

UNIVERSITÉ DE YAOUNDE I

CENTRE DE RECHERCHE ET
DE FORMATION DOCTORALE
EN SCIENCES HUMAINES,
SOCIALES ET EDUCATIVES

UNITÉ DE RECHERCHE ET DE
FORMATION DOCTORALE
SCIENCE DE L'ÉDUCATION ET
DE L'INGÉNIERIE ÉDUCATIVE



THE UNIVERSITY OF YAOUNDE I

POST GRADUATE SCHOOL
FOR SOCIAL AND
EDUCATIONAL SCIENCES

DOCTORAL UNIT OF
RESEARCH AND TRAINING
IN SCIENCE OF EDUCATION
AND EDUCATIONAL
ENGINEERING

**IMPACT OF COMPETENCE-BASED APPROACH
ON ENGLISH SPEAKING SKILLS IN
TERMINALE AT COLLEGE ADVENTISTE
DE NANGA-EBOKO**

*Mémoire soutenu le 23 septembre 2025 en vue de l'obtention du Master en didactique de
discipline*

Specialization: Didactic of English Language

Presented by:

PETER LANDOH NDINDAH

Holder of a BA in Bilingual letters

Matricule: 22V3778



Jury :

| Qualités | Noms et grade | Universités |
|------------|------------------------------|-------------|
| Président | BANGA AMVENE Jean Desire, Mc | UYI |
| Rapporteur | MBEH Adolf TANYI, Mc | UYI |
| Examineur | MOUTO BETOKO Christine, CC | UYI |

AVERTISSEMENT

Ce document est le fruit d'un long travail approuvé par le jury de soutenance et mis à disposition de l'ensemble de la communauté universitaire élargie.

Il est soumis à la propriété intellectuelle de l'auteur. Ceci implique une obligation de citation et de référencement lors de l'utilisation de ce document.

Par ailleurs, le Centre de Recherche et de Formation Doctorale en Sciences Humaines, Sociales et Éducatives de l'Université de Yaoundé I n'entend donner aucune approbation ni improbation aux opinions émises dans cette thèse ; ces opinions doivent être considérées comme propres à leur auteur.

SUMMARY

| | |
|--|------|
| DEDICATION | iii |
| CERTIFICATION | iv |
| ACKNOWLEDGEMENT | v |
| LIST OF ABBREVIATIONS AND ACRONYMS | vi |
| LIST OF TABLES | vii |
| LIST OF FIGURES | viii |
| ABSTRACT | ix |
| RESUME | x |
| GENERAL INTRODUCTION | 1 |
| CHAPTER 1: PROBLEM OF THE STUDY | 7 |
| CHAPTER 2: CONCEPTUAL, THEORETICAL, NORMATIVE FRAMEWORKS AND LITERATURE REVIEW OF THE STUDY | 20 |
| CHAPTER 3: METHODOLOGY | 61 |
| CHAPTER 4: PRESENTATION AND ANALYSIS OF RESULTS | 75 |
| CHAPTER 5: RESULTS, PROFESSIONAL IMPLICATIONS AND DISCUSSION . | 106 |
| GENERAL CONCLUSION | 116 |
| REFERENCES | 118 |
| ANNEXES | 124 |
| TABLE OF CONTENTS | 136 |

DEDICATION

This work is dedicated to:

The Landoh's family And to

My beloved parents:

Pa' Dieodonne Ndindah and Ma' Joana Chapi All of blessed memory

CERTIFICATION

I certify that this research work titled: **“Impact of competence-based approach on English speaking skills in terminale at college Adventiste de Nanga-Eboko”** was entirely undertaken by **Peter Landoh Ndindah**. Matriculation number: **22V3778** of the department of Didactics, Faculty of Education sciences, university of Yaoundé I, Republic of Cameroon.

ACKNOWLEDGEMENT

I am grateful to my supervisor, Dr Mbeh Tanyi Adolf for his patience, understanding, encouragement and guidance throughout this research study.

My special gratitude goes to professor Mrs Solange Renee Nkeck A Bidias, head of the Didactic department of the faculty of education sciences at the university of Yaoundé I, for her sound lectures, her push throughout the programme, the numerous assignments and literature she shared with us, her strictness on datelines for assignment submissions, her leadership capacities in placing us in different schools for our various internships. All these made us to undergo a solid training.

A very warm gratitude also goes to all my lecturers of the faculty of education sciences and especially to those of the department of Didactic. A special wink to Prof Nkeck, Prof Charles Robert Dimi, Prof Felix Nicodeme Bikoy, Prof Banga Amvene, Dr Mbeh, Dr Ngong Atembone, Dr Ndjindam Oumar, Dr Toua Leonie, Dr Mouto Beteko, Dr Menye Eric, Dr Embolo cyrille roger and the rest who spared no effort to give their best for us to be well trained.

I would equally express my gratitude to the Director of the post-graduate school of the university of Yaoundé I for accepting my request for this Masters programme

My appreciation also goes to the principals, teachers and students of Lycee de Ngoa-Ekelle, Adventist schools in the centre region namely: Complexe scolaire Adventiste d'Odza, College Adventiste de Yaounde, college Adventiste de Nanga- Eboko, College Adventiste Maranatha de Nyom, College Adventiste de Nkoteng for their collaboration and permission to collect data from their institutions.

My very special acknowledgement goes to my family, particularly to my charming spouse Soulong Kouam Epse Landoh Marie-Noelle, my beloved kids: Kyanpi Landoh Bryan Stephane., Nuemsi Landoh Marthe Caren, Ndindah Landoh Johan Calvin and Landoh Landoh Daniel Esdras for their sustainable love, support, encouragement and attention throughout this programme, not forgetting my brother and his wife Mr and Mrs Ndifor for their support and encouragement.

A special acknowledgement also goes to all my classmates with whom we worked as group, to club didactique and its facilitators who stood by us when we did not understand certain aspects of lectures delivered by our lecturers.

LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|----------------|--|
| CPD | : Continuous Professional Development |
| CAMELTA | : Cameroon English Language and Literature Teachers' Association |
| CANE | : Collège Adventiste de Nanga-Eboko |
| CBA | : Competence-Based Approach |
| CG | : Control Group |
| HOD | : Head Of Department |
| UNESCO | : United Nations Educational, Scientific and Cultural Organisation |
| COREM | : Centre d'Observation et de Recherche sur l'Enseignement des Mathématiques. |
| ECOBAC | : Newsletter of the Office du Baccalaureat du Cameroun |
| EFL | : English as Foreign Language |
| EG | : Experimental Group |
| ELT | : English Language Teaching |
| ESG | : Enseignement Secondaire General |
| ESL | : English as Second Language |
| FSE | : Faculté des Sciences de l'Education |
| MINESEC | : Ministère des Enseignements Secondaires |
| OQPT | : Oxford Quick Placement Test |
| PIB | : Public Investment Budget |
| RH | : Research Hypothesis |
| RQ | : Research Question |
| RR | : Recovery Rate |
| SLA | : Second Language Acquisition |
| SPSS | : Statistic Package for Social Sciences |
| TDS | : Theory of Didactic Situations |
| TL | : Target Language |
| WG | : Witness Group |
| ZPD | : Zone of Proximal Development |

LIST OF TABLES

| | |
|--|----|
| Table 1: synoptic of the research | 59 |
| Table 2: Criteria for selecting study participants | 69 |
| Table 3: Presentation of the study sample | 69 |
| Table 4: Characteristics, advantages and shortcomings of survey methods | 73 |
| Table 5: Breakdown of students according to groups | 75 |
| Table 6: distribution of students according to status | 78 |
| Table 7: Statistical indices of oral presentation grades summarised according to the gender of learners | 79 |
| Table 8: Statistical indices of dialogue scores according to the gender of the learners ... | 79 |
| Table 9: Statistical indices showing variation in students' oral presentation scores by gender | 80 |
| Table 10: The t-test comparing oral presentation scores for male and female students: T-test for independent samples. | 80 |
| Table 11: Statistical indices showing the difference in student dialogue ratings by gender: group statistics | 81 |
| Table 12: The t-test comparing dialogue scores for male and female students: T test for independent samples. | 81 |
| Table 13: Statistical indices showing variation in students' role-play grades by gender. | 82 |
| Table 14: The t-test comparing role play scores for male and female students: T-test for independent samples. | 82 |
| Table 15: Thematic summary of teachers' interview | 83 |
| Table 16: characteristics of teachers surveyed | 84 |
| Table 17: Results of Student's T-test for Experiment 1 (Oral presentation) | 94 |
| Table 18: Anova variance for the Control Group (CG)for experiment 1 at pre-test | 95 |
| Table 19: Anova variance in the Experimental Group (EG)for experiment 1 at post-test | 96 |
| Table 20: Results of the Student's t-test for Experiment 2 (Dialogue) | 96 |
| Table 21: Control group Anova variance for Experiment 2 at pre-test | 97 |
| Table 22: Anova variance for the experimental group for experiment 2 at post-test | 97 |
| Table 23: Results of the Student's T test for experiment 3 (Role-play) | 98 |
| Table 24: Anova variance in the control group for experiment 3 pre-test | 99 |
| Table 25: Anova variance in the experimental group for experiment 3 at post-test | 99 |

LIST OF FIGURES

| | |
|---|------------|
| Figure 1 : Assessment of the didactic and non-didactic situations | 32 |
| Figure 2: Social constructivist theory..... | 38 |
| Figure 3: the steps of the hypothetico-deductive approach..... | 62 |
| Figure 4: quasi-experimental research model | 63 |
| Figure 5: Questionnaire design and processing device | 71 |
| Figure 6: Distribution of learners according to classes attended by learners | 76 |
| Figure 7: Distribution of students by gender | 76 |
| Figure 8: Distribution of learners according to age group..... | 77 |
| Figure 9: Distribution of learners according to their statuses in the class..... | 78 |
| Figure 10: Learners' preferred teaching techniques Source: Field survey, Landoh 2024 | 100 |
| Figure 11: Interested on the English language course | 101 |
| Figure 12: Types of skills developed by learners after the experiment..... | 101 |
| Figure 13: Language used by learners during oral presentations | 102 |
| Figure 14: Learners' collective and individual grades on oral presentations..... | 103 |
| Figure 15: Preferred majors of learners when they enrol in the university after Baccalaureat | 104 |
| Figure 16: Learner's motivation for choosing majors at the university | 105 |

ABSTRACT

This study focuses on the CBA and its impact on the speaking skills in English of students enrolled in terminal classes at College Adventiste de Nanga-Eboko (CANE). It aims at demonstrating the effects of incorporating teaching techniques like oral presentation, dialogue, and role-play into the current educational approach (CBA) in order to improve the speaking skills in English of students enrolled in terminale classes at CANE. In order to achieve our goal, we focused our thoughts on the following question: "Which teaching methods should be used in the current institutional approach to enhance the speaking skills in English of terminale students at College Adventiste de Nanga-Eboko? The main hypothesis, which was developed to address this subject, states that: Teaching techniques improve English-speaking skills of terminale students at college Adventiste de Nanga-Eboko (CANE). A quasi-experimental study conducted on a sample of 60 participants allowed for the collection of data using a questionnaire in conjunction with tests and interviews in order to scientifically verify the hypotheses. The specific hypotheses of this research were confirmed by statistical analyses using the student and anova "T" tests as well as theoretical studies. Thus, the following result, which is significantly below the threshold of 0.05, confirms hypothesis 1: $F=1,845$ with a probability of 0.002. This is also true for hypothesis 2, whose results showed that $F = 13,786$ with a probability of 0.000 was significantly below the 0.005 representation threshold, and hypothesis 3, whose results showed that $F = 50,631$ with a probability of 0.001 was significantly below the 0.005 representation threshold. These findings thus demonstrated that teaching speaking skills in English using oral presentation, dialogue, and role-play had a significant effect on the improvement of English-speaking proficiency among students in the terminale classes at CANE. In other words, the use of these teaching techniques during lessons makes it easier for students in Terminale to express themselves orally in English.

Keywords: CBA, Speaking skills, Teaching technique, oral presentation, dialogue, role-play.

RESUME

Cette étude porte sur l'APC et le développement des compétences orales en anglais des apprenants des classes de terminale au collège Adventiste de Nanga-Eboko (CANE). Elle vise à montrer l'impact de l'intégration des techniques pédagogiques telles que l'exposé, le dialogue et le jeu de rôle dans l'approche pédagogique institutionnelle (APC) actuelle, pour développer les compétences orales en Anglais des apprenant de la classe de terminale au CANE. Pour y parvenir, nous avons orienté notre réflexion vers la question suivante : « Quelles techniques pédagogiques intégrer dans l'approche institutionnelle actuelle en vue d'améliorer l'expression orale en anglais des élèves de terminale au CANE ? Pour répondre à cette question, l'hypothèse principale selon laquelle l'intégration de l'exposé, du dialogue et du jeu de rôle favoriserait l'amélioration des compétences orales en langue anglaise des élèves en classes de terminale au collège Adventiste de Nanga-Eboko a été formulée. En vue de sa vérification scientifique, une étude quasi expérimentale réalisée sur un échantillon de 60 apprenants, a permis de collecter les données à partir d'un questionnaire, couplé à des tests et entretiens. Les analyses statistiques avec usage des tests « t » de student et anova, des analyses thématiques ont permis de confirmer les hypothèses spécifiques de cette recherche. Ainsi, l'hypothèse 1 a été confirmée grâce au résultat ci-après : $F=1,845$ avec une probabilité de 0,002, largement inférieur au seuil de représentativité de 0,05. Il en est de même pour l'hypothèse 2, où les résultats ont donné $F =13,786$ avec une probabilité de 0,000 largement inférieur au seuil de représentativité de 0,005 et pour l'hypothèse 3 où $F =50,631$ avec une probabilité de 0,001 largement inférieur au seuil de représentativité de 0,005. Ainsi, ces résultats ont montré que l'enseignement de l'expression orale en anglais à partir de l'exposé, du dialogue et du jeu de rôle a un impact significatif sur le développement des compétences orales en anglais des élèves en classe terminale au CANE. Ils facilitent l'expression orale en anglais chez les apprenants des classes de terminale.

Mots clés : APC, compétences orales, technique d'enseignement, exposé, dialogue, jeu de rôle.

GENERAL INTRODUCTION

The curricular reform initiated in the 2000s in Cameroon has led to a paradigm shift that allows for the entry of the Competence-Based Approach (CBA) as a process for organizing curricula and the gateway to professionalization in the education arena. More specifically, it involves replacing the school that was once devoted to the acquisition of knowledge, the school that was very often decontextualized, with a school that is concerned with equipping learners so that they can face real-life, complex and diverse situations (MINESEC, 2014). The current reform prioritizes skill development over knowledge acquisition. PER, (2010-2012) defines competence as the ability of an individual to mobilize an integrated set of resources in order to effectively carry out an activity that is generally considered complex. However, competence is not performance. To know what a subject is capable of doing, one cannot simply look at the result. We must observe and understand the activity itself with the participation of the subject. (Nkeck Bidias, 2013).

The term competence does not help to identify what constitutes the heart of the act of learning. Because, according to Nkeck Bidias (2013), as a subject learns more, so can he act differently, reorganize his action schemes, his resources, and gestures, unlike what Bachelard said about scientific knowledge, that, it does not pile up, but recomposes itself. This reform comes after the World Declaration on Education for All in 1990 by UNESCO, which noted that education was insufficient and highlighted the need for States to increase access to education for their citizens and improve its quality. (UNESCO 1990). In the same vein, the Dakar Forum held in 2000 argued that providing quality education is a right for citizens and that it was an essential factor in maintaining learners' achievements in the formal school system; and also, a foundation for any development effort based on equity and social justice.

It is based on the above that, in order to find appropriate answers to the problem of quality teaching and learning, several African countries, including Cameroon, have embarked on the reform of their curricula. Such an evolution is manifested, among other things, in the curricula, through the intentions and instructions displayed in the school programs, changes envisaged in the methods of evaluation, in the way of designing learning and in the training of teachers (Roegiers, 2008). The new educational reform proposes curricula whose contents of study programs are organized within families of situations (Masciotra, 2006; MELS, 2007; Jonnaert, Ettayebi and Defise, 2009). The purpose of these reforms is to develop the autonomy of learners

in the exercise of the roles that are expected of them, in real-life situations, by allowing them to develop actions, knowledge and attitudes that are more adaptive and, above all, better anchored in the contexts of everyday life (Domenico, and Denise. 2011).

In response to educational reforms after the UNESCO declaration in 1990, Cameroon joined the chorus and adopted the CBA as a new educational approach in 2014, and implemented it gradually: first in the first cycle and then in the second cycle, according to decrees No. 263/14/MINESEC/IGE of August 13, 2014 defining the study programs for 6e and 5e and decree No. 219/14/MINESEC/IGE of December 9, 2014 defining the study programs for the 4e and 3e of General Secondary Education. It emphasizes what the student must master at the end of each sequence/school year, rather than what the teacher must teach. Based on the above decrees, the MINESEC, (2020) programme of study with regard to the teaching of English in terminale classes, clearly spells out that: By the end of the third year of the second cycle, the French-speaking learner will be able to use the language resources acquired to effectively perform a certain number of tasks in different real-life situations in the Target Language (English).

It also stipulates that: At the end of the Terminale Secondary General classes, the learners would have built competences and fundamental knowledge in addition to intellectual, civic and moral skills which will enable them to cultivate their learning in general and their language proficiency in particular as they go out into the real world, or move into the university system. Thus, the expected outcomes of teaching English in Cameroon are therefore to enable every learner to develop his/her personality and become a conscientious and autonomous citizen who can fully exercise his/her social roles as a member of a family and of a community, a producer and a consumer of goods and services, and also as a morally fit and fully responsible citizen of Cameroon, of Africa, and of the world. (MINESEC, 2020, p.5). The State of Cameroon has endeavoured to put in place linguistic centres around the country and has crowned it all with the creation of the National Commission for the promotion of Bilingualism and Multiculturalism, all in a bit to promote the use of both official languages in the country. Thus, as stated by Chesang, (2005), English has been given a high status by the Government, due to its status as a national and international language.

Although, English has been used for linguistic imperialism by the colonialists to perpetuate their own culture and interest as stated by Kembo and Ogechi, (2009), it still holds a prestigious position because it is one of the, official languages used in offices, media houses, courts, diplomacy, used to conduct many government businesses and an international

language. As such, the importance of one attaining communicative competence in English language cannot be overemphasized. However, there is debate that the majority of high school graduates cannot speak English language properly (Alonzo, 2014; Sarwar, et al., 2014; Alharbi, 2015).

Even the bright students who get high scores in written examinations are unable to express themselves orally in English language (Sarwar et al, 2014). In many francophone schools, students lack communicative and linguistic competence and often code switch to use French and poor English during conversation or in group discussions in class (Field survey 2023). In the same light, research carried out in Kenya by Mwamba (2005) found out that many students in secondary schools were shy and preferred remaining quiet in class because they were unable to express themselves properly in spoken English.

This observation is consistent with that of Richards who found that learners who have no linguistic competence often speak slowly, take too long to compose utterances, do not participate actively in conversation, their spoken English does not sound natural, have poor grammar and pronunciation. To confirm the very low speaking of students, a survey of 200 terminale literally students carried out in some schools reveals that only 19 out of 200, making a percentage of 9.5%, would like to do bilingual letters at the university contrary to 103 out of 200 who would like to enrol in Allemand (German language) and Espagnol (Spanish) language studies at the university, making a percentage of 51.5% even though the latter languages are taught from 4e, (form three), while English is taught from nursery. It becomes judicious to ask oneself the motivation behind the desire of students to enrol in Allemand and espagnol. In other words, what explains the disinterest of learners' vis a vis English to the advantage of German and Spanish? Also, the analysis of students' grades in some schools show that the passed percentages in English revolves between 20 and 29% against 58 % passed in German and Spanish.

It is also worth noting that during the marking of Baccalaureat scripts, at the level of essay writing (the fourth and last section of English language test for francophones), which can be used to measure the speaking competency of learners, the passed percentage is around 2 or 3%. Graded on 10, only 22 students over 200 obtained a grade of 6/10. Exceeded, one wonders what can justify this under-performance of learners in spite of the change in pedagogical paradigm. In the same vein, according to ECOBAC, (2023), statistics of students' performances in English show that the passed percentages of baccalaureat ESG

(Enseignement Secondaire General) is 22.47%, that of all the specialities in industrial baccalaureat is 07.55%, and that of commercial baccalaureat stands at 11.18%. This is evidence that English is one of the greatest pet peeves of many terminale students. Speaking is among the four skills in language which ought to be mastered by learners of languages in general and the English language in particular, as it is a tool for communicating thoughts, feelings, giving and requesting information...

In reality, there are still many students who encounter difficulties to speak in English especially for Senior High School students. It is in this vein that Similar observation was made by Alharbi, (2015) in Saudi Arabia where learners have low oral skills due to absence of authentic language learning situations outside and inside classroom. Mwamba, (2005); K. I. E, (2002); Kioko and Muthwii, (2001); Alharbi,(2015); Bashir et al., (2011); Soureshjani and Riahipour, (2012); all noticed that the reasons for poor speaking skills could emanate from lack of emphasis on speaking skills in the curriculum since it is not assessed in national examinations, teachers' own limited English proficiency, class conditions that do not favour oral activities and limited opportunities outside the class for practicing, using English language. The problems identified above could be as a result of various reasons advanced by scholars. First, due to lack of assessment of speaking skills, learners do not pay attention to it, thus graduates have low oral skills (Sarwar, et al., 2014). Researchers observe that speaking is the most difficult skill for most learners who learn it as a second or foreign language due to their low proficiency. (Alonzo 2014; Alharbi 2015; Al-Hosni, 2014; Zhang 2009). Al-Hosni, (2014) identifies factors causing speaking difficulties as: Students being worried about making mistakes, fearful of criticism, or simply shy. Students have no motivation to express themselves... only one participant can talk at a time because of large classes and the tendency of some learners to dominate while others speak very little or not at all.

For more than a decade now, the Competence Based Approach (CBA) has been making up its way in the educational arena in Cameroon. Hence, it is no longer custom to teach with the aim of reinstating knowledge or having a bearing on off the beaten track know-how. It is rather incumbent that students are square up with problem situations which they need to solve. This reform has brought about deep changes in teaching practices as the teacher henceforth plays the role of a mediator between the student and the knowledge at stake. This shift of paradigm is crucial as it brings about a key disquietude on whether or not it enhances speaking skills of students. It is on the grounds of this puzzle that this research

has been designed to investigate the impact of CBA on the speaking skills of Terminale students at college Adventiste de Nanga-Eboko, within the centre region of Cameroon. This quasi-experimental study aims at investigating the effects of using teaching techniques such as: oral presentation, dialogue, and role-play in the current educational approach (CBA) to improve the speaking proficiency of students in the terminale classes at CANE.

To this end, we focused our work on the following main research question: What teaching techniques should be used in the current educational approach to enhance the speaking skills in English of terminale students at CANE? To better understand this question, it was broken down into a number of specific questions: *Q1*: What is the impact of oral presentation technique on the development of speaking skills in English of terminable students? *Q2*: How does dialogue technique impacts the speaking skills in English of terminale students? *Q3*: Which impacts has role-play technique on the improvement of student's speaking skills in English in terminale?

The main objective of this study which is to investigate the use of oral presentation, role-play and dialogue to enhance the speaking skills in English of Terminale students at college Adventiste de Nanga, has as specific goals, to show the link that exists between oral presentation and the development of speaking skills of terminale students (1), to present the relationship between dialogues and the evolution of speaking skills of terminale students (2) and finally, to show the connection between role-play and the enhancement of speaking skills of terminale students (3). To achieve these goals, we have developed the following intelligent main hypothesis: Teaching techniques improve English-speaking skills of terminale students at college Adventiste de Nanga-Eboko. This main hypothesis was further broken down into the following specific hypotheses: Oral presentation technique enhances the development of English-speaking skills of terminale students at college Adventiste de Nanga-Eboko (1), There is a relationship between dialogue and the enhancement of English-speaking skills of terminale students at college Adventist de Nanga-Eboko (2). There is a relation between role-play and the improvement of English-speaking skills of terminale students at college Adventiste de Nanga-Eboko (3).

Thus, in accordance with the guidelines of the University of Yaounde1's Faculty of Education Sciences, this work revolves around five chapters.

Chapter 1: Problem of the study. In this chapter, we shall thoroughly investigate the motivations behind our study.

Chapter 2: The theoretical, normative, and conceptual framework of the study. Here we

shall uncover the explanatory theories that guided our research, elaborate on norms governing the education system in Cameroon, define key concepts and review the literature related to our topic.

Chapter 3: Research methodology. In this chapter, we will outline the methodology for gathering data on the field.

Chapter 4: Results Presentation and Analysis. This chapter will enable us to present and analyze our findings in order to validate our theories and provide recommendations.

Chapter 5: Results, Professional Implications and Discussion. Here, we will first discuss our findings, then go into the challenges we faced in order to recommend future research directions.

CHAPTER 1: PROBLEM OF THE STUDY

This chapter revolves around the background of the study, a brief history of the teaching of English language, the initial and continuous professional development of English language teachers in Cameroon, the English language teaching techniques specific to speaking skills, the targetted competencies and pursued objectives in the syllabus of terminale classes, statement of the problem, the research question, hypothesis, objective, interest of the research, the scope and delimitations.

1.1. BACKGROUND OF THE STUDY

Over the past decades, education systems across the globe have experienced an important shift from traditional teacher-centered methods to a more student-centered, competence-based approaches. In this shift, the focus has moved from merely acquiring theoretical knowledge to developing practical skills and competencies that learners can apply in real-life situations. In language teaching, this transformation is vital because language is a tool of communication, and its mastery ought to go beyond grammatical correctness to include the ability to use it effectively in various contexts. This has led to the adoption of the **CBA** in many countries, including Cameroon. The approach emphasizes the development of learners' **communicative competence**, which includes not only linguistic skills but also sociolinguistic, discourse, and strategic competencies. In the context of English Language Teaching (ELT), this approach encourages learners to engage in meaningful communication, solve problems, complete tasks, and express themselves confidently in both oral and written forms.

Among the four language skills namely: listening, speaking, reading, and writing, **speaking** is often seen as the most challenging to develop, yet it is essential for learners who must use English in academic, professional, or international contexts. In Cameroon, where English is one of the two official languages, the Ministry of Secondary Education has adopted the competence-based approach in its curriculum reforms. These reforms aim to make education more relevant to learners' lives and future work by equipping them with practical competencies. However, in spite of the introduction of CBA in official syllabuses, there are still concerns about its **implementation in classrooms** and its **actual impact on students' language proficiency**, particularly in rural or semi-rural settings such as Nanga-Eboko. In such areas, limited resources, power failure, and insufficient teacher training often hinder the effective application of CBA principles. Speaking skills, in particular,

remain underdeveloped among many final year students. This is due to a number of factors: a strong emphasis on written exams, the fear of making 18 mistakes in front of peers, limited opportunities to practice English outside the classroom, and the traditional preference for rote learning. As a result, many students, even at the final year of secondary education, scuffle with fluency, accurate pronunciation, appropriate vocabulary use, and self-confidence in spoken English. This raises the question of whether the Competence-Based Approach, as currently implemented, is really effective in enhancing students' speaking abilities. This study is thus motivated by the need to investigate the impact of the Competence-Based Approach on the development of speaking skills among Terminale students at Collège Adventiste de Nanga-Eboko. The school, located in the Centre Region of Cameroon, provides an interesting study site due to its unique blend of academic discipline, religious values, and commitment to educational innovation. While the school follows the national curriculum, it also emphasizes moral and spiritual growth, which may influence how language is taught and used.

The study will investigate how teachers at the collège understand and apply CBA in their English lessons, what techniques they use to promote speaking, and how students respond to these techniques. It will also explore the challenges faced by both teachers and learners in the development of speaking skills and examine whether there are any significant improvements in students' oral performance as a result of CBA implementation. By focusing on this specific setting, the research aims to contribute to the broader discourse on language education in Cameroon and to provide practical recommendations for improving English speaking competence at the secondary school level. Ultimately, the study seeks to determine whether the Competence-Based Approach can bridge the gap between curriculum intentions and classroom realities, and help Terminale students become more confident and capable English speakers.

1.2. BRIEF HISTORY OF THE TEACHING OF ENGLISH LANGUAGE

According to your Dictionary Staff, the teaching of English as Second Language (ESL) began in the 15th Century with the advent of England's increased trading and colonisation throughout the world. The British were instrumental in developing large scale programmes to teach English in their trading countries and colonies. They had expanded their trade routes and needed to communicate with those with whom they were trading. English became the lingua franca, the common language of those doing business with the British. It was not until a few centuries later, however, that formal English instruction came into play.

As the British empire continued to grow, they needed a way to communicate and effectively govern their overseas businesses and colonies. During the next two hundred years, the British sent many teachers overseas to educate upper-class colonists and local governments officials, indoctrinating them with British ideas including the English language. The aim of these teachers was to educate this generation in English so that they will grow up and take a place in the government of the overseas country.

1.2.1. Initial and Continuous Training of English Language Teachers in Cameroon

The training of English language teachers in Cameroon has been a subject of extensive research, particularly in light of the country's bilingual educational system. Various scholars have explored the challenges, reforms, and opportunities related to both initial and continuous teacher training.

1.2.2. Initial Teacher Training in Cameroon

Initial teacher training programs in Cameroon are primarily offered by institutions such as the Higher Teacher Training Colleges (HTTCs) known in French as ENS (Ecole Normale Supérieure) and universities. According to Fombo, (2023), these institutions aim to equip prospective teachers with theoretical knowledge and pedagogical skills. However, several studies have identified gaps in these programs, particularly regarding outdated curricula and inadequate practical training (Tchombe, 2019).

A study by Focho (2010) highlights that teacher trainees often lack sufficient classroom exposure before assuming full teaching responsibilities. Similarly, Nsamenang and Tchombe (2011) argue that the traditional lecture-based training model does not adequately prepare teachers for the dynamic and competence-based approach required in modern classrooms.

1.2.3. Continuous Professional Development (CPD) for English Language Teachers

Continuous professional development is essential for teachers to enhance their skills and adapt to evolving educational needs. Focho (2010) emphasizes the importance of in-service training programs, workshops, and seminars in improving teaching methodologies. However, limited access to CPD opportunities, particularly in rural areas, remains a significant challenge (Ewane & Atem, 2018).

CAMELTA (Cameroon English Language and Literature Teachers' Association) has been instrumental in providing CPD programs for English teachers through

conferences and workshops (Mforteh, 2020). Despite these efforts, financial constraints and logistical difficulties hinder widespread participation in such programs (Ngwa, 2021).

1.3. ENGLISH LANGUAGE TEACHING TECHNIQUES SPECIFIC TO SPEAKING

According to the MINESEC (2020) English Language Syllabus for Terminale classes in Cameroon, the teaching of speaking skills is guided by Competency-Based Approach (CBA) principles, which emphasize communication, performance, and learner autonomy. Some of the teaching techniques which are specific to the teaching of speaking skills include:

1.3.1. Role-play:

Students simulate real-life situations (e.g., at the market, in a hospital, at school). It helps develop fluency, confidence, and sociolinguistic appropriateness, encourages improvisation and spontaneous speaking.

1.3.2. Dialogues

With this technique, learners practice structured conversations based on everyday themes (e.g., greetings, invitations, making requests) and the reinforcement of intonation, stress, and functional use of language.

1.3.3. Discussions and Debates.

With these techniques learners are encouraged to express opinions and defend their points of view on current or controversial topics (e.g., climate change, education). They also develop argumentation, turn-taking, and critical thinking among students and often done in groups to promote peer interaction.

1.3.4. Oral Presentations

Oral presentations enable students prepare and present topics individually or in groups (e.g., My Dream Job, Effects of Drug Abuse), Build formal speaking skills, planning, and audience awareness, while focusing on clarity, structure, and coherence.

1.3.5. Interviews

Using this technique, one student asks prepared or spontaneous questions; the other responds, helping learners to practice question formation, listening, and response strategies,

thereby promoting real-life conversational skills.

1.3.6. Storytelling and Narration:

Here, students narrate personal experiences, folktales, or imaginative stories which help them Build sequencing, vocabulary, and pronunciation, and at the same time, encourage creative use of language and coherence.

1.3.7. Information Gap Activities

This technique helps pairs or groups to share incomplete information that push them to communicate in view of completing the task, therefore encourages active speaking, question-asking, and clarifying, making it a good technique for practicing descriptive and interrogative language.

1.3.8. Picture Description and Interpretation:

Here, students describe and interpret pictures, cartoons, or scenes with focuses on vocabulary expansion, fluency, and grammatical accuracy.

1.3.9. Pair and Group Work:

This technique promotes collaborative speaking practice and provides low-pressure environment for shy or less fluent students. In spite of the above teaching techniques specific to the teaching of speaking, students still show a lot of difficulties in having a conversation in English in and out of the classroom, according to the researcher's observation.

1.4. TARGETTED COMPETENCIES AND OBJECTIVES PURSUED IN THE TERMINALE CURRICULUM

In the Terminale class (final year of secondary education), the English curriculum is designed to achieve specific competencies and objectives:

1.4.1. Targeted Competencies

The targeted competencies include Critical Thinking whereby Students are encouraged to analyze texts and situations critically, forming reasoned judgments, Effective Communication that Emphasizes clear and coherent articulation of ideas in both written and spoken English, Cultural Awareness that guide learners in exploring diverse cultural contexts

to enhance their understanding and appreciation of different perspectives.

1.4.2. Objectives Pursued

Objectives pursued in the teaching of English language in terminale classes involve among others the integration of language skills. In that light, the curriculum aims to develop proficiency across listening, speaking, reading, and writing. Also, the objectives aim at Preparing learners for Higher Education and employment by equipping students with the language skills necessary for academic pursuits and the job market. Finally, it also targets Personal development by fostering self-confidence, autonomy, and lifelong learning habits.

1.5. STATEMENT OF THE PROBLEM

Several studies highlight students' difficulties. Even at secondary school completion, they often lack fluency, vocabulary control, and confidence required for effective oral communication in English. (Tadazang, 2014; Atechi, 2016; Nkwetisama, 2012). These scholars point to persistent challenges such as exam-driven instruction, poor exposure to real communicative contexts, and teacher-centered teaching methods that are still dominant in many classrooms. Tadazang (2014), for instance, argues that in spite of the adoption of CBA in official curricula, many teachers continue to rely on traditional, grammar-based approaches that do not prioritize spoken interaction. Other scholars like Hymes (1972) and Canale & Swain (1980) emphasized the need for communicative competence, asserting that language learning should focus not only on grammatical knowledge but also on the ability to use language appropriately in social contexts. In line with this, Richards (2006) argues that a true competence-based model should integrate real-life communication, task-based learning, and interactive classroom practices. However, in many developing countries including Cameroon structural and systemic barriers often prevent the effective realization of these principles (Nunan, 2003; Littlewood, 2007).

At Collège Adventiste de Nanga-Eboko, English is taught following the national curriculum, which is rooted in the CBA. Yet, field observations and classroom practices suggest that speaking activities remain underutilized, and students are rarely provided with opportunities to engage in spontaneous or authentic spoken interaction. Most teachings are still driven towards written examination preparation, with limited time and resources devoted to oral language development. Additionally, teachers often face constraints such as insufficient training in communicative methods, lack of audio-visual

materials, and limited time to engage students in speaking tasks (Nkwetisama, 2012; Atechi, 2016). This situation poses a critical concern: If the Competence-Based Approach is meant to enhance practical language use, why do many students at the end of secondary school still scuffle with fluency in English? Is the CBA being implemented effectively in the teaching of speaking skills? Are there contextual, pedagogical, or systemic barriers hindering its success?

This study seeks to explore these questions by analyzing the impact of the Competence-Based Approach on the development of speaking skills among final year students at Collège Adventiste de Nanga-Eboko. It also aims at examining the methods used by teachers, the nature of speaking activities provided, student engagement levels, and the contextual challenges faced. By doing so, the research hopes to contribute to the growing body of literature on English language teaching in Cameroon and propose concrete recommendations for improving speaking proficiency in CBA-based classrooms.

1.6. RESEARCH QUESTIONS

This study is steered by a main and specific research questions as stated below:

1.6.1. Main research question

What teaching techniques enhance the speaking skills in English of terminale students at College Adventiste de Nanga-Eboko?

1.6.2. Specific research questions

- Q1: What is the impact of oral presentation technique on the development of speaking skills in English of terminable students at CANE?
- Q2: How does dialogue technique impacts the speaking skills in English of terminale students at CANE?
- Q3: Which impacts has role-play technique on the improvement of student's speaking skills in English of terminale at CANE?

It is hoped that the answers to the above questions would provide an insight to the problem addressed by this study, as they are designed to analyse the impact of the competence-based approach on speaking skills development among terminale students at college Adventiste de Nanga-Eboko.

1.7. RESEARCH HYPOTHESES

According to Wikipedia hypotheses are proposed explanations for a phenomenon. Those that will guide this study on the impact of CBA on the speaking skills of terminale students at college Adventist de Nanga-Eboko include the main hypothesis and the specific assumptions as stated below:

- **Main hypothesis:**

Teaching techniques improve English-speaking skills of terminale students at college Adventiste de Nanga-Eboko (CANE)

- **Specific assumptions**

Oral presentation technique enhances the English-speaking skills of terminale students at college Adventiste de Nanga-Eboko (1)

Dialogue technique promotes the English-speaking skills of terminale students at college Adventiste de Nanga-Eboko. (2)

Role-play develops the English-speaking skills of terminale students at college Adventiste de Nanga-Eboko. (3)

1.8. RESEARCH OBJECTIVES

This study seeks to accomplish the below objectives:

- **Main objective**

The main objective of this study is to analyse the impact of oral presentation, dialogue and role-play techniques to enhance the speaking skills in English of Terminale students at college Adventiste de Nanga-

- **Specific objectives**

To show the link that exists between presentations and the development of speaking skills of terminale students. (1)

To present the relationship between dialogues and the evolution of speaking skills of terminale students. (2)

To demonstrate the connection between role-play and the enhancement of speaking skills of terminale students. (3)

1.9. RESEARCH INTEREST

The interest of our study is multifaceted: Academic, Scientific, Social, and Didactic.

1.9.1. Academic Interest

This work is justified by its inclusion in the teaching and training units whose validity is essential for obtaining a Master degree in Didactics with a specialization in the teaching of English language. From the perspective of scientific production, writing a dissertation is a fundamental step in assessing the assimilation of introductory research lessons and their application through the writing of a dissertation.

1.9.2. Scientific Interest

The scientific interest of this work lies in its scientific significance, as it is conducted based on a methodological approach recognized by the scientific community of Yaoundé I university. Our approach consists of formulating hypotheses that will be verified through fieldwork in order to better demonstrate the influence of teaching techniques on the development of speaking skills in English of terminale students at CANE.

1.9.3. Educational interest

Writing and defending this dissertation will demonstrate the contribution of specific teaching techniques in developing the speaking skills in English of terminale students to the educational community, hence the need to teach speaking skills in English using oral presentation, dialogue and role-play techniques. It will also contribute to enhance students' speaking skills in real-life situations.

1.9.4. Didactic interest

From a didactic perspective, this research stands as a tool that will allow for the consideration of oral presentation, dialogue and role-play teaching techniques in building the speaking skills of terminale students at college Adventiste de Nanga-Eboko. It will thus enable optimal and didactic exploitation of the full potential of teaching techniques, which remain underused by both teachers and learners. It is in this perspective that the results of this research are linked to the English language teaching/learning process. Thus, improving this process cannot be achieved without improving teacher training. This study will contribute to English language classroom practices by allowing teachers to review their practices in order to contribute to the construction of learners' English language knowledge

and speaking skills.

1.9.5. Social interest

In most societies in the sub-Saharan African region in general, and Cameroon in particular, the education system faces several challenges, including the development of learner skills after completing higher secondary education. Indeed, English language lessons do not always allow learners to develop their speaking skills and knowledge. As a result, they are unable to use their English language knowledge to solve real-life societal problems. Thus, the effective use of teaching techniques and English language teaching by trained English language teachers will enable learners to use their knowledge in English language to become more confident and proficient in expressing themselves orally. By focusing on specific competencies related to speaking, such as clarity, coherence, and fluency, students can develop skills that are directly applicable in real-life situations, such as oral presentations, dialogues, debates and discussions...

1.10. SCOPE OF THE TOPIC

This study will be delineated into four different scopes namely: Thematic, Temporal, Spatial, and Theoretical.

1.10.1. Thematic scope

The study falls within the framework of English language teaching in general and specifically the teaching of English-speaking skills. Indeed, our work addresses the major themes relating to teaching techniques and the development of speaking skills of terminale students at college Adventiste de Nanga-Eboko. Our goal is to show the relationship between teaching techniques and the development of speaking skills in English of terminale students. To achieve this, we did not study teaching techniques in their entirety, but only a few techniques (oral presentation, dialogue and role-play). This is because there are many other techniques which could constitute other research topics. Our aim is to show the relationship that exists between these techniques and the enhancement of the speaking skills in English of final year student students of high school.

1.10.2. Spatial scope

1.10.2.1. Description and justification of the study site

The study was conducted at college Adventiste de Nanga-Eboko, a denominational high school, situated in the centre Region of Cameroon in the Upper-Sanaga Division, precisely within the Nanga-Eboko council. This part of the research shall deal with a brief presentation of Nanga-Eboko council that host our study site, a description of the site where the study was conducted and justification of the choice of the study site.

1.10.2.2. Presentation of nanga-eboko council

The Nanga-Eboko council is located in the Centre Region of Cameroon. it is one of the seven (07) councils of the Upper Sanaga division namely Bibey, Minta, Lembe Yezoum, Nsem, Mbandjock, Nkoteng and Nanga-Eboko). it is some 155 km away from Yaoundé, the political capital city of Cameroon, on the National Road n°1 which connects the city of Yaoundé to Bertoua, the capital city of the East Region of Cameroon. The municipality of Nanga-Eboko is large, with an area of 7000 km². It is limited by several municipalities: In the north by the Yoko council, in the south by the councils of Nkoteng and Lembé Yezoum, in the east by the municipality of Minta, in the west by the Ntui and Mbandjock councils. The Nanga-Eboko council is one of the oldest in the Centre Region, in fact, it was created in 1956 (Plan Communal de Developpement, 2014 P.15). Nanga- Eboko hosts four Government high schools and one private high school. The Government high schools include Lycée Classique de Nanga-Eboko, Lycee technique de Nanga-Eboko, Lycee bilingue de Nanga-Eboko, Lycee de Nanga-Eboko Rural and the only denominational private high school which is College Adventiste de Nanga-Eboko where the research was conducted.

1.10.2.3. Description of the study site

The study was conducted at College Adventiste de Nanga-Eboko, a denominational high school owned by the Seventh Day Adventist church and run according to the seventh day Adventist philosophy of education. It was created by the first Adventist missionaries in Cameroon, who settled at Nanga-Eboko as early as 1926. They later founded what is today known as College Adventiste de Nanga-Eboko in 1949. Fifteen years after, precisely in 1964, the school was recognized by the Government of Cameroon under authorization N° 58/MEN/ESD of December 7th 1964. The study site is situated at the entrance of Nanga-Eboko when coming from Yaounde, on the left-hand side of the road, where you will find two billboards, one (the biggest) indicating Adventist University Cosendai, 1996 and

the other (small) indicating College Adventiste de Nanga-Eboko. It shares the same campus with Adventist University Cosendai and is established on an area of 49 hectares. Part of the school is surrounded by a fence. It is a mixed school, both boarding and day school. There is a dormitory for girls with a capacity of 100 beds and two dormitories for boys with the same capacity. There are two main buildings that face each other and which host four classrooms each. The first building is made up of 6e, 5e, 4e classes and a scientific laboratory. The second contains the 3e, 2ndes, 1eres and Terminale A4 classrooms. Another medium size building hosts the terminale D and C classes. There is also a library and a computer room which are not up to date. There is an administrative building that hosts the principal's office, the chaplain and the financial department. The other offices including those of the vice principal, the discipline master, the secretariat and the sport office are situated face to face with the refectory of boarding students. The environment is calm and conducive for studies given that there are no drinking spots or gambling rooms in the vicinity of the school.

1.10.2.4. Justification of the site of study

The choice of college Adventiste de Nanga-Eboko as the study site was no accident. It was guided by several factors. First of all, the school is the first Adventist school founded in the French Equatorial Africa, as early as 1949, making it one of the oldest of all Adventist schools in the Central African Region and also one of the oldest in the Republic of Cameroon. It has great experience in matter of teaching and has trained many Cameroonians who have held and are still holding important positions in and out of Cameroon. Also, the school has gone through all types of pedagogic approaches and teaching techniques experienced in Cameroon. The school, unlike other schools in the locality follow government official syllabus and use government official text books. Secondly, many research works are generally carried out in public schools, meanwhile, private schools, especially denominational ones also play a significant role in the training of Cameroonians and foreigners. Another key features that motivated the choice of the site was the existing relationships and networks with the school's leaders. The researcher's proximity with the school officials and students enabled the researcher to obtain necessary approvals and informed consent from participants, given that, part of his internship was carried out in the school.

1.10.3. Temporal delimitation

Our research spans two academic years: 2022-2023 and 2023-2024 academic years. However, the data we worked with were those from the 2023-2024 school year, specifically from the fourth and fifth sequences. This is because students in the target school in general, and those in the terminale classes in particular, had almost done with the syllabus by then and were actively preparing to sit for the national exams.

1.10.4. Theoretical delimitation

Educational sciences draw their theoretical foundations from many other social sciences among others, psychology, sociology, philosophy, and cognitive science. This diversity of theoretical fields underlies the different approaches to teaching and learning. It can sometimes be confusing, as some authors can be found within more than one theoretical movement (Kozanitis, 2005). Today, teaching and learning models are grouped by theorists into four streams: behaviorism, cognitivism, constructivism, and socioconstructivism. We have chosen Vygotsky's socioconstructivism and Guy Brousseau's theory of didactic situations to better explain our topic.

CHAPTER 2: CONCEPTUAL, THEORETICAL, NORMATIVE FRAMEWORKS AND LITERATURE REVIEW OF THE STUDY

The second chapter of this study will analyse the conceptual, theoretical, normative frameworks and literature review components of our topic. In this chapter, we outline the theoretical underpinnings that support and clarify our thinking. It concerns models that have influenced our research methodologies. The concepts that revolve around our study will be presented first, followed by theories that inform the study, then proceed with norms and round off with the state of knowledge on the subject also known as literature review.

2.1. CONCEPTUAL FRAMEWORK

The conceptual framework consists of dealing with operational definitions of terms and explaining the key concepts in the present study. The key concepts of this research work include: competence-based approach, speaking skills, teaching technique, oral presentation, dialogue, role-play. Before diving into the definition of competence-based approach, it appears important to first of all sail through the notion of competence.

2.1.1. Competence

The notion of *competence* is polysemous and has been widely explored across various disciplines such as linguistics, psychology, sociology, and education. Each field approaches it from a particular theoretical lens, leading to a multiplicity of definitions. For instance, linguists often view competence as a form of internalized knowledge, psychologists associate it with individual abilities to perform tasks, and educational theorists link it to the mobilization of knowledge and skills in specific contexts. In educational sciences, the concept of competence is particularly central, as it forms the foundation of modern competence-based approaches to teaching and learning. The following section presents four major definitions by Chomsky (1965), Le Boterf (1995), Tardif (2006), and Perrenoud (1999), follow with a comparative and critical analysis of their definitions of the concept competence, which illustrate different but complementary ways of understanding the concept.

2.1.1.1. Chomsky (1965): The Linguistic Perspective

Chomsky was among the first to introduce the concept of *competence* within the field of linguistics. He defined it as the *speaker's internalized system of linguistic knowledge* that

allows for the understanding and production of an infinite number of sentences. In his distinction between competence and performance, Chomsky (1965) explains that competence represents the *ideal speaker-hearer's knowledge of their language*, while performance refers to the *actual use of language in concrete situations*. For Chomsky, competence is therefore an abstract, cognitive capacity that is independent of social and contextual constraints.

Although this definition has greatly influenced language theory, it is largely confined to the mental and structural domain of language. It portrays competence as a static system of rules and principles rather than as an ability to act or adapt in real-life situations. As such, while Chomsky's concept has shaped theoretical linguistics, its application in the field of education is limited because it overlooks the contextual, behavioral, and social dimensions that contemporary pedagogy emphasizes.

2.1.1.2. Le Boterf (1995): The Professional Perspective

From a professional and organizational standpoint, Le Boterf (1995) defines competence as “the mobilization or activation of several types of knowledge in a given situation and context” (p. 31). Unlike Chomsky's abstract conception, Le Boterf's view emphasizes action in context. Competence, for him, is not merely about possessing knowledge but about *knowing how to act* effectively by combining and mobilizing a variety of resources—cognitive, procedural, relational, and emotional. Le Boterf's model introduces the notion of “situated competence,” meaning that competence only truly exists when an individual is confronted with a situation that requires them to mobilize their resources. This view highlights the dynamic and interactive character of competence: it emerges through action, adaptation, and decision-making. Le Boterf also insists on the integration of personal experience, suggesting that competence grows through practice and reflection. This professional perspective is highly relevant to educational systems that aim to prepare learners for real-world contexts, as it values flexibility, contextual intelligence, and continuous learning.

2.1.1.3. Tardif (2006): The Educational Perspective

Tardif (2006) offers a particularly influential definition of competence within the field of education. He defines it as “a complex know-how based on the mobilization and effective combination of a variety of internal and external resources within a family of situations” (p. 22). This definition underlines the complexity and integrative nature of competence. It is not a fixed trait but a process in which learners select, combine, and adapt resources, skills,

attitudes, and tools to address new or complex problems. Tardif's perspective is explicitly pedagogical and supports the competency-based approach (CBA) that guides many contemporary curricula, including those in Cameroon. It recognizes that knowledge alone is insufficient; what matters is the learner's ability to use that knowledge effectively in a variety of contexts. Tardif also stresses the transferability of competence, meaning that once a learner has mastered the mobilization of resources in one family of situations, they can transfer and adapt this mastery to new, equivalent contexts. His definition thus bridges the gap between theory and practice, highlighting learning as an ongoing, context-dependent process.

2.1.1.4. Perrenoud (1999): The Constructivist Perspective

Perrenoud (1999) provides a constructivist interpretation of competence, viewing it as “the capacity to face complex situations and construct an appropriate response that cannot be drawn from a pre-established repertoire.” For him, competence goes beyond simple application of rules or procedures; it involves reflection, creativity, and judgment. Competence is, therefore, not only about knowing and doing, but also about *learning how to think and decide in uncertain or evolving circumstances*. Perrenoud's approach aligns with the idea of “reflection-in-action” introduced by Schön (1994), where individuals continuously analyse and adjust their actions based on the feedback they receive from the situation. This reflective dimension distinguishes competence from performance. A person may perform well without necessarily understanding or being able to adapt their actions; a competent individual, however, demonstrates awareness and intentionality in their choices. Perrenoud's constructivist model is particularly influential in competency-based pedagogy, which emphasizes learner autonomy, problem-solving, and the construction of knowledge through experience.

Despite the differences in disciplinary focus, these four perspectives share significant points of convergence. All agree that competence is not merely a matter of knowledge possession but rather the mobilization of a set of resources—cognitive, procedural, and attitudinal—within a given context. Competence is thus dynamic, situated, and action-oriented. It represents an individual's ability to integrate multiple forms of knowledge and apply them purposefully to achieve effective outcomes. However, the four definitions also diverge in important ways. Chomsky's view is fundamentally cognitive and structural, limited to linguistic theory and detached from real-world application. It conceptualises competence as a mental grammar rather than an adaptive behaviour. Le Boterf's definition, contrastively, is

operational and pragmatic, focusing on the mobilization of resources in professional contexts. It bridges theory and practice, emphasizing the importance of acting competently rather than simply knowing. Tardif's approach integrates both educational and practical dimensions, presenting competence as a *complex know-how* that develops through the combination and transfer of resources across similar situations.

Finally, Perrenoud's constructivist model introduces a reflective and creative component, considering competence as the ability to invent appropriate responses in unpredictable circumstances. From a critical standpoint, Chomsky's conceptualization, although foundational, remains too abstract to be applied directly in education or professional development. Le Boterf, Tardif, and Perrenoud, however, provide complementary and more comprehensive frameworks that align with modern educational paradigms. Le Boterf emphasizes situated action and professional adaptability, Tardif underscores resource integration and transfer, while Perrenoud highlights reflection and autonomy. Together, their models represent a progression from competence as an individual mental capacity to competence as a socially constructed, context-dependent, and reflective process. Contemporary competency-based education systems, such as that adopted by the Ministry of Secondary Education of Cameroon, largely synthesize the insights of these three authors. They define competence as *the ability to act effectively in a given situation by mobilizing relevant internal and external resources to solve problems*. This integrative definition captures the essence of competence as both knowing how to act and knowing how to learn, positioning learners as active agents capable of facing complex and evolving situations.

Even though the concept of competence has been variously defined, most contemporary educational theorists agree that it involves the mobilization of integrated resources: knowledge, skills, and attitudes in a contextualized and reflective manner. Competence is therefore both an individual capacity and a dynamic process that evolves through interaction, reflection, and adaptation. As Bibana (2017) asserts, competence ultimately means *knowing how to act effectively in a situation by integrating and mobilizing one's internal and external resources*. This conception aligns with the current educational shift toward active learning, problem-solving, and lifelong learning

2.1.2. Competence Based Approach

According to the glossary of educational reforms, CBA or CBL refers to systems of instruction, assessment, grading and academic reporting that are based on students

demonstrating that they have learnt the knowledge and skills expected of them as they progress through their education. Accordingly, the goal of CBA is to ensure that students are acquiring the knowledge that is deemed to be essential to succeed in school, higher education, careers and adult life. If students fail to meet up with expectations, they receive additional instruction, practice and academic support to help them achieve competency. The Glossary theories state that when schools implement CBA, it can entail significant changes in how the school operates, affecting the school's educational philosophy and culture to its methods of instruction, testing, grading, promotion and graduation. CBA refers to teaching and learning that focuses on targeted competencies which are linked to the everyday needs of the learners. With CBA in connection to language teaching and learning, learners study language in situations and contexts that are varied and relevant e.g. applying for a job, shopping in a super market and making an offer. This is to ensure that learners develop linguistic competence and problem-solving abilities that can be used in new and challenging situations in life. This gives meaning to students' learning and puts them at the centre of the teaching/learning transaction.

This approach was first introduced in Cameroon's secondary schools during the 2012 - 2013 academic year (Ndifor, 2014), with the purpose of moving from rote memorization to a more experiential and practical approach in school. In 2014, the official syllabus was approved and signed by the minister of secondary education and implemented first in sixieme and cinquieme for the francophone sub-system and form one and two in the anglophone sub-system. It was the fourth approach that was officially introduced in the educational systems in Cameroon secondary schools, after Grammar-Translation, Direct Method, and Communicative Language Teaching. (Ntongieh, 2016). O'Sullivan and Burce (2014) declared that the CBA contents three main aspects which are: knowledge, behavioral and value aspects. Thus, a competent person is a person that possesses the skills, knowledge, attitudes and behaviors necessary to perform a particular task within a specific time frame. Put simply, teaching with the CBA in mind means teachers need to take into account understanding, demonstration of this understanding practically by the students as well as the frame of mind to espouse in a particular context. O'Sullivan and Burce (2014) noted that the most important characteristic of the CBA is that it measures learning rather than time; In other words, a student is allowed to move to a higher level with more challenging competencies if they demonstrate that they have mastered competencies at a lower level, irrespective of how much time is involved.

2.1.2.1. Components of CBA

Weddel (2006), outlines CBA components as follows: **Assessment of learners' needs:** The teacher carries out a needs analysis to ascertain the competencies to be developed in learners. **Selection of the competences:** The teacher selects the competencies in accordance to the students' needs. **Target instruction:** Since in CBLT the aim is communicative competence in L2, the teacher selects instruction based on the communicative needs of the students.

Evaluation of the competency attainment: The teacher evaluates the level of competency attainment in the students to see if it tallies with the stated outcomes. The process continues until competency is attained.

2.1.2.2. Features of CBA

According to Richards and Rogers (2001), the features of CBA are as follows; Competencies are stated in specific and measurable behavioural terms. Richards and Roger put it as outcomes that are made explicit a priori i.e. public knowledge known and agreed upon by the learners and teacher. Thus, the students clearly know what behaviour and skills are expected of them. Contents are based on the learners' needs i.e. outcomes. A focus on life skills to be developed in learners. Here we have task or performance centred orientation where focus is on what the students can do with language and certain behaviours instead of knowledge of the language. The learners continue learning until mastery is demonstrated. Richards and Rogers (ibid) say assessment is based on the students' performance of specific behaviours instead of traditional paper and pen test.

Instruction or teaching is paced to the needs of the learners. Richards and Rogers (ibid) state that instruction is individualised and student centred. Instruction is not time based but is centred on the progress of the individual students and at their own pace. This implies that, in CBA we hold learning bound and let time vary.

Nkwetisama (2012) states that CBA provides learners with immediate feedback on assessment performance. Richards and Roger talk of continuous and ongoing assessment which implies that students are tested before teaching to determine the skills they lack and after teaching to evaluate their attainment of those skills. CBA centres on what learners need to learn; the application of basic skills in life language contexts.

2.1.2.3. Teachers'/Students' Role in a CBA Framework

In CBA, the teacher acts as a facilitator (facilitates learning), organiser (selects and arranges learning situation) and mentor (provides models and monitors students' learning) to create clear communicative objectives and provide communicative practices using English that supports learners in developing their skills and that focus on how students will speak, write, read or listen to interact, interpret, or produce in English language so as to communicate. Here, objectives should describe what learners will be able to do by a certain time and verbs used to describe this/these should describe something the teacher can see or hear. E.g. demonstrate, summarize etc. CBA tells the teacher what and how to teach. Also, the teacher provides feedback and individualised instruction, (Richards & Rogers, *ibid*).

The students' role is to regularly practice the skills learnt in varied communicative situation and figure out the rules and patterns of language, then plan for and use techniques to help them learn and communicate. Learners are to be able to adapt and transfer knowledge from one setting to another. In the context of this study, the competency-based approach refers to an educational framework that focuses on the development of speaking competencies, such as clarity, coherence, fluency, and effective communication strategies. It involves designing learning activities, assessments, and feedback mechanisms that target the enhancement of speaking skills of terminale students.

➤ Speaking Skills:

The definition of speaking skill can never be separated from the definition of speaking itself. According to Bailey, (2011), "Speaking is a productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning." Meaning that, speaking is a productive skill used in conveying meaning through utterances. Moreover, according to Chaney (1998), R., & Safarpour, S. (2012), speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, which is important in language learning and teaching because learners need to learn how to speak in different communicative circumstances. In the same vein, Huebner S, & Gurjar, C. (2015) say "Language is essentially speech, and speech is basically communication by sounds." So, based on the above given definitions, one can say that, speaking is a productive skill of building and sharing meaning through verbal and non-verbal symbols, using sounds. In the specific context of this study, speaking skills encompass the ability of terminale students to effectively communicate verbally in various contexts, such as oral presentations, role-plays, dialogues, debates... This includes aspects such as pronunciation, intonation, vocabulary

usage, grammar accuracy, organization of ideas, and engagement with the audience.

➤ **Teaching Technique:**

According to the *Oxford English Dictionary* (OED, 2025), the word *technique* refers to “a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.” Similarly, *teaching* is defined as “the occupation, profession, or practice of a teacher; the act, practice, or profession of instructing.” Combining these two dictionary meanings, a **teaching technique** can be understood as *a particular way or procedure employed by a teacher in carrying out the task of instruction*. In other words, a teaching technique can be defined as a specific classroom activity or procedure that teachers employ to put into practice a broader teaching method or instructional approach. Anthony (1963) distinguished between *approach*, *method*, and *technique*, arguing that while an approach provides the theoretical foundation and a method represents the overall plan of instruction, a technique constitutes the practical implementation of these in classroom interaction. In this sense, techniques are narrower in scope than methods and are concerned with the actual behaviors, tasks, or actions that facilitate student learning in particular contexts. Brown (2001) further emphasizes that techniques are the “toolbox” of the teacher, consisting of the step-by-step practices that make abstract pedagogical principles concrete and actionable. Similarly, Richards and Rodgers (2014) highlight those techniques are often situational and adaptable, depending on the instructional goals, the subject matter, and the learners’ characteristics. For example, within the communicative language teaching method, techniques such as role-plays, group discussions, or task-based activities are used to foster interaction and fluency, whereas in science education, techniques such as demonstration and questioning serve to make abstract concepts more comprehensible. In sum, teaching techniques are the operational devices through which teachers translate theoretical orientations into effective learning experiences (Harmer, 2007; Richards & Rodgers, 2014).

➤ **Oral presentation (Exposé):**

Oral presentation is defined as “a spoken report about a subject or work that someone has done, given to a group of people in order to inform or persuade them.” (Cambridge Dictionary, n.d.). It is a structured way of sharing information, often involving research and preparation. It is used to convey knowledge and develop communication skills. Abdijabbarova Gulsevar highlights that, presentations are structured methods of delivering information, often used to make lessons more effective and understandable. In English

Language Teaching (ELT), an **oral presentation** is a communicative classroom technique in which learners prepare and deliver a structured spoken discourse to an audience, usually their peers, with the purpose of practicing and developing language proficiency, particularly in speaking and listening skills. According to King (2002), oral presentations provide opportunities for learners to practice authentic communication, organize ideas coherently, and develop confidence in public speaking. As a technique, oral presentation operationalizes the principles of communicative language teaching by requiring learners to use the target language for real communicative purposes in a social context (Richards & Rodgers, 2014).

Furthermore, oral presentations serve multiple pedagogical functions: they enhance fluency, improve pronunciation and vocabulary use, encourage critical thinking, and foster learner autonomy (Brooks & Wilson, 2014). Unlike traditional teacher-fronted instruction, this technique shifts the communicative responsibility to learners, enabling them to become active participants in constructing meaning. In this sense, oral presentation is not only a speaking exercise but also a comprehensive task that integrates reading, writing, listening, and non-verbal communication skills. It is therefore widely recognized as an effective classroom technique for building communicative competence in English language learners (Harmer, 2007; King, 2002).

➤ **Dialogue:**

The Larousse Dictionary defines it as "a conversation between two or more people on a defined subject²". It is an interactive exchange of ideas or conversations between individuals. In education, it fosters critical thinking and active participation. Dialogue, as a pedagogic technique, is an interactive process of exchanging ideas between individuals, designed to enhance learning, critical thinking, and collaboration. Freire, P. (1970), in his seminal work *Pedagogy of the Oppressed* emphasizes dialogue as a cornerstone of education that promotes co-creation of knowledge between teachers and learners. He asserts that dialogue is an "act of love" and respect, empowering participants to challenge the status quo and strive for collective transformation.

The roots of dialogue as a pedagogic approach trace back to **Socrates**, whose method of inquiry, known as the Socratic dialogue, involved asking probing questions to stimulate critical thinking and illuminate ideas. This timeless approach remains a foundation for educational discourse. In contemporary pedagogy, Alexander, R. (2006) has extensively researched and advocated for "dialogic teaching" in his book *Towards Dialogic Teaching*

(2006). He describes it as a method in which dialogue fosters deeper understanding and engagement, emphasizing that students learn best when actively participating in meaningful discussions. Additionally, Bakhtin, M. (1981)., a theorist of language, posits in *The Dialogic Imagination* that dialogue is inherently relational, involving an exchange where perspectives interact, confront, and evolve. His theories are often applied to understanding the dialogic nature of education.

➤ **Role-Play**

Role-play, as an educational technique, is an interactive method where learners adopt specific roles in simulated scenarios to explore perspectives, develop skills, and understand real-world contexts. It is widely used in education to foster creativity, empathy, and problem-solving abilities. Vygotsky, L. (1978) according to Vygotsky, role-playing facilitates social and cognitive development by enabling learners to experiment with different roles and behaviors within a safe environment. In modern pedagogy, Heathcote, D., & Bolton, G. (1995) is renowned for integrating role-playing into her "Mantle of the Expert" approach, where students adopt the roles of experts in various fields to engage deeply with subject matter. This technique transforms the classroom into a dynamic, participatory space for learning. Kolb, D. (1984) experiential learning theory also supports the use of role-playing, emphasizing the value of active participation in constructing knowledge. In his book *Experiential Learning: Experience as the Source of Learning and Development* (1984), Kolb identifies role-play as a practical method for linking theory with practice. Role-play is particularly effective in training environments, such as in Simkins, M. (2002). work on professional development. In his book *Digital Teaching Platforms* (2002), he highlights its role in developing interpersonal and communication skills.

2.2. THEORETICAL FRAMEWORK

Here, we shall specify the theoretical foundations that underlie and explain our thinking as well as the inspiration models of our research methods. Kimbrough and Nunnery, (1983:245) defined theory as a set of relevant, internally consistent postulates about a particular observable phenomenon along with definitions to enable the user to move from the abstract to the real in order to describe, explain, predict, and or advance knowledge. Neumann, (2014) acknowledged scientific theory as a coherent system of logically consistent and interrelated ideas used to condense and organize knowledge. Mvessomba, (2013) on its part, termed it as a logically interrelated proposition with the purpose to explain in a general way, a certain number of phenomena. This is an indication that theories are a corner

stone or watch dogs to all domains of research that prevent studies from being based on mere judgements derived from experience, guess work or speculation, but on identified line of action-controlled science principles.

English language teaching theories are frameworks or principles that guide educators in the field of English language teaching (ELT) on how best to approach language instruction and learning. These theories provide insights into the nature of language teaching/learning.

2.2.1.Explanatory theories

The theories of didactic situations by Guy Brousseau (1986) and social constructivism are those which inform our study, among theories relating to education. However, we shall also elaborate on other teaching/learning theories such as behaviourism.

The Theory of Didactic Situations (TDS) is marked by the conditions in which it appeared. Guy Brousseau developed it in the 1980s; it is not strictly part of Piagetian theory, but the characteristics of objects are imbued with this theory. Guy Brousseau created the centre for observation and research on the teaching of mathematics known in its French acronym as COREM, associated with the Michelet school (Talence) where, with his wife Nadine and volunteer teachers, they developed and studied situations for teaching mathematics in first grade. This theory offers modelling of knowledge, teaching situations, the roles of the teacher and students in a classroom arena.

- ***Teacher's role***

The role of the teacher is not only to expose knowledge and problems whose resolution use this knowledge, otherwise the student risks not knowing how to solve any problem for which he has not seen the solution before. The teacher also offers situations that require the student to ask questions and seek to answer them. These situations aim to construct academic knowledge. The teacher then produces a contextualisation of the knowledge. When a student reconstructs the knowledge that allows to solve the problem, there is depersonalisation of knowledge. The knowledge thus produced in class will again be decontextualised and depersonalised to constitute the knowledge to be retained. This knowledge will take its place in all previous knowledge or will lead to it being reconsidered or reorganised.

- ***Student's role***

Students must not only learn definitions, techniques, remember problems and the methods used to solve them. They must also be capable to tackle a new complex problem, ask questions, discuss the quality of the questions and produce answers (approach, formalisation,

proof), and to discuss their relevance. This is why Brousseau stood against Socratic maieutic to the Piagetian psychogenetic process; because for him, maieutic according to Socrates is a teaching method which allows the teacher, through a game of good questions, to make the learner produce the targeted knowledge. He finds that the responsibility for learning here lies with the master. Whereas for Piaget, the child learns by adapting to an environment. Knowledge, constructed by the student as a result of adaptation, manifests itself in new responses which are proof of learning. The responsibility for learning here lies with the student. Brousseau therefore proposes at the end a conception of teaching where the teacher, through well-chosen problems, provokes in the learner adaptations that produce the targeted learning.

2.2.1.1. Didactic situation

In a didactic situation, the teacher must teach knowledge. This knowledge is characterised by a set of problems that it allows to solve. Brousseau assumes the existence of at least one problem, among those which characterise the targeted knowledge, which is sufficient to preserve the meaning of this knowledge. It further assumes that one of these problems is among those that the student can solve. This is the hypothesis of the fundamental situation.

With Guy Brousseau, we place ourselves in a situation whereby the teacher develops such a problem, proposes it to his learners who take ownership of the problem, resolve it and construct the targeted knowledge. It is only then that knowledge takes on the status of knowledge.

2.2.1.2. Non-Didactic situation

In action, formulation and validation situations, learners interact with the environment. In these situations, the teacher does not intervene to offer knowledge. Learners seek to solve the problem even though they do not previously have the knowledge that allows them to find the solution in the most effective way. These situations are not non-didactic because learners know that the teacher has proposed the situations so that they can learn. They are nevertheless special because the teacher does not have total responsibility for the transmission of knowledge.

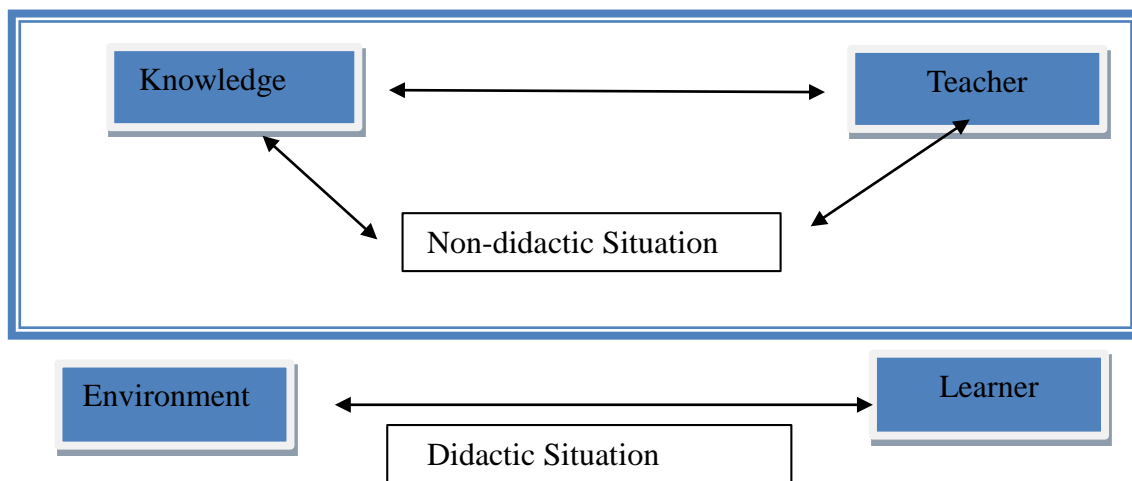


Figure 1 : Assessment of the didactic and non-didactic situations

2.2.1.3. The didactic contract

The didactic contract represents the implicit rights and duties of the students and the teacher regarding the objects and knowledge taught. What everyone has the right to do or not to do regarding knowledge, is based on a set of explicit but above all implicit rules. G. Brousseau views the didactic contract as a set of rules which share and limit the responsibilities of each actor (students and teacher), with respect to the knowledge taught. He proposed this concept in 1978 and then in 1980 to explain the failure of elementary school students succeeding in all the disciplines taught except mathematics (elective failure in mathematics):

Elective failures would not come from an inability of the students to learn but from didactic contracts specific to this or that mathematical knowledge, preventing certain students from entering into a process of learning that knowledge.

During the teaching of knowledge, the rules of communication, between the students and the teacher about objects of knowledge are established, changed, broken and renewed as knowledge acquisition progresses. These rules are not presented in a unique form, fixed in time, but on the contrary are the fruit of an ever-renewed negotiation. On the one hand, the interactions between the teacher and the student follow locally stable rules and on the other hand these are not immutable. This negotiation produces a kind of game whose temporarily stable rules allow the protagonists and in particular the student to make decisions with a certain security and assurance, necessary to ensure independence which is a characteristic of knowledge appropriation (Brousseau, 1986).

This negotiation process is subject to a certain number of paradoxes. We will only examine one here: The teacher does not have the right to tell the student what he wants him/her to do, (otherwise he is not playing his role as teacher) and yet he must ensure that the student produces the expected response (otherwise he has not succeeded in his teaching). In the same way, if the student accepts that the teacher teaches him the results, if he/she does not establish them by him or herself, therefore he/she has not learnt them. If, on the contrary, he/she refuses any information from the teacher, then he/she breaks the didactic relationship. G. Brousseau characterised different negotiation processes to obtain from students the expected response (that he knows and that the student does not know). The Topaz effect is one of these forms: the teacher tries to ensure that the meaning of the answer is as rich as possible. In the case of failure, he adds information that reduces the meaning, to the point of accepting conditions which provoke the student's response without the latter having been able to invest the slightest meaning.

Brousseau's Theory of Didactical Situations is explicitly relevant to linguistic contexts because language is not merely a medium of instruction but a constitutive element of the didactic system. In language learning, the *milieu* is largely linguistic, including task instructions, interactional norms, and communicative constraints that shape learners' responses, such as interpreting a role-play scenario, negotiating meaning during a group discussion, or solving a problem through dialogue. Language also governs the didactic contract by defining what counts as an acceptable contribution (e.g., accuracy versus communicative effectiveness) and who may speak and how. Moreover, language functions simultaneously as the tool and the object of knowledge, as learners must use the target language to complete tasks while progressively mastering its structures, for instance when planning a trip, conducting an interview, or participating in an information-gap activity. In such didactic situations, feedback emerges naturally from communicative success or breakdown, while teacher interventions occur later to institutionalize grammar, vocabulary, or discourse rules. Consequently, Brousseau's diagram offers a robust theoretical framework for analyzing language teaching and learning, particularly in communicative and task-based approaches, by explaining how linguistic competence develops through interaction between the learner, the milieu, and the teacher.

2.2.1.4. Vygotsky's social constructivism (1985)

The socio-cognitive approach introduces an additional dimension unlike that of constructivism: that of interactions, exchanges, verbalisation work, Co-construction,

Co-elaboration (Vygotsky, 1985). The basic idea of social constructivism is reflected in many works today. This in the sense of interacting and knowing. For Vygotsky, we do not learn alone, we interact to learn, etc. Learning is then considered more as a product of socio-cognitive activities linked to teacher-student and student-student didactic exchanges (Vygotsky, 1985).

From this perspective, the idea of a social construction of intelligence is extended by the idea of a self-socio-construction of knowledge by those who learn. In the social constructivist framework, the conditions for putting learners into activity are essential, because what is at stake in learning is not only the acquisition of new knowledge or the restructuring of existing knowledge, but also the development of the capacity to learn, to understand and to analyse. It is also the mastery of tools. It is therefore no longer only through what the teacher transmits, and through the forms of activity of students confronted with problem situations that students learn. It is through interactivity (between students and between teacher and students) that knowledge is constructed.

If we look at the researchers who are part of this theoretical framework, we notice that there are a large number of them who refer to the work of Vygotsky. We could say that Piaget is to constructivism what Vygotsky is to social constructivism. This is a rapidly developing research stream for which ways of talking about it have not been stabilised. This is why certain authors, mainly psychologists (social and social development), developed social constructivism. Some of them are Vygotsky, Bruner or Perret Clermont who also formulated the following hypotheses:

- The acquisition of knowledge occurs through an interaction between the subject and the object of study, through problem solving.
 - The student's head is never empty of knowledge (conceptions).
 - Learning does not occur by stacking knowledge, nor in a linear manner.
- The student only gives meaning to knowledge if it appears to be an essential tool for solving a problem.
 - Social interactions between students can enhance learning.

2.2.1.5. Vygotsky and the zone of proximal development (ZPD)

The ZPD is the gap between the child's current level (what he/she is capable of producing alone) and his potential level (what he/she is capable of achieving with the help of an adult). Vygotsky's central hypothesis is that of a fundamentally social functioning of the

human being. He considers that higher psychic functions (those that most characterise us as human beings) do not develop naturally for reasons which could be essentially biological, but culturally through socio-cultural mediators. From this perspective, education appears to be the fundamental element of the child's history. On the natural process of child development, is grafted, decisively, the educational process which allows the blossoming of potentialities. Education “fundamentally restructures all functions of development” (Vygotsky, 1930/1985, p. 45). Through education, learning constitutes the driving force of intellectual development to the extent that it allows the child and the student to acquire an entire cultural heritage. Teaching then becomes a priority, and the school appears to be a privileged place where higher psychic functions are established and where learning takes place.

This author argues that, the direction of development of thought goes from the social to the individual. The intellectual tools developed by the individual are first developed during interactions and exchanges. There is a double construction of higher psychic functions, each function appearing twice, or developing in two stages: "first as collective, social activity and therefore as an inter-psychic function, then the second time as individual activity, as a property inner thought of the child, as an intrapsychic function” (Vygotsky, 1935/1985, p. 111). This means that, under certain conditions of situation and functioning mode of individuals, an interpersonal process can then be internalised, and generate intra-individual coordination, that is to say, structuring the ways of thinking of individuals.

Activating mental development, learning causes the emergence of evolutionary processes that would otherwise remain dormant. It promotes the formation of a next development zone, understood as the gap between the level of resolution of a problem under direction and help of adults or more competent peers, achieved on an individual note. For the distinction between the level of what the student is capable of reaching on his own, and that which he is capable of reaching with the help of an adult or a peer, is added the idea that, the student will soon be able to do by him or herself, what he currently manages to achieve with the help of others. Thus, in collaboration, under the direction and with the help of someone, the student can always do more and solve more difficult problems than when he acts alone. This approach conveys the idea that real teaching is always a little ahead of what students have mastered and know how to do today. From this perspective, the role and function of the teacher changes. More than a mere knowledge transmitter, he/she is a guide, a resource person, a tutor, a regulator and a mediator.

Vygotsky's social constructivist theory provides a compelling foundation for the teaching of the English language by highlighting the central role of social interaction in cognitive and linguistic development. According to Vygotsky, learning occurs first on the social plane before becoming internalized, meaning that collaborative dialogue, peer interaction, and teacher guidance are essential for language acquisition. In the English classroom, this perspective underscores the importance of structuring activities within the learner's *Zone of Proximal Development (ZPD)*, where students can perform linguistic tasks with the support of more knowledgeable peers or the teacher. Scaffolding strategies—such as modeling, guided questioning, recasting, and collaborative writing—enable learners to progressively assume greater autonomy as they internalize new vocabulary, grammatical structures, and communicative skills. By situating learning in meaningful social contexts, Vygotskian pedagogy transforms the classroom into a space where English is co-constructed through interaction, thereby enhancing both linguistic proficiency and confidence.

2.2.1.6. The Scaffolding Process and Bruner

The two main ideas run through Bruner's work are: culture gives shape to the mind, and mental activity never occurs in isolation.

For him, learning is “an interactive process in which people learn from each other” (ibid., p. 38). He considers that the transmissive model which places the teacher in a monopoly position is no longer able to adequately respond to the requirements of the mastery of know-how, progress towards autonomy, acquisition of judgment, ability to self-assess. Bruner sees the role of the teacher more through the implementation of a scaffolding process. The functions of this process demonstrate that what is beneficial relates as much to the socio-affective components as to the cognitive or intellectual aspects.

2.2.1.7. Socio-affective aspects

This aspect consists of mobilising and focussing the interest and motivation of the student on the task to be done. Without losing sight of the goal to be achieved, the teacher makes the task more pleasant to complete with his help, while preventing the student from being too dependent on him. The socio-affective aspect is characterised by the following points:

- The first aspect is to get the learner interested in the task, motivate him/her and confront him/her with the demands of the task.
- The second aspect focusses the student on solving the problem without losing sight of

the objective to be achieved; encourage him, show enthusiasm and sympathy so that his motivation does not die out.

2.2.1.8. Cognitive aspects

The elements of cognitive support concern the teacher taking in charge (in his role as tutor) certain aspects of the task, signalling specific characteristics and suggesting solution models. Several points are observed in this aspect: The first point is to allay the task of some of its difficulties by simplifying it so that it is temporarily more within the student's reach. The second point relates to the possibility that the teacher has to point out certain characteristics of the task which can put the learner on the path of solving the task. It is often a way for him to appreciate the gap between what the student has just done and what should have been done.

The last aspect, probably the most formative and the most difficult to implement in Bruner's view, consists of showing what can be done without giving the solution, based on what the student has already achieved, i.e. because it is a way of making him see that he is on the right track, or on the contrary to alert him to an inadequate implementation procedure.

2.2.1.9. Sociocognitive conflict

Doise, Mugny and Perret-Clermont (in Joshua & Dupin, 1993) cited by Gérard Barnier extended the work of Vygotsky and affirm that, an opposition between two learners, during a situation of social interaction, can generate a socio-cognitive conflict the resolution of which implies for the student a decentring and a reconsideration of his own point of view, thanks to argumentation and communication between learners that will make it possible to generate cognitive progress. But unlike what we saw with Piaget, the interactive dimension plays an essential role here. Among the conditions, two should be noted: That it is a debate of ideas, with supporting arguments, and not a rivalry between people; That the divergence of opinion is developed against the backdrop of dialogue.

It is therefore a matter of setting aside tasks which can bring to light disagreements, divergences of viewpoints, different representations of a phenomenon, which involve extended explanatory work. This can be considered in teacher-student interactions but also student-students during small group activities for example.

Metacognition involves interactive work, in particular between the teacher and the students (for example didactic dialogue in class, during middle school studies, during second

year modules, etc.). This work can also be done in different places where the child lives (e.g. in the family, an adult who asks a child what he/she is doing and why he/she is doing it can lead the child to justify his activity). Metacognitive activity makes it possible to develop tools for learning by bringing into play two forms of complementary mediation: The mediation of the other, with questioning about the activity and the implementation of an approach; language mediation that requires special work: The person being questioned must, in order to respond, do significant work of reconstruction in terms of language: Knowing how to say what we are doing, why we are doing it this way and not otherwise.

2.2.1.10. *The contributions of social constructivism*

Some strong contributions of socio-constructivism include the below:

- True status of the error (Error significant to the state of knowledge of the person making the error);
- Takes into account the conceptions / representations of students; – Addressing the problem: giving meaning to the knowledge.

2.2.1.11. *The limits of social constructivism:*

The approach applies only to certain concepts of a discipline; Classroom management is not easy. (overcrowded classroom), requires time.

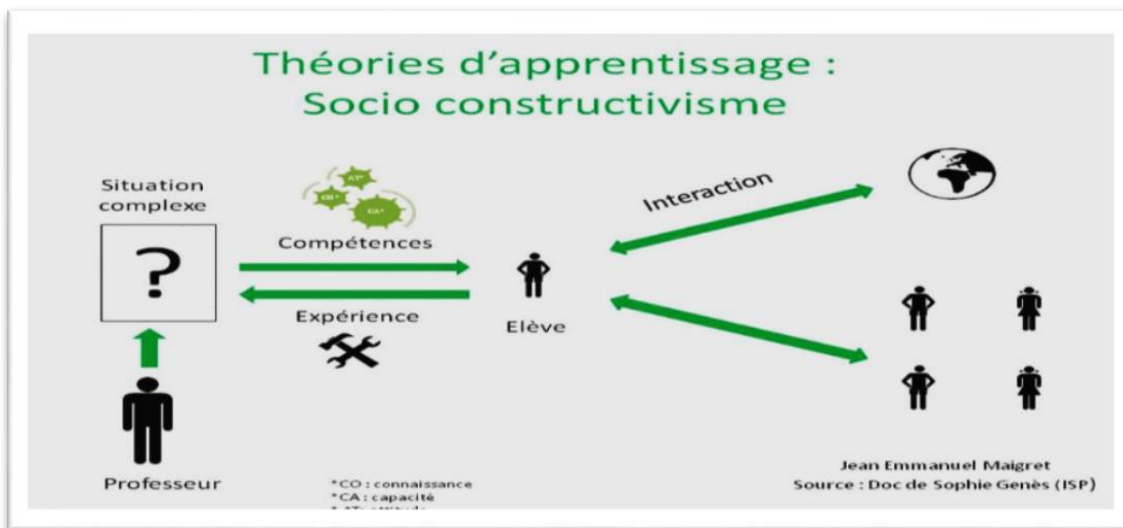


Figure 2: Social constructivist theory.

Source: ISP Sophie Genès

2.3. NORMATIVE FRAMEWORK

Several standards govern the teaching of English in Cameroon:

❖ Law No. 98/004 of April 4, 1998 on the orientation of education in Cameroon passed following the general Education forum of 1995, establishing the general legal framework for education in Cameroon. It stipulates that the general mission of education is to train the child for intellectual, physical, civic and moral development and harmonious integration into society, taking into account economic, socio-cultural, political and moral factors. It is with this in mind that the authorities in charge of education will modernise the education system by integrating educational resources into the teaching of English. These tools include photos, documents, images, etc.; but also, the teaching methods (group work, excursions, role play, etc.).

❖ Law No 263/14/MINESEC of August 13, 2014: This law takes into account the public investment budget (PIB) which serves as a basis for financing Education offers It stipulates that this budget finances the equipment of schools with educational materials which will be used as educational resources.

❖ Decree No. 001/PM/CAB/ of January 4, 2002 relating to the creation, organization and operation of the national council for the approval of school textbooks and teaching materials This council is an advisory body which assists the minister in charge of National Education in the implementation of the national policy on school books and teaching materials. As such, he is responsible for evaluating the needs of school textbooks and teaching materials every year, preparing a call for tender specifying the subjects and disciplines concerned, evaluating school textbooks and teaching materials that meet the criteria in force, particularly in relation with the specialists on the field in charge of national education who are the educational inspectors, teachers and book specialists, to establish a list of school textbooks and teaching materials to evaluate and classify in order of deserves, to propose for approval in the order of classification of the list, three books and teaching materials at most per subject and per class, to carry out every three years a survey on the availability and accessibility of school books and teaching materials in the program.

❖ Circular letter No. 002/CAB/PM of November 23, 2017 principles governing the book, school textbook and other educational materials sector in Cameroon The government must ensure the production of quality books and textbooks in terms of their scientific value, the

educational approach applied, and their material presentation. In this regard each book or school textbook must respond in a non-exhaustive manner.

❖ Decree No. 2017/11738/CAB/PM of November 23, 2017 organizing the National Council for the approval of school textbooks and teaching materials. Its article 1 relates to the organization of the national council for the approval of school textbooks and teaching materials and its article 2 relates to the organization of the national council which assists the ministers in charge of national education in the implementation of the national textbook policy. school and other teaching materials.

2.4. LITERATURE REVIEW

In recent decades, educational systems across the globe have shifted from traditional content-based teaching models to more dynamic, learner-centered frameworks. Among these, the Competence-Based Approach (CBA) has gained prominence for its emphasis on the development of practical, transferable skills that learners can apply in real-life situations. In the context of English language teaching (ELT), this approach moves beyond rote memorization and grammar drills to focus on communicative competence, particularly the ability to use language effectively in spoken interactions. For francophone learners of English, especially at the Terminale level, a critical stage preparing students for higher education or professional life, the development of speaking skills is essential yet challenging. Factors such as limited exposure to authentic language use, lack of confidence, and classroom environments that prioritize written over oral performance often hinder students' oral proficiency. The Competence-Based Approach, with its interactive and performance-oriented methodology, aims to address these issues by integrating speaking activities that simulate real-world communication. This review shall elaborate on studies related to the use of oral presentation, dialogue and role-play in the enhancement of students' speaking skills.

Farabi, Hassanvand, Gorjian, (2017) conducted research on *Using Guided Oral Presentation in Teaching English Language Learners' Speaking Skills*. The study focused on teaching speaking skill using guided and free oral presentations. On the one hand, the study investigated whether guided oral presentation and free oral presentation can develop Iranian EFL learners' speaking skill. On the other hand, it checked if there was any significant difference between free and guided oral presentations in learning speaking skill.

The research problem lies in the students' poor mastery of English-speaking skill. That might be attributed to the traditional methods of teaching adopted by most EFL teachers. The methodology used by the researcher included participants, instrumentation and procedure. As far as participants in the study were concerned, the researcher selected 60 participants out of 90 from Andisheh English language institute, Ahvaz, Iran, based on their performance on the Oxford Quick Placement Test (OQPT). The students whose scores were between 20 and 29 were selected as pre-intermediate level. Their ages ranged between 12 and 19 years old.

These participants were further divided non-randomly into two experimental groups through convenient sampling method. Each included 30 participants. As for the instrument, the OQPT was used to assess students' language level. It also enabled the researcher to have a greater understanding of their level of proficiency (i.e., elementary, pre-intermediate, intermediate). According to the OQPT, the learners whose scores were between 20 and 29 were considered as the pre-intermediate learners. The Researcher-made Speaking Pre-test including several topics that were selected by the students in the free group and on the other hand they were chosen by the researcher in the guided group for oral presentations which were adopted from "New Interchange 1" (Richards, 2008). The participants were requested to talk about the selected topics in a time frame of about 2 to 3 minutes and their speeches were recorded for the second rater. The reliability of the pre-test scoring was calculated through inter-rater reliability by means of Pearson correlation analysis as ($r = .810$).

The Researcher-made Speaking Post-test included oral presentation topics which were selected out of the course book- "New Interchange 1" (Richards 2008) to determine the effectiveness of the treatment on the students' speaking skill. The inter-rater reliability of the speaking post-test scoring was calculated through Person correlation analysis ($r = .840$). There was also a Speaking Checklist that was used to score the participants' oral proficiency developed by Hughes (2003) for rating performance of the participants in both pre and post-tests. To accomplish the purpose of the study, the following procedures were carried out. In the first step, the OQPT was distributed among 90 Iranian EFL learners to select homogeneous participants. Based on their performance, 60 pre-intermediate students were selected as the target participants of the study. Then, they were divided into two equal groups of 30- two experimental (i.e., guided and free oral presentation). The pre-test included some topics like-family, going to party, spending free time, friend- selected from New Interchange Book (2008) by the students and the researcher. The participants were asked

to talk about the topics about 2 to 3 minutes and their speech was recorded for the second rater. On the other hand, the free group was taught speaking skill through the topics which were chosen by the students themselves. In this group, the students were free to select their own topics out of the book and talk about it and the teacher did not interfere. Students' conversation lasted for to 2 or 3 minutes. Data was collected through the OQPT, pre and post-tests and they were analysed statistically. The scores of two experimental groups were processed through the application of the statistical software (SPSS 17). In order to determine the effect of the treatment on each group, descriptive statistics including mean, standard deviation and variance were calculated. And also, One-Sample Kolmogorov-Smirnov Test was taken to compare normal parameters of the both groups considering normality of distribution.

The data was then analysed through Paired and Independent Samples t-test to show the differences between the groups' means. The results of the statistical data analysis for the pre-test shows that the means of free oral presentation group was 37.86 and that of guided oral presentation group was 39.73. It also shows that Standard Deviation of guided oral presentation group was less than free oral presentation group. Since the participants' means in both groups were close, an Independent Samples t-test was run. The results of the independent t-test demonstrate that $t (-.495)$ is less than the critical $t (.495 < 1.671)$ with $df = 58$. Therefore, there was no significant difference among the participants in the two groups' performance. The statistical data analysis for the post-test demonstrates that the mean of post-test in free oral presentation group was 41.4667 and the mean in guided oral presentation was 50.6000. Since the mean in the two groups were different, Independent Samples t-test was run to arrive at the significant level. The sample t-test shows that the level of significance is .044 which is smaller than the identified level of significance ($.044 > .05$); and the observed $t (2.056)$ is greater than the critical $t (1.671)$.

Therefore, there is significant difference between the two groups post-test. The researcher finally arrives at the conclusion that the study which focussed on measuring the impacts of using free and guided oral presentations on speaking skills of some Iranian pre-intermediate students, after the implementation of the mentioned techniques in the classroom, it was proved that the group who received the instruction through using guided oral presentation outperformed the group with a statistically significant difference. Overall, such results yielded evidence of the positive effect of the guided oral presentation technique on students' ability to speak the target language more fluently. Overall, it can be concluded

that using guided oral presentation is an effective tool for helping students to improve their speaking skill. The results of the study tie with one of our hypotheses which states that there is a relationship between oral presentation and the enhancement of students' speaking skills.

Gudu, (2015) undertook research entitled: Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya. His study sought to find out the classroom activities used by teachers to promote learners' active participation in speaking skills lessons in eight secondary schools in Eldoret Municipality, Kenya. The study was based on Krashen's (1985), Monitor Model specifically the input and the affective filter hypotheses which emphasize that learners acquire target language when they are motivated and involved actively in the learning process. The study employed descriptive survey research design (Orodho and Kombo, 2002). Simple random sampling procedure was followed as described by Mugenda (2008). A table of random numbers was employed to sample the Provincial and District secondary schools except national school category where there was only one in the entire Municipality thus purposively sampled. A total of eight out of twenty-three secondary schools, constituting about 30 % of sampled population of secondary schools in the Municipality were selected. The same technique was again used to select 30% of form three students per school. Purposive sampling was used to select two form three teachers of English from each school. In this study two data collection instruments were used namely: questionnaire and observation schedule. Tape recording was used alongside observation to capture verbatim communication (Mutai, 2000). The data was analysed using SPSS computer package.

Results of the research show that, based on questionnaires from teachers and students and classroom observations, the activities used by teachers of English language in their lessons included dramatization, discussion, debating, impromptu speeches, story-telling, role play, dialogue, oral narratives, poems recitation, songs and tongue twisters. What differed was the mode of delivery and preferences as shown by frequency of use of the class activities. Fourteen teachers (100%) indicated that they use different classroom activities depending on the situation. The most preferred classroom activity among the teachers was discussion used by 92.9% of teachers, dramatization (85.7%), songs (78.6%), impromptu speeches and tongue twisters each (71.4%). Moderately preferred activities included short stories and role play (64.3%), debating and poem recitation each (57.1%). The less preferred activity was oral drills (42.9%). The study also established that teachers used many recommended integrated classroom activities including dramatization, discussion,

debating, dialogues, role play, impromptu speeches, tongue twisters, oral drills and poem recitation, but to various degrees. This study found out that teachers preferred some combinations compared to others. The most preferred combination by teachers consisted of dramatization, discussion, debating and dialogues which 50% of teachers used in classroom activities, followed by dramatization, discussion and role-play (14.3%). The rest of the activity combinations were less preferred but nonetheless used by at least one teacher. However, short stories, oral narratives, language games and songs combination were not used at all by any teacher.

According to the student responses, the most widely used classroom activities included discussion which was confirmed by 88.9% of the students, story-telling (82.7%) and poem recitation (82.9%). Other activities that are moderately used include dramatization confirmed by 69.4% of students, debating (67.1%), songs (56.7%), tongue twisters (58.3%) and role play (53.6%). According to the respondents, impromptu speeches (37.3%) and oral drills (35.3%) are rarely used. Gudu's, (2015) results are somehow in line with the main hypothesis of our research.

Adetunji and Olaniran (2019) conducted a quasi-experimental study titled to investigate the impact of regular oral presentations on the speaking skills of Nigerian secondary school students. The study employed a quasi-experimental design over a 10-week period, involving two groups: an experimental group that engaged in regular oral presentations and a control group that received traditional instruction. This design allowed the researchers to assess the causal relationship between the intervention and improvements in speaking skills. The sample comprised secondary school students from Nigeria, though the exact number and demographic details were not specified. Participants were divided into two groups: An experimental group which included students who participated in regular oral presentation activities and a control group in which students continued with traditional instructional methods without the added oral presentation component. To measure the students' speaking skills, the researchers utilized standardized oral proficiency assessments. Pre-tests and post-tests were administered to both groups to evaluate improvements over the study period. The researchers employed statistical methods to analyze the data collected from the pre-tests and post-tests using t-tests and ANOVA to determine the significance of differences between groups. The analysis aimed at ascertaining whether the experimental group showed statistically significant improvements in speaking skills compared to the control group. The findings of the study show that students in the experimental group who engaged in

regular oral presentations demonstrated significant improvements in their speaking skills compared to those in the control group. This suggests that incorporating oral presentations into the curriculum can effectively enhance students' oral proficiency.

This study underscores the potential benefits of using oral presentation techniques to improve speaking skills. The findings support the hypothesis that active, communicative activities like oral presentations can significantly enhance students' oral proficiency. In the context of Collège Adventiste de Nanga-Eboko, these insights can inform the development of targeted teaching techniques that incorporate oral presentations, dialogues, and role-plays to foster improved English-speaking skills among Terminale students. Ndille and Kouega (2020) conducted a mixed-methods study to evaluate the impact of structured oral presentation activities on the speaking skills of Cameroonian secondary school students. The study employed a mixed-methods approach, integrating both quantitative and qualitative data to provide a comprehensive analysis of the intervention's effectiveness. This design allowed the researchers to capture measurable improvements in speaking performance and gain insights into students' perceptions and experiences. The participants comprised secondary school students in Cameroon. The study focused on students who engaged in structured oral presentation activities as part of their English language curriculum. Quantitative data were collected through assessments of students' speaking performances, evaluating aspects such as coherence, body language, and audience awareness. Qualitative data were gathered via student feedback, through interviews or questionnaires, to understand their perceptions of the oral presentation activities.

The analysis involved comparing pre- and post-intervention speaking assessments to determine significant improvements. Qualitative data was analyzed thematically to identify common perceptions and experiences among students. Results of study found that students exhibited notable improvements in speaking skills, particularly in coherence, effective use of body language, and heightened audience awareness. These enhancements suggest that structured oral presentation activities can significantly contribute to developing students' communicative competence in English. A key limitation of the study was that over-rehearsal of presentations sometimes led to mechanical speech delivery, reducing spontaneity and naturalness in communication. This highlights the need for balancing preparation with opportunities for impromptu speaking to foster authentic language use. This other research also confirms the effectiveness of oral presentations in enhancing speaking skills. The findings support the integration of such

activities in English language instruction for Terminale students at Collège Adventiste de Nanga-Eboko. However, the noted limitation regarding over-rehearsal should inform the design of these activities to ensure they promote genuine communicative competence rather than rote performance.

Alwi and Sidhu (2013) conducted a study to assess the self-perceived competence and actual performance of Malaysian undergraduates in oral presentations. The study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to provide a comprehensive analysis of students' oral presentation skills. This design facilitated the examination of discrepancies between students' self-assessments and their actual performance, as well as insights into their learning needs. The research involved an intact class of 40 Business Faculty undergraduates enrolled in an English as a Second Language (ESL) course at Universiti Teknologi MARA (UiTM), Malaysia. Participants were selected to represent a typical cohort of ESL learners in a tertiary educational setting. Data were collected using a self-constructed and expert-validated needs analysis questionnaire, oral presentation tests, and semi-structured interviews. The questionnaire assessed students' self-perceived competence across various components of oral presentations, including organization, content, delivery, and language.

The oral presentation tests provided objective measures of students' actual performance, while the interviews offered qualitative insights into their attitudes, motivation, and learning orientations. Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 20.0. Descriptive statistics summarized the data, and paired sample t-tests were conducted to identify significant differences between students' self-perceived and actual performance levels. Qualitative data from interviews were analyzed thematically to extract recurring patterns and themes related to students' experiences and perceptions. Findings of the study revealed significant discrepancies between students' self-perceived competence and their actual performance in oral presentations. Specifically, students tended to overestimate their abilities in delivery and language use, while their actual performances indicated areas needing improvement, such as articulation, enunciation, and the avoidance of verbal pauses. Despite these discrepancies, students demonstrated a positive attitude towards oral presentations and expressed motivation to enhance their skills. They preferred teacher-directed lessons that provided opportunities for group presentations and immediate feedback. The shortcoming of the study was the small sample size, which may affect the generalizability of the findings to

broader populations. Additionally, the study's focus on a single institution and discipline may limit the applicability of the results across diverse educational contexts. These research studies are pertinent to the current investigation into effective oral presentation teaching techniques to enhance English speaking skills among Terminale students at Collège Adventiste de Nanga-Eboko.

Desantri, Dewi, Syahrul, Eliza (2017) carried out a study title: *Effect of using Dialogue Technique in Teaching Speaking at Eighth Grade of Mts N 7 Pasaman Barat*. The study aimed at determining the effect of using dialogue technique in teaching speaking skills at MTsN 7 Pasaman Barat. The study was undertaken as a result of the researcher's remark of students having some problems in speaking English which were caused by several factors: students had difficulties to say something or express their idea, had limited vocabulary and therefore did not speak English well. Besides, learners lacked confidence in speaking and had low pronunciation ability. Also, the teacher used monotonous ways in students speaking practice. The researcher used a quasi-experimental design with a pre-test and post-test in the experimental and control classes. Participants in the study included the eighth-grade students of MTsN 7 Pasaman Barat. The sample was 8B as experimental class taught by using dialogue technique and 8A as control class and taught without using dialogue technique. To determine the sample of the experimental and control classes, the researcher used SPSS 20 to analyse the data and to check normality and homogeneity.

The researcher used the t-test formula to test the hypothesis and checked the results in a t-table with a significance level of 0.05. From the calculations, the pre-test and post-test score in experiment class, it was found that there was a significant effect of using dialogue technique in teaching speaking. It was proven that the value t-calculated of experimental class in pre-test and post-test was higher than t-table ($6.042 > 2.021$). Therefore, there was a significant difference between students who were taught using dialogue technique and those who were taught without using it. The value of t-calculated in post-test from the experimental and control classes was greater than t-table ($5.883 > 2.021$). The last hypothesis was that teaching with dialogue technique was higher than teaching without dialogue technique in terms of improving students speaking skill. In the post-test, the mean score of the experimental class was greater than the control class ($14.174 > 0.174$).

Wu and Chang (2010) conducted a quasi-experimental study in Taiwan to examine the effects of student-created dialogues on learners' oral proficiency and collaborative learning in

English as a Foreign Language (EFL) classroom. This research is particularly relevant for studies exploring the Competence-Based Approach (CBA) and communicative strategies to improve speaking skills among second-language learners. The study involved 64 Taiwanese junior high school students, aged between 13 and 15, from two intact classes. One class (n = 32) was designated as the experimental group, and the other (n = 32) served as the control group. Both groups had similar English proficiency levels based on pre-tests and school records. The participants were native Mandarin Chinese speakers learning English as a foreign language as part of the national curriculum. The study was carried out over a 10-week period in a regular school setting. The researchers aimed to introduce a more student-centered, interactive form of speaking practice in contrast to the traditional, teacher-led methods common in Taiwanese EFL classrooms. The experimental group participated in a series of structured tasks requiring them to collaboratively write and perform English dialogues on assigned topics. These topics were contextually relevant and designed to reflect real-life communicative situations, such as making requests, giving directions, or discussing preferences. The control group, on the other hand, continued with the conventional curriculum that focused on textbook dialogues and teacher-led oral drills. Data were collected using multiple sources: Pre- and post-tests assessing speaking proficiency, student questionnaires on perceptions of collaborative work, teacher observations and feedback logs, audio recordings of student dialogues, which were analyzed for fluency, accuracy, and complexity. The study reported several significant findings namely Improved Dialogue Structure and Awareness as Students in the experimental group demonstrated a stronger grasp of dialogue structure and turn-taking conventions in English. Their spoken performances became more organized and contextually appropriate over time, Enhanced Peer Collaboration in interaction and mutual support during the dialogue creation process. Students engaged in negotiation of meaning, peer correction, and shared responsibility, Increased Engagement when students reported higher motivation and enjoyment, suggesting that creating their own dialogues gave them more ownership of their learning process, Speaking Proficiency Gains. The experimental group showed statistically significant improvement in oral proficiency compared to the control group, particularly in fluency and vocabulary use. Unlike other studies, while the intervention showed promise, Wu and Chang (2010) also showed some key limitations among which are: Transferability to Open-Ended Discussions. Students struggled to apply their dialogue skills to spontaneous, unscripted conversations. This suggests that while scripted dialogue creation can scaffold speaking development, it may not fully prepare learners for real-life interaction without additional

open-ended speaking practice, short Intervention Period. The 10-week duration, although sufficient to detect some progress, may not have been long enough to observe deeper or more generalized language development. Cultural and Contextual Constraints. As the study was limited to a Taiwanese junior high school context, the findings may not be generalizable to other EFL environments with different linguistic, cultural, or pedagogical conditions.

Tabe (2021) conducted a longitudinal pre-post study to examine the effectiveness of dialogue-based instruction in enhancing English speaking fluency among Cameroonian secondary school students. The study employed a longitudinal pre-post research design over a specified period, allowing for the observation of changes in students' speaking abilities resulting from the intervention. This design facilitated the assessment of the sustained impact of dialogue-based instruction on students' fluency. Participants in the study comprised a cohort of Cameroonian secondary school students. The study focused on students engaged in English language learning, aiming to evaluate the effectiveness of dialogue-based instructional methods in this context. Data collection was done through assessments of students' speaking performances before and after the implementation of dialogue-based instruction. These assessments likely evaluated aspects such as sentence complexity, conversational flow, and overall fluency. Statistical analysis involved comparing pre- and post-intervention speaking assessments to determine significant improvements. The analyses typically employ paired sample t-tests tools to evaluate the effectiveness of the intervention. The study observed notable improvements in students' speaking abilities following the dialogue-based instruction. Specifically, students demonstrated enhanced sentence complexity and improved conversational flow, indicating increased fluency and confidence in English communication. The Limitations of the research was the challenge students faced in retaining and applying newly acquired vocabulary beyond the immediate context of the dialogues practiced. This suggests a need for instructional strategies that promote the transfer of vocabulary knowledge to diverse communicative situations.

In conclusion, this study provides valuable insights into the effectiveness of dialogue-based teaching techniques in enhancing English speaking skills, aligning with the objectives of the current research. Another action research by Mentari Pratami, Meriyanti, Fatahhela, Dewi, (2023) studied the Success of Using Dialogue to Develop Speaking Skill. The main purpose of the research was to know if the dialogue techniques are effective and appropriate for the university students. The research tried to answer the below questions: Is the use of dialogue technique effective to improve students' speaking skill for the English

Conversation semester 4 (four) students of Bina Sarana Informatika University? Does the implementation of dialogue technique to teach speaking-skills for the English Conversation semester 4 (four) students of Bina Sarana Informatika University reflect a good teaching? Do the students respond positively to the use of dialogue technique to teach Speaking-skills in the English Conversation semester 4 (four) students of Bina Sarana Informatika University. The research methodology employ in this study is a qualitative approach. The writer claimed to have chosen this method because it appeared more appropriate with the topic being examined. It is also more specific because it includes the matching theory and related the practice in the classroom. The data collection methods used in the study are: class observation, student interview and document analysis. The results of the research showed the following:

2.4.1. The implementation

The action research was conducted on 86 students of Bina Sarana Informatika Margonda Campus who were in semester four (4) academic year 2022/2023. The students learnt English conversation II. The classroom practiced lasted for about 14 sessions. The time allotments are as follows:

- a) Guided dialogue: 3 sessions,
- b) Ask and answer: 3 sessions, c) Interview: 2 sessions,
- d) Improvising dialogue: 2 sessions,
- e) Free dialogue practice: 2 sessions, and f) Speaking assessments: 2 sessions.

2.4.2. Guided dialogue

On the first session students were confused doing the task. Teacher worked hard helping students to use their English. Just after the second session students enjoyed the activity, they were happy, laughing at each other. As described in the theoretical background, when students made conversation in a dialogue practice, they got benefit on improving their language items such as grammar, how to pronounce the words, and vocabulary mastery. Besides, students also got fluency and self-confident in using English. However, there were some students who still used Indonesian.

2.4.3. Ask and answer.

For the next sessions, students were involved in “ask and answer” technique. After

having practiced with this technique, students could speak English in a natural way. It happened because they were free to create questions as they like. Besides, the topic chosen by the students were most about their friends' personal life, which was authentic and could create curiosity to the students. Though some grammar mistakes occurred when they made question, but they use English fluently. Just like other activities, when the language is used for doing meaningful task, promotes learning. True communication is purposeful. A student can thus evaluate whether or not his/her purpose has been achieved based upon the information his/she receives from his/her partner. If the partner does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative.

Other findings in the "ask and answer" activity is that of students' use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is used in a real communication.

2.4.4. Interview

The interview technique was given to students after they practice six sessions. In this activity students struggled making good questions to match the topic assigned by the teacher. These handicaps were caused by the mother tongue. Therefore, the questions were often translated from Indonesian to English. However, the students were happy practicing their English and were active asking the teacher questions on many unknown vocabulary items. By doing such an activity, students improved their vocabulary.

2.4.5. Improvising dialogues

The teacher conducted 4 sessions of improvising dialogues techniques consisting of 2 sessions for simulation activities and 2 sessions for role play activities. In the simulation techniques, students did the task well most of them could present their task fluently, while each of their partners could ask many questions related to their partner's presentation. Students were happy completing the task, and gained a lot in terms of fluency, languages items, and confidence.

In a role play technique on the other hand, some students had difficulties in imagining the role. Students seemed to have double difficulties; they could not play the roles at the same time. They also had difficulties to create the conversation. To overcome this problem, the teacher assisted the pairs who had difficulties to do the task. After the second role play the teacher concluded that to conduct role play techniques, it is a good idea to choose professions

or characters which students are very familiar with, so that it could reduce the students' problems.

2.4.6. Free Dialogue Practice

For this activity, students did the task well. Since, the teacher encouraged students to choose the topic they like, therefore students make the conversation fluently and naturally in terms of the simple topic they choose. However, free dialogue practice can give opportunity to use their English in real-life situation. Students are free to express their thoughts without worrying too much about making mistakes. Based on assessment given to the students, dialogue technique is an effective strategy in teaching conversation. After applying the dialogue technique, the students enormously improved their speaking skill and overcame the speaking difficulties. The improvement covers grammar knowledge, intonation and pronunciation, vocabulary mastery, fluency and naturalness in speaking, and speaking attitude. Since the dialogues presentations were varied, students did not feel bored. All students actively took part in the task. It could therefore be concluded that students enjoyed doing the task. In other words, dialogue technique is one of many good techniques of teaching speaking. Therefore, it is worth to be used for conversation subject. Once more, the findings of the above studies confirm one of our hypotheses which states that there is a connection between dialogue and the enhancement of students' speaking skills. These studies align with the current investigation into the application of specific teaching techniques within the Competence-Based Approach (CBA) to improve English speaking skills among Terminale students at Collège Adventiste de Nanga-Eboko.

Krebt, (2017) studied the effectiveness of Role Play Techniques in teaching speaking for EFL College Students. The paper investigates the impact of role-play as a classroom technique on Iraqi EFL students' speaking-skill on Iraqi EFL students at the college level. In the study, the researcher identified three types of role-plays namely: Fully scripted role-play, Semi-scripted role-play and non-scripted role-play. He elaborated on each of them as follows: In a fully scripted role-play, each word is given, and each student should understand or memorize his/her role (Harper-Whalen & Morris 2005). Such type includes explaining the model conversation in the prescribed textbook and the main aim of the conversation after all is to make each item of the language meaningful and easy to remember. Byrne (1986) indicates that role play in this type can be appropriate for low level students who do not know the situation in the semi-scripted role play.

The semi-scripted role play includes a model conversation with some missing words and students should know how to fill in the blanks in suitable words of these contexts (Livingstone 1983). So, students can somehow change the main conversation and create their own conversation. Such type of role play might be called as semi-controlled or as the teacher or prescribed textbook includes language input, but students should also specify the materials depending on a frame which supplies the situations to establish a real-life context. This type can be used for students with upper-beginner to intermediate levels of proficiency, those students should be familiar with main procedures and seek to go to higher level of tasks as semi-scripted role-play is less structured and less controlled than fully scripted role-play. The non-scripted type of role play is that which students may be given keywords of dialogues (Dickson 1989), keywords and information, or contexts and aims in less controlled and structured tasks, in this type, students establish mini conversation based on keywords mentioned above, materials or contexts are simply as filling in gaps (Pi-Chong 1990).

Identifying such type of role play as non-scripted role play, and they argue that non-scripted role play provides great chances to employ the information in a certain situation. Davies (1990) states that students can build on their opinions and thoughts, and establish language on their level, acting out in some situations based on their understanding. Non-scripted role-play can be practical for middle to advanced level students as non-scripted role play in a free and structured way which sometimes demands special skills like problem-solving. Participants in the research included 40 Iraqi college students who underwent a pre and post-test after being taught in the control and experimental groups: The pretest was conducted on the April 1st 2016, and was administered on the sample of the study for two groups. The researcher himself tested the sample of the study and recorded the answers for scoring. The time needed for answering the question was between 10-15 minutes. The aim behind carrying out the pretest, was to compare the students' achievement scores in the pretest with that of the same students in the post test.

At the end of the teaching period, the students of the experimental group were post tested on the May 17th 2016. The same testing procedures were followed in conducting the pretest. The students' oral performance in the post-test were scored under the same conditions as that of the pretest. The time require for answering the questions was 10-15 minutes for each student. The researcher conducted the pilot test, pretest and the post-test under the same conditions. The data of the current study are analyzed by applying the following statistical methods: a t-value (t-test) was calculated between the post-test scores of

speaking skill in the two groups of students to show the impact in the hypothesis of the study. The mean scores of the two groups were compared; the mean score of the experimental group was 15.27, while the mean score of the control group was 6.36. This indicates that there is a significant difference in the total scores of post-tests between the experimental and control groups in Favor of the experimental group. This confirms that the experimental group is better than the control group The author concluded the following at the end of the study:

Using role-play as classroom technique improves the performance in a test of speaking among Iraqi EFL students. Furthermore, the results of the present study confirm that role play techniques provide a kind of interesting environment for the students to flourish in. such environment leads to better attention in learning and stimulate them to participate in role-play techniques. In role-play techniques, students take a new identity and learn to use a FL for everyday interaction. Furthermore, students' vocabulary improved in experimental group more than control group, but not significantly. Students' receptive skills enhanced but not as much as productive one. The vocabulary improvement between the two groups was expected that there could be an important difference in. The reason for this result was that experimental group students interacted with different students in different dialogues and different situations. Therefore, it was normal to assume that the experimental group students might have employed a large number of vocabulary items or might be just different types of lexis than the control group. The necessarily limited type of the post-test role play technique could mean that both group students did well.

Moreover, students in the post-tests might not find the contexts very complicated or even tried to overcome these contexts. On the contrary, students were very aware of making conversation clear for themselves and their partners. As a result, the difference between two groups was not significant in terms of their vocabulary and speaking skills

Fonkou and Nchare (2019) conducted a qualitative study in Cameroon to explore the effectiveness of role-play in enhancing learners' oral communication skills in English as a Foreign Language (EFL) classroom. Their study responds to the persistent challenge faced by Francophone learners in Cameroon, where despite years of English instruction, many students remain hesitant, passive, and inaccurate in spoken communication. The authors advocate for more interactive and learner-centered strategies, such as role-play, as part of a communicative language teaching framework. The study was conducted in a Francophone secondary school in Cameroon, where English is taught as a compulsory second language. Participants included a class of 45 Terminale students (equivalent to Grade 12), aged 17–20,

as well as two English language teachers. The students had varying levels of proficiency, but most demonstrated difficulties with fluency, pronunciation, and confidence in speaking English. The researchers adopted a qualitative approach, relying on classroom observations, semi-structured interviews, and focus group discussions to collect data on how role-play influenced learner participation, self-expression, and speaking performance.

About methodology, over a period of six weeks, students participated in carefully designed role-play activities that reflected real-life communicative situations, such as job interviews, market interactions, and family conflicts. The tasks were thematically integrated into the syllabus and allowed students to take on roles, improvise dialogue, and practice both scripted and semi-spontaneous communication. Teachers facilitated the sessions by providing relevant vocabulary and guiding performance, while students were encouraged to perform in pairs or small groups in front of their peers. Observational notes captured non-verbal behaviors, participation rates, and classroom dynamics. Fonkou and Nchare (2019) found that the use of role-play had a positive impact on students' oral expression and classroom interaction. The most significant results include: Increased expressiveness because students became more expressive and willing to use gestures, tone variation, and body language to convey meaning, which contributed to more dynamic and authentic communication, enhanced Risk-Taking.

Role-play created a relatively low-stakes environment in which students felt freer to experiment with language and make mistakes without fear of judgment. Improved Interaction. Learners engaged more actively with their peers, using more complete sentences, initiating exchanges, and showing improved turn-taking during communication. Greater Motivation: Students generally enjoyed the creativity involved in role-play and reported feeling more motivated to participate in oral English lessons. Although the results were encouraging, the study also highlighted several limitations: Student Reluctance: Some learners were initially embarrassed or reluctant to act out roles, particularly in front of the whole class. This hesitation was more pronounced among shy or less proficient students who feared making mistakes. Cultural Constraints: Role-play activities that required students to adopt unfamiliar or culturally sensitive roles were occasionally met with resistance, which limited the scope of improvisation. Teacher Preparedness: Not all teachers felt adequately trained to facilitate dynamic role-play sessions.

In some instances, lack of teacher guidance or unclear instructions led to confusion and off-task behavior. Uneven Participation: While many students benefited, others remained

passive or depended heavily on group leaders to carry the task, indicating the need for better scaffolding and monitoring. Fonkou and Nchare's (2019) study is particularly relevant to competence-based language education in Francophone contexts like Cameroon, where students often lack real communicative opportunities in English. Their findings affirm the potential of role-play as an effective strategy to foster learner autonomy, fluency, and oral interaction. However, the study also cautions that successful implementation requires careful planning, cultural sensitivity, and sustained teacher support to overcome learner inhibition and ensure inclusive participation. In examining the speaking skills of Terminale students, this research offers valuable insight into the socio-affective and pedagogical dynamics that can either facilitate or hinder oral expression in English language classrooms.

Al-Arishi (1994) examined the use of structured role-play as a pedagogical tool to improve speaking skills among Saudi learners of English as a Foreign Language (EFL). Conducted in the early 1990s—a period when communicative approaches were still emerging in many parts of the Middle East—the study aimed to assess the effectiveness of role-play activities in promoting verbal interaction, creativity, and learner confidence in oral English. The study focused on a small group of intermediate-level EFL students in a secondary school in Saudi Arabia. Participants included 25 male students aged between 16 and 18, who were selected based on their baseline English proficiency and willingness to engage in oral tasks. The educational context was characterized by a traditionally teacher-centered approach with limited opportunities for spoken English in class. This provided a relevant backdrop to explore how structured, student-centered speaking activities could foster more interactive and meaningful use of the target language.

Al-Arishi adopted a case study design supplemented by pre- and post-intervention evaluations. Over a six-week period, students participated in structured role-play tasks designed to simulate real-life social and professional interactions. Scenarios included airport dialogues, interviews, shopping exchanges, and classroom problem-solving. The role-plays were preceded by vocabulary preparation and guided practice, and were followed by reflective discussions to assess both linguistic output and communicative strategies. Oral performance was evaluated using rubrics that measured fluency, vocabulary use, creativity, and interaction quality. Data collection tools included classroom observation, audio recordings, and individual interviews with students to capture their perceptions of the learning experience.

At the end, Al-Arishi (1994) reported several notable outcomes resulting from

the implementation of structured role-play like: Increased Social Interaction: Students became more willing to speak English with peers during and beyond the structured activities, indicating reduced anxiety and greater comfort in speaking. Enhanced Verbal Creativity: Learners began using more varied expressions and attempted to personalize their roles, showing improvements in flexibility and improvisation. Greater Engagement: The interactive nature of the tasks led to higher levels of participation and enjoyment compared to traditional drills and grammar exercises. Confidence Boost: Students expressed greater self-confidence in using English orally, especially when allowed to rehearse and perform with familiar vocabulary.

The study concluded that structured role-play offered a meaningful and effective pathway for developing communicative competence in EFL contexts, particularly where oral expression is typically underemphasized. Although the outcomes were positive, the study faced several limitations. Some of them are: Vocabulary Constraints: Al-Arishi noted that students' limited vocabulary posed challenges in handling complex or unfamiliar roles, often leading to simplified or repetitive dialogue. Cultural Factors: Certain role-play scenarios (e.g., those involving authority figures or gender interactions) had to be adapted or omitted due to cultural sensitivities, thus narrowing the scope of communicative practice. Teacher Support: Successful role-play required considerable teacher preparation and scaffolding, which may not be feasible in all instructional contexts, particularly those with large class sizes or rigid curricula. Small Sample Size: As a case study, the findings were context-specific and may not be easily generalizable to other educational settings without similar cultural and linguistic profiles.

Al-Arishi's (1994) research remains significant for its early contribution to the use of role-play in EFL teaching. It offers valuable insight into how structured, scenario-based speaking tasks can enhance learner creativity, interaction, and oral performance even within restrictive educational settings. For the present study, especially one focused on enhancing Terminale students' speaking skills in similar socio-cultural environments, this case reinforces the importance of scaffolded vocabulary support and culturally sensitive task design in maximizing learner outcomes through role-play.

2.4.7. Implications for Terminale Classes

Evidence across these empirical studies demonstrates that speaking-oriented techniques such as oral presentations, dialogue, and role-play are highly effective in

improving students' oral English proficiency. Each method promotes different speaking sub-skills: presentations improve structure and public discourse, dialogues foster real-time interaction, and role-play builds spontaneous and socially responsive language use. However, the limitations ranging from classroom management to learner affective factors highlight the importance of adequate teacher training, smaller class sizes, and continuous scaffolding. In competence-based educational settings like those in francophone areas, integrating these approaches with curriculum goals can support a holistic development of speaking skills.

2.5. CONCLUSION

The reviewed literature confirms that oral presentations, dialogues, and role-play strategies have demonstrable impacts on the speaking abilities of Terminale students in EFL contexts. Despite implementation challenges, their benefits when thoughtfully applied outweigh their limitations. Future research should focus on scalable frameworks for low-resource classrooms and further explore the longitudinal effects of these techniques.

Table 1: synoptic of the research

| <u>RESEARCH TOPIC:</u> | | | | |
|--|---|---|---|--|
| Competence Based Approach and its impact on speaking skills of terminale students at college Adventiste de Nanga-Eboko. | | | | |
| Research Questions | Objectives | Hypothesis | Variables | Indicators |
| <p><u>Main research question:</u> What teaching techniques enhance the speaking skills in English of terminale students at College Adventiste de Nanga-Eboko?</p> | <p><u>Main objective:</u> To investigate the impact of oral presentation, dialogue and role-play techniques to enhance the speaking skills in English of Terminale students at college Adventiste de Nanga</p> | <p><u>Main hypothesis</u> Teaching techniques improve English-speaking skills of terminale students at college Adventiste de Nanga-Eboko (CANE)</p> | <p><u>Independent variable</u> Teaching techniques</p> <p><u>Dependent variable:</u> Speaking skills of terminale students at college Adventiste de Nanga-Eboko</p> | <p>These are subdivided into three and according to our specific hypotheses</p> |
| <p><u>Specific question 1:</u> What is the impact of oral presentation technique on the development of speaking skills in English of terminale students <i>at CANE</i>?</p> | <p><u>Specific objective 1:</u> To show the link that exists between oral presentation and the development of speaking skills of terminale students in English at CANE.</p> | <p><u>Specific hypothesis 1:</u> Oral presentation technique enhances the English-speaking skills of terminale students at college Adventiste de Nanga-Eboko</p> | | <p>Presentation of an oral content to peers in front of the class on a specific topic. Eg: Human effects on the environment. The shortcomings of social media...</p> |
| <p><u>Specific question 2:</u> How does dialogue technique impacts the speaking skills in English of terminale students at CANE?</p> | <p><u>Specific objective 2:</u> To present the relationship between dialogue and the evolution of terminale students' speaking skills in English at CANE.</p> | <p><u>Specific hypothesis 2:</u> Dialogue technique promotes the English-speaking skills of terminale students at college Adventiste de Nanga-Eboko</p> | | <p>Oral interaction between two or many learners on a proposed topic. Eg: Expressing one's preferences...</p> |

| | | | | |
|--|--|--|--|--|
| <p><u>Specific question 3:</u> Which impact has role-play technique on the improvement of terminale students' speaking skills in English at CANE?</p> | <p><u>Specific objective 3:</u> To demonstrate the connection between role-play and the enhancement of speaking skills of terminale students in English at CANE</p> | <p><u>Specific hypothesis 3:</u> Role-play develops the English-speaking skills of terminale students at college Adventiste de Nanga-Eboko.</p> | | <p>Incarnation of a character in a scenario. Eg: a doctor and a patient, a seller and a buyer...</p> |
|--|--|--|--|--|

CHAPTER 3: METHODOLOGY

Methodology is a set of structured and organised stages that help to collect and analyse data in view of producing results. (Kasentie et Savoie, 2004). Put simply, methodology is a fancy word for research methods. That is, steps taken to answer research questions. To achieve this goal, the putting in place of a methodological framework adapted to the problem of the study is necessary. Thus, this chapter aims at specifying the methodology that will serve as a support for this research. First of all, we shall set out the type of research, follow by the presentation and justification of the choice of the study site, the research participants, sampling, the process of choosing and the descriptions of the data collection tools. Finally, we shall present a synthetic diagram of the two phases of data collection and analysis.

3.1. METHODOLOGICAL APPROACHES

What matters in science is not only the result, but the approach that leads to the results. This is why within the framework of this study, we adopted the hypothetico-deductive approach. It consists of making hypotheses on the basis of reasoning considered plausible but intended to be verified a posteriori. This approach is the most commonly used approach by researchers. It is the classic approach of modern science. It consists of the following steps:

- Formulation of deductions or inductions according to the empirical knowledge that the researcher has on the subject;
- Adoption or construction of a theory;
- Formulation of one or more research hypotheses (provisional answer to the research question);
- Carrying out empirical tests to verify or refute the hypothesis(s);

If the hypothesis or hypotheses are verified, the research stops there, and we move on to communicate the results. If the theory and the hypotheses are invalidated by the facts, the researcher can abandon them and take into account new facts. In either case, the research can be taken all over again or can continue. The researcher will then make new deductions and/or inductions, and so on, until he discovers the truth, that is, the theory and hypothesis that match the facts.

The figure below summarises the steps of the hypothetico-deductive approach.

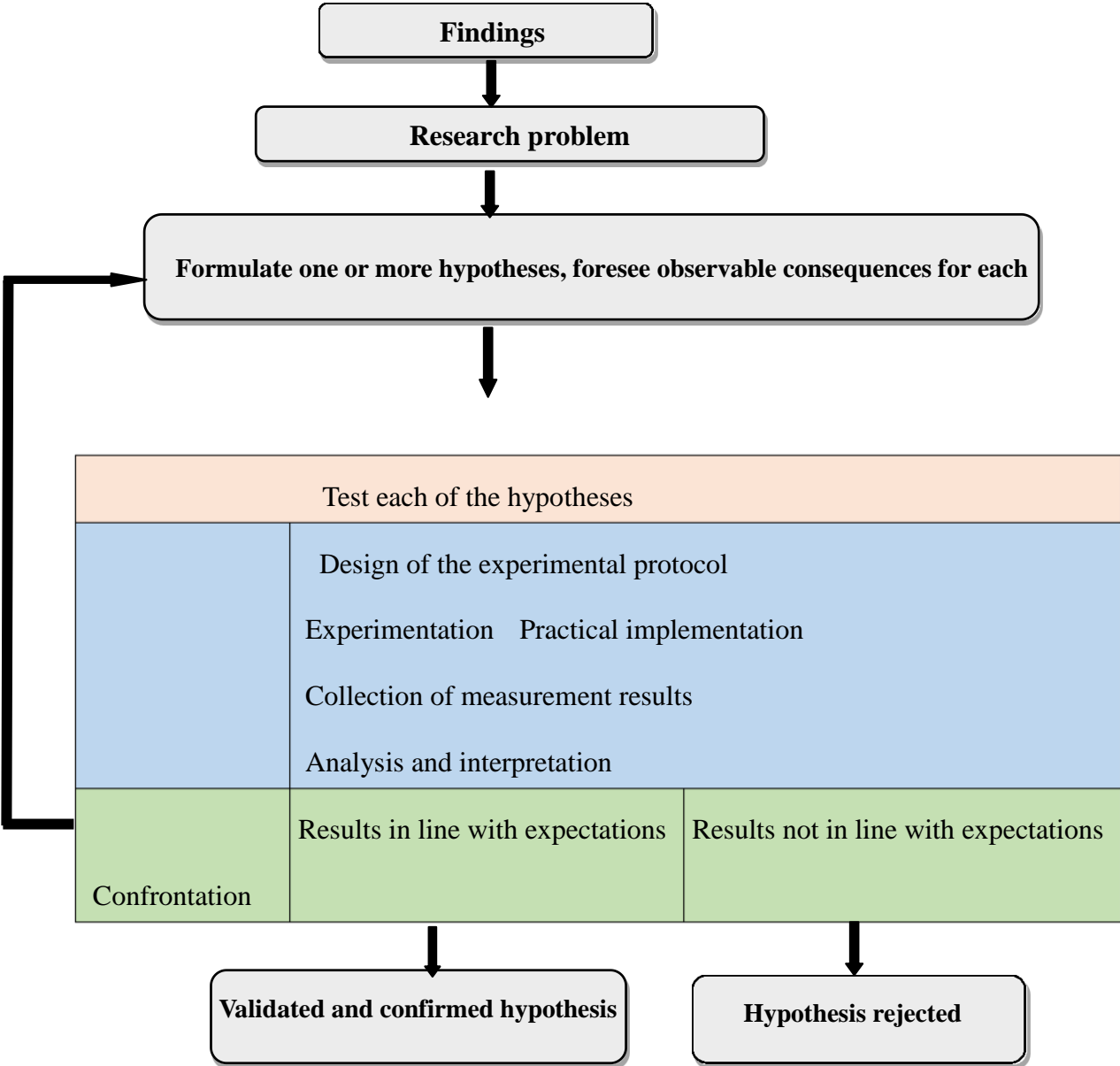


Figure 3: the steps of the hypothetico-deductive approach

3.2. TYPE OF RESEARCH AND METHODOLOGICAL APPROACH

This section is made up of two sections, namely the research type and the methodological approach

3.2.1. Quasi-experimental research

Rousselot defines the quasi-experimental research method as “the most straight forward and the surest way to discover the truth or to communicate it when it is discovered” cited by (Layout,2024). The quasi-experimental method is the one used in this study, and is justified by

the objective and the problem of this study. According to Thouin (2014), quasi-experimental research is characterised by quasi experimental designs as research protocols which, while using a mode of analysis specific to the experimental method, do not meet the requirements of very precise controls. (Boivin, Alain et Peletier 2000) cited by Layou (2024). According to these authors, research is said to be quasi-experimental if it aims at testing at least a causal relationship without however, complying with all the favourable conditions to a reliable causal inference, particularly with regard to the use of a random distribution of participants between the control group and the experimental group. According to Thouin (2014), quasi-experimental research consists of verifying if there is a significant difference in the results of tests administered to one or many samples. This type of research uses two groups of intact individuals for the survey. The first group known as the CG (control group) receives ordinary teaching and the second group known as the EG (experimental group), receives teachings based on oral presentations dialogues and role playing) as a teaching technique.

The author however, precises that, for this type of research, all participants do not have the same chances of participating in the study. As a result, participants are not allocated randomly within the groups. For this to be done, one has to endeavour and choose groups that are intact so that they are as equivalent as possible. From the onset, these groups should have the same performances, reason why participants are submitted to a pre-test which allows for testing the homogeneity of the groups in order to keep track of changes at the level of the experimental group.

The below figure shows the quasi-experimental research model according to Thouin.

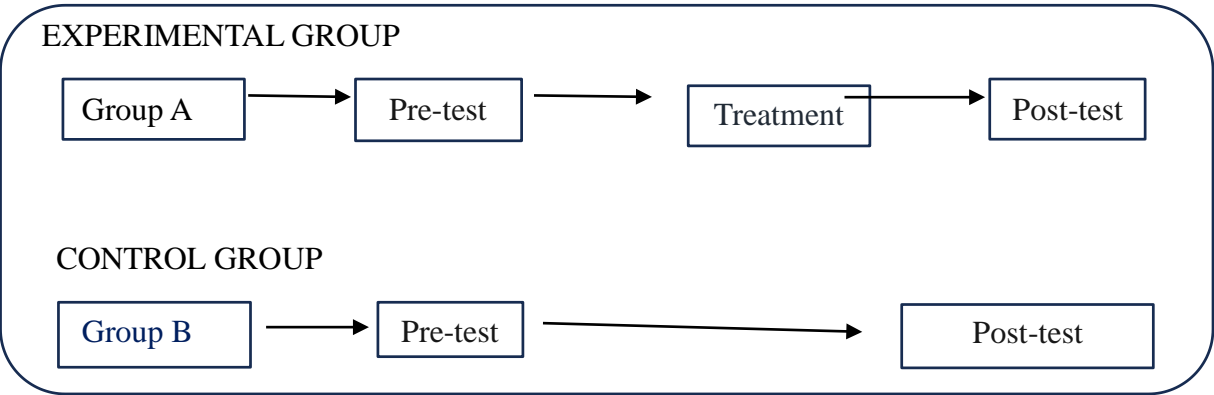


Figure 4: quasi-experimental research model

Source: Marcel Thouin (2014)

In a quasi-experimental design protocol, ethical and practical constraints must be explained explicitly and systematically to justify why random assignment was not possible and how participants' rights and research validity were protected.

This study adopted a quasi-experimental design due to ethical and practical constraints that made random assignment unfeasible. Ethically, it was not possible to reorganize learners into new groups or deny any class access to the prescribed English language curriculum, as all students were entitled to equal instructional opportunities. Administratively, school regulations required the use of intact classes already formed at the beginning of the academic year. Practically, limitations related to time, fixed timetables, and instructional resources further restricted experimental manipulation. To address these constraints and enhance internal validity, both groups were taught by the same teacher, followed the same syllabus, and received equal instructional time. In addition, a pre-test was administered to establish initial equivalence between groups, and identical assessment instruments were used throughout the intervention. These measures ensured that observed differences in outcomes could be reasonably attributed to the instructional treatment rather than extraneous variables.

3.2.2. Quantitative co-relational research

This approach lies on a co-relational paradigm. In effect, correlational research types are related to explanatory researches which aim at showing a link between two variables. In this research, the researcher wants to show the impact of CBA on the speaking skills of terminale students. In this particular case, the quantitative data collected after students' survey and tests will enable us to show the impact. To this end, the hypotheses will be verified using a hypothetico-deductive approach.

3.2.3. Comprehensive qualitative research

This study is part of a comprehensive approach in that it examines the techniques used by teachers in the classroom in a context where learners are called upon to use the knowledge they have acquired to deal with the complex and diverse situations associated with everyday life. It is therefore a research based on an approach in which work situations are analysed within the theoretical framework of work psychology. The research is based on the reflective practitioner model of the official instructions, which he has largely adopted. In other words, a model in which the teacher is a reflective professional, capable of analysing his or her practice and solving the problems he or she is confronted with. This approach is based on semi-structured interviews with teachers of terminale classes, with a view of

understanding the impact of CBA on learners' speaking skills.

3.3. DESCRIPTION AND JUSTIFICATION OF THE STUDY SITE

The data related to this study were collected at college Adventiste de Nanga-Eboko, a denominational private high school, situated in the centre Region of Cameroon in the Upper-Sanaga Division, precisely within the Nanga-Eboko council. This part of the research shall deal with a brief presentation of Nanga-Eboko council that host our study site, a description and justification of the site where the study was conducted.

3.3.1. Presentation of NANGA-EBOKO council

The Nanga-Eboko council is located in the centre region of Cameroon. it is one of the seven (07) councils of the Upper Sanaga division namely Bibey, Minta, Lembe Yezoum, Nsem, Mbandjock, Nkoteng and Nanga-Eboko). it is located some 155 km away from Yaoundé, the capital city of Cameroon, on the National Road n°1 which connects the city of Yaoundé to Bertoua, the capital city of the East region. The municipality of Nanga-Eboko is large, with an area of 7000 km². It is limited by several municipalities: In the north by the Yoko council, in the south by the councils of Nkoteng and Lembé Yezoum, in the east by the municipality of Minta, in the west by the Ntui and Mbandjock councils. The Nanga-Eboko council is one of the oldest councils in the Centre Region, in fact, it was created in 1956. (Plan Communal de Developpement 2014 P.15). Nanga- Eboko council hosts four Government high schools and one denominational private high school. The Government high schools include Lycee Classique de Nanga-Eboko, Lycee technique de Nanga-Eboko, Lycee bilingue, Lycee de Nanga-Eboko Rural and College Adventiste de Nanga-Eboko where the research was conducted.

3.3.2. Description of the study site

The study was conducted at College Adventiste de Nanga-Eboko, a denominational private high school owned by the Seventh Day Adventist church and run according to the philosophy of seventh day Adventist education. It was created by the first Adventist missionaries who settled at Nanga-Eboko as early as 1926. They later founded what is today known as College Adventiste de Nanga-Eboko in 1949. Fifteen years after, that is in 1964 it was recognized by the Government of Cameroon under authorization N° 58/ MEN/ESD of December 7th 1964. The study site is situated at the entrance of Nanga-Eboko when coming from Yaoundé, on the left-hand side of the road, where you will find two billboards, one (the biggest) indicating Universite Adventiste Cosendai 1996, and the other (small) indicating College Adventiste de Nanga-Eboko. It is situated in a quarter called Tong Adventist

and shares the same campus with Adventist University Cosendai. It is established on an area of 49 hectares, out the 500 hectares that the Adventist church owns at Nanga-Eboko. Part of the school is surrounded by a fence.

It is a mixed school, both boarding and day school. There is a dormitory for girls with a capacity of 100 beds and two dormitories for boys with the same capacity. There are two main buildings that face each other and which host four classrooms each. The first building hosts the 6e, 5e, 4e classes and a scientific laboratory. The second contains the classes of 3e, 2ndes, 1eres and Terminale A4. Another medium size building hosts the terminale D and C. There is also a library and a computer room which are not up to date. There is an administrative building that hosts the principal's, the chaplain and the finance offices. The other offices include those of the vice principal, the discipline master, the secretariat and the sport office which are situated face to face with the refectory of boarding students. It is limited in the north by Lycee Classique de Nanga-Eboko, in the south by Adventist University Cosendai, in the East by Government Bilingual high school Nanga_Eboko and in the West by Akak quarter. The environment is calm and conducive for studies given that there are no drinking spots or gambling rooms in the vicinity of the school.

3.3.3. Justification of the study site

The choice of college Adventist de Nanga-Eboko as the study site was no accident. It was guided by several factors. First of all, the school is the oldest of all Adventist schools in Cameroon and in the French Equatorial African region. In addition, part of the researcher's internship was carried out in that institution, during which he was called upon to teach. That greatly influenced his choice, given that it was during that period that he made observations that allowed him to formulate the research problem. Moreover, the hierarchy of the institution (The Adventist Education Director) and the internship supervisors made it easier for the researcher to gain access into the school. This spared the researcher from difficulties associated with the search for participants, both teachers and students who would like to devote a little of their precious time to take part in the research, by gladly accepting experimentation within their classes. It should be noted that the desire of some teachers to participate and to involve their students in filling the questionnaire and responding to the interviews was one of the important reasons for this choice.

Another reason for choosing that particular school lies in the fact, not only had any such research been carried out in that school but also because the researcher had made some acquaintances with some members of the teaching staff and some terminale students

during his internship period at that school. The motivation behind the choice of terminale as target classes for the study was first of all because these classes are final classes of high school that constitute the gateway into tertiary education. Also, the choice of terminale classes will allow us to know if students are able to practice the speaking skills that are one of the cornerstones of English language teaching, after they have spent at least more than a decade of exposure to the English language.

3.4. POPULATION AND SAMPLE

The objective of this research is to show the impact of integrating teaching techniques including oral presentation, dialogue and role-play to better the speaking skills in English of Terminale students at college Adventiste de Nanga- Eboko. (CANE) It is precisely a matter of showing the effect of using oral presentations, dialogues, role-play in developing the speaking skills of terminale students in English at CANE. To this end, we need a population among whom we shall conduct surveys.

3.4.1. The study population

Tsafak (2004: p.7) defines population as: "a finite or infinite set of predefined elements on which observations are made". In the context of our study, we distinguish between two types of participants, namely: the target participants and the accessible participants. The target participants include all terminale general education students and all ESL teachers in general and particularly those at CANE during the 2023-2024 school year. Our accessible population is composed of 04 English language teachers and 102 terminale students at CANE. However, only 60 students were involved in the survey. We used the scores of 30 students to better show the influence of oral presentation, dialogue and role-play in the development of speaking skills. This is statistically justified in the sense that, an a priori power analysis was conducted to determine the adequacy of the sample size. Assuming a significance level of $\alpha = 0.05$, a desired statistical power of 0.80, and a medium effect size (Cohen's $d = 0.50$), which is commonly expected in educational research, a minimum of approximately 60 participants was required for a two-group comparison. Accordingly, the study included 30 participants per group, which provides sufficient power to detect statistically meaningful differences while minimizing the risk of Type II error.

3.4.2. Sample

Our sample is made up of students and teachers in the terminale classes at CANE. To constitute our sample, we opted for the cluster sampling technique. In effect, a relevant analysis of the 2023-2024 annual grades of the students allowed us to identify all the classes that had the same level. We then divided them into small groups before drawing lots for those concerned by the survey. The average grades of the students in these classes were almost similar (10.00/20 and 9.85/20), with almost the same standard deviation (2.30 and 2.45). we chose two classes taught by trained ESL teachers. In addition, the choice of the sample is justified by its advantages, including the reduction of the research cost, the reduction of research time and the feasibility of the research. Its function is to provide information, in principle generalisable to the entire population. We would have gained a lot by questioning all the students in terminale. However, as it was impossible to do this work for reasons of means and time, we chose a sample based on simple random sampling. This sample reduced the cost of the survey by reducing the number of questionnaires to be printed; It also allowed us to save time when processing the questionnaires. It is worth noting that, as the data were collected from a single private denominational school, while this setting provided a stable and well-organized learning environment that facilitated the implementation of the intervention and the collection of reliable data, it may limit the generalizability of the findings. The characteristics of private denominational schools—such as institutional culture, learner selection, resource availability, pedagogical practices, and value-based orientation—may differ from those of public or non-denominational schools. Consequently, the results of this study should be interpreted with caution and may not be directly applicable to other educational contexts. Future research could address this limitation by replicating the study across multiple schools, including public and non-denominational institutions, in order to enhance external validity and provide a broader understanding of the phenomenon under investigation.

3.4.2.1. Criteria for selecting study participants:

Participant selection was based on clearly defined and objective criteria. Student participants were required to be officially enrolled at Collège Adventiste de Nanga-Eboko, registered in the final year class, to have paid at least the minimum registration fees, and to have attended a minimum of 75% of scheduled English language lessons prior to the study, as verified through administrative and attendance records. Teacher participants were required to be officially employed as ESL teachers at the institution and to be assigned to teach English at

the final year level during the academic year of the study. These criteria ensured the inclusion of participants who were academically active, institutionally recognized, and directly relevant to the objectives of the study. See below table:

Table 2: Criteria for selecting study participants

- 1- Be a student at CANE
- 2- Be a terminale student
- 3- Be an ESL teacher in general and particularly at CANE
- 4- Be a teacher in terminale
- 5- Be enrolled and have at least paid registration fees
- 6- Regular attendance of English language classes

3.4.3. Sampling technique

This is a process that a researcher adopts to better conduct his investigation. We opted for the cluster sampling technique (probabilistic method). It was a matter of dividing the population into heterogeneous clusters and selecting a certain number randomly. See below a table presenting the study sample:

Table 3: Presentation of the study sample

| School | Classes selected | Students | Total | Teachers surveyed | Total |
|--------------|------------------|----------|-------|-------------------|-------|
| | Tle A4 ALL | 15 | | 01 | |
| | Tle A4 ESP | 15 | | 01 | |
| | Tle D | 15 | | 01 | |
| | Tle C | 15 | | 01 | |
| TOTAL | 04 | 60 | | 04 | |
| | | | | | |

Source: Field survey, 2024

3.5. SELECTION PROCESS AND DESCRIPTION OF DATA COLLECTION TOOLS

3.5.1. Approach to the choice of data collection tools

In social sciences, types of surveys include, interview, observation, questionnaire surveys. Our objective is to show the impact of using teaching techniques to improve the speaking skills of final year students at college Adventiste de Nanga-Eboko. In order to do this,

we opted for questionnaire and the interview surveys for data collection in order to make the most of their complementarity. This choice is justified by the type of research (mixed) because each collection instrument corresponds to a type of research. The study employed two primary data collection instruments: a structured questionnaire for students and a semi-structured interview guide for teachers. Both instruments underwent pilot testing prior to the main study, using a small sample of participants (5 students and 2 teachers) from a comparable class within the institution. The pilot testing aimed to evaluate clarity, comprehension, feasibility, and the time required for completion.

Based on participant feedback, minor modifications were made, including rephrasing ambiguous items, simplifying complex sentence structures, and reorganizing the sequence of questions to improve logical flow and ease of understanding. To ensure content validity, both instruments were subjected to a formal expert review process. Three experts in English language teaching and educational research independently evaluated each item using a 4 Likert scale (1 = not relevant), (2 less relevant), (3 relevant), 4 = highly relevant) to rate relevance, clarity, and alignment with the study objectives. Items with average ratings below 3.0 were revised or eliminated based on expert suggestions. The reliability of the instruments was also assessed: the questionnaire demonstrated high internal consistency with a Cronbach's alpha of 0.82, while the interview guide was coded by two independent raters and evaluated using Cohen's kappa, yielding a coefficient of 0.78, indicating substantial inter-rater agreement. This combined process of pilot testing, expert validation, and reliability assessment ensured that the instruments were both valid and reliable, thereby enhancing the credibility, accuracy, and robustness of the study findings.

3.5.2. Description of data collection tools

3.5.2.1. The questionnaire

This tool allowed us to collect quantifiable data. Our questionnaire is made up of four main sections: (1)The preamble section (this is where the interviewer will introduce himself and give the purpose and reasons for the choice of site and classes), (2)the section identifying the respondents (age, school, status and series); (3) the section on teaching techniques and a last one on skills development. The following three sections consist of a set of questions aimed at providing precise information. To do this, we opted for closed-ended questions with binary answers. The latter has the advantage not only of facilitating the creation of statistical variables but also makes it possible to assess an attitude scale. Each item of the questionnaire finds its meaning in relation to the precise evaluation so that at

the end the results obtained and processed invalidate or confirm the centres of interest of our research. Albarello (2003: p.95) gives the following precautions: "for each question asked, whatever form it takes, it is essential to indicate precisely the exact mode of answer expected". This advice guided us in the development of our questionnaire. Below is our questionnaire design and processing.

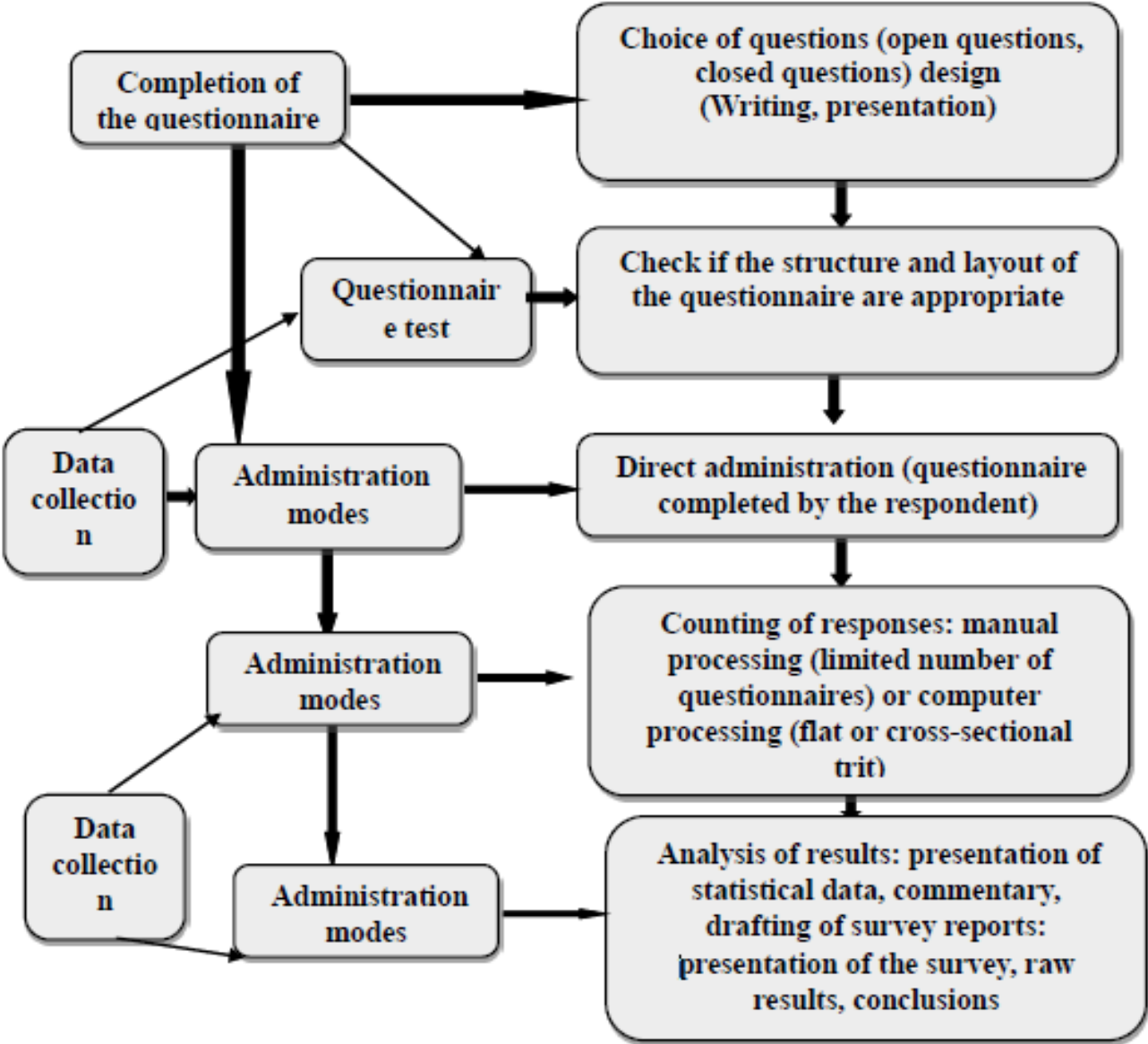


Figure 5: Questionnaire design and processing device

(Source: Adapted from Layout, (2019))

3.5.2.2. Interview guide

We used the semi-structured interview to collect the teachers' opinions on our topic. For Paul N'DA, (2002) in his book entitled Methodology from the Problem to the Discussion of Results, the semi-structured interview is neither entirely directed by a large

number of specific questions; It is simply a matter of using a relatively open interview guide that allows the researcher to obtain the necessary information. But not all the planned questions are necessarily asked, the researcher exercises flexibility to allow the respondent to express himself, it is only necessary to focus the interview on the research objectives. This instrument will complement the information provided by the questionnaires. Our interview guide is structured into three main themes with items to which the teachers selected for the survey will each try to give their opinion on our topic. As a result, the first theme will deal with teaching approach and the following items will address teaching techniques the second will deal with competences and the third and last will be devoted to suggestions.

3.5.3.How data collection tools are administered

3.5.3.1.Administration of the questionnaire

In social sciences, there are several ways of administering the questionnaire, including: mailing, telephone, internet and personal administration. However, in view of the disadvantages of the first three modes of administration, namely the low response rate, the lack of respondents' motivation, lack of appropriate equipment and the environmental context, we chose the hand-to-hand administration method in the context of our study. It consists of distributing the questionnaires hand- to- hand to respondents and wait for them to fill the answers before recovering them. This method of administering the questionnaire, motivates the respondent and allows him/her to take the work submitted to him seriously. Indeed, we chose the questionnaire as a data collection instrument primarily because it is a specific tool for quantitative surveys. Secondly, it is easy to conceive, easy to administer and can be easily stripped. The questions asked in our questionnaire are intended to obtain information in relation to the objectives of the study and to test the hypotheses. As a result, our questionnaire aims to show the effect of teaching techniques on the development of students' speaking skills.

3.5.3.2. Interview

Aktouf (1987) defines an interview as "an oral, one-on-one relationship between two people, one of whom transmits information on a predetermined subject to the other". It is a guided discussion, an "investigative process using a process of verbal communication, to gather information in relation to set objectives". According to Habchi (2011), this is a support for the interviewer, a reminder that lists the themes that would be addressed during the

discussion. It is in fact a document that lists the themes or questions to be addressed and which sometimes allows you to grasp the answers as the interview progresses. Its role is to give the investigator details on the object of the study. It will consist of asking open questions to the teachers of CANE involved in the research and to give them the opportunity to answer without interrupting them. In case one of the respondents tries to get out of the topic, we can reframe it through a "follow-up" question so that they can provide us with important information. This operation ought to take place in a quiet venue, it is true that the place is often proposed by the respondent to allow the researcher to understand his interlocutor at the time of analysis. See below Characteristics, advantages and shortcomings of survey methods:

Table 4: Characteristics, advantages and shortcomings of survey methods

| Survey procedures | Specificity | Benefits | Limits |
|-------------------|--|--|---|
| Questionnaire | -Quantitative data collection on a large scale. | - Enables the quantification of behaviours in view of explaining it; - Easy to conceive; - Easy to administer and to unpack. | -costly given the size of the sample; -subjectivity of answers due to framing of questions and respondents' representations. |
| Interview | -Qualitative data collection on smaller samples. | -Enables understanding of participants' behaviours; -Collection of participants' representations. | - Sample representativity issues.; -Does not allow for statistical analysis. |

3.6. VALIDATION OF RESEARCH INSTRUMENTS

Here lies the issue of evaluating the clarity and precision of the terms, words and questions asked, the form of the question, their order, the effectiveness of the layout in order to eliminate all ambiguous questions, to identify omissions and to judge the length of our questionnaire. In other words, it was a matter of checking whether the respondents will be able to answer the questions without great difficulty. Our pre-survey took place on

February 15, 2024 at Lycee de Ngoa-Ekellé where we undertook our internship. The issue was to choose a reduced sample (100) terminale students from the school to whom we distributed the questionnaires for the test. At the end of this exercise, we found that they had all answered the questions without much difficulty. It is quite true that some still asked the researcher questions

regarding other issues. These questions allowed the researcher to understand that his tool had a reliability problem. After this phase, we made modifications taking into account the students' difficulties. After the modifications, our data collection tool was resubmitted to the supervisor who validated it. We therefore deemed it necessary to renew these questionnaires for the investigation phase itself after consulting the supervisor.

3.6.1.Data collection procedure

This is the investigation itself, which consists of going out to the field to collect the information deemed necessary to resolve the topic's problem. This step led us to distribute the questionnaires and interview participants. So, the day we arrived at CANE, for data collection, we met the Vice-principal who immediately took us to the principal's office where we underwent certain formalities like presenting the research authorisation issued by the dean of the Faculty of Education Sciences of the University of Yaoundé I. Then, we explained the purpose of our presence in his school as well as the reasons for choosing it. After that phase, which lasted about ten minutes, the principal, after validation of our research authorisation, sent us to the discipline master. The latter, with the authorization of the principal, took us to the terminale classes. Once in the classroom, we also took five minutes to explain the necessity of the work undertaken to the students and the teacher as well as the reasons for their choice. The distribution of questionnaires to the students immediately followed. We collected the questionnaires at the end, after calculating the recovery rate (RR), we realized that the questionnaires distributed to the students were all returned. The next step was then to interpret and analyse the data collected.

CHAPTER 4: PRESENTATION AND ANALYSIS OF RESULTS

The third chapter of this study set out the methodology for collecting data in the field. The data was then analyzed and interpreted. The aim of the fourth chapter of this study is to interpret the data collected, taking into account the various inferences from the results obtained, and to present the study data in the form of tables and figures. In this chapter, we will also carry out an analysis that will lead to the verification of the research hypotheses.

4.1. DESCRIPTIVE PRESENTATION OF THE EXPERIMENTAL RESULTS

We shall begin this section by presenting the data related to the personal characteristics of the learners (class attended, gender, age and status) and will continue by presenting the data according to the order of the interventions during our experiment, insisting on a description according to the needs that give meaning to the trends observed.

4.1.1. Distribution of learners by class attended

Table 5 below shows the distribution of learners according to the classes attended. It shows that of the 60 learners who took part in the survey, 40, or 60% of the sample, came from Arts classes (Tle A4 ALL, A4 ESP), and a further 20 learners, or 40%, from science classes (Tle C and D). However, it should be noted that the experimental group comprises 50% of our sample, as does the control group. Both groups included literary and scientific learners, although the literary group was slightly more dominant. The data in this table are represented graphically in Figure 5 below.

Table 5: Breakdown of students according to groups

| Groups | Frequency | % | Cumulated % |
|-------------------|-----------|--------|-------------|
| Experimental (EG) | 30 | 50 | 50 |
| Control (CG) | 30 | 50 | 100,00 |
| Total | 60 | 100,00 | |

Source: Field survey, LANDOH 2024

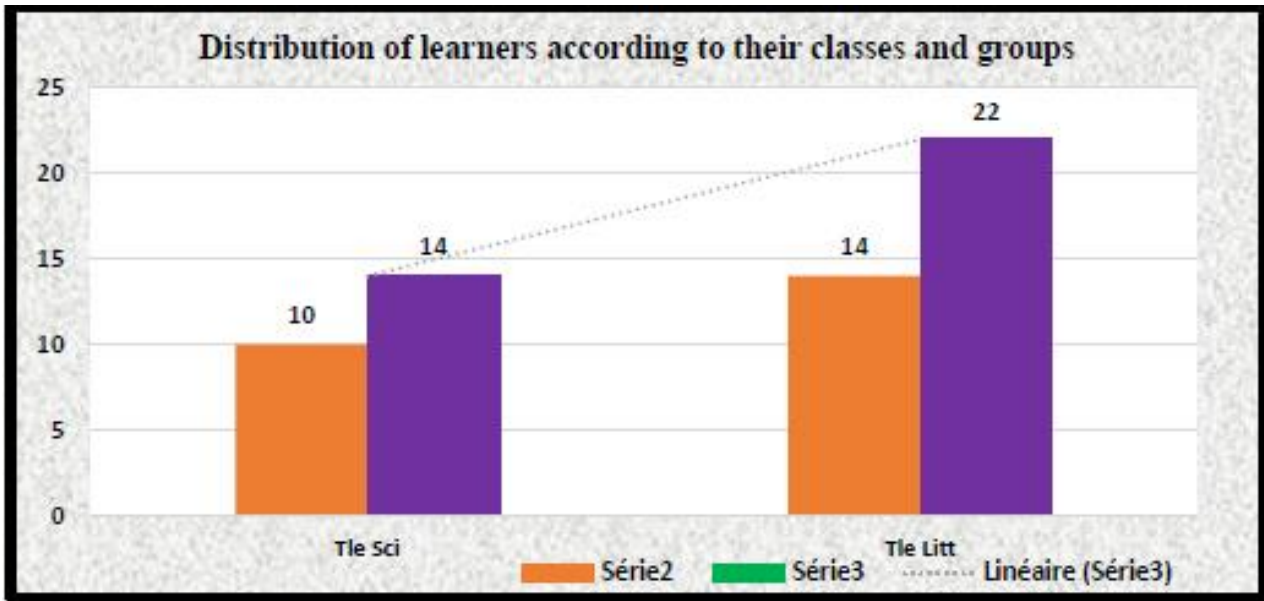


Figure 6: Distribution of learners according to classes attended by learners

Figure 6 above is a grouped histogram showing the distribution of students by class attended and group. We can see that the learners who took part in the survey came from all series. However, both groups have the same number of students, although the numbers here are dominated by Arts learners. As the learners are presented according to their classes and groups, we shall present their gender distribution below.

4.1.2. Distribution of students by gender

The learners in these classes are both male and female. Figure 6: below shows the distribution of learners by gender.

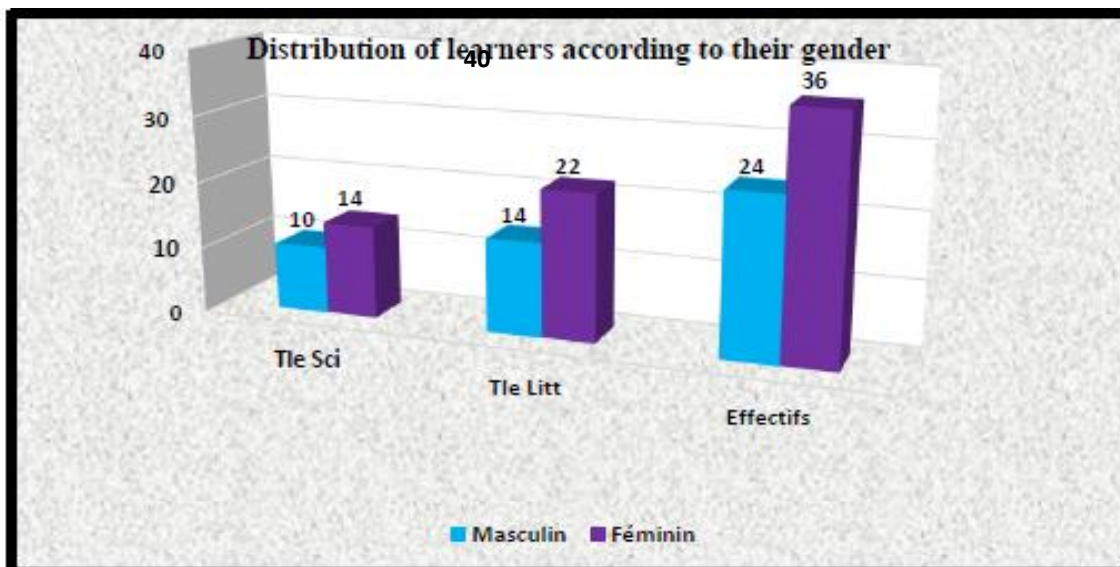


Figure 7: Distribution of students by gender

Source: Field survey, LANDOH 2024

Figure 7 above is a grouped 3D histogram showing the number of learners in different classes according to gender. Careful observation of this allows us to notice that of the 60 learners who constitute our sample, 36 or 60% are female while only 24 learners or 40% are male. It should also be noted that girls are the most numerous to take part in the survey whatever the series. We will now present the learners according to age and status.

4.1.3. Distribution of students according to age group

It is wise to specify here that in the Cameroonian education system, we expect an average age of 17 years at the end of the second cycle of secondary school for a learner who has not repeated a year or if he did not start school early. Out of a sample of 60 learners, the youngest are 17 and the oldest 18 years and over. The figure below is a graphical representation of the distribution of students according to their ages.

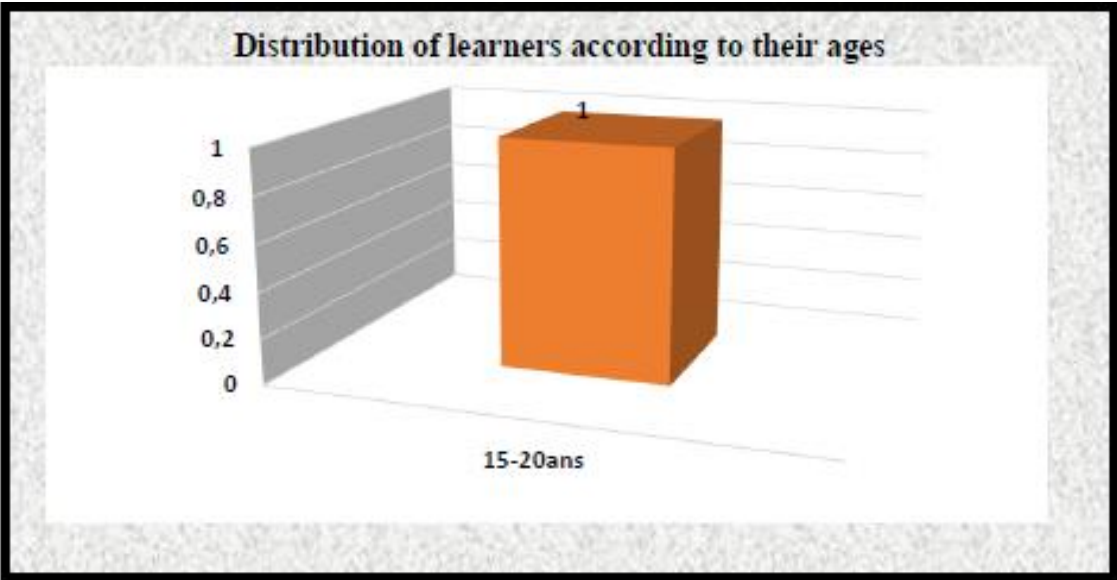


Figure 8: Distribution of learners according to age group

Source: Field survey, LANDOH 2024

The observation of Figure 8 (Grouped histogram of the distribution of students by age group) shows that 47 learners or 78.33% are in the age group between 15-20 years old; 03 learners or 5% have ages varying between 20-25 years. However, we only notice that 10 learners or 16.66% are over 20 years old. We can say that more than half of the participants in the survey are young, respecting the maximum age recommended by the education system in final year classes. However, the presence of learners over 20 years old can be justified by the fact that the school in question is a private denominational Adventist college which does not limit the age of learners in final year classes. This according to the slogan of Adventist education: “redeem and restore.” We can draw the conclusion that our sample is

mainly made up of young individuals in relation to their levels of education. In the next stage, we shall present the learners according to their status.

4.1.4. Distribution of learners according to their status in the class

These learners are characterized by two statuses: Repeaters and new students. The table below shows that 83.33% of learners are new in terminale classes, unlike 16.66% who are repeating these classes. Figure 4 below gives the graphical representation of this table.

Table 6: distribution of students according to status

| Status | Frequency | % | Cumulated % |
|--------------|-----------|--------|-------------|
| Repeaters | 10 | 16,66 | 16,66 |
| New students | 50 | 83,33 | 100,00 |
| Total | 60 | 100,00 | |

Source: Field survey, LANDOH 2024

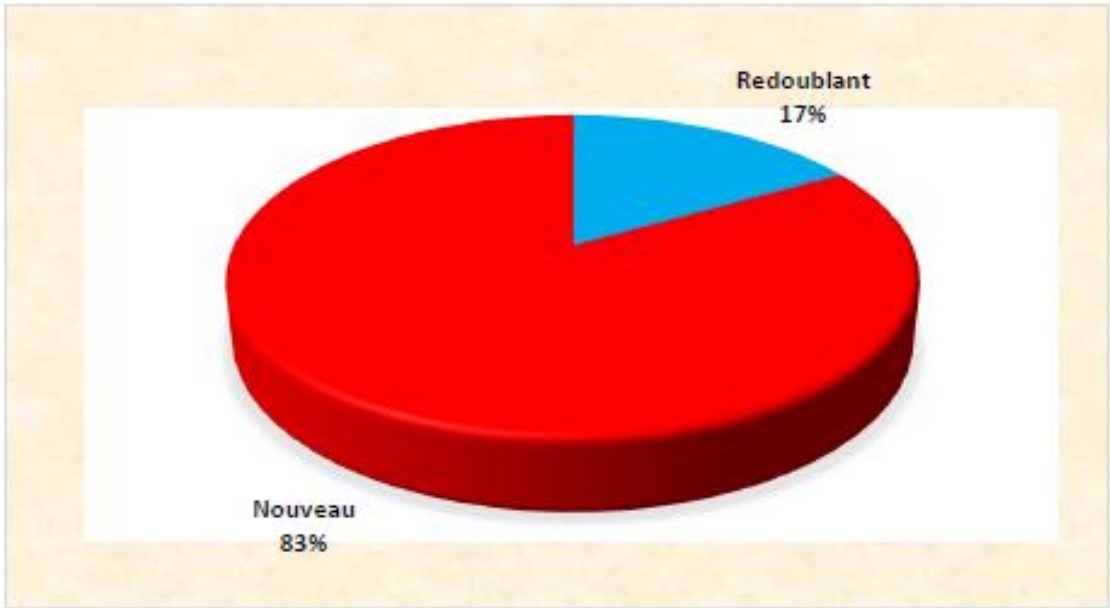


Figure 9: Distribution of learners according to their statuses in the class.

Figure 9 indicates that 50 learners or 83% of our study population are new in terminale, only 10 learners or 17% are repeaters in these classes. The analysis of this figure shows that these classes are mainly made up of learners with a new status. After the presentation of the learners' data according to their personal characteristics, we shall continue with the descriptive presentation of grades.

4.1.5. Descriptive presentation of learners' grades before the experiment

This section deals with the description of oral presentations, dialogue and role play grades obtained by the learners.

4.1.6. Description of oral presentation grades

Table 7: Statistical indices of oral presentation grades summarised according to the gender of learners

| | | |
|--------------------|---------|---------|
| N | Valid | 60 |
| | Missing | 0 |
| Mean | | 10,4580 |
| Mode | | 12,00 |
| Standard deviation | | 3,45623 |
| Minimum | | 4,50 |
| Maximum | | 14 |

Table 7 shows that the overall average of the two groups of students is 10.4580 with a standard deviation of 3.45. Likewise, it shows 12 as the mode of the series with 4.50 as the minimum average and 14 as the maximum average.

4.1.7. Description of dialogue scores

In this subsection, we shall describe the dialogue grades obtained by the students. The statistical elements in the table below give us an idea of the students' skills.

Table 8: Statistical indices of dialogue scores according to the gender of the learners

| | | |
|--------------------|---------|---------|
| N | Valid | 60 |
| | Missing | 0 |
| Mean | | 8,23 |
| Mode | | 9,00 |
| Standard deviation | | 2,85657 |
| Minimum | | 3,00 |
| Maximum | | 13,50 |

Unlike Table 7, Table 8 shows the mean, standard deviation and mode of students' scores on the use of dialogue. Thus, we notice that unlike the average for presentations, that of dialogue is lower with a difference that is obvious. It is clear that we went from 14.00/20 to 08.23/20. The same is true for the mode and the standard deviation

which respectively went from 12 and 3.45 to 9.00 and 2.85. It is also important to specify that the grades vary from 03 to 13.50/20.

4.1.8. Variability of scores depending on personal characteristics

Our aim in this section is to examine the effect of oral presentation, dialogue and role play in developing students’ speaking skills in English.

4.1.9. Variability of oral presentation scores of learners according to gender

In this subsection we will analyse the effect of gender on oral presentation. Because we are called upon to compare two means between two variables, we thought that the two-tailed T test is necessary for this comparison. The results are found in Table 7 below.

Table 9: Statistical indices showing variation in students’ oral presentation scores by gender

| | Sex | N | Mean | Standard deviation | Mean standard error |
|--------------------------|--------|----|---------|--------------------|---------------------|
| Oral Presentation scores | Male | 24 | 10,8200 | 3,15562 | 0,31723 |
| | Female | 36 | 11,7767 | 3,86610 | 0,38076 |

Source: Field survey, LANDOH 2024

By observing Table 9, we notice that the general average for the male gender on oral presentation is 10.82 with a dispersion of scores around 3.15. On the other hand, female students recorded a general average of 11.7767 with a standard deviation of 3.86.

Table 10: The t-test comparing oral presentation scores for male and female students: T-test for independent samples.

| | | Leyene Test for equality of variances | | t Test for means equality | | |
|--------------------------|-----------------------------|---------------------------------------|-------|---------------------------|---------|------------------|
| | | F | Sig. | T | DOF | Sig. (bilateral) |
| Oral presentation grades | Equal variance assumption | 3,00 | 0,073 | 0,085 | 201 | 0,722 |
| | Unequal variance assumption | | | 0,085 | 185,872 | 0,722 |

When we assume equality of variances, ($p > 0.05$), we have the null hypothesis H_0 according to which group work grades vary according to the gender of the students. Indeed, the t Test = 0.085; a degree of freedom = 201 and a two-sided significance = 0.85. This significance is well above 0.05 ($p > 0.05$). For this, we do not reject H_0 . This non-rejection of H_0 allows us to conclude that the oral presentation grades do not vary according to gender.

4.1.10. Variability in students’ use of dialogue based on their gender

In this section, we want to see whether the use of dialogue depends on the gender of the students. Because we are called upon to compare two means between two variables, we thought that the two-tailed T test is necessary for this comparison. We have recorded the results in Table 11 below.

Table 11: Statistical indices showing the difference in student dialogue ratings by gender: group statistics

| | Sex | N | Mean | Standard deviation | Standard error | Mean |
|-----------------|--------|----|------|--------------------|----------------|------|
| Dialogue grades | Male | 24 | 9,24 | 2,72 | ,27288 | |
| | Female | 36 | 9,04 | 3,12 | ,30716 | |

Source: Field survey, LANDOH 2024

Table 11 compares the general averages of students’ scores in dialogue according to their gender. At the end of our analysis, we notice that the general averages of the students are almost equal (9.24 and 9.04) for the male and female genders respectively. This difference will be tested in the table below.

Table 12: The t-test comparing dialogue scores for male and female students: T test for independent samples.

| Dialogue grades | | Leyene Test for equality of variances | | T-test for means equality | | |
|-----------------|-----------------------------|---------------------------------------|-------|---------------------------|--------|------------------|
| | | F | Sig. | T | DOF | Sig. (bilateral) |
| Dialogue grades | Equal variance assumption | 0,224 | 0,522 | 0,741 | 201 | 0,451 |
| | Unequal variance assumption | | | 0,631 | 200,10 | 0,459 |

Assuming equality of variances, ($P > 0.05$), the analysis of table 12 shows that the difference in dialogue scores between male and female students is not significant (Dof = 201; $T = 0.741$; two-sided significance = 0.4) which is well above 0.05 ($P > 0.05$). For this, we do not reject H_0 and we therefore conclude that the dialogue scores obtained by the students do not vary according to gender.

4.1.11. Variability of students' role play grades according to gender

In this subsection we shall analyse the effect of gender on role play. Because we are called upon to compare two means between two variables, we thought that the two-tailed T test is necessary for this comparison. We have recorded the results in Table 11 below.

Table 13: Statistical indices showing variation in students' role-play grades by gender.

| | Sex | N | Mean | Standard deviation | Standard mean error |
|------------------|--------|----|-------|--------------------|---------------------|
| Role-play grades | Male | 24 | 11,66 | 3,14435 | 0,3024 |
| | Female | 36 | 12,67 | 3,75500 | 0,37065 |

Source: Field survey, LANDOH 2024

By observing Table 13, we notice that the general average for the male gender of the role-play grades is 11.66 with a dispersion of scores around 3.14. On the other hand, female students recorded a general average of 12.67 with a standard deviation of 3.75.

Table 14: The t-test comparing role play scores for male and female students: T-test for independent samples.

| | | Leyene Test for equality of variances | | t Test for means equality | | |
|------------------|-----------------------------|---------------------------------------|-------|---------------------------|---------|------------------|
| | | F | Sig. | T | Ddl | Sig. (bilateral) |
| Role-play grades | Equal variance assumption | 2,00 | 0,063 | 0,072 | 201 | 0,611 |
| | Unequal variance assumption | | | 0,072 | 185,872 | 0,611 |

Source: Field survey, LANDOH 2024

When we assume equality of variances, ($p > 0.05$), we have the null hypothesis H_0 that

role play scores vary by student gender. Indeed, the t Test = 0.072; a degree of freedom =201 and a two-sided significance = 0.611. This significance is well above 0.05 ($p > 0.05$). For this, we do not reject H_0 . This non-rejection of H_0 allows us to conclude that the ratings of role play do not vary according to gender.

4.2. QUALITATIVE DATA ANALYSIS

In order to achieve the objective of our study, we undertook semi-structured interviews with four teachers. Below is a condensed thematic summary of the interview guide with themes, subthemes, and their focus, without listing every question. It provides a clear visual structure of the thematic analysis, showing how interview data aligns with research objectives. This section comprises a thematic summary of teachers' interview, characteristics of teachers surveyed, their responses and the researcher's analyses.

Table 15: Thematic summary of teachers' interview

| Theme | Subthemes | Focus / Description |
|--|-----------------------------------|---|
| 1. Teacher Profile | Academic Background | Teacher qualifications and training relevant to ESL instruction |
| | Teaching Experience | Years of teaching and class responsibilities |
| | Class Levels & Subjects | Types of classes taught and inclusion of speaking lessons |
| 2. Lesson Planning & Delivery | Lesson Introduction & Engagement | How teachers start speaking lessons and engage learners |
| | Prior Knowledge & Objectives | Checking learners' previous knowledge and stating learning objectives |
| | CBA Teaching Techniques | Techniques used to teach speaking and adherence to CBA principles |
| | Alternative Strategies | Methods used when CBA techniques are not available or applicable |
| 3. Skills Development | Speaking Competencies | Types of competencies developed (fluency, accuracy, confidence) |
| | Practical vs. Theoretical | Emphasis on practical speaking skills vs. theoretical knowledge |
| | Curriculum Objectives | Purpose of teaching speaking in the Cameroonian curriculum |
| | Student Outcomes & Challenges | Effectiveness of instruction and barriers to practicing skills |
| | Time Allocation & Recommendations | Adequacy of curriculum hours for skill development and suggested improvements |

Table 16: characteristics of teachers surveyed

| Participants | Gender | Ages | Professional qualification | Teaching experience | Highest certificate |
|--------------|--------|------|---|---------------------|---------------------------------------|
| T 1 | M | 30 | Professeur des collèges d'Enseignement secondaire premier grade (PEG) | 9 years | Baccalauréat A4 ALL |
| T 2 | M | 50 | Professeur des lycées d'enseignement secondaire général (PEG) | 24 years | Licence en Lettres bilingues |
| T 3 | F | 32 | Professeur des lycées d'enseignement secondaire général (PEG) | 5 years | Licence en Lettres modernes Anglaises |
| T 4 | F | 36 | Professeur des lycées d'enseignement secondaire général (PEG) | 11 years | Bachelors in Linguistics |

Source: Field survey, 2024

The result from the content analysis will be presented according to some selected items from the interview guide. This means that, for an item, we shall give the opinion of each teacher. Thus, when we asked teachers how often they taught speaking and which approach they used, the below points of view were given:

The first teacher said:

“I teach speaking in my classes sometimes. Sometimes because it is not easy to teach that content. When we were in training, they never taught us exactly how to approach the

teaching of that content. What I even manage to do during the teaching of speaking is just the little that I gathered during pedagogic seminars organised by the delegation. Again, it is not sufficient given that pedagogic inspectors do not really focus of specific contents but deal with the whole. As concerns the approach, I use the CBA”.

The second teacher declared that:

“I seldom teach speaking content in my classes even though in each lesson of each module there is a speaking content. But when I decide to approach speaking in a class, I use the CBA content which is the teaching approach in force in the education system of our country. Since speaking is not among the four sections that make up the English language paper in the official exam, I just fly over it and ponder most on preparing students on what comes at the exam. Also, one of the things that make me not to really be interested in the teaching of speaking is the technique to approach it so that it can grab the interest of learners. The drilling technique that I use does not interest them”.

The third teacher answered and said:

“The approach every teacher uses nowadays is CBA. That is the approach chosen by government. As to how often I teach speaking, I would have loved to teach it in each lesson. But that content has to be taught using devices like a projector, recordings, errrr... video-tapes, en bref... a laboratory for language teaching. But our schools do not have such things. Not only do they not have, but also, the teaching time is not sufficient. I don't even want to mention the learning time, the large enrolments per class and so on and so for. To teach speaking is not easy ohh”.

The fourth teacher answered:

Every content is taught using CBA since it is the approach in force. As for speaking, I teach it every time that I find it in a lesson of a given module. But to be honest, it takes a lot of time and preparation to teach speaking because our schools do not have didactic material, ICT tools to ease the teaching of that content. But! Er! Mmm! since it is obligatory to teach it as it is in the syllabus, I try as much as I can to give topics to students in groups of four to go prepare for a week, then present it orally in class. Sometimes, I ask them to play roles of a profession for example, a policeman and a taximan at a check point. But note that it is time consuming and you run the risk of not covering the syllabus before students sit for their certification examination at the end of year.

When analysed, the above opinions show that all four teachers used CBA in their teaching in general, even though all of them complaint about over crowded classes and lack of didactic material and ICT tools to adequately teach that content. One teacher (the second) did not know the appropriate technique to approach the teaching of speaking. The fourth teacher however affirmed that she taught that skill in spite of the many constraints involved.

Hence, one begins to wonder if the Act ually has an impact on the speaking skills of learners. when asked whether the approach in force (CBA) has an impact on the English-speaking skills of their terminale students, several statements were made among the participants:

Teacher 1 declares:

'No. Because when the objective of the lesson is written on the board, once my students notice that it concerns speaking, you'll hear them saying: "Ce n'est pas grammar?" Or "ce n'est pas le tiercé" (referring to vocabulary). "Est-ce que ça vient à examen?" Then, they will lose interest and begin to sleep or make noise, especially those sitting on the last desks of the class. That's how requests for permission to go out for this or that reasons will start flowing from all angles.'

Teacher 2 said:

"Err! Err! Classes are overcrowded (thinks for a while) and it becomes very difficult to use the CBA especially in a speaking lesson because you have to reorganise the classroom setting. Even if you ask students to simulate a dialogue or a role-play, only few will do it given their number in class (between 45 and 60). So, I focus more on comprehension, grammar and vocabulary to prepare them for their end of year examination, using mostly the transmissive method"

Teacher 3 declared:

"Well! (hesitates, silent for few seconds...) Yes, but not as it should be. Why because Emm! Emm! Those who imposed the CBA in our education system did not consult us the teachers who are technicians in the field, and know how our students behave. They went and took their decision up there and obliged us to use it without building our capacities on the new approach. That thing (CBA) is for "white man country" as we say in pidgin because "they get money". Their schools have language labs. Do we have them here? How can you teach speaking without an electronic device and recordings that can help learners to articulate or to practice how native speakers pronounce for example? Englis is not only spoken in Cameroon, if a cameroonian student goes to the UK or to America, when they "wrap", will he or she even hear an iota? Even the anglophones in Cameroon, when they listen to a British or an American speak you will repeatedly hear them say Hein! Hein! Hein! Because they don't understand native speakers. My man, CBA can never help develop speaking skills if we don't have language labs in our schools."

Teacher 4 declared the below:

« Euh... For CBA to foster the speaking-skills of learners is not easy because the sizes of classes are just too much. With CBA you need at most 25 students per class. In Europe it is even 15. Can that be possible in this country? I doubt. However, since speaking is a content that ought to be taught by all language teachers, given that it is inscribed in the curriculum and even in the text book, what I do is to use role-play and dialogue teaching techniques and at times I give topics to students to go home and work in groups then come present them in front of the class. But again, many students dodge on presentation days because they are shy and those who even try, mix English and French during presentations or what they term: "frankanglais", a mixture of pidgin, English and French».

It appears from the above verbatim that of the four teachers, none of them actually, in the real sense uses the CBA to teach speaking skills because, according to them, the approach is not suitable for the teaching of that content, given large class sizes, lack of motivation on the part of learners, as speaking is not part of their end of year examination and lack of language laboratories. Teacher (3) even said that she did not use CBA rather, she used transmissive method and did not even teach speaking but focussed on contents such as grammar, vocabulary and comprehension that prepare students for their examination only. Teacher (4) however, acknowledged the fact that speaking is a content that must be taught. She said she used dialogue and role-play to teach speaking even though, also confronted with the issue of large enrolment. From the above, we can conclude that CBA does not impact the speaking skills of students.

Concerning the question on whether using oral presentation, dialogue and role-play in the CBA in force could enhance the speaking skills of their students the below opinions were gathered:

Teacher (1)

"Yes, but as part of integration activities and if it's oral presentations to be done at home and present it in front of the class, no! (insistently, shaking his head left and right in sign of negation), since they (students) won't look it up themselves. Which means that I don't assign them. Even though group work plays a very important role in the development of students' skills. Role-play allows students to develop their skills in the sense that group work enable them to have ideas and concepts about the lesson. It also facilitates understanding and socialisation of

peers. As for Dialogue, I sometimes ask two students to come up before the class and dialogue on a specific topic which I gave them the previous class. For instance, I can ask two students to... to... (3 times) role-play a doctor and a patient in a hospital setting. But this is not very often because time allocated for English is not enough”

Teacher 2 on his part said that:

“It can work but since it doesn’t come in the baccalauréat, I don’t waste much time on it. 50 minutes of teaching does not allow for organizing dialogue or debate or... or... or... ehm... err... presentation. When I have two joined periods, I can do that but most often I insist on grammar and vocabulary exercises where students can have more marks in the exam, rather than speaking. If they really want to speak English, they can enroll in a linguistic centre during holidays. Cameroon has no shortage of them.

As for Teacher (3):

“The use of those techniques can only enhance the speaking-skills of our students if an only if err... our schools are equipped with language labs and proper training given to those in charge or to teachers of languages. Hein...! You cannot teach speaking without students being exposed to word or sentence articulation. If English and French are the official languages of this country with the same status as says the constitution, we know that majority is French and if government wants a balance of the two languages, it should invest on language labs from nursery schools to university. Before you know it, in the next ten to fifteen years, every young Cameroonian will speak English and French perfectly. Not that their... their... National commission on bilingualism and... and... what again? That our students don’t even feel the impact of their action. Anyway, I don’t even know what is their roadmap. Let me not elaborate on something I don’t know but this issue of speaking lies according to me, solely on equipping schools with language laboratories if not Cameroon will always be a bilingual country but Cameroonians not”

Teacher (4) on her part ascertained that:

“When I approach the speaking part of the course, I always distribute presentation themes to students, so they can work on them and each time we have two joined periods we start by presenting them using the notes they wrote at home during their group work. Most students read their papers because they can’t speak without referring to them. But some strong students do but with a lot hesitations, slow and inaccurate sentence structures and mix French when they don’t find the English word for what they want to say.”

The analysis of the above corpus makes us to understand that, all participants confirmed the fact that the use of oral presentation, dialogue and role-play as teaching techniques can develop the speaking skills of students. Although, very few teachers give oral presentations topics to students, teacher (2) confirmed that he always begins part of the course with oral presentation topics that he earlier distributed to his students. These presentations allow learners to go through the lesson and construct their own knowledge. We attended an oral presentation by students on the advantages of being a bilingual citizen. After analysing the oral presentation by students, we noticed that those in the experimental group undertook two activities at the same time. They worked in groups first, then used the material they gathered during the group work as support for integration activities; that is the oral presentation itself.

Regarding the question to know if the content of speaking in Terminale was relevant to enhance the speaking skills of students;

Teacher 1 said:

“Yes, the content is relevant because it includes topics that are practical and relatable to the students' everyday experiences. the student book for example is an excellent tool for the teacher who uses it to prepare lessons and the students who use it to complete what the teacher gave in class and to do exercises and other materials facilitating the acquisition of skills”

Teacher 2 said:

“The book is a didactic material known to all. It is a teaching material par excellence for the teacher and the students who use it to prepare lessons and do exercises in order to facilitate the acquisition of skills. As for the content, Yes...Yes..., the content is relevant, but I think more current topics related to everyday life and dialogue simulations should be added or included. “Do you know a book that was once used in this country titled English for French speaking Africa?” the teacher asked me. Yes I do, replied the interviewer. The type of dialogue in that book is the type that helped students practice speaking in those days.

Teacher 3 replied:

“The content is relevant because it covers important social, political, and cultural topics that students need to be aware of and discuss. it also provides the target skills which help to plan activities.”

Teacher 4 said:

“Yes, the topics are relevant and often touch on real-world issues, which make the students more engaged in speaking”.

This exchange shows that all teachers agreed on the fact that the speaking content of terminale is relevant. One of them however, wished that more dialogue simulations should be included.

Regarding the difference that would exist between teaching and learning of speaking without oral presentation, dialogue and role-play techniques and with those techniques, teachers provided the following responses:

Teacher 1:

The students who are taught speaking using oral presentation, dialogue and role-play techniques perform better than the others.”

Teacher 2:

The difference is clear. “When learners are taught with those techniques during the teaching/learning process, they understand quickly and are prompt to imitate their peers, thereby assimilate better. On the other hand, those who are taught transmissively without giving them the opportunity to dialogue or role-play are passive learners and show a lot of shyness when given the turn to answer a question in English.”

Teacher 3:

“Of course there is. The students who work in groups and are taught speaking skills by teachers who use dialogue, role-play and sometimes debates and peer feedback outperform those who are taught without those techniques”.

Teacher 4:

The difference lies in the use of teaching techniques because learners who are taught with Oral presentation and role-play easily develop their speaking-skills better than those taught with other techniques.

From the above verbatim, teachers confirmed that students can easily develop their speaking skills when taught using oral presentations, dialogue and role-play, even if one teacher added two other techniques including debates and peer feedback, techniques which still go in line with those earlier discussed. When we sought to know if teachers knew clearly

defined techniques in CBA related to the teaching of speaking skills and if they could describe one, they provided the below answers:

Teacher 1:

“Yes, CBA emphasizes task-based learning and group discussions to develop these competencies. I often use role-playing where students act out real-world scenarios. It helps them practice spontaneous speech and build confidence”.

Teacher 2:

“Yes, task-based learning and group interactions are recommended by CBA. I use group discussions where students talk about different topics and practice new vocabulary”.

Teacher 3:

“Yes, there are techniques like problem-solving discussions and simulations. I often use simulations where students role-play scenarios like job interviews or debates on current issues, which helps them practice speaking in a structured context”.

Teacher 4:

“Yes, there are techniques like interactive dialogues and peer feedback sessions. I often use peer feedback sessions where students give constructive feedback to each other after speaking tasks, which helps them improve”.

From the teachers' opinions above, we came to understand that all of them knew numerous teaching techniques related to speaking and even applied them in their teachings. But one still wonders why the lack in speaking abilities of terminale students still persists, from our observation.

On the question to know Which speaking competencies teachers develop in their students and if they were practical or theoretical, teachers replied and said:

Teacher 1:

“I focus on fluency, pronunciation, and conversational skills. They are mainly practical because students need to apply them in real-life communication”.

Teacher 2:

“I develop fluency and pronunciation, mainly. They are practical, aimed at real-life

communication".

Teacher 3:

"I focus on fluency, accuracy, and confidence in public speaking. They are practical because students apply them in real-life contexts, especially during presentations and group discussions".

Teacher 4:

"I develop fluency, interaction skills, and confidence in expressing opinions. They are practical because students need to apply them in various real-world situations".

Concerning the question on learners not being able to practice the speaking knowledge they acquire at school in their daily activities in spite of existing, clearly defined teaching techniques prescribed by the CBA to enhance those skills, teachers said:

Teacher 1:

"I think it's because they don't have enough opportunities to speak English outside the classroom, as French is the dominant language in their environment".

Teacher 2:

"They mostly use French outside school, which limits their chances to practice English".

Teacher 3:

"They lack a conducive environment to practice speaking English outside school, where French is the dominant language".

Teacher 4:

"The lack of English-speaking environments outside the classroom is a major obstacle".

The above corpus show that students are unable to express themselves out of the classroom in English because they lack sufficient opportunities to practice, the environment not being conducive to practice English and because of the dominance of French.

The researcher also tried to find out from teachers their opinions on the time allocated for the teaching of English, if it was sufficient to teach the necessary skills and what their suggestions were. The following points of view were given:

Teacher 1:

"No, the time is not enough. I would suggest at least 6 hours per week, especially for students who need more speaking practice".

Teacher 2:

“No, it’s too little. I think 5 hours per week would be sufficient.”

Teacher 3:

“No, it’s not sufficient to cover all the skills. I would recommend 6 hours per week for English to allow for more practical speaking exercises.”

Teacher 4:

“No, it’s not enough to develop all the necessary skills. I would suggest increasing it to 5 hours for science students and 6 hours for arts students.”

All teachers agreed on the fact that the time allocated for the teaching of English was not sufficient to practice speaking perspiration. All of them suggested that those hours be added from three for science students to five hours per week and from four for arts students to six per week.

From the presentation of the qualitative data analysis of this study, one can conclude from the analysis of teachers’ opinion who participated that all of them are qualified and experienced teachers who used the CBA in their teachings, know speaking competencies to be taught, understand and describe speaking teaching techniques prescribed by the CBA but who, unfortunately, seldom teach speaking skills in their classes. They confirm that CBA does not really impact the speaking skill of learners due to overcrowded classes and less teaching time allocated. They agree that the integration of oral presentation, dialogue and role-play in the approach in force to teach speaking can contribute to the development of students’ abilities to speak English and that learners taught using these techniques outperform those taught without the techniques. They also agree that the content of speaking in terminale foster speaking skills but students according to them don’t speak because of the influence of French and lack of conducive environment to practice English speaking out of the classroom.

4.3. VERIFICATION OF RESEARCH HYPOTHESES

To test the research hypotheses, we shall carry out a comparison of means using student's T test and cross-tabulate variables to see if there are any links between them, and when we have a significant result, we shall make an inference to determine which group differs significantly from the other. This section examines the effect of oral presentation, dialogue and role-play to enhance the development of learners' speaking skills. However, in order to

confirm the analyses made at the descriptive level, it is important to resort to much more relevant analyses. For this reason, we used Student's T-test to check whether the differences in means between the pre-test and post-test were significant. The hypotheses were formulated as follows: The null hypothesis H0: Here, it is assumed that the performances of the two groups are equal. such a scenario would invalidate our hypothesis; Alternative hypothesis H1 assumes that the performances of the two groups are different. In other words, it is assumed that the experimental group performs better than the control group.

In the context of this work, confirming or rejecting the H0 and H1 hypotheses requires us to set a significance level or a significance threshold. The threshold used here is 5%. Interpretation will therefore depend on the following scenarios:

If p-Value is less than 0.05 (5%), H0 is rejected and H1 is confirmed;

If p-Value is greater than 0.05 (5%), H0 is accepted and H1 is rejected.

4.3.1. Verification of RH1 (oral presentation).

The RH1 specific to this study was therefore formulated as follows: There is a link between oral presentation and the development of English-speaking skills of terminale students at college Adventiste de Nanga-Eboko. To test this hypothesis, the student’s T test for paired samples and the covariance test were applied. These two tests were used to assess the difference in means between the control group and the experimental group. As a result, we formulated two hypotheses to test this hypothesis:

- The null hypothesis (H0) states that the performance of the two groups is equal. In other words, the hypothesis to be tested is invalidated.
- The alternative hypothesis (H1) states that the performance of the control and experimental groups is different. In other words, the hypothesis to be tested is confirmed.

A paired-sample T student's test was applied to compare the means of test performance between the control group and the experimental group. The student’s T-test meets the threshold of 0.05.

Table 17: Results of Student's T-test for Experiment 1 (Oral presentation)

| Experiment 1: Oral presentation | | | | | |
|---------------------------------|-----------------------|----|-------|-----|-------|
| Groups | Pairs | N | t | Dof | Sig |
| Witness | Pre-test1-post-test 1 | 30 | 0,432 | 29 | 0,590 |
| Experimental | Pre-test1-post-test 1 | 30 | | 29 | 0,001 |

Source: Field survey, LANDOH 2024

The results of the Student's T test applied to the control group (CG) and the experimental group (EG) show that there is a non-significant difference between these groups with regard to the development of English-speaking skills. The CG has a $T = 0.432$ with a probability of $0.590 > 0.05$. This means that the test is not significant. In the EG, the T is equal to 1.302 with a probability of 0.001, well below the significance threshold of 0.005. This shows that the T is significant because $0.001 < 0.05$. This indicates that the teaching of speaking skills in English using oral presentation has a significant impact on the development of the speaking skills in English of final year students at college Adventiste de Nanga-Eboko. Therefore, the first hypothesis of this study is confirmed.

However, to better understand this situation, we applied an Anova T test to the control and experimental groups. The tables below enable us to assess the significant relationships between oral presentation and the development of speaking skills in English of final year students at CANE.

Table 18: Anova variance for the Control Group (CG) for experiment 1 at pre-test

| | | Sum of squares | DOF | Medium square | F | Sig. |
|-------------------|-------------|----------------|-----|---------------|-------|-------|
| Witness Groupe | Intergroups | 2,017 | 1 | 2,017 | 0,306 | 0,582 |
| | Intragroup | 382,167 | 58 | 6,589 | | |
| | Total | 384,184 | 59 | | | |

Source: Field survey, LANDOH 2024

It can be seen from this table that the Anova test applied to the CG gave an $F = 0.306$ with a probability of 0.582, well above the representativeness threshold of 0.05. Thus, there is no relationship between normal teaching and the development of CG learners' skills. Thus, there is no relationship between normal teaching and the development of CG learners' speaking skills. In the experimental group, the situation seems to be the same. This allows us to conclude that the teaching has no effect on the development of the English-speaking skills of final year students at CANE.

Table 19: Anova variance in the Experimental Group (EG)for experiment 1 at post-test

| | | Sum of squares | DOF | Medium square | F | Sig. |
|--------------------|-------------|----------------|-----|---------------|-------|-------|
| Experimental group | Intergroups | 71,667 | 1 | 81,667 | 1,845 | 0,002 |
| | Intragroup | 2321,257 | 58 | 41,766 | | |
| | Total | 2392,924 | 59 | | | |

Source: Field survey, LANDOH 2024

In the EG, the Anova test gave an $F = 1.845$ with a probability of 0.002, well below the representativeness threshold of 0.05, reflecting the existence of a significant link between the teaching of speaking skills through oral presentation and the development of learners' speaking skills. Thus, the (null) hypothesis that the EG and CG averages are equal was rejected. The probability of 0.002 indicates that the teaching of speaking using oral presentation favours the development of English-speaking skills of final year students at CANE. The learners' opinions on oral presentation are presented below.

4.3.2. Verification of RH2 (Dialogue).

RH2 states that: the teaching speaking skills based on dialogue promotes the development of English language speaking skills of final year learners at CANE. To test this hypothesis, student's paired-sample T-test and covariance test were applied. These two tests were used to assess the difference in mean between the control group and the experimental group. Two hypotheses were formulated to test this hypothesis:

- The null hypothesis (HO) states that the performance of the two groups is equal. In other words, the hypothesis to be tested is invalidated.
- The alternative hypothesis (H1) states that the performances of the control and experimental groups are different.

For this reason, a paired-sample student's T test was applied to compare the mean test performances between the control and experimental groups. The student's T-test had a threshold of 0.005. The table below presents the results of the student's t test for experiment 2 linked with dialogue.

Table 20: Results of the Student's t-test for Experiment 2 (Dialogue)

| Experiment 2: Dialogue | | | | | |
|------------------------|---------------------|----|-------|-----|-------|
| Groups | Pairs | N | T | DOF | Sig |
| Witness | Prétest2-post-test2 | 30 | 0,420 | 29 | 0,773 |
| Experimental | Prétest2-post-test2 | 30 | 3,506 | 29 | 0,001 |

Source: Field survey, LANDOH 2024

In the Control group (CG) the calculated absolute value of $T = 0.420$ with a probability of 0.773 well above the threshold of 0.005 . This means that normal teaching did not improve learners' speaking performance in the pre and post-tests. On the other hand, in the experimental group, the teaching of speaking skills in English based on dialogue considerably improved learners' speaking skills. The t-value calculated was 3.506 , with a probability of 0.001 , well below the significance threshold of 0.005 . Thus, at the end of this analysis, the specific hypothesis was accepted. This means that teaching speaking skills based on dialogue significantly favours the development of the English language speaking skills of final year learners at college Adventiste de Nanga- Eboko. However, in order to better understand this contribution to the development of English-speaking skills, we applied an Anova test to the control and experimental groups, as illustrated in the tables below.

Table 21: Control group Anova variance for Experiment 2 at pre-test

| | | Sum of squares | DOF | Medium square | F | Sig. |
|---------------|-------------|----------------|-----|---------------|-------|-------|
| Witness group | Intergroups | 1,350 | 1 | 1,430 | 0,208 | 0,452 |
| | Intragroup | 373,633 | 58 | 6,514 | | |
| | Total | 374,983 | 59 | | | |

Source: Field survey, LANDOH 2024

The results of the Anova test applied to the group scores show that $F = 0.208$ with a probability of 0.452 well above the representativeness threshold of 0.005 . This means that there is no significant link between normal teaching and the development of learners' English-speaking skills. Thus, the (null) hypothesis that the means of the control group are equal was accepted. Therefore, the hypothesis that dialogue-based speaking instruction promotes speaking skill development is accepted.

Table 22: Anova variance for the experimental group for experiment 2 at post-test

| | | Sum of squares | DOF | Medium square | F | Sig. |
|--------------------|-------------|----------------|-----|---------------|--------|-------|
| Experimental group | Intergroups | 85,017 | 1 | 8 3,016 | 13,786 | 0,001 |
| | Intragroup | 380,834 | 58 | 6,566 | | |
| | Total | 465,851 | 59 | | | |

Source: Field survey, LANDOH 2024

The results of the anova test applied to the scores of the experimental group show that

$F = 13.786$ with a probability of 0.001 well below the representativeness threshold of 0.005. This means that there is a significant link between dialogue and the development of English-speaking skills. Thus, the (null) hypothesis that the means of the experimental group are equal was rejected. The probability 0.001 indicates that the teaching of oral expression based on dialogue promotes the development of English-speaking skills of the final year learners at CANE.

4.3.3. Verification of RH3 (role play).

RH3 is formulated as follows: Teaching speaking skills using role-play enhances the development of English language speaking skills of final year learners at CANE. To better verify this hypothesis, we applied the student's T test for paired samples and the covariance test, as we did for the first two hypotheses. These two tests made it possible to evaluate the difference in mean between the control group and the experimental group. In order to test this hypothesis, we formulated two hypotheses, namely

- The null hypothesis H0: The performance of the two groups is equal. In other words, the hypothesis to be tested is invalidated.
- The alternative hypothesis H1: Performance between the control and experimental groups is different.

A paired-sample Student's T test was applied to compare the mean test performances between the control and experimental groups. The student's T-test had a threshold of 0.005. The table below presents the results of the student's T-test for experiment 2 related to the use of role-play.

Table 23: Results of the Student's T test for experiment 3 (Role-play)

| Experiment 3: role-play | | | | | |
|-------------------------|----------------------|----|-------|-----|-------|
| Groups | Pairs | N | T | DOF | Sig |
| Witness | Pretest2-post-test 3 | 30 | 1,730 | 29 | 0,097 |
| Experimental | Pre-test2-post-test3 | 30 | 7,184 | 29 | 0,000 |

Source: Field survey, LANDOH 2024

According to this table, the absolute value of the calculated $T = 1.730$ with a probability of 0.097, well above the 0.005 threshold. This means that normal teaching did not improve the speaking skills of learners in the control group at pre-test and post-test. On the other hand, in the experimental group, the use of role-play improved learners' skills. The value of T calculated $= 7.184$ with a probability of 0.000 is well below the significance level of

0.005. In view of the above, the specific hypothesis (RH3) was accepted meaning that the teaching of speaking skills using role-play has a significant influence on the development of English language speaking skills among final year learners at college Adventiste de Nanga-Eboko. However, in order to gain a better understanding of this contribution to the development of speaking skills, we combined this test with the Anova test in order to better assess the contribution. The Anova test was applied to the control and experimental groups. The results obtained are shown in the table below.

Table 24: Anova variance in the control group for experiment 3 pre-test

| | | Sum of squares | DOF | Medium square | F | Sig. |
|---------------|-------------|----------------|-----|---------------|-------|-------|
| Witness group | Intergroups | 18,150 | 1 | 17,150 | 2,855 | 0,081 |
| | Intragroup | 366,133 | 58 | 6,138 | | |
| | Total | 364,173 | 59 | | | |

Source: Field survey, LANDOH 2024

The results of the Anova test applied to the group scores show that $F = 2.855$ with a probability of 0.081, well above the representativeness threshold of 0.005. Thus, there is no significant link between normal teaching and the development of English-speaking skills. For this reason, the (null) hypothesis that the means of the control group are equal was accepted.

Table 25: Anova variance in the experimental group for experiment 3 at post-test

| | | Sum of squares | DOF | Medium square | F | Sig. |
|--------------------|-------------|----------------|-----|---------------|--------|------|
| Experimental group | Intergroups | 37,827 | 1 | 37,017 | 50,631 | ,000 |
| | Intragroup | 40,357 | 58 | 0,713 | | |
| | Total | 78,184 | 59 | | | |

Source: Field survey, LANDOH 2024

The results of the anova test applied to the EG scores show that the $F = 50.631$ with a probability of 0.000 is well below the representativeness threshold of 0.005. This means that there is a significant link between the teaching of speaking skills based on role-play and the development of English-speaking skills. Thus, the (null) hypothesis that the EG averages are equal was rejected. The probability of 0.001 indicates that the teaching of speaking skills based on role-play encourages the development of English-speaking skills of learners in the final year of secondary school.

4.4. PRESENTATION OF LEARNERS' OPINIONS ON LEARNING ENGLISH AFTER THE EXPERIMENTATION

After the experiment, in order to see and understand whether the learners had developed their English-speaking skills, we collected their opinions. The results are presented in the figure below. So, when asked whether learners had attended the course and how they found it, we obtained the following results, which are presented graphically:

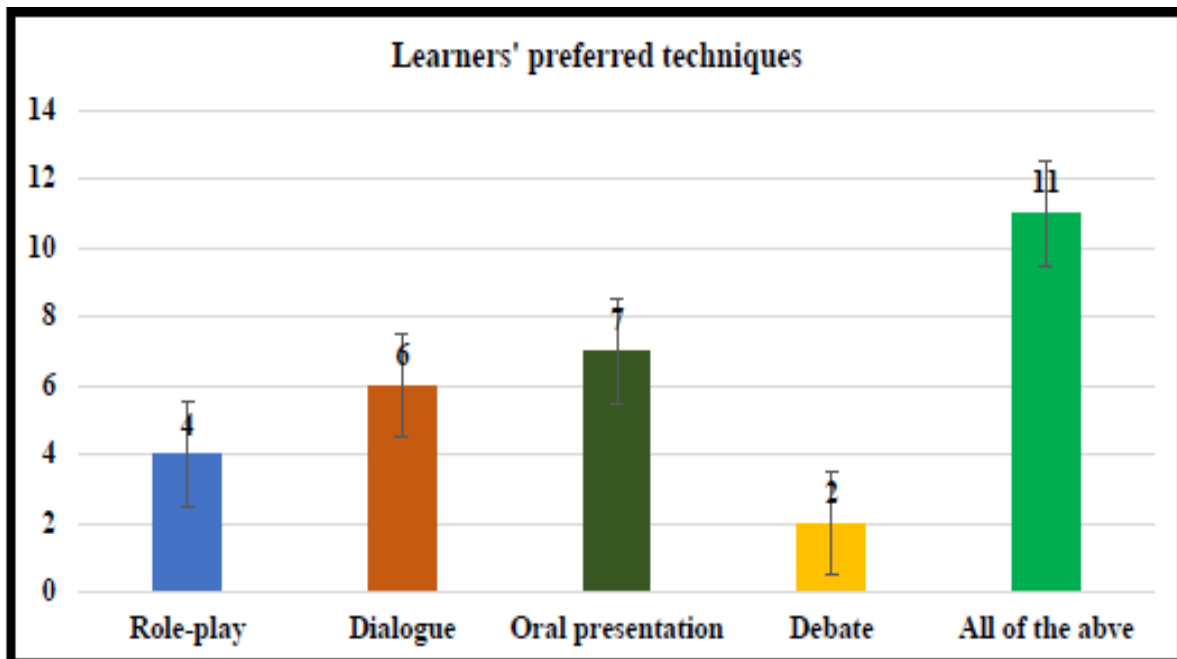


Figure 10: Learners' preferred teaching techniques Source: Field survey, Landoh 2024

The above figure shows that 13.33% of learners preferred role play, 20% preferred dialogue, 26.66% liked oral presentation, 6.66% loved debates and those who ticked all of the above represented 40%. From these statistics, one can deduce that the use of role-play, dialogue presentations and debate foster the acquisition of speaking skills of terminale students. The researcher also sought to know how learners viewed the English language course after experimentation of the afore-mention teaching techniques. The following figure shows a diagram of how learners viewed the course.

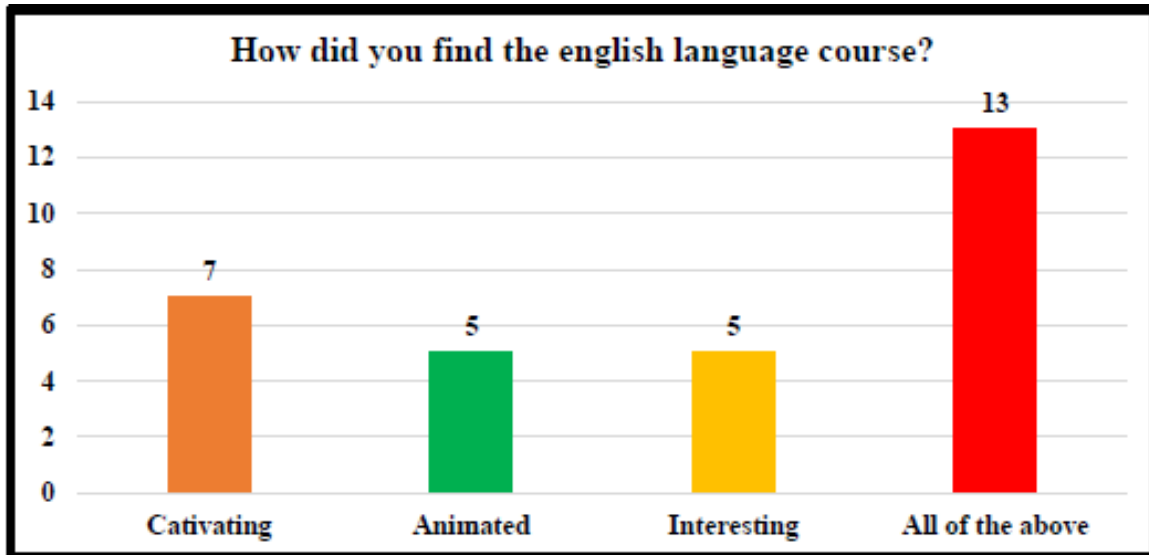


Figure 11: Interested on the English language course

Source: Field survey, Landoh 2024

This figure shows that of the 30 learners who took part in the experiment, 13 (43.33%) felt that the course was captivating, interesting and lively; 7 learners (23.33%) found the course rather captivating. On the other hand, 10 learners (33.33%) found the course lively and interesting respectively. This leads us to conclude that the techniques and methods used during the English course captivated the learners' attention while enabling them to acquire knowledge. That said, we also asked them about the types of skills they had developed. The figure below shows the results.

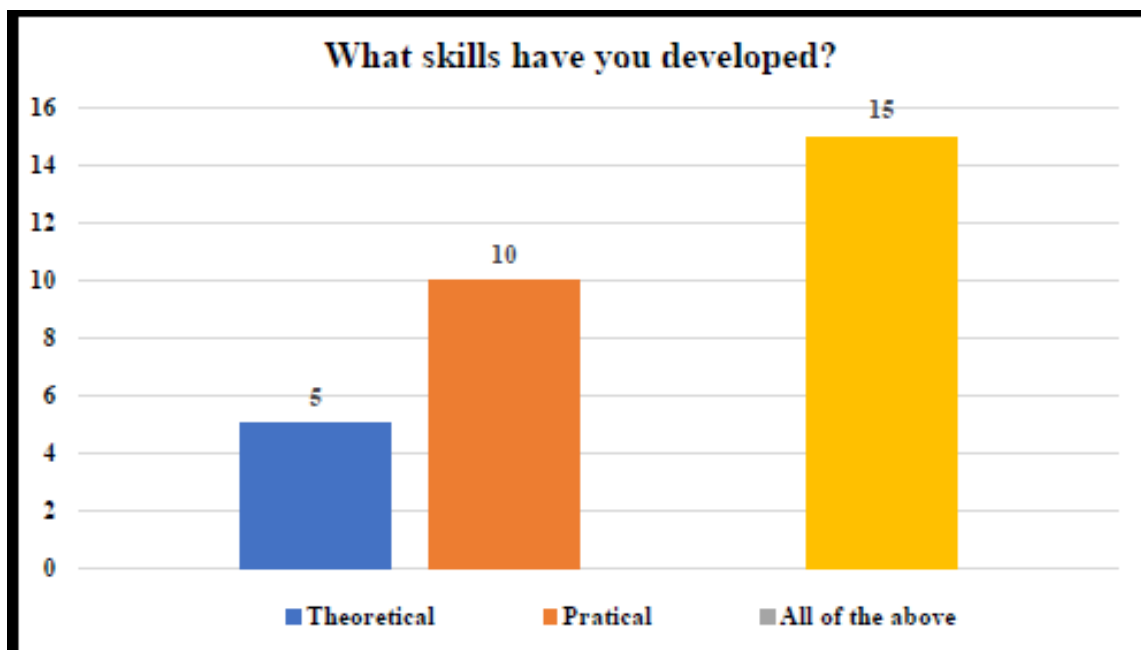


Figure 12: Types of skills developed by learners after the experiment

Source: Field survey, LANDOH 2024

The observation of the above figure shows that many competencies were developed by students at the end of experimentation. Thus, 15 learners, that is 50% said to have developed the two competencies namely theoretical and practical. Instead, 10 learners, that is 33.33% said have developed a practical competency that is, they are able to express themselves in English, present a speech or even to write. However, only 5 learners that is 16.66% of the learners said have only acquired theoretical competency. Globally, we can say that the techniques used in teaching favoured practical competency acquisition among 83,33% of learners. also, we gave oral presentation topics to students related to speaking. Students were set in small groups and asked to prepare and do their presentation in front of peers and answer questions from their mates and teacher. The below table presents the language used by students to do their presentations and to answer questions.

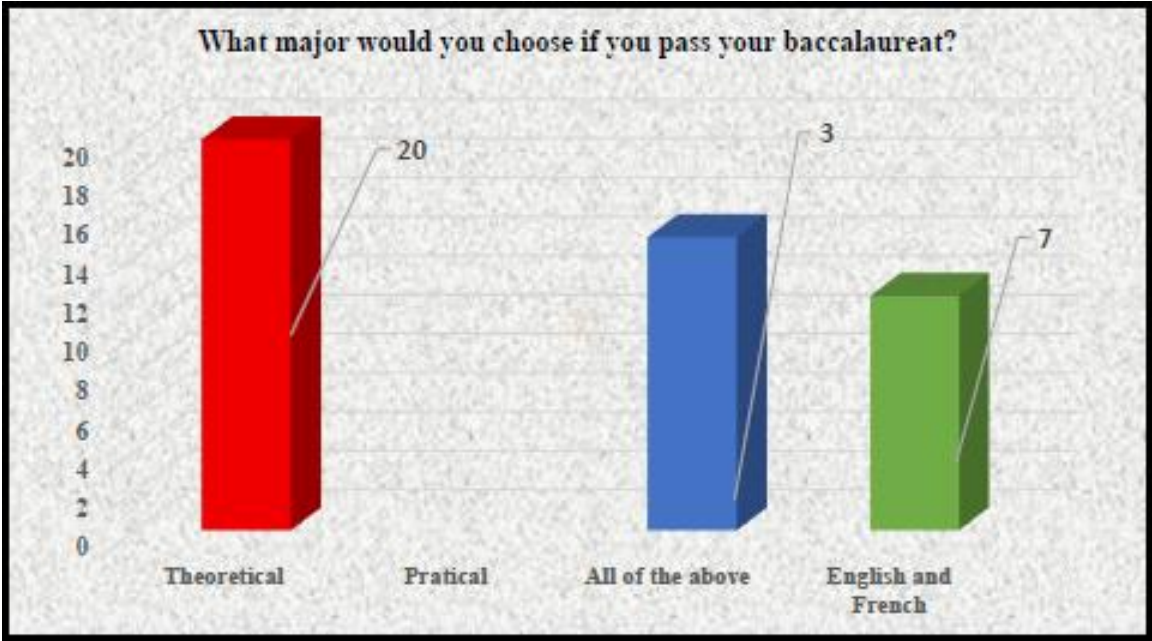


Figure 13: Language used by learners during oral presentations

Source: Field survey, LANDOH 2024

The figure above shows that 20 students, or 66.66% of learners, did oral presentation in English and also answered questions from their classmates and the teacher in English only. Next, 05 learners, or 16.66%, used French to do the oral presentation and also answered questions from their classmates and the teacher in French. Finally, 07 learners, i.e. 23.33% of the learners, presented the presentation and answered the questions in both languages (French-English). We can conclude that the learners as a whole have developed (practical) oral skills in English, insofar as around 76.66% of them are able to express themselves in English. The collective and individual marks obtained by the learners confirm the acquisition of oral expression skills in English.

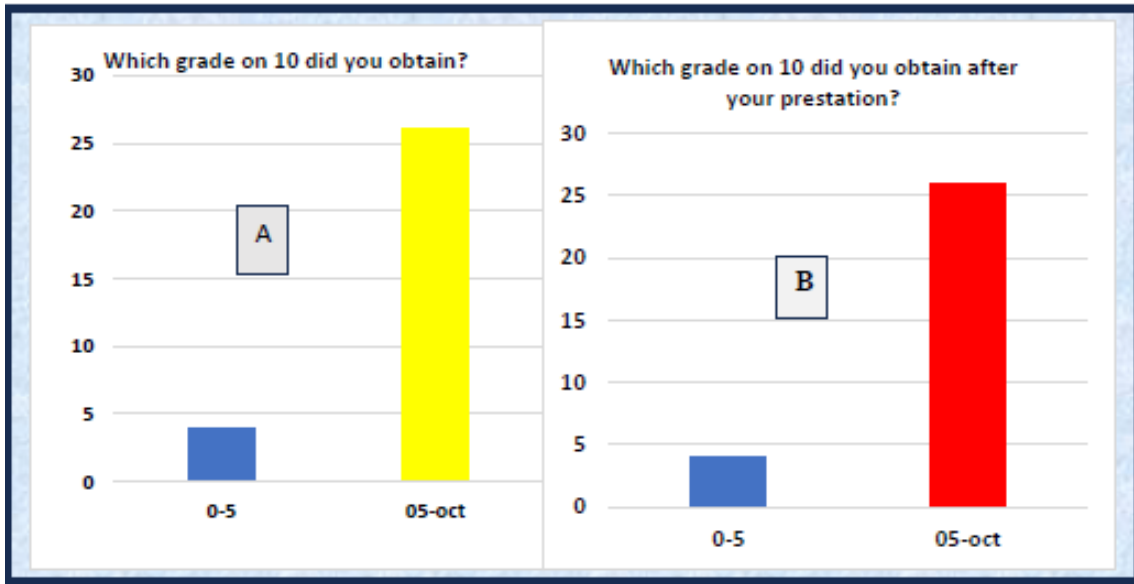


Figure 14: Learners' collective and individual grades on oral presentations

Source: Field survey, LANDOH 2024

An overall view of Figure 14 above shows learners' performance on the presentation test. It shows that learners performed between 5 and 10/10 in English. Specifically, Figure A shows the collective grade obtained by the groups at the end of the research work on the presentation themes. Analysis shows that 83.33% of learners obtained a collective grade of at least 5/10 or higher. In other words, it is a prove that, not only did they understand the topics but also dealt with it in English. This represents an index of development of speaking competency in English. Figure B, on the other hand, shows the individual performance of each learner in front of his or her classmates. Observation of this figure shows that 86.66% of learners obtained a mark of 5/10 or higher, which implies that they performed well in front of their classmates. The performances of learners led the researcher to find out what major would the learners choose at the university after they obtain their baccalaureat. The figure below presents learners' choices.

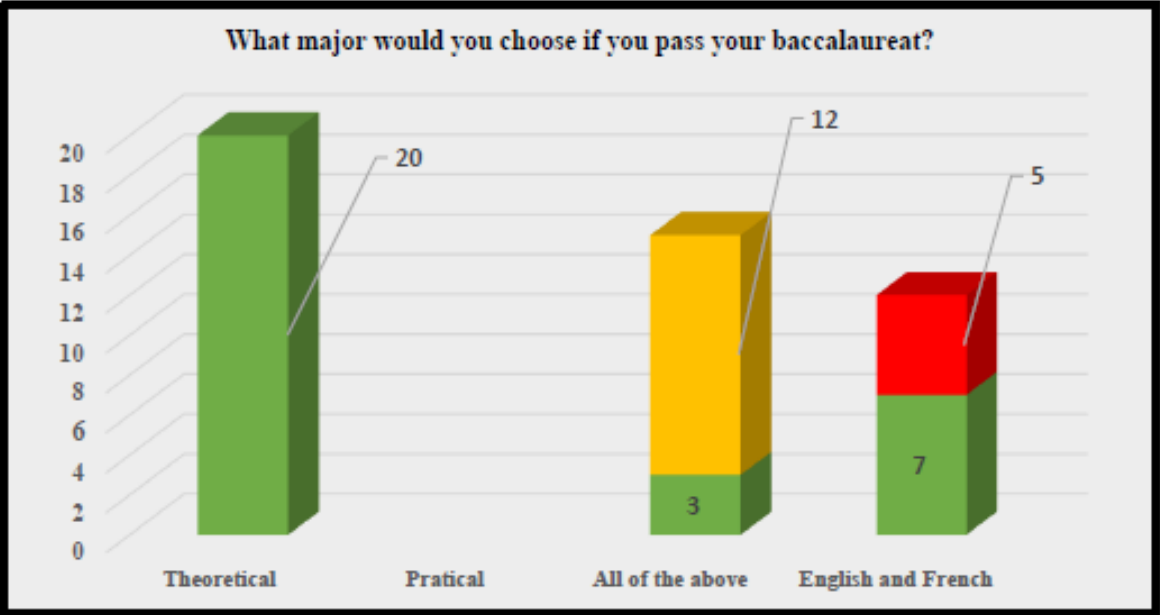


Figure 15: Preferred majors of learners when they enrol in the university after Baccalaureat

Source: Field survey, LANDOH 2024

Options presented to students included bilingual letters, English modern letters and others. From the above figure, it can be observed that 14 learners out of the 30 that were tested showed interest in bilingual letters as major they would take at the university, making a percentage of 46.66%. 12 learners identified themselves with English modern letters as major once they get into the university, making a percentage of 40%. Those who choose others that apply were 4 participants, making 13.33%. From these statistics we can conclude that, of the overall 30 learners who underwent the experimentation 26 of them showed interest in majors related to English as their choices when they enter university, making an overall percentage of 86.66%. This is an indication that their speaking competency had seriously improved. The researcher went further to deeply understand their interest in bilingual and modern letters. The next figure illustrates participants' views.

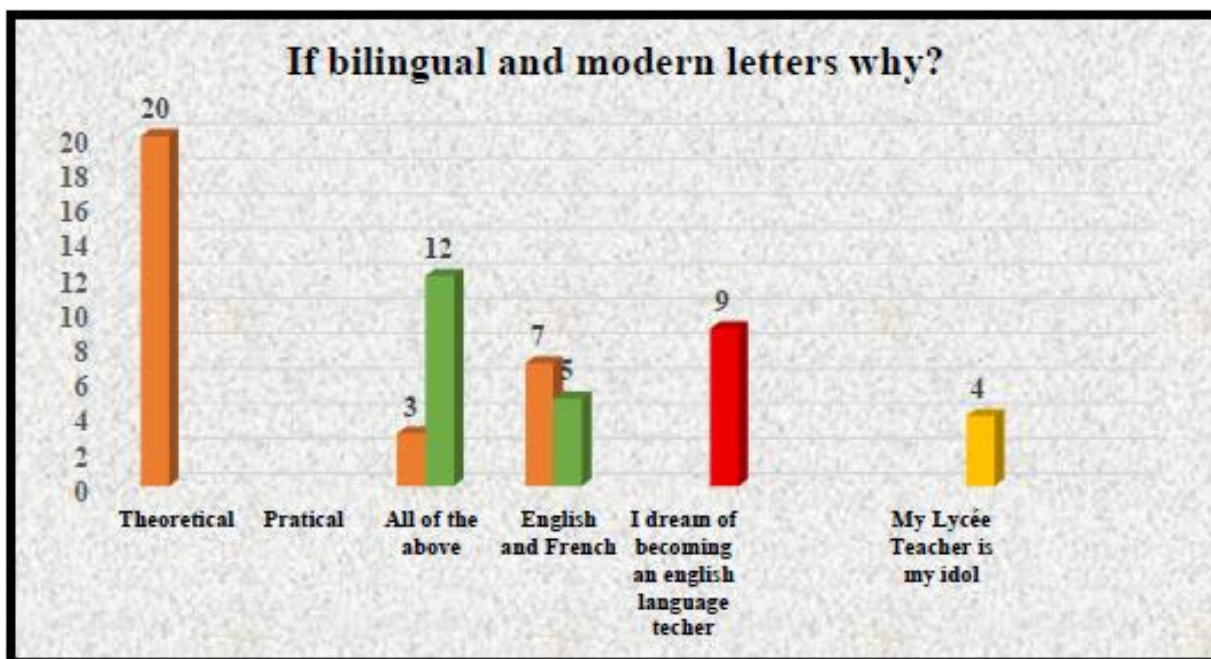


Figure 16: Learner's motivation for choosing majors at the university

Source: Field survey, LANDOH 2024

When participants were asked why they will choose bilingual letters and English modern letters at the university, 33.33% of them said they loved English, 23.23% confirmed that they understood English, 30% claimed that they dreamt of becoming English language teachers and 13.33% said that their English language teacher was their idol. Once more, their responses indicate that their speaking competency had improved.

4.5. CONCLUSION

At the end of this chapter, we presented and analysed the various data collected in the field through statistical analysis using software such as SPSS. 25 Windows and Excel. This software enabled us to analyse and cross-reference the data, and to draw up figures and tables. Content analysis was also carried out. These enabled us to confirm all our hypotheses. We can now introduce chapter 5, which aims at discussing the results we arrived at in relation to the theories and points of view of the authors selected in the literature review for this research.

CHAPTER 5: RESULTS, PROFESSIONAL IMPLICATIONS AND DISCUSSION

The final chapter of this study aims at interpreting the results we arrived at, after presentation and analysis of the data collected. Here, we shall be relating these results to the theories and points of view of the authors selected in the literature review. Thus, it is necessary and interesting to start with a summary of the study and a reminder of the hypotheses that highlighted the results obtained. This chapter shall end with challenges encountered during the research; shortcomings of the study followed by suggestions.

5.1. RESEARCH SUMMARY

This part deals with the summary of the research. It begins with a reminder of the study's problem, followed by the explanatory theories of the topic and ends with a reminder of the results, as well as the methodology.

5.1.1. Reminder of the problem

From field observations and other research studies like Nkwetisama (2015), Essossomo, S.M. (2012), learners are not always able to mobilize resources to deal with the complex and diverse situations of everyday life in expressing themselves in English, in spite of paradigm change and their exposure to the English language from nursery, primary and secondary schools. In other words, there is a gap between the knowledge acquired at school by learners and using that knowledge to address daily life communication situations in English language. In fact, this knowledge remains useful only for passing intermediate or national examinations and useless in practice. Likewise, exam statistics coupled with sequential grades of students at college Adventiste de Nanga-Eboko show that the skills expected of learners are not developed at the end of the second cycle. Based on these observations, the problem at hand in this study is the need to investigate the difficulties of students to use the English language to address real life situations in spite of paradigm change. This is why the present study seeks to answer the following main question: Which teaching techniques should be used in the current institutional approach to help terminale students at CANE improve their speaking skills in English?

Thus, to answer this question, we set out a main objective which is to investigate the impact of pedagogic techniques in enhancing the speaking skills of terminale students at college Adventiste de Nanga-Eboko. To answer this question and achieve the set objectives, a main hypothesis was formulated thus: Pedagogic techniques improve English-speaking

skills of terminale students at college Adventiste de Nanga-Eboko (CANE). The operationalisation of this hypothesis allowed us to have the following specific assumptions: Oral presentation technique enhances the development of English-speaking skills of terminale students at college Adventiste de Nanga-Eboko. (1) There is a relationship between dialogue and the enhancement of English-speaking skills of terminale students at college Adventist de Nanga-Eboko. (2) There is a relation between role-play and the improvement of English-speaking skills of terminal students at college Adventiste de Nanga-Eboko. (3) In order to provide an account of the relationship that exists between oral presentation and the development of English-speaking skills of terminale students at college Adventiste de Nanga-Eboko, we begin with a detailed discussion of the results obtained after verification of the hypotheses. Thus, the results of the study were compared with data from the literature and the theoretical approaches explored.

❖ RH1: Oral presentation technique enhances the development of English-speaking skills of terminale students at college Adventiste de Nanga-Eboko. We examined the contribution of the use of oral presentation in the development of English-speaking skills of terminale students. The results we obtained at the end of our investigations showed that the hypothesis according to which the use of oral presentation facilitates the development of English-speaking skills of terminale students at college Adventiste de Nanga-Eboko was confirmed. Indeed, the WG has a $T = 0.432$ with a probability of $0.590 > 0.05$. This means that the test is not significant. In the EG, the T is equal to 1.302 with a probability of 0.001 , well below the significance threshold of 0.005 . This shows that the T is significant because $0.001 < 0.05$. These results are in the same direction as those resulting from the work of Mina Farabi, Samira Hassanvand and Bahman Gorjian, (2017) who tried to measure the impacts of using free and guided oral presentations on speaking skills of some Iranian pre-intermediate students. After the implementation of the mentioned techniques in the classroom, it was proved that the group that received the instruction through using guided oral presentation outperformed the group with a statistically significant difference. According to these authors, such results yielded evidence of the positive effect o

the guided oral presentation technique on students' ability to speak the target language more fluently. They concluded that, using guided, oral presentation is an effective tool for helping students to improve their speaking skills.

❖ RH2: There is a relationship between dialogue and the enhancement of English-speaking skills of terminale students at college Adventist de Nanga-Eboko. In

the second research hypothesis, we investigated the relationship that could exist between dialogue and the enhancement of English-speaking skills of terminale students at college Adventiste de Nanga-Eboko. At the end of investigations, the results showed that, In the Witness group, (WG) the calculated absolute value of T was equal to $t=0.420$ with a probability of 0.773, which is well above the threshold of 0.005. This means that normal teaching did not improve learners' performance on the pre-test and post-test. On the other hand, in the experimental group, (EG) the teaching of speaking skills in English based on dialogue considerably improved learners' skills. The T-value calculated was 3.506, with a probability of 0.001, well below the significance threshold of 0.005. Thus, at the end of this analysis, the specific hypothesis was accepted. This means that teaching speaking skills in English based on dialogue significantly favours the development of English language speaking skills of learners in terminale at college Adventiste de Nanga- Eboko. These results go in line with those of Sovia Desantri (2023) who Based on finding and discussion of their research on the effect of using dialogue technique in teaching speaking, concluded that: 1) There was a significant effect of using dialogue technique in teaching speaking at MTsN 7 Pasaman Barat. That could also be seen from the score improvement in experimental class after teaching by using dialogue technique in four meetings.

On the other hand, it was also proven that the value t-calculated of experimental class in post-test and pre-test was higher than t-table ($6.042 > 2.02$) confirming the first hypothesis of the research that there is a significant improvement of students speaking skill in English by using dialogue technique to teach. So, it can be said that the dialogue technique can increase students speaking skill. 2) There was a significant difference between the students who were taught by using dialogue technique and the students who were taught without using dialogue technique. This is known from the mean score of post-tests of the students in experimental class which was higher than students in the control class. Learners in the experimental class obtained a mean score of 63.69 while the students in the control class got a mean score 54.4. On the other hand, the result of the t-test showed that the t-calculated was greater than t-table ($5.88 > 2.021$), meaning that there is a significant difference between the speaking skills of students using dialogue technique and students taught using conventional technique. 3) The students who were taught speaking skill by using dialogue technique were better than students who were taught without dialogue technique. It can be seen from the improvement score obtained by students in experimental class which was greater than the control class ($14.17 > 0.17$). This is evidence of the fact that the speaking

skill of students who were taught by using dialogue technique was better than that of the students who were not taught by using dialogue technique.

❖ RH3: There is a connection between role-play and the improvement of English-speaking skills of terminale students at college Adventiste de Nanga-Eboko. The examination of the outcome of the results of the third research hypothesis on the link that could exist between role-play and the improvement of speaking skills in English of terminale students at college Adventiste de Nanga-Eboko show that, the absolute value of the calculated $T = 1.730$ with a probability of 0.097, well above the 0.005 threshold. This means that normal teaching did not improve the skills of learners in the control group at pre-test and post-test. On the other hand, in the experimental group, the use of role-play improved learners' skills. The value of T calculated $=7.184$ with a probability of 0.000 is well below the significance level of 0.005. In view of the above, the third specific hypothesis was accepted. This means that the teaching of speaking skills using role-play has a significant influence on the development of English-speaking skills among learners of terminale at college Adventiste de Nanga-Eboko. This is in conjunction with the conclusion of Al-Arishi (1994) reported several notable outcomes resulting from the implementation of structured role-play like: Increased Social Interaction: Students became more willing to speak English with peers during and beyond the structured activities, indicating reduced anxiety and greater comfort in speaking. Enhanced Verbal Creativity: Learners began using more varied expressions and attempted to personalize their roles, showing improvements in flexibility and improvisation. Greater Engagement: The interactive nature of the tasks led to higher levels of participation and enjoyment compared to traditional drills and grammar exercises. Confidence Boost: Students expressed greater self-confidence in using English orally, especially when allowed to rehearse and perform with familiar vocabulary. This study concluded that structured role-play offered a meaningful and effective pathway for developing communicative competence in EFL contexts, particularly where oral expression is typically underemphasized. Still on the role-play technique, Krebt, (2017) who investigated the impact of role-play as a classroom technique on Iraqi EFL students' speaking-skill on Iraqi EFL students at the college level, came to the conclusion that, using role-play as classroom technique improves the performance in a test of speaking among Iraqi EFL students. Furthermore, the results of the study confirmed that role play techniques provide a kind of interesting environment for the students to flourish in. Such environment leads to better attention in learning and stimulates learners to participate in role-play techniques, take a new identity and learn to use a FL for everyday

interaction.

5.1.2. Challenges encounter during the study

Doing research is full of unpredictable challenges. At the same time, it provides a rewarding career for many reasons: You get to explore new ideas, work with cutting-edge technology, learn about the world, and have important discussions with like-minded individuals. However, research doesn't come without its challenges. Luckily, challenges get easier to overcome when you don't feel alone in facing them. Chartier (2023) identified challenges that researchers face. Some of them include: 1) choosing a research topic, 2) finding research funding, 3) convincing others of the value of your research, 4) overcoming imposter syndrome, 5) building a good research team, 6) recruiting participants, 7) staying self-motivated and 8) ensuring that your research doesn't sit and collect dust. Out of Chartier's, (2023) challenges, we faced two during our research, namely choosing the research topic and overcoming imposter syndrome. Concerning the choice of the topic, starting a new research project and narrowing one's focus to a single topic was one of the first challenges the researcher learnt to face as an early researcher, given that a topic for each new research is a corner stone on which further studies rest. Therefore, it wasn't easy to decide on the topic. About overcoming imposter syndrome, researchers have to expose themselves and their work to criticism. While others are criticizing the value of your work, it can be hard to maintain a high level of confidence in yourself. And when your work takes a turn, you didn't expect, feelings of self-doubt can easily creep in. Once you start doubting your own skills and accomplishments, or feel that you're not as capable as others, you might discourage and drop. It's a problem that people in all professions face and, in severe cases, it can cause someone to feel like a fraud in spite of all they've accomplished. This was the case with the researcher at some points during the study. Another difficulty faced by the researcher during the study was related to the site of the study. The study was conducted in a pure francophone school where students do not master any of the four language skills (listening, speaking reading and writing) or do so very little. It became very difficult to use the data collection tools. The researcher had to translate the questionnaires into French before administering them especially to students, then retranslated their responses into English before interpretation and analysis. To overcome the first challenge with choice of topic, the researcher started by identifying a few gaps in his research niche along with different angles he could take on each. He bore in mind that he couldn't change the world with his work, but wanted to pinpoint aspects where he could make a difference (i.e. adding something new to the body of knowledge that exists). The second challenge with regard to overcoming

imposter syndrome was dealt with by boosting up confidence, reviewing past research projects and reminding myself of past achievements.

5.2. SHORTCOMINGS OF THE STUDY

All scientific work requires a critical assessment that can enable to identify relevant elements that will improve future research. This is why we found it necessary to point out some shortcomings observed in our research and which, in one way or the other, had an impact on the results obtained. In fact, our study, although dealing with speaking-skills, falls within the framework of the didactics of disciplines in general and the teaching of English language in particular. Thus, this study was carried out with some flaws at the levels of orientation of the topic, Methodology and Data Analysis:

- Shortcomings on the orientation and thematic delimitation of the topic

This study, entitled "Competence-Based Approach and its impact on speaking skills of terminale students at college Adventiste de Nanga-Eboko" was carried out solely in one Division of the Centre Region of Cameroon and precisely in the city of Nanga-Eboko, headquarter of the Upper-Sanaga division. Also, we only worked with a single denominational private school in the Nanga-Eboko council, In spite of the existence of other public secondary schools in the same town. Even though the researcher undertook observations of teaching sessions on content related to speaking during English language lessons in other schools like Lycee de Ngoa-Ekelle in yaounde and lycee classique de Nanga-Eboko, Lycee de Nanga-Eboko Rural, he carried out the experiment with two classes of terminale at college Adventiste de Nanga-Eboko, with a total number of 60 learners, chosen randomly from the four classes that make up all the terminale classes of the school, which in a way, according to the researcher reduced the threshold of representativeness of the results. It is indeed true that quasi-experimental research recommends two groups with such small numbers for the results to be reliable. However, in the future we plan to carry out research with several schools, at least one per region, so that the problem can be studied in depth, given that not all regions of the country face the same realities with regard to difficulties in using the knowledge acquired in class during English language lessons to address daily communication needs of terminale students. Moreover, a bigger sample would allow for a slightly higher threshold of representativeness. Also, our study takes into account only one skill (speaking) out of the four in language acquisition. It would be more interesting for us to work on all the four language skills (listening, speaking, reading and writing). This would probably lead us to set up a teaching device to develop learners'

skills over a set of skills in English.

- Shortcomings at the level of methodology

Regarding the method used in this study, we find shortcomings in the sampling technique and data collection.

- Sampling technique

We opted for probability sampling based on class lists in this study. Note also that parental authorizations after reading and appropriation of the consent letters also influenced the survey sample given that some parents did not give consent for their children to participate in the study, arguing that the information could be used to criticise the regime, given that, the town in which the study was conducted, is the birth place of many barons of the regime. For our research work, we only worked with 4 teachers including two from the classes that participated in the survey and 60 learners.

- Data collection

Let us emphasize here that the field aspect of this study was not easy. It was during the youth week that our field survey started. Many students and teachers were involved in various activities, which had an influence on data collection. The researcher had to postpone his trips to the field and negotiate with the teachers for interviews, and at times even had to pay for their transportation fares from their houses to the study site for interviews to be conducted. The quantitative data collection too was not easy, given that some students did not return their questionnaires on time and others provided answers that had nothing to do with the questions that were asked.

Also, the researcher requested English language results statistics from Office du Baccalaureat du Cameroun (OBC). After waiting for a fortnight to no avail, the researcher reported physically at the office of the Director of the board, only for him to be re-directed to the general inspectorate in charge of teachings at the Ministry of secondary Education, where he got only an inch of the statistics just for the 2023 session, meanwhile he had requested for the statistics of the last three sessions. The reasons given by OBC being the lack of time to search and no State issued authorization, even though the researcher had attached a copy of his research authorisation letter sign by the Dean to his request. This did not allow us to better solve the problem of this research statistically speaking, meanwhile, an in-depth analysis of English language statistics for baccalaureat would have enable the researcher to draw very important conclusions about the performances of learners. However, we made do with what

we got from the General Inspectorate in charge of teachings at the MINESEC.

- shortcomings in terms of the analysis of the results

The shortcomings resulting from the orientation of the topic and the methodology in general were to influence the analysis of the results, the commentary on the figures, graphs and photographs which were not fully fleshed out. With regard to data processing, the software used (SPSS, EXCELL, WORD) did not allow us to address the opinion questions and open questions, which led us to use the interview guide and naturally content analysis. It is true that we could have used specific software but other obstacles surfaced. As for our hypotheses, although they are fully verified, it is nevertheless necessary to have some reserves because teaching in high school using oral presentation, dialogue and role-play requires sufficient resources and time.

5.3. SUGGESTIONS

Based on the findings of the study, several suggestions can be made to improve the development of speaking skills among Terminale students through the Competence-Based Approach (CBA). These suggestions aim to address challenges and maximize the positive impact of CBA in English language teaching. For each suggestion the researcher provides a justification as follows:

5.3.1. Increase Time Allocation for Speaking Activities

- **Suggestion:** Extend the time allocated for English instruction in the curriculum, particularly for speaking activities. The current time (4 hours for arts students and 3 hours for science students per week) is insufficient to fully develop the necessary speaking skills. An increase in instructional hours dedicated to oral practice would provide more opportunities for students to engage in communicative exercises and real-world simulations.
- **Justification:** Speaking is a skill that requires continuous practice. More instructional time would allow for a better balance between theory and practice, giving students ample time to work on fluency, pronunciation, and conversational skills.

5.3.2. Embody More Interactive and Practical Speaking Activities

- **Suggestion:** Teachers should be creative and focus on incorporating more interactive and real-life speaking activities, such as debates, role-playing, group discussions, and oral

presentations, which have been proven effective in promoting active language use.

- **Justification:** Interactive activities reflect the real-world use of language, allowing learners to practice speaking in various contexts. These activities engage students in meaningful communication, helping them overcome shyness, improve their confidence, and develop their ability to express their ideas clearly and accurately.

5.3.3. Provide Continuous Teacher Training on CBA Techniques

- **Suggestion:** National and Regional pedagogic inspectors should organize continuous professional development and training for teachers on innovative CBA strategies and techniques for teaching speaking. This could include workshops on communicative language teaching, task-based learning, and the integration of technology in language teaching.
- **Justification:** Effective implementation of the CBA requires teachers to be well-versed in student-centered approaches and modern teaching methods. Continuous training would help teachers keep up with new strategies, making their lessons more engaging and effective in improving students' speaking skills.

5.3.4. Introduce Speaking Skills as Part of Formal Assessment

- **Suggestion:** Incorporate speaking assessments into formal evaluations, such as official exams (Baccalauréat) and class tests. This could include oral presentations, dialogues, or other speaking tasks that reflect real-world language use.
- **Justification:** Currently, speaking skills are often not assessed or are under-assessed, leading to a lack of emphasis on their development. By formally evaluating speaking, students will be more motivated to practice and improve their oral communication, knowing that it plays a significant role in their overall grade.

5.3.5. Create English-Speaking Environments Outside the Classroom setting

- **Suggestion:** Heads of schools and HODs should create opportunities for students to practice English outside the classroom through English clubs, language immersion programs, Excursions in the English-speaking regions, debates, and social activities conducted in English. Special prize award can also be put in place for the overall best student in speaking each term of each academic year.
- **Justification:** Many students face difficulties in practicing English because they live in predominantly French-speaking environments. Providing extracurricular platforms where

students can practice English would help reinforce the skills learned in class and reduce reliance on French during communication.

5.3.6. Use Technology to Enhance the Practice of Speaking

- **Suggestion:** Leverage digital tools and language learning applications to provide students with additional speaking practice outside class hours. Platforms such as language exchange apps, virtual conversations, and online speech practice tools can be integrated into the learning process. In this sense, Proprietors of denominational and lay private schools, the government, through the MINESEC, should equip schools with at least mini language laboratories to ease the teaching of speaking.
- **Justification:** Technology offers students the flexibility to practice at their own pace, both inside and outside the classroom. It can also provide immediate feedback, helping learners improve their speaking skills more efficiently.

5.3.7. Adapt Teaching Materials to Reflect Real-World Scenarios

- **Suggestion:** Develop and adapt teaching materials reflecting real-life situations that students are likely to encounter, both in personal and professional contexts. These could include simulations of job interviews, business meetings, or social interactions.
- **Justification:** Contextualizing learning materials helps students understand the practical application of their language skills, making the learning process more relevant and engaging.

5.3.8. Encourage Peer Collaboration and Feedback

- **Suggestion:** Implement peer assessment and collaborative speaking tasks where students can provide constructive feedback to one another. This would foster a sense of shared responsibility for language development.
- **Justification:** Peer feedback helps students identify areas for improvement and creates a supportive learning environment where they can learn from each other's strengths and weaknesses.

GENERAL CONCLUSION

This research set out to investigate the impact of the Competence-Based Approach (CBA) on the development of speaking skills in English among Terminale students at College Adventiste de Nanga-Eboko. The study was motivated by the observed challenges faced by francophone students in expressing themselves fluently and accurately in English, in spite of paradigm change and years of exposure and formal education in the language. The goal was to examine whether the integration of CBA teaching techniques, such as oral presentations, dialogues, and role-plays, could significantly enhance students' speaking competencies. The research revolves around the following questions: Which teaching technique should be included into the current institutional approach to help final year students at CANE improve their oral English expression? Q1: What is the the impact of oral presentation technique on the development of speaking skills in English of final year students at CANE, Q2: How does dialogue technique impacts the speaking skills in English of final year students? at CANE, Q3: Which impacts has role-play technique on the improvement of student's speaking skills in English of final year learners at CANE?

In order to achieve this goal, we formulated the main hypothesis as follows: The integration of oral presentation, dialogue and role-play promote the development of English-speaking skills of terminale students at college Adventiste de Nanga-Eboko (CANE). In operationalising the main hypothesis, we came out with the below specific assumptions:

- There is a link between oral presentation and the development of English-speaking skills of terminale students at college Adventiste de Nanga-Eboko
- There is a relationship between dialogue and the enhancement of English-speaking skills of terminale students at college Adventist de Nanga-Eboko.
- There is a relation between role-play and the improvement of English-speaking skills of terminal students at college Adventiste de Nanga-Eboko.

To verify our hypotheses, a mixed research method was used. (quantitative and qualitative). We equally carried out an experiment with two groups, during internship, which consisted of conducting lessons in two classrooms. A classroom called Experimental Group (EG) where lessons were taught using oral presentation, dialogue and role-play. In the other group known as Control Group (CG), the same lessons were taught without taking into consideration these techniques. Alongside the experiment, we carried out

interviews with teachers of final year classes. We also made questionnaires available to students. All these tools allowed us to collect the data. Which underwent several analyses. These involve statistical analysis using SPSS-25.0 Windows and Excel 2016 software for the quantitative data (data from the test and the questionnaire) and content analysis for interview data.

After processing and analysing the data collected, the researcher came to the conclusion that, the use of teaching techniques like oral presentation, dialogue and role-play, techniques which are prescribed in the current approach significantly impact the speaking skills in English of student in general and those in final year classes in particular. However, from field surveys, interviews and scores of students in the control group (CG), it appears that the techniques do not really have significant impact on the speaking-skills of students because some teachers still do not understand the teaching techniques prescribed by the CBA and therefore can't apply them in their teaching. Consequently, they avoid the teaching of speaking under the pretext that it is not assessed in the Baccalauréat examination. The experimental group data showed that students who participated in activities designed around oral presentations, dialogues, and role-plays demonstrated significant improvement in their ability to express themselves in English. These results confirm the initial hypothesis that the integration of these techniques in the teaching of English language enhances speaking proficiency, with students gaining confidence, fluency, and communicative competence.

Moreover, the study revealed that these techniques not only promote active participation and critical thinking but also aligns classroom learning with real-world communication scenarios, preparing students for both academic and professional environments. However, the research also highlighted certain challenges, such as continuous training of teachers in understanding and using teaching techniques related to speaking, the limited time allocated for English language instruction in the curriculum, which may hinder the full potential of improving students' speaking skills.

REFERENCES

- Achmad, D. & Yusuf, Y. Q.** (2014). Observing Pair-work in An English-Speaking Class. *International Journal of Instruction*. January 2014, Vol.7 No. 1.
- Al Hosni, Samira,** (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL)* Volume 2, Issue 6, June 2014, pp. 22-30.
- Alexander, R. (2006). *Towards Dialogic Teaching: Rethinking Classroom Talk*. Dialogos.
- Alharbi, A. Heba,** (2015). Improving Students' English-Speaking Proficiency in Saudi Public Schools. *International Journal of Instruction* Vol. 8, No. 1 Jan 2015.
- Alonso, A. Rosa,** (2014). Teaching Speaking: An Exploratory Study in Two Academic Contexts. *PORTA LINGUARUM* 22, Junio 2014.
- Alonzo, J.** (2014). Why do bright students struggle to speak English? *Educational Journal of Second Language Acquisition*, 5(2), 35-42.
- Anderson, M., & Larsen-F, D.** (2011). *Techniques & Principles in language teaching*.
- Anthony, E. M. (1963). Approach, method, and technique. *English Language Teaching*, 17(2), 63–67. <https://doi.org/10.1093/elt/XVII.2.63>
- Baker, J., & Westrup, H.** (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. Continuum International Publishing Group.
- Bakhtin, M. (1981). *The Dialogic Imagination: Four Essays*. University of Texas Press.
- Balon, F. (2019). "The role of ICT in English language teaching in Cameroon." *Procedia Online*, 5(2), 112-127.
- Bibana, A. (2017). *La compétence en éducation : perspectives théoriques et applications pédagogiques*. Yaoundé: Presses Universitaires Africaines.
- Black, P., & Wiliam, D. (1998)** - "Assessment and Classroom Learning." *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74.
- Bloom, B. S. (1956)** - *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Longman.
- Boahin, P., & Hofman, W. H. A.** (2014). Perceived effects of competency-based training on the acquisition of professional skills. *International Journal of Educational Development*, 36, 81–89. <https://doi.org/10.1016/j.ijedudev.2013.11.003>.
- Brousseau, G.** (1986). *The Theory of Didactic Situations in Mathematics*. Kluwer Academic Publishers.

- Brown, G. and G. Yule.** (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Brown, H. D., & Lee, H.** (2015). *Teaching principles*. P. Ed Australia. <https://s1.papyruspub.com/files/demos/products/ebooks/academicbooks/applied-linguistics/Preview-Teaching-by-Principles.pdf>
- Burns, A.** (2010). *Doing action research in English Language Teaching: A guide for practitioners*. New York: Routledge.
- Celce-Murcia, M.** 2001. *Teaching English as a Second or Foreign Language* (3rd ed). USA: Heinle & Heinle
- Chaney, A.L., and T. L. Burk.** 1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon
- Chesang, E. K.** (2005). The Status of English in Kenya: Investigating the Social and Educational Impact. *Journal of Sociolinguistics*, 9(3), 455-470.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- David Nunan (1989, 2004)** – *Task-Based Language Teaching (TBLT)* (emphasis on meaningful tasks).
- Dell Hymes (1972)** – *Communicative Competence Theory* (focus on real-life communication).
- Dewey, J. (1916).** *Democracy and Education*. Macmillan.
- Ewane, T., & Atem, N. (2018).** "Barriers to professional development among English teachers in Cameroon." *Journal of Educational Research in Africa*, 3(1), 45-62.
- Focho, G. N. (2010).** "Teacher training and development in Cameroon: The need for continuous professional growth." *International Journal of Educational Development*, 30(3), 315-325.
- Fombo, A. S. (2023).** "Challenges in teacher education in Cameroon." *Journal of African Studies*, 15(4), 200-215.
- Fredua-Kwarteng, E., & Ahia, F. (2015).** "Competency-based education and its impact on teacher training." *Global Education Review*, 2(4), 102-117.
- Freire, P. (1970).** *Pedagogy of the Oppressed*. Bloomsbury Publishing.
- Gardner, H. (1983).** *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.
- Ghfar, Z. N., Sawalmeh, M. H., & Mohamedamin, A. A. (2023).** Impact of Communicative Language Teaching Method on Students' Speaking and Listening Skills: A Review Article. *International Journal of Linguistics, Literature and Translation*, 6(1), 54–60. <https://doi.org/10.32996/ijllt.2023.6.1.8>
- Harmer, J. (2012).** *Essential teacher knowledge. Core concepts in English Language*

- Harmer, J.** 1984. *The Practice of English Language Teaching*. London: Longman.
- Heathcote, D., & Bolton, G. (1995).** *Drama for Learning: Dorothy Heathcote's Mantle of the Expert Approach to Education*. Heinemann.
- Henri, M., Johnson, M. D., & Nepal, B. (2017).** A Review of Competency-Based Learning: Tools, Assessments, and Recommendations. *Journal of Engineering Education*, 106(4), 607–638. <https://doi.org/10.1002/jee.20180>.
- Ion, G., Cano, E., & Cabrera, N. (2016).** Competency Assessment Tool (CAT). The evaluation of an innovative competency-based assessment experience in higher education. *Technology, Pedagogy and Education*, 25(5), 631-648. <https://doi.org/10.1080/1475939X.2015.1134635>
- Irvine, C. K. S., & Kevan, J. M. (2016).** Competency-Based Education in Higher Education: Dalam K. Rasmussen, P. Northrup, & R. Colson (Ed.), *Advances in Higher Education and*
- Isnadila, Muliaty Ibrahim, & Hasnani. (2022).** The Influence of Audio-Lingual Method
- Jack C. Richards & Theodore S. Rodgers (2001) –** *Approaches and Methods in Language Teaching* (overview of ESL/EFL pedagogies).
- John Dewey (1933) –** *Experiential Learning and Competency-Based Education* (learning by doing).
- Jonnaert, P., Barrette, J., Masciotra, D., & Yaya, M. (2007) -** "Competency-Based Education in Africa: Lessons Learned from Pilot Projects in Senegal." *Prospects*, 37(2), 187–203.
- Kafyulilo, A. C., Rugambuka, I. B., & Mosses, I. (2012).** The Implementation of Competency -Based Teaching Approaches in Tanzania. A case of Pre- service Teachers at Morogoro Teacher Training College. *Universal Journal of Education and General Studies* 1(11): 339-347.
- Kioko, A. N., & Muthwii, M. J. (2001).** The Demand for English Language Proficiency in Kenyan Secondary Schools. *Educational Review*, 53(3), 229-239.
- Kolb, D. (1984).** *Experiential Learning: Experience as the Source of Learning and Development*. Pearson FT Press.
- Le Boterf, G. (1995). *De la compétence: Essai sur un attracteur étrange*. Paris: Les Éditions d'Organisation.
- Mahamat, A. (2011).** La pratique de l'approche par Compétences dans les écoles primaires D'application de la ville de Kousseri (région de l'extrême

nord/cameroun). SPIRALE. Revue de Recherches en
Education, [https://spirale-edu-revue.fr/MG/pdf/
mahamat_spialeE_2011pdf](https://spirale-edu-revue.fr/MG/pdf/mahamat_spialeE_2011pdf)

- Makunja, G.** (2015). Adopting competence-based curriculum to improve quality of secondary education in Tanzania: „is it a dream or reality“. *International Journal of Education and Research*.3(11) pp 175-188
- Mforteh, S. A.** (2020). "The role of CAMELTA in professional teacher development in Cameroon." *Language Education and Society*, 7(1), 78-91.
- Michael Canale & Merrill Swain (1980)** – *Communicative Language Teaching (CLT)* (integration of grammar, discourse, sociolinguistic, and strategic competences).
- Ministère des Enseignements Secondaires du Cameroun (MINESEC). (2018). *Programme d'enseignement basé sur les compétences*. Yaoundé: MINESEC
- Montessori, M.** (1912). *The Montessori Method*. Frederick A. Stokes Company.
- Narzullayeva Sevara, & Tohirova Umida Akramovna.** (2023). Empowering effective communication: innovative methods for teaching speaking skills. *Ta'lim Innovatsiyasi VaIntegratsiyasi*, 11(1), 133–136. Retrieved from <http://web-journal.ru/index.php/ilmiy/article/view/1740>
- Ngwa, C.** (2021). "Financial constraints in CPD programs for English teachers in Cameroon." *Educational Policy Review*, 12(3), 55-72.
- Nkemleke, D., & Enama, P.** (2019). The Competency-Based Approach and Its Application in Cameroon. *International Journal of Education and Practice*, 7(4), 157-167.
- Nkwetisama, C. M.** (2012). The Competence-Based Approach to Teaching English as a Foreign Language in Cameroonian Secondary Schools: A Case of Some Secondary Schools in the Yaoundé Municipality. *Journal of Education and Practice*, 3(16), 16-29.
- Noam Chomsky (1965)** – *Linguistic Competence vs. Performance* (role of grammar and structure).
- Nsai, K. T., & Jude, C. K.** (2022). "Implementing the Competency-Based Approach in Cameroon: Challenges and prospects." *International Journal of Pedagogical Innovations*, 9(2), 134-150.
- Nsameng, B., & Tchombe, T.** (2011). *Handbook of African Educational Theories and Practices: A Generative Teacher Education Curriculum*. Human

Development Resource Centre.

Nunan, D. (2022). The changing landscape of English language teaching and learning. In *Handbook of practical second language teaching and learning* (pp. 3-23). Routledge.

Nunan, D., 2003. *Practical English Language Teaching*. NY: McGraw-Hill.

Paulo Freire (1970) – *Pedagogy of the Oppressed* (learner-centered and problem-solving approaches in education).

Perrenoud, P. (1999) - *Construire des Compétences Dès l'École*. ESF Éditeur.

Perrenoud, P. (1999). *Construire des compétences dès l'école*. Paris: ESF Éditeur.

Piaget, J. (1983) - *The Psychology of Intelligence*. Routledge.

Professional Development (hlm. 1–27). IGI Global. <https://doi.org/10.4018/978-1-5225-0932-5.ch001>.

Ria Rezeki, Sujarwo, & Muliaty Ibrahim. (2022). The Teacher's Strategies in Overcoming Students' Speaking Problems at SMAN 1 Selayar. *EDULEC: EDUCATION, LANGUAGE AND CULTURE JOURNAL*, 2(1), 67–79.
<https://doi.org/10.56314/edulec.v2i1>

Richard, J.C. (2010). *Approaches and methods in language teaching*. Cambridge. Cambridge University Press.

Richards J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. New York: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667305>

Richards, J. C. (2001). *Curriculum development in language teaching*. UK: Cambridge University Press

Richards, J. C. (2006). *Communicative language teaching today*. New York: Cambridge University Press

Richards, J. C., & Rodgers, T. S. (2001) - *Approaches and Methods in Language Teaching*. Cambridge University Press.

Sarwar, Z., Abbas, M., & Anwar, M. (2014). The Role of Speaking Skills in Communication Competence: A Case Study. *International Journal of Language Education and Research*, 12(4), 23-37.

Schön, D. A. (1994). *Le praticien réflexif: À la recherche du savoir caché dans l'agir professionnel*. Montréal: Les Éditions Logiques.

Simkins, M. (2002). *Digital Teaching Platforms: Customizing Classroom Learning for Each Student*. ASCD.

- Spady, W. G. (1994)** - *Outcome-Based Education: Critical Issues and Answers*. American Association of School Administrators.
- Stephen Krashen (1982, 1985)** – *Input Hypothesis and Second Language Acquisition* (importance of comprehensible input).
- Sujianto, B. (2018)**. Motivating students to communicate in English. Jakarta: Intensive English Course.
- Tanyi, P. (2020)**. "Distance Education initiatives for teacher training in Cameroon." *African Journal of Distance Learning*, 6(1), 98-112.
- Tardif, J. (2006)** - *L'Évaluation des Compétences: Documenter le Parcours de Développement*. Chenelière Éducation.
- Tchameni Ngamo, S. (2018)** - "Competency-Based Learning: A Case Study in Cameroon's Schools." *African Education Review*, 15(1), 45–62.
- Tchombe, T. (2019)**. "Educational reforms and teacher training in Cameroon: Past and present challenges." *Cameroon Journal of Teacher Education*, 8(2), 45-68.
- Vygotsky, L. (1978)**. *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Westera, W. (2001)** - "Competences in Education: A Confusion of Tongues." *Journal of Curriculum Studies*, 33(1), 75–88.
- Wiysahnyuy, L. F. (2019)**. Professional Development of Teacher Trainers in the Higher Teacher Training College Bambili (Cameroon). *International Journal of Humanities Social Sciences and Education (IJHSSE)*, vol. 6, no.7, 2019, pp. 55-6

ANNEXES

Questionnaire adressé aux apprenants après expérimentation

Je suis Peter Landoh Ndindah, étudiant en Master II Recherche à l'université de Yaoundé I en faculté des sciences de l'Éducation, Département de Didactique des disciplines, spécialité Didactique de l'Anglais. Je mène une recherche dont le thème est : L'Approche par les compétences et son impact sur les compétences orales en Anglais des élèves des classes de terminales au collège Adventiste de Nanga-Eboko. Notre travail s'intéresse aux apprenants et aux enseignants de l'Anglais dans l'établissement et les classes cités plus haut. Nous vous invitons à participer à cette étude en répondant aux questions ci-dessous, tout en vous rassurant que vos réponses resteront confidentielles et ne serviront qu'aux besoins de cette recherche.

NB : Ne cocher qu'une seule réponse parmi les propositions.

PARTIE I : IDENTIFICATION DU REPONDANT

Q101 : Sexe : Masculin Féminin

Q102 : Ages : [15 - 20] [20 - 25] [25 - plus]

Q103 : Classe : Terminale littéraires Terminale scientifiques Autres

Q104 : Statut : Redoublant Non redoublant

Partie II

Q 201 : Avez-vous assisté au cours d'anglais ? Oui Non

Si oui, comment était le cours ?

Captivant Animé Intéressant Tout ce qui précède

Autres, à préciser

Q 202 : Si tout ce qui précède, qu'est-ce qui vous a beaucoup marqué pendant le cours ?

La méthode utilisée La technique utilisée Les outils Tout ce qui précède

Q 203 : Parmi les méthodes ci-après, laquelle a été utilisée pendant le cours ?

Jeux de rôle Dialogue Exposé Débat Travail en groupe

Autres à préciser

Q 204 : Parmi les outils ci-après, lequel a été utilisé pendant le cours ?

Ordinateur Projecteur Baffles

Q 205 : As-tu aimé ces méthodes, techniques et outils utilisés pendant le cours ? Oui Non

Si oui, pourquoi ?

- a) Ça nous instruit en anglais
- b) Ça me permet de formuler quelques phrases en anglais
- c) Ça améliore le climat dans la salle de classe
- d) Ça me fait parler vite l'anglais
- e) C'est animé et je comprends vite
- f) Tout ce qui précède

Q 206 : As-tu présenté un exposé en anglais ? Oui Non

Si oui, en quelle langue as-tu présenté ?

En anglais En français Autres à préciser _____

Q 207 : As-tu répondu aux questions posées par tes camarades et l'enseignant ? Oui Non

Si oui, en quelle langue ? Anglais Français Autre à préciser _____

Q 208 : A combien de questions as-tu répondu ? Une Deux Trois Plus de trois

Q 209 : Avant que le professeur n'utilise la méthode et les outils que tu as coché aux questions Q203 et Q204, pouvais-tu t'exprimer en anglais ou prendre la parole en anglais devant tes camarades ? OUI NON

Q 210 : Quelle note /10 avez-vous obtenu ? [0 - 5] [5 - 10]

Q 211 : Quelle note/10 as-tu obtenu après ta prestation ? [0 - 5] [5 - 10]

Q 212 : Le professeur a-t-il/elle utilisé un outil TIC pendant le cours ? Oui Non

Si oui, lequel ? Ordinateur Projecteur Baffles Tout ce qui précède

Si tout ce qui précède, comment as-tu trouvé le cours ? Animé Captivant Intéressant

Autres, à préciser _____

Q 213 : As-tu développé des compétences en anglais ? Oui Non

Si oui, lesquelles ? Théorique Orales Tout ce qui précède

Q 214 : Es-tu content après le cours d'anglais ? Oui Non

Q 215 : Aimes-tu faire le cours d'anglais ? Oui Non

Si oui, pourquoi ? L'enseignant rend le cours facile à travers les méthodes, techniques et outils utilisés

Je m'exprime déjà en anglais

J'ai eu beaucoup de bonus en anglais

Q 216 : Es-tu prêt à tenir un discours en anglais ? Oui Non

Si oui, pourquoi ? J'ai développé cette aptitude pendant l'exposé et le dialogue

Q 217 : Si tu as le baccalauréat, quelle filière vas-tu choisir en Faculté ?

Lettres bilingues Lettres modernes Anglaises Tout ce qui précède

Autres, à préciser _____

Si tout ce qui précède, pourquoi ?

J'aime l'anglais Mon rêve c'est devenir professeur d'anglais

J'ai beaucoup aimé l'anglais au lycée

Autres, à préciser _____

Merci de votre participation.

TEACHER'S QUESTIONNAIRE

Dear teachers, I am peter Landoh Ndindah, a Masters student at the university of YaoundeS I, faculty of Education Sciences, department of Didactics, specialised in the teaching of English language. I hereby invite you to participate in a study that I am undertaking titled "competence-based approach and its impact on speaking skills of terminale students at college Adventiste de Nanga-Eboko" This questionnaire aims at assessing the impact of competence-based approach on speaking skills of terminale students at college Adventiste de Nanga-Eboko. The study encompasses teachers of ESL and the francophone students learners of English. Given the ethics and deontology that characterise Suniversity research, I wish to assure you that any piece of information you will provide will be strictly confidential and will only serve the purpose of this research. Thanks in advance for your participation.

NB: Tick (x) what applies

SECTION 1: IDENTIFICATION OF RESPONDENT

Q101: School: CAY CSAO CANE

Q102: Academic Qualification: Bacc/ GCA/ A level Licence/Bachelors Master
phD Other _____

Q103: Professional qualification: DIPES I DIPES II Other

Q104: Professional experience: [0-5 years] [5-10 years] [10-15 years] [15-20 years] [Above 20 years]

Q105: SEX: Male Female

Q106: Classes taught: Terminale Others: _____

SECTION 2: Impact of CBA on speaking skills

Q201: What is the meaning of CBA?

Competency-Based Approach communication Based Approach Communicative

Q202: According to you, the term "Competence" refers to:

A Knowledge An Ability A performance

Q203: Do you think it is possible to practice the CBA within our present context? YES NO

If NO, Why?

Q204: Does CBA enhance the speaking skills of your students in general and those of Terminale in particular? YES NO

If NO, why?

Q205: a) Which approach or method do you use in the teaching of speaking skills in your classes?

Competency-Based Approach Communicative approach Grammar translation

Direct method Objective-Based approach

Others _____

b) If competency- Based Approach. Why?

Q206: Speaking is one of the four skills in language acquisition. In "Interactions in English" Student's book T1a, there are five speaking skills to be taught in each of the five modules.

a) How often do you teach speaking skills in your classes?

Regularly Sometimes rarely never

b) justify your answer:

Q207: Which techniques do you use to teach speaking skills in your class?

Group work role-play dialogue debates questioning brainstorming
 Others _____

Q208: a) How do you evaluate the speaking skills of your students? Through: exposes
debates role plays dialogues None Others:

b) Do you think that the above techniques are efficient in evaluating the speaking skills of your students? YES NO If YES,

Why? _____

Q209: Which didactic/pedagogic materials or tools do you use in the teaching of speaking skills?

Manuals prescribed by the program blackboard chalk ICT tools images
 student's sheet none

Q210: Are these teaching materials available in your school and put at your disposal for the teaching of speaking skills during your classes? YES NO

SECTION 3: STUDENTS' INVOLMENT IN CLASSROOM ACTIVITIES DURING SPEAKING LESSONS

Q301: During speaking lessons, the teacher:

Provides collaborative tasks for students to carry out in class. yes No

Distributes turns round the class for each student to engage in active speaking. yes No

Students exchange orally with the teacher in spite of mistakes they can make. yes No

Students are encouraged to ask questions. yes No

Teacher gives constructive feedback to students. yes No

Q302: How do your students behave during speaking lessons?

They answer questions in: English in French They are silent

Q303: If in French, how do you get them to answer in English? By speaking in French by encouraging them to answer only in English by marks incentives

Other: _____

Thanks for sparing your precious time to respond

INTERVIEW GUIDE FOR TEACHERS

Dear teachers, I am peter Landoh Ndindah, a Master student in the university of Yaounde I, in the faculty of Education Sciences, precisely in the department of Didactics, specialised in the teaching of English language. I hereby invite you to participate in a study that I am undertaking on "competency-based approach and its impact on speaking skills of terminale students at College Adventiste de Nanga-Eboko" This interview guide is intended to have teachers' views on the impact of competency-based approach on speaking skills of terminale students at Adventist high school Nanga-Eboko. The study encompasses teachers of ESL to francophone speaking students and the francophone learners of English. Given the ethics and deontology that characterises university research, I wish to assure you that any piece of information you will provide will be strictly confidential and will only serve the purpose of this research. The interview is made up of three themes. Thanks in advance for your participation.

THEME 1: IDENTIFICATION OF THE INTERVIEWEE

1) Q: Good morning, sir/madam,

A: _____

2) : Can you tell me about your academic profile?

3) How long have you been teaching English?

4) What classes do you teach?

5) Q: Speaking is one of the skills to be taught in English. Do you teach this skill in your class?

If yes, How often and which approach do you use in your teaching of that content?

6) If CBA, do you think this approach impacts the speaking skills of your learners? If yes, How? If no, Why?

7) Do you find the content of speaking in terminale relevant to enhance the speaking skills of your learners? Why?

THEME 2: CONDUCTING A LESSON ON SPEAKING

8) How do you introduce your speaking lesson?

9) Do you start by checking learner's previous knowledge and clearly spelling out the target competency you want your student to achieve in the lesson?

10) Name some of the competencies that you know are related to speaking.

11) According to you are there clearly defined teaching techniques prescribed by the CBA to enhance these competencies?

12) _ If YES, describe one of those techniques that you use to teach speaking

13) If NO, how do you get your students to develop their speaking skills?

THEME 3: SKILLS DEVELOPMENT

14) Which speaking competencies do you develop in your students?

15) Are those competencies practical or theoretical?

16) What is the purpose of teaching speaking skills in the English language curriculum in Cameroon?

17) Do learners actually develop the target skill through the teaching of this content?

18) According to you why are students not able to practice the speaking knowledge they acquire at school in their daily activities?

19) Does the time allocated for English in the curriculum (4 hours for arts students and 3 hours for science student) per week enough to enable students develop all the skills in the curriculum and particularly the speaking skills?

20) If NO, how many hours would you suggest per week for English?

Thanks so much for your participation



STAGE DES ETUDIANTS DE MASTER RECHERCHE DEUXIEME ANNEE EN SCIENCES DE
L'EDUCATION SPECIALITE DIDACTIQUE DES DISCIPLINES

05 JAN 2024

Informations destinées aux personnels des institutions d'accueil

La formation en Master 2 a pour objectif d'introduire les étudiants aux cadres théoriques et conceptuels qui structurent les apports aux principaux résultats du champs de recherche relatif à la didactique de la discipline, notamment la mise en place des outils d'analyse des phénomènes d'enseignement (pratique enseignante et pratique didactique), des phénomènes d'apprentissage (obstacles à l'apprentissage, difficultés d'apprentissage...) et des phénomènes de formation permettant de repérer les irrégularités et des orientations à l'action. Il s'agit par ailleurs, d'initier les étudiants aux méthodologies propres à la recherche dans le domaine théorique convoqué.

Dans le respect des exigences du LMD, un stage pédagogicodidactique vient compléter la formation de l'étudiant de master 2. Il est mené dans les institutions d'accueil d'enseignement maternel, primaire, ou secondaire, en collaboration avec les équipes de recherches universitaires associées.

1. Les objectifs et finalités attendus du stage

Le stage s'inscrit dans le prolongement du stage d'observation réalisé en première année. L'objet est de :

- donner à l'étudiant vision aussi complète et cohérente que possible des institutions dans lesquelles il sera appelé à évoluer, et de tous les aspects du métier d'enseignant, qu'il s'agisse du travail avec les élèves et avec les autres professeurs, du fonctionnement des écoles ou des établissements scolaires, ou encore du dialogue avec les parents ;
- de préparer l'étudiant se destinant à l'enseignement à se familiariser progressivement avec la façon dont les connaissances et les compétences fixées par les programmes d'enseignement sont transmises aux élèves ;
- permettre à l'étudiant de recueillir une base de données à travers des observations participantes plus affinées, des entretiens et vidéo scopies qui serviront à la finalisation de ses travaux de recherche.
- Inspirer l'étudiant, pour des pistes de solutions face aux difficultés d'enseignement et aux obstacles à l'apprentissage identifiés pendant son séjour sur le terrain.

2. Le déroulement du stage

Le stage des étudiants de Master 2 a une durée de 6 à 8 semaine en milieu scolaire (écoles, lycées et ENIEG) dans le respect du calendrier prescrit par la Faculté des sciences de l'éducation.

3. L'Evaluation du stage

L'évaluation du stage de l'étudiant de master 2, se fait au sein de l'unité d'enseignement UE DID 541 à partir des éléments suivants :

- la note d'évaluation de la pratique d'enseignement et ;
- la note d'évaluation du rapport de stage, corrigé par l'équipe pédagogique du département de Didactique, qui a la charge de l'unité d'enseignement concernée.

Compte tenu de tout ce qui précède, nous soumettons à l'appréciation de Monsieur le Doyen, le projet de lettre ci-joint, adressé à l'attention de Mesdames et Messieurs les Chefs d'établissement MINESEC et MINEDUB du Mfoundi, à l'effet de les informer de l'effectuation du stage des étudiants de master 2 de la spécialité Didactique des disciplines à la Faculté des sciences de l'Education.



Samuel Polange Nook Bidi's
Professeur

REPUBLIQUE DU CAMEROUN
Paix - Travail - Patrie
UNIVERSITE DE YAOUNDE I
FACULTE DES SCIENCES DE L'EDUCATION
DEPARTEMENT DE DIDACTIQUE DES DISCIPLINES



REPUBLIC OF CAMEROON
Peace - Work - Fatherland
THE UNIVERSITY OF YAOUNDE I
THE FACULTY OF EDUCATION
DEPARTMENT OF DISCIPLINARY DIDACTICS

LE DOYEN

À

05 JAN 2024

Mesdames et Messieurs les Chefs d'Établissements
MINESEC et MINEDUB du Mfoundi

Objet: Stage pédagogicodidactique
des étudiants de Master2.

Mesdames et Messieurs,

J'ai l'honneur de vous informer que des étudiants de Master2 du Département de didactique des disciplines de la faculté des Sciences de l'Éducation de l'Université de Yaoundé 1, feront un stage pédagogicodidactique dans les établissements des enseignements secondaires du 08 janvier au 01 mars 2024.

Ce stage s'inscrit dans le prolongement du stage d'observation réalisé en première année, et vient compléter la formation de l'étudiant au second semestre de la seconde année de Master. Il est mené au sein des institutions d'accueils d'enseignement maternel, primaire, normal ou secondaire en collaboration avec les équipes de recherche universitaires associées.

Son objet est de :

- donner à l'étudiant (quelle que soit l'option choisie en Master) une vision aussi complète et cohérente que possible des institutions dans lesquelles il sera appelé à évoluer, et de tous les aspects du métier d'enseignant, qu'il s'agisse du travail avec les élèves ou avec les autres professeurs, du fonctionnement des établissements scolaires, ou du dialogue avec les parents ;
- préparer l'étudiant se destinant à l'enseignement à se familiariser progressivement avec les façons dont les connaissances et les compétences fixées par les programmes d'enseignement sont transmises aux élèves ;
- permettre à l'étudiant de construire une base des données à partir de l'observation participante plus affinée, des entretiens et vidéo-scopies qui serviront à la finalisation de ses travaux de recherche ;
- inspirer l'étudiant pour des pistes de solution face aux difficultés d'enseignement et aux obstacles à l'apprentissage identifiées pendant son séjour sur le terrain.

Dans le respect du calendrier prescrit par la Faculté des Sciences de l'Éducation, l'évaluation du stage se fait au sein de l'unité d'enseignement (UE DID 541) à partir des éléments suivants :

- la note d'évaluation par l'encadreur du terrain et ;
- la note du rapport de stage corrigé par les enseignants du département de Didactique des Disciplines qui ont la charge de l'unité d'enseignement concernée.



Bela Cyrille Biomven
Professeur

REPUBLIQUE DU CAMEROUN

Paix - Travail - Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DE DIDACTIQUE
DES DISCIPLINES



REPUBLIC OF CAMEROON

Peace - Work - Fatherland

THE UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

DEPARTMENT OF DIDACTICS

N° 013...../24/UYI/FSE/DID

AUTORISATION DE RECHERCHE

Je soussigné, Professeur BELA Cyrille Bienvenu, Doyen de la Faculté des Sciences de l'Éducation de l'Université de Yaoundé I, certifie que l'étudiant PETER LANDOH NDINDAH, Matricule 22V3778 est inscrit en Master II à la Faculté des Sciences de l'Éducation, Département de DIDACTIQUE DES DISCIPLINES, Option ANGLAIS.

L'intéressé doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master. Il travaille sous la direction du Docteur MBEH Adolf TANYI. Son sujet est intitulé: *comprtence bases approach and its impact on english language speaking skills of terminale students at collège Adventiste de Nanga Eboko.*

Je vous salue de bien vouloir le recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider à conduire ses travaux de recherches.

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



Pour le Doyen et par Ordre

M. Louis-Dominique
Biakolo Komo
Maître de Conférences

TABLE OF CONTENTS

| | |
|--|------|
| SUMMARY | |
| DEDICATION | iii |
| CERTIFICATION | iv |
| ACKNOWLEDGEMENT | v |
| LIST OF ABBREVIATIONS AND ACRONYMS | vi |
| LIST OF TABLES | vii |
| LIST OF FIGURES | viii |
| ABSTRACT | ix |
| RESUME | x |
| GENERAL INTRODUCTION | 1 |
| CHAPTER 1: PROBLEM OF THE STUDY | 7 |
| 1.1. BACKGROUND OF THE STUDY | 7 |
| 1.2. BRIEF HISTORY OF THE TEACHING OF ENGLISH LANGUAGE | 8 |
| 1.2.1. Initial and Continuous Training of English Language Teachers in Cameroon | 9 |
| 1.2.2. Initial Teacher Training in Cameroon | 9 |
| 1.2.3. Continuous Professional Development (CPD) for English Language Teachers | 9 |
| 1.3. ENGLISH LANGUAGE TEACHING TECHNIQUES SPECIFIC TO SPEAKING | 10 |
| 1.3.1. Role-play: | 10 |
| 1.3.2. Dialogues | 10 |
| 1.3.3. Discussions and Debates | 10 |
| 1.3.4. Oral Presentations | 10 |
| 1.3.5. Interviews | 10 |
| 1.3.6. Storytelling and Narration: | 11 |
| 1.3.7. Information Gap Activities | 11 |
| 1.3.8. Picture Description and Interpretation: | 11 |
| 1.3.9. Pair and Group Work: | 11 |
| 1.4. TARGETTED COMPETENCIES AND OBJECTIVES PURSUED IN THE TERMINALE CURRICULUM | 11 |
| 1.4.1. Targeted Competencies | 11 |
| 1.4.2. Objectives Pursued | 12 |
| 1.5. STATEMENT OF THE PROBLEM | 12 |
| 1.6. RESEARCH QUESTIONS | 13 |
| 1.6.1. Main research question | 13 |
| 1.6.2. Specific research questions | 13 |

| | |
|--|----|
| 1.7. RESEARCH HYPOTHESES | 14 |
| 1.8. RESEARCH OBJECTIVES | 14 |
| 1.9. RESEARCH INTEREST | 14 |
| 1.9.1. Academic Interest | 15 |
| 1.9.2. Scientific Interest | 15 |
| 1.9.3. Educational interest | 15 |
| 1.9.4. Didactic interest | 15 |
| 1.9.5. Social interest | 16 |
| 1.10. SCOPE OF THE TOPIC | 16 |
| 1.10.1. Thematic scope | 16 |
| 1.10.2. Spatial scope | 17 |
| 1.10.2.1. Description and justification of the study site | 17 |
| 1.10.2.2. Presentation of nanga-eboko council | 17 |
| 1.10.2.3. Description of the study site | 17 |
| 1.10.2.4. Justification of the site of study | 18 |
| 1.10.3. Temporal delimitation | 19 |
| 1.10.4. Theoretical delimitation | 19 |
| CHAPTER 2: CONCEPTUAL, THEORETICAL, NORMATIVE FRAMEWORKS AND LITERATURE REVIEW OF THE STUDY | 20 |
| 2.1. CONCEPTUAL FRAMEWORK | 20 |
| 2.1.1. Competence | 20 |
| 2.1.1.1. Chomsky (1965): The Linguistic Perspective | 20 |
| 2.1.1.2. Le Boterf (1995): The Professional Perspective | 21 |
| 2.1.1.3. Tardif (2006): The Educational Perspective | 21 |
| 2.1.1.4. Perrenoud (1999): The Constructivist Perspective | 22 |
| 2.1.2. Competence Based Approach | 23 |
| 2.1.2.1. Components of CBA | 25 |
| 2.1.2.2. Features of CBA | 25 |
| 2.1.2.3. Teachers'/Students' Role in a CBA Framework | 26 |
| 2.2. THEORETICAL FRAMEWORK | 29 |
| 2.2.1.Explanatory theories | 30 |
| 2.2.1.1.Didactic situation | 31 |
| 2.2.1.2. Non-Didactic situation | 31 |
| 2.2.1.3. The didactic contract | 32 |
| 2.2.1.4.Vygotsky's social constructivism (1985) | 33 |
| 2.2.1.5.Vygotsky and the zone of proximal development (ZPD) | 34 |

| | |
|---|----|
| 2.2.1.6. The Scaffolding Process and Bruner | 36 |
| 2.2.1.7. Socio-affective aspects | 36 |
| 2.2.1.8. Cognitive aspects | 37 |
| 2.2.1.9. Sociocognitive conflict | 37 |
| 2.2.1.10. The contributions of social constructivism..... | 38 |
| 2.2.1.11. The limits of social constructivism:..... | 38 |
| 2.3. NORMATIVE FRAMEWORK..... | 39 |
| 2.4. LITERATURE REVIEW | 40 |
| 2.4.1. The implementation..... | 50 |
| 2.4.2. Guided dialogue..... | 50 |
| 2.4.3. Ask and answer..... | 50 |
| 2.4.4. Interview..... | 51 |
| 2.4.5. Improvising dialogues | 51 |
| 2.4.6. Free Dialogue Practice | 52 |
| 2.4.7. Implications for Terminale Classes | 57 |
| 2.5. CONCLUSION..... | 58 |
| CHAPTER 3: METHODOLOGY | 61 |
| 3.1. METHODOLOGICAL APPROACHES | 61 |
| 3.2. TYPE OF RESEARCH AND METHODOLOGICAL APPROACH | 62 |
| 3.2.1. Quasi-experimental research..... | 62 |
| 3.2.2. Quantitative co-relational research | 64 |
| 3.3. DESCRIPTION AND JUSTIFICATION OF THE STUDY SITE..... | 65 |
| 3.3.1. Presentation of NANGA-EBOKO council | 65 |
| 3.3.2. Description of the study site..... | 65 |
| 3.3.3. Justification of the study site | 66 |
| 3.4. POPULATION AND SAMPLE | 67 |
| 3.4.1. The study population..... | 67 |
| 3.4.2. Sample | 68 |
| 3.4.2.1. Criteria for selecting study participants: | 68 |
| 3.4.3. Sampling technique | 69 |
| 3.5. SELECTION PROCESS AND DESCRIPTION OF DATA COLLECTION TOOLS | 69 |
| 3.5.1. Approach to the choice of data collection tools..... | 69 |
| 3.5.2. Description of data collection tools | 70 |
| 3.5.2.1. The questionnaire | 70 |
| 3.5.2.2. Interview guide | 71 |
| 3.5.3. How data collection tools are administered | 72 |

| | |
|--|------------|
| 3.5.3.1. Administration of the questionnaire | 72 |
| 3.5.3.2. Interview..... | 72 |
| 3.6. VALIDATION OF RESEARCH INSTRUMENTS | 73 |
| 3.6.1. Data collection procedure | 74 |
| CHAPTER 4: PRESENTATION AND ANALYSIS OF RESULTS | 75 |
| 4.1. DESCRIPTIVE PRESENTATION OF THE EXPERIMENTAL RESULTS..... | 75 |
| 4.1.1. Distribution of learners by class attended | 75 |
| 4.1.2. Distribution of students by gender | 76 |
| 4.1.3. Distribution of students according to age group..... | 77 |
| 4.1.4. Distribution of learners according to their status in the class | 78 |
| 4.1.5. Descriptive presentation of learners' grades before the experiment | 79 |
| 4.1.6. Description of oral presentation grades..... | 79 |
| 4.1.7. Description of dialogue scores | 79 |
| 4.1.8. Variability of scores depending on personal characteristics | 80 |
| 4.1.9. Variability of oral presentation scores of learners according to gender | 80 |
| 4.1.10. Variability in students' use of dialogue based on their gender | 81 |
| 4.1.11. Variability of students' role play grades according to gender..... | 82 |
| 4.2. QUALITATIVE DATA ANALYSIS | 83 |
| 4.3. VERIFICATION OF RESEARCH HYPOTHESES | 93 |
| 4.3.1. Verification of RH1 (oral presentation)..... | 94 |
| 4.3.2. Verification of RH2 (Dialogue)..... | 96 |
| 4.3.3. Verification of RH3 (role play)..... | 98 |
| 4.4. PRESENTATION OF LEARNERS' OPINIONS ON LEARNING ENGLISH AFTER THE EXPERIMENTATION | 100 |
| 4.5. CONCLUSION..... | 105 |
| CHAPTER 5: RESULTS, PROFESSIONAL IMPLICATIONS AND DISCUSSION..... | 106 |
| 5.1. RESEARCH SUMMARY | 106 |
| 5.1.1. Reminder of the problem..... | 106 |
| 5.1.2. Challenges encounter during the study | 110 |
| 5.2. SHORTCOMINGS OF THE STUDY | 111 |
| 5.3. SUGGESTIONS | 113 |
| 5.3.1. Increase Time Allocation for Speaking Activities | 113 |
| 5.3.2. Embody More Interactive and Practical Speaking Activities | 113 |
| 5.3.3. Provide Continuous Teacher Training on CBA Techniques | 114 |
| 5.3.4. Introduce Speaking Skills as Part of Formal Assessment..... | 114 |
| 5.3.5. Create English-Speaking Environments Outside the Classroom setting | 114 |

| | |
|--|-----|
| 5.3.6. Use Technology to Enhance the Practice of Speaking | 115 |
| 5.3.7. Adapt Teaching Materials to Reflect Real-World Scenarios | 115 |
| 5.3.8. Encourage Peer Collaboration and Feedback | 115 |
| GENERAL CONCLUSION | 116 |
| REFERENCES | 118 |
| ANNEXES | 124 |