-teacher interaction), and a constant interaction on the pole knowledge-teacher of the didactic triangle is perceive since in all the phases of educational intervention, the practitioner is in quest for knowledge.

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APPENDIX

APPENDIX 1

REPUBLIQUE DU CAMEROUN
PAIX-TRAVAIL-PATRIE

MINISTERE DE L'EDUCATION DE BASE

DELEGATION REGIONALE DU SUD

DELEGATION DEPARTEMENTALE DE
L'OCEAN

INSPECTION D'ARRONDISSEMENT DE KRIBI
1^{ER}

BP : 112 KRIBI TEL : 222 40 10 60

REPUBLIC OF CAMEROON
PEACE-WORK-FATHERLAND

MINISTRY OF BASIC EDUCATION

SOUTH REGIONAL DELEGATION

OCEAN DIVISIONAL DELEGATION

KRIBI 1 SUBDIVISIONAL INSPECTORATE

P.O. BOX: 112 KRIBI PHONE: 222 40 10 60

Kribi, le 25/04/2023

N° _____ /AR/MINEDUB/DRS/DDEB-O/IAEB-KBI 1ER

AUTORISATION DE RECHERCHE

Je soussignée, Madame INONGO Léa Flore, Inspectrice d'Arrondissement de l'Éducation de Base de Kribi 1er, autorise que l'étudiante **EDJHI AKAM Augusta Tatiana** matricule 16R3307, inscrite en **Master II** à la Faculté des Sciences de l'Éducation, Département de **Didactique des Disciplines**, spécialité **Lettres Bilingues**, option **Conseiller Pédagogique**, à effectuer des travaux de recherche académique à l'École Inclusive de Talla, en vue de la préparation de son diplôme de Master.

L'intéressée travaille sous la direction des **Pr. MFORTEH Stephen**, Enseignant à l'Université de Yaoundé 1 et **Pr MGBWA Vandelin**. Son sujet est intitulé: « **Collaborative Educational Intervention and the Improvement of Francophone Pupils' Communicative Skills in the Competency Based Approach. A Case Study of Class five pupils in the Inclusive Primary School of Kribi.** »

Je vous saurai gré de bien vouloir mettre à sa disposition toutes les informations susceptibles de l'aider.

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

Fait à Kribi, le

L'INSPECTRICE



Bme
Professeure Léa Flore Inongo
Professeure des Hautes Études
Professeure des Hautes Études

APPENDIX 2

TABLE 3: LESSON OBSERVATION GRID

School:		Class:	
Practitioner:	Subject:	Date:	
	Theme:		
	Objective:		

	Boys	Girls	Total
Enrolment			
Present			
Absent			

Themes	Phases	Indicators	Assessment codes							Observation
			0	1	2	3	4	5	ir	
Theme 1: Collaborative educational intervention and the improvement of the practitioner's practice and language proficiency	Pre-phase / post phase of educational intervention	Collaborative lesson planning								
		Dialectic and reflexive discussion								
		Exposure of “practitioner’s thinking”								
		Confrontation of ideas								
		Respect of recommendations								
		Negotiation of ideas								
		Improvement of the practitioner oral communicative skills and teaching practice								
		Practitioner self-evaluation								
		Social interaction								
Theme 2:	Interactive	Lesson introduced with problems in								

Collaborative educational intervention in CBA learning strategies and the improvement of pupils' oral skills.	phase	situation								
		The didactic contract is signed in English								
		The pupils are placed in the centre of the learning activity								
		Cognitive development is reflected through the problems								
		The didactic contract is signed during the presentation of the problem in situation								
		The introduction of authentic material								
		A relaxed classroom environment								
		A pupil centred learning environment								
Theme 3: Representations, obstacles and conceptualisation as CBA strategies for oral skills improvement during situational learning		Classroom organised in cooperative learning groups								
		Learning activities convey pupils' cultural aspects								
		Visual scaffolding								
		The empowerment of pupils in the learning activity								
		Communicative skill improvement								
		Absence of code switching and mixing								
		Absence of deceptive cognates								
		Pupils' representations are put forth to stimulate cognitive reasoning								
		The learning patterns are individualised								
		The pupils are oriented toward critical thinking in situation								
		Socio-cultural interaction promoting cognitive reasoning								
		Presence of dialectic and reflexive discussions								
		Absence of reification								
		Absence of epistemological obstacles								

Theme 4: classroom and social interaction leading to the improvement of teachers' practice and pupils' oral skills		Absence of cognitive obstacles								
		Errors signs of cognitive reasoning								
		Classroom gestures interaction								
		Verbal interactions								
		Interaction in situation and in context								
		Introduction of pupils' socio-cultural background								
		Social integrative learning activities								

Codification: 0 (absent), 1 (very weak), 2 (needs review), 3 (acceptable), 4 (very good), 5(expert), ir(irrelevant)

NB: The **Anglophone** teacher is considered as the “**teacher**” meanwhile the **Francophone teacher** who receives assistance is the “**practitioner**”.

APPENDIX 3

INTERVIEW GUIDE FOR THE PRACTITIONER

This interview guide has been conceived by the researcher interviewing you. She is a Master II student in the University of Yaoundé I, Faculty of Education, Department of Didactics. She is conducting research on collaborative educational intervention as a strategy for francophone pupils' oral skills development in the Competency Based Approach.

Please answer to her questions. The information collected will be used only for research purposes. The researcher expresses her gratitude to all respondents who accept to participate to this research.

NB: The Anglophone teacher is considered as the “**teacher**” meanwhile the Francophone teacher who receives assistance is the “**practitioner**”.

The questions in **bold** are stimulating ones.

Theme 1: Collaborative educational intervention and the improvement of the practitioner's practice and language proficiency

1. For how many years have you been teaching?

11, I have been teaching for 11 years.

2. Have you been trained under the CBA?

Yes, but how can I say that? Je ne mets pas trop d'accents.

La question est de savoir si vous avez été formé sous l'approche par les compétences (APC).

Oui, oui.

3. Since how many years have you been working under the CBA?

Oui, depuis que je suis sur le terrain.

Tout à l'heure, vous vouliez dire que vous ne mettez pas l'accent...

Je ne mets pas l'accent sur les apprentissages. Je veux dire, comment par exemple prononcer un mot... l'alphabet phonique, l'alphabet phonique en anglais, j'ai des difficultés... pour moi c'est ça. J'ai même déjà posé ce problème fatigué et ça fait que... comme je vous disais la dernière fois avec Mme... ce qui nous dérange ici c'est parce qu'il n'y a pas de centre linguistique.

4. What is your attitude towards English Language?

L'intérêt. Je trouve beaucoup d'intérêt à transmettre l'anglais, à enseigner l'anglais. Je ne comprends pas euh..., comme euh..., comme il se doit, mais j'ai quand-même les bases. Maintenant, c'est pouvoir transmettre qui me fait un blocage. J'ai un intérêt, j'ai un intérêt parce que... parce que les enfants, non seulement pour les enfants mais aussi pour l'avenir d'aujourd'hui, on a besoins de l'anglais, on a besoin d'être

bilingue ein, ils doivent être bilingue, même si on ne comprend pas on doit pouvoir parler.

5. Do you usually practice the language alone apart from teaching time in classes?

When I am, out of class? No, only in the school.

Only during the teaching period?

Yes!

6. Do you usually attend seminars in the teaching of English language?

Euh, when we have for example...comment on appelle ça? ...euh UNAPED? Yes UNAPED.

What is UNAPED ?

UNAPED is euh, it is, les Unités pédagogiques, les formations Continues. Unités d'Apprentissage Pédagogique. We have euh, journée pédagogique.

So it is during those days that you attend English teaching seminars.

You have, if during pedagogic euh... how to say it? ...pendant les journées pédagogiques s'il y a une...euh une euh, un thème en anglais où un enseignant doit venir intervenir, okay, s'il n'y a pas de thème, il n'y a pas... je ne profite pas de ces enseignements-là. Par exemple, pendant les journées pédagogiques passées, on a eu euh une leçon en anglais. Et ça j'ai beaucoup apprécié. C'est vrai que c'est une francophone, hummm. Elle enseigne euh dans une école privée. Elle présente ses leçons, là-bas dans cette école privée, elle est enseignante d'anglais, oui ! La chance pour elle c'est parce qu'elle a fait la zone anglophone et elle s'est mise au travail. Moi, j'ai beaucoup apprécié. Ça me... je vais vraiment m'améliorer.

7. What do you think of collaborative educational intervention to remediate teachers' practices?

Quelles sont les mesures ?

L'approche collaborative peut-elle être une méthode pour résoudre le problème de bilinguisme des enseignants ?

Oui, il faut euh...Il faut de temps en temps avoir ou aller vers euh... par exemple, ici on a eu euh, je ne sais si je réponds à la question, on a, j'ai par exemple, moi je vais parler de mon cas, Mme ... par exemple qui peut venir ou alors je peux aller tout le temps vers elle pour pouvoir euh me donner certaines euh, certaines bases, quoi. Oui, comment est-ce que je peux enseigner une leçon d'anglais. Aller vers ceux qui ont...comment on va les appeler ? les facilitateurs. Et puis, il y a aussi euh...euh...comment dirais-je ça, euh. Multiplier, multiplier les séminaires de formations pour les enseignants francophones pour euh... l'enseignement de l'anglais.

8. What were the difficulties that you faced during this collaborative educational intervention?

In school or before?

First during collaboration with the teacher before and after the lesson and secondly, during the practice.

No no non the lesson in English, I, we... pendant euh, la préparation, les explications passaient, ça passait. « Non tu ne dois pas faire ça, fais ceci » (referring to the teacher's instructions). Mais, maintenant, là vous savez que préparer est une chose et dispenser en est une autre. Oui ! Donc, lorsqu'il faut dispenser, il fallait dispenser certains, par exemple, je vais prendre le cas vraiment du dialogue, les idées sont là, maintenant c'est transmettre, leurs demander de... transmettre comme je dis, c'est là où, il y a la difficulté, la difficulté. Je dis donc que c'est la transmission, expliquer ce dont tu attends de l'enfant, tu as ça dans la tête mais la transmission à cause du langage.

La langue ou le langage ?

La langue...la langue donc voilà la difficulté. Pendant la préparation, c'était bien. Voilà pourquoi, je disais tant tôt que, si l'expérience pouvait commencer un peu plutôt et prendre une bonne partie du temps, entre parenthèses, lorsque... c'est peut-être des proposition que vous pourriez faire à madame, parce que ...j'aimerais vraiment enseigner l'anglais, oui, je voudrai enseigner l'anglais couramment, permettre aussi à ces enfant de s'exprimer à leurs niveaux, parce que, ce qui fait en sorte que les enfants lorsqu'ils vont se trouver au secondaire, ils vont trouver que l'anglais est difficile. Ils vont même fuir les cours d'anglais parce qu'à la base on ne leur a pas donné le minimum ou alors, ils n'ont même pas rien reçu, et ça va faire qu'ils seront bloqués devant. Or, si on par exemple fait que ce genre de formation, ça va vraiment nous aider. Parce que, comme je disais tant tôt, l'enseignante l'école privée là, Mme ...elle avait fait, c'était une doléance qu'elle a donnée, elle a dit à Mme de pouvoir soit trouver les enseignant anglophone pour les écoles francophones et qu'on nous décharge de ça. C'est bien mais ça ne nous favorise pas, nous autres.

Donc vous préférez la méthode collaborative plutôt qu'un enseignant anglophone dans les salles de classes.

Oui, parce que c'est gagnant-gagnant.

9. Do you perform self-evaluation?

L'évaluation, oui. Quand je vois que ça ne donne pas, je m'améliore un peu. Pendant cette période ci. Je m'améliore un peu mais ce n'est pas suffisant. Le temps... après ceci, vous irez lui rendre compte de la recherche, elle vous posera des questions, vous pouvez lui dire. A un moment j'ai eu beaucoup de pression, ça il faut l'avouer, j'avais la pression. Je vais prendre l'exemple de la dernière leçon sur le dialogue, je me suis « Seigneur Jesus, il faut que je le fasse, les enfants doivent s'exprimer. Oui ! Les enfants doivent pouvoir formuler les phrases, moi-même je dois pouvoir dire quelque chose. Mais là maintenant, je vais m'en prendre comment ? le dialogue j'ai ça dans ma tête en français mais pas en anglais. Les mots, il faut agencer les mots. Il faut le vocabulaire, il faut la grammaire, il faut la conjugaison. Donc tout ça, vous dites à madame ça va nous aider. Parce Mme... est déjà venu nous aider une ou deux fois, lors des journées pédagogiques.

En principes, vous deviez préparer les leçons ensemble de telle sorte que vous puissiez intégrer les leçons surtout en expliquant les étapes et détails en anglais. Comme cela non seulement vous intégrez la leçon en anglais et le vocabulaire s'adapte également à la langue. En arrivant à la salle de classe vous n'avez plus de blocus.

C'est un projet que je vais continuer pendant les vacances. Vers juin, je vais essayer de la rencontrer pour que, elle et moi puissions travailler l'année prochaine.

10. What should be placed at the centre of learning activities?

C'est l'interaction des enfants qui est au centre des apprentissages. Ce sont les enfants qui sont au centre de tout. Puis que l'activité...pour que l'activité morde il faut que l'enfant réagissent.

Que pensez-vous de mettre les situations problèmes au centre des activités ?

Et si l'enfant ne comprend pas ?

11. Do you buy the idea of explaining your practice while planning your lesson during collaboration?

Je vais vous dire dans l'ensemble que, tout s'est bien passé durant toute cette période. Expliquer...c'est vrai que la première leçon, je croyais que j'étais à l'aise parce que je faisais en français et en anglais. J'injectai un peu le français, je croyais que c'était bien. Mais après, vos réactions, je me suis rendu compte que, non, je dois plutôt m'améliorer et je vais vous dire quelque chose, je faisais une leçon, avant que vous n'arriviez. C'est trente-trente minutes. Ils étaient bloqués, j'ai mis un mot en français, l'élève a levé le doigt, il m'a dit « madame vous avez dit qu'on ne parle plus français nooon, pendant la leçon d'anglais. » J'ai dit « c'est vrai, toutes mes excuses ».

12. What is your attitude towards collaborative educational intervention?

Bon merci, merci pour cette opportunité que vous m'offrez. L'expérience, au départ, je vais commencer par le départ, au départ, j'ai trouvé ça un peu difficile parce qu'il fallait que j'essaie de m'améliorer, j'essaie de me surpasser de me surpasser parce que, lorsqu'on est face aux enfants, on essaie de faire comme on pense en... on se dit que l'anglais c'est...on se dit que à leur niveau il faut essayer de les aider comme ça en injectant un peu de français. Mais avec les vous m'avez montré qu'il était mieux de faire tout, de travailler soit même d'abord, de travailler soit même. C'est ce que j'ai essayé de faire. Aujourd'hui...malheureuse l'expérience n'a pas mis long, au minimum un à deux trimestres, franchement ça allait dans mon évolution. Bon, car cela ne tienne, ça m'a amené à comprendre le travail que j'avais à faire, que je dois faire pendant les vacances.

Donc l'expérience a été positive !

L'expérience a été positive à mon niveau et au niveau des élèves, parce que j'ai détecté en ces enfants la compréhension, Malgré que, comment je vais dire ça ? ...la transmission, n'était exacte, mais parmi eux il y a certains qui ont...qui captaient. Ça m'a beaucoup touché. Nous sommes restés seulement dans l'anglais, parce que lorsque je...avant lorsque j'enseignai, je fessai français anglais, là où ils sont butés

j'essaie d'expliquer en français, les enfants réagissaient. Mais là maintenant j'ai compris que, ils essaient de comprendre, ils essaient de comprendre, ça m'a touché. Donc l'expérience pouvait fait plusieurs trimestres, au début de l'année, je peux...

Donc vous proposeriez que l'expérience s'étende sur une année scolaire.

C'est une bonne expérience. Oui, mais là, il ne faut qu'on se focalise sur, peut-être une classe...

Oui, je comprends, je ne parle pas seulement de votre classe mais des classes où on retrouve ce problème.

Une année scolaire, oui. Peut-être en faisant des inter...comment je vais dire ça ? en décalant, peut-être niveau un premier trimestre, niveau deux...

Theme 2: collaborative educational intervention in the CBA learning strategies and the improvement of pupils' oral skills.

1. Does visual scaffolding help in the improvement of oral skill development?

Donc les représentations par images, tout ce qui a trait avec l'étayage et quelle est son importance ?

Ça une place prépondérante dans une présentation de leçon. Ça déclenche, ça fait captiver les enfants. Même en français, c'est vrai qu'on se dit qu'il y a des choses qu'il ne peut plus utiliser, il déjà quand-même grands, il y a des choses qu'on ne peut plus utiliser. Mais en anglais, il faut vraiment, vraiment utiliser les objet semi-réels ou réels pour pouvoir capter et attirer leurs attentions pour qu'ils puissent se rendre compte de ce qui va se passer.

2. How do you bring the learners to conceptualise their thought?

Par les objets réels, semi-réel et explications.

3. Are learning activities done in the context?

Est-ce que vous intégrez le contexte immédiat des apprenants dans la préparation de vos leçons ? C'est-à-dire dans l'environnement de l'enfant.

De ce côté, je n'ai pas pu euh... je n'ai pas pratiqué. C'était juste euh...je me suis beaucoup focalisé sur les mots tout simplement.

Mais les mots en eux-mêmes, sans attaché à un contexte, sont vide des sens.

Je me suis dit que le fais d'accompagner ces mots avec des gestes.

4. How are context and situation leading to oral skills development?

Comment les situations aident les élèves dans le développement des compétences orales ?

Ça l'aide à... une situation c'est d'abord l'élément déclencheur de la leçon, de l'activité. Là maintenant à partir des questions l'enfant peut répondre à ce qu'il va, à ce qu'on lui demande à la situation posée.

On comprend aussi pourquoi elle introduit la leçon.

5. Who is placed at the centre of the learning activity?

Nous avons compris que c'est la situation problème qui est au centre des apprentissages.

Theme 3: Representations, obstacles and conceptualisation as strengths of oral skills acquisition during situational learning:

1. What do you think is the need of visual scaffolding?

Ça stimule l'apprentissage, ça stimule la leçon. Même ça, ça fait captiver, ça captive l'enfant. Ça l'amène à comprendre, à être même attentionné.

Donc à part le fait que ça captive comment est-ce que ça aide pour le développement des compétences orales ?

A chercher à prononcer, à prononcer. Par exemple si c'est un mot, l'objet avec son... avec son...je vais prendre l'exemple le cas, on a fait les moyens de communications, quand l'enfant a vu, et à retenir comment est-ce que ce mot-là s'écrit l'orthographe.

Ça c'est en termes d'orthographe, je voudrais en termes de prononciation. Donc lorsqu'il écrit, il associe cela à la prononciation puis il adapte cela à une image.

Chaque fois qu'il verra la cloche, il voudra dire a bell, a bell.

2. Is error an indication cognitive reasoning?

Sans erreur on ne peut pas se corriger. Pour moi. C'est en faisant des erreurs qu'on acquiert des connaissances. Parce qu'avec beaucoup d'erreur, je me suis corrigé. J'ai reçu des corrections et ça fait que je dois les mettre en pratique.

Donc vous voyez l'erreur d'un pan positif.

Positif.

3. What do you undertake in case of errors?

C'est vrai que quand il y a erreur, quand tu as déjà enseigné, donc l'enfant connaît déjà et puis fais l'erreur, on veut se déchirer l'habit. On corrige l'enfant, il arrive parfois où, c'est que je leur dis souvent que ce n'est pas notre langue, nous tous nous apprenons même la maîtresse apprend, mais n'ayez pas peur, dites, parlez, prononcez. Et si on a déjà corrigé, une fois, deux fois, trois fois et l'enfant fait toujours l'erreur, à un moment, je vais vous donner mon attitude ein, je m'assois d'abord. Je me demande, j'ai mal prononcé le mot, je prends d'abord mon dictionnaire, je regarde le mot ou je vais cher la directrice, je lui demande comment est-ce que je dois faire pour faire

comprendre, parce que j'ai déjà dit et l'enfant ne retient pas. Il faut insister, insister, insister, insister.

4. What are the actions undertaken to remedy?

Vous avez déjà anticipé cette question.

Theme 4: classroom and social interaction leading to the improvement of teachers' practice and pupils' oral skills

1. Do you consider non-linguistic factors as gestures, signs of language learning?

Euh, les gestes, je vous ai dit tantôt que, j'ai compris qu'il faut associer les gestes dans le processus enseignement et apprentissage. Parce que, tu vas dire par exemple... je vais prendre le cas de « a chair », tu vas dire « a chair » à un enfant, l'enfant ne vas pas comprendre. Mais si tu fais le geste.

Oui, ç c'est dans le cas de l'enseignement. Disons que en tant qu'enseignant, vous posez une question, et maintenant l'enfant veut répondre, elle cherche à répondre au travers des gestes.

C'est moi qui fais des gestes ou c'est l'enfant qui fait des gestes ?

C'est l'enfant, pour essayer de vous faire comprendre.

Cela signifie qu'il comprend, ce que je veux et c'est s'exprimer qui est un problème. C'est déjà bon. Si l'enfant fait déjà la gestuelle, c'est déjà bon. Oui, donc c'est bien. Puis que dans notre école, par exemple, on a...c'est par des gestes, par les signes qu'on apprend. Donc c'est positif.

2. Which learning activity do you favour for classroom oral interaction?

Le speaking.

C'est vrai que le speaking est une activité. Je voudrais dire les méthodes d'enseignements, ou les stratégies. Quelles sont ces stratégies-là ?

Eeuh.....

Je pense à l'enseignement de cooperative learning, je pense aussi à l'enseignement par projet.

Oui, nous sommes regroupés. Justement quand ils sont regroupés, vous allez vous dans chaque groupe il y a quand-même, il y a un leader qui se fait démarquer. Alors, lorsque, je vais vous prendre un exemple, il y a déjà des groupes à la base. A la rentrée, j'ai formé des groupes. Il donc certaines activités qu'on fait. On jour donc, je leur demande de faire en anglais, de discuter un peu parce qu'il y avait une leçon, qu'ils essayent un peu de discuter à partir du livre et qu'ils essaient de pratiquer aussi. J'ai donné des mots comment est-ce que prononcer. Je vous dis madame, je pouvais mourir de rire, « ce n'est pas comme ça qu'on prononce », « on dit que »...j'ai découvert des leader et des compétences en eux et l'interaction est très importante.

3. How do you remedy to pronunciation?

Avec des dictionnaires, des discussions.

4. Sociocultural activities interfere in the classroom. How do you dissociate the scientific knowledge from the social one?

Je ne maîtrise pas ce qui le langage soutenu et le familier donc j'enseigne tout.

5. How do you correct deceptive cognates?

A partir du moment où je ne maîtrise pas je ne pourrai pas ce qui est vrai et ce qui est faux.

6. Do you ensure a continuation of learning activities at home?

Inexistant, parce qu'ils n'ont pas de documents, ils ne sont pas documentés. Les parents eux-mêmes... les enfants sont abandonnés à eux-mêmes. Les parents, comme je dis souvent, nous parents nous avons échoué dans l'éducation de nos enfants, que ce soit à l'éducation scolaire, que ce soit à l'éducation maternelle, les parents ont échoués. Si, un parent ne peut même pas regarder le cahier des enfants, à plus forte raison, tout notre secteur là dans la banlieue, hummm, c'est difficile vraiment, c'est difficile, difficile. Les enfants réussissent par coup de maître, de leurs propres génies.

7. Do pupils' English oral skills improve thanks to extra scholar support?

Le support familial est inexistant. Vous allez voir, en début d'année, la directrice organise la réunion de parents d'élèves. Sur deux cents élèves aux trop dix parents qui vont venir. A la base déjà ça...il n'y a rien. Les parents n'assistent pas... vous allez voir un enfant qui vient à l'école, vous allez voir que le parent a échoué, il pousse même...L'enfant vient à l'école délabré tu te demandes si son parent l'a vu lorsqu'il sortait. Aucune assistance, les enfants sont abandonnés à eux-mêmes.

Thank you very much for your participation.

Thank you too madam for the experience.

APPENDIX 4

INTERVIEW GUIDE FOR TEACHERS

This interview guide has been conceived by the researcher interviewing you. She is a Master II student in the University of Yaoundé I, Faculty of Education, Department of Didactics. She is conducting research on collaborative educational intervention as a strategy for francophone pupils' oral skills development in the Competency Based Approach.

Please answer to her questions. The information collected will be used only for research purposes. The researcher expresses her gratitude to all respondents who accept to participate to this research.

NB: The Anglophone teacher is considered as the “**teacher**” meanwhile the Francophone teacher who receives assistance is the “**practitioner**”.

The questions in **bold** are stimulating questions.

Theme 1: Collaborative educational intervention and the improvement of the practitioner's practice and language proficiency

13. For how many years have you been teaching?

I've been teaching for 12 years.

14. Have you been trained under the CBA?

Yes. I went to ENIEG of Buea.

15. Since how many years have you been working under the CBA?

12 years.

16. What do you think of collaborative educational intervention to remediate teachers' practices?

As I was earlier saying, if there is a bit of pressure, if the Francophone teacher can take it serious, Like, they make English as important as any other subject. The children will be able to speak, to write, express themselves in English without any difficulty.

So, it depends on the pressure.

Yes, it seems as if teachers that don't love, especially the Francophones, they are afraid to make mistakes. If they can overcome that fear of making mistakes while teaching the English, while they are teaching, they are learning at the same time, they will be able to make it.

So, it has to do with the attitudes of teachers towards the language?

Yes

17. What were the difficulties that you faced during this collaborative educational intervention?

The difficulties I faced during the lesson?

From the first part, when you had to prepare the lessons.

The difficulties I faced was in the preparation of the lesson notes first, then the practical lesson also. I could not correct her while she's teaching nah, Yes, I felt difficulties there to prepare the lesson because the Francophone have their own way of preparing their lesson notes. We have ours. Then the stages of the lesson notes are not the same. Yes, we don't have the same stages of lesson notes preparation So to prepare a lesson note with her and the mastery, for her to master the lesson. As I said earlier, I said that before going to class, let her master her lesson and do like a summary, like I can say you are a learner, you put these bags like they are your pupils what we used to do eeheh. You are speaking making like an auto evaluation of yourself of what you teach the next day. So that, in such a way that when you are in front of your pupils when you just give a sentence the other ones will flow Even without you having a reader or whatsoever. You can do the practical exercise alone. Yes, but I noticed that she didn't. She wasn't doing it. Yes.

18. What should be placed at the centre of learning activities?

The child.

So, it's a child that is placed at the centre of the learning activities?

Yes.

So, what do you think about placing problems in situation in the centre of activities?

Placing problems in the centre of activities, like grouping them?

Nope, problems into situations, or situational problems in the learning activities. What do you think about it. introduce, to place it at the centre?

It will draw people's attention and it will make them to reflect. Like you arouse curiosity in them by giving them like an instinct question, like a triggering question to awake their... their thinking naah, through that. So, it helps.

It helps in developing their cognitive patrimony.

Yes!

19. Where your instructions respected?

For me, they have to do more of charter. They should use charts or real objects, especially when I'm teaching maybe French, I'm struggling to teach French, I prefer to use real objects. They master them quick. They see them in their environment, in their homes. They'll be able to call them. The use of concrete and well-drawn charts will be able to help the learners to retain the lesson very well. Why not place them in class? Create an English corner in class. When they turn, they see. You can do that per week. The lesson we have done this week you paste it We see that everything the person that has not understand can just give a glance and it's going to flow.

20. Was there an improvement on the practitioner's practice and language proficiency?

Of course! Language yes. There was improvement as compared to the first day, yes, the second day, the third day..., it was really, there was great improvement.

At which level? Fluency, pronunciation, accuracy?

Yes.

Or practice?

I saw the improvement, first improvement was that she was no more using the French, like to make the children understand fast. You see, that was already one challenge, that was already one improvement. Then the second improvement I got is no matter that they are Francophone, they have their own thoughts, but she was really struggling to give them the words. Then I also noticed that some of the pupils that are in class, they...they...they... Some of the pupils mastered the pronunciation at times more than the teacher.

Yes, so the learning was really an improvement. The teacher improved.

So, did you observed her doing any self-evaluation?

In her own self?

Yes.

Yes. Like doing, she said, well, “ici-là même, je pensais...”. I thought... You see that? And I saw in her someone who is willing to learn, if she really had that time and I also encourage her by telling her to get an Android phone. It will help her a lot for the pronunciation. Any word she can find in English, she can download it, put it on a voice, listen to how it is being pronounced, then practice it. She's willing to learn.

Theme 2: collaborative educational intervention in the CBA learning strategies and the improvement of pupils' oral skills.

6. Does visual scaffolding help in the improvement of oral skill development?

A part from English corner, another strategy is to buy Android phone. What are other strategies that can both help the teacher and the pupils in the improvement? You also mentioned the use of concrete items, like authentic materials.

Other things I can help them to improve is to do research. She can give them homework. They go in their quarters, they have anglophones around, they integrate with them, discuss with them, tell them to help them maybe to do the homework. From there, their friends, it will help them a lot to improve in English. Yes, by doing research. Even the teacher also can-do research by letting other colleagues that can help her in order to improve the teaching.

Okay, so as a teacher, you are very for the use of concrete materials, authentic materials in the teaching of English...

And charts eeheh, well-drawn charts.

So, apart from helping them to learn, how in a... how concretely can you explain the fact that it helps? How does it help?

It helps in such a way that when they see it, they touch it, they feel it, especially the materials around, they will be able to retain the lesson. For example, the use of a cup, the use of a table, the use of a pen. When they see it, they know that this in English is being called a pen. This is a dress, this is my uniform, the dress I put on every day to come to school is my uniform. When the teacher writes on the board every day for us to copy the summary, it's called the chalkboard or it's called a blackboard. When they see it, they see it always, it will stick... for example, we are teaching them a kitchen items to bring folks spoons, plates and the rest... The child will go back home very happy. Oh, "mama est-ce que tu sais que in English, on appelle ça comme ça ?" See a bit, it helps!

Theme 3: Representations, obstacles and conceptualisation as strengths of oral skills acquisition during situational learning:

5. Is error an indication cognitive reasoning?

The error committed, all of us are bound to make errors. Yes. But the errors committed during the teaching should not be frequent. For example, in every sentence you have to know. That is what I said earlier that the teacher has to do like... a small auto evaluation like... a summary of like ...retaining reading over the lesson we have to despatch the next day in order to avoid such errors. The pronunciation if you think that you have difficult words, that you have to teach it the next day, find a way to know the words before you are teaching it. Yes, it will help.

6. What are the actions undertaken to remedy?

Okay, on the part of the pupils, in case of error, how is first error viewed and secondly, in case of error, how should the teacher react to remedy the error?

The teacher should not react badly toward maybe a wrong pronunciation or a wrong answer from a pupil. For me, I know that... I believe that repetition is the best teacher. Repeatedly, the pronunciation, always, always, no matter our mother tongue, no matter our type of way of pronouncing, but I believe that repetition with the measure of mastering of sound and words building, it's... it is also going to help in pronouncing certain words.

Okay, so to remedy it, we do repetition.

Yes! If a lesson is not understood because we have difficult wording, let us not... The important is for the children to retain the lesson. We come back to it. Pronounce it over and over. Several times, it will stick.

Theme 4: classroom and social interaction leading to the improvement of teachers' practice and pupils' oral skills

8. Do you consider non-linguistic factors as gestures, signs of language learning?

Some of the gestures because these children like to playing over us. You see, somebody will be making serious as if he is thinking meanwhile, he is not thinking. For you now, you say that, "speak it out... Try, try you can do it". You encourage her

to speak even if she stands and does not speak anything. You say, “no problem continues thinking but don't be making like this” or you can do gesture without making noise. Gestures language and sign language in class even improve...eh...eh... it reduces noise in class and it draws attention, yes, because when they are too noisy, you just make like this (sign of clipping the mouth). Nobody will understand that you as you have shouted “stop noise”! You just make like this (sign of clipping the mouth). They know that you have said zip your mouth. I don't want to hear noise...noise. Then you make like this, they understand that I need to focus and look on the board, no more noise.

9. Which learning activity do you favour for classroom oral interaction?

For me, it's the phonetics first.

So, phonetics should be taught?

Yes, and the correct sound and word building should be taught first, before any other thing. That's the first thing. Especially in dialogue, everything...they have to have a good mastery of how it is been pronounced, because in English, it is not the same pronunciation in French., You have different ways of pronouncing it. No matter that, they maybe written the same way but the pronunciation differs... a good mastery of that.

Okay, you said phonetics, sound and word building and dialogue, meaning interaction...

Meaning exchange.

Okay.

10. How do you remedy to pronunciation?

For the pupils?

Yes, for pupils.

The teacher has to give them the correct pronunciation and insist on it. That's what I earlier said. The teacher has first of all to master the pronunciation so well, give a good pronunciation to the pupils.

11. Sociocultural activities interfere in the classroom. How do you dissociate the scientific knowledge from the social one?

At first is to know that, what we consider as the quartier English or the quartier French, is the same as the one we are teaching. That is one of the difficulties I faced with my head teacher when I was posted. He said that I should speak French, I told him that, that local thing that I am speaking is not French. I cannot go and unteach people's children because I don't have a good mastery of the French. That one that I'm speaking bonjour... that one is just the one in the quarter. When we really go into the French now, the “orthographe”, the this...the “conjugaison”, the whatsoever, I don't have a good mastery of that. It is different from that one we speak in the quarter. That one we speak in the quarter is just to pass an information. But this one is for a life time, for a job, for a good...for the goodness of the learners.

So according to you, when you do not master a language, it is better not to teach it...

Yes!

...because, it unteaches the pupils.

Of course! There is a mixed-up. And you know, this our children. When you give them a wrong pronunciation that they are used to, they stick to it. Some even grow with it. Like I have some of my pupils that last year were taught by a francophone teacher that was managing French, she said, instead of pronouncing /'fifti/, they pronounce it as /'fifti',/, /six'ti', they pronounce it as /sixti',/, until the other pupils were laughing. I asked them not to laugh, don't pronounce again... I have two of them like that, in my classroom. why? Because, last year, they had a francophone teacher that was taught them numbers, /sixti', /sixti',/. But I said no, it is /sixtin',/ or /sixti',, the one with zero.

12. How do you correct deceptive cognates?

To solve the problem... is just like I said...when you know the meaning of what you are about to say, say it the right way because at times like this when you want to take French and English translation before teaching, it will not flow, because they are not the same. Certain things are not pronounced the same way. And there are some words, like you can say, borrow words... there are some words that francophones borrow from us and we also, we have borrowed words from them. But if you don't really master the meaning and how to use it in a sentence you will be speaking a different thing.

So, in other words, the teaching of a language in that language proper avoids deceptive cognates.

Yes!

Okay, so, English should be taught in English.

In English!

Totally?

Totally!

Okay

13. Do you ensure a continuation of learning activities at home?

There are phones, even in the suburbs, there are android phones. That is a village, but inside there, those children can manipulate phones here, more than you. There are means we can learn, the parents don't understand, they just go to google and listen to the voice. Tap what they want and they translate it, and they give the child and they will be able to do the assignment. You cannot say, you cannot give assignment because the children cannot, there are some parents that have been learned, no matter that they find themselves in the village. They will try a means to try that child. Is because they have not been giving them assignments, they have elder brothers and

sisters in the secondary school. Isn't it? They do English, they can help. And don't give an assignment without an example, in order to guide them also.

So, while giving an assignment, the first exercise should be corrected.

Give them the instruction for example, eeheh... eehehhh ...fill these words inside the blank spaces, you see na, using the words in the box below. You read them, you yourself. For example, "my father ___ a new car" they go down and pick bought a new car and fill it.

Thank you, madam, for your collaboration.

Thank you too.