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THE UNIVERSITY OF YAOUNDE I

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POST GRADUATE SCHOOL FOR THE  
SOCIAL AND EDUCATIONAL SCIENCES

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DOCTORAL UNIT OF RESEARCH  
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EDUCATION AND EDUCATIONAL  
ENGINEERING

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DEPARTMENT OF DIDACTICS OF  
DISCIPLINES

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REPUBLIQUE DU CAMEROUN

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UNIVERSITÉ DE YAOUNDE I

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CENTRE DE RECHERCHE ET DE  
FORMATION DOCTORALE EN SCIENCES  
SOCIALES ET HUMAINE

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UNITÉ DE FORMATION ET DE  
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DEPARTEMENT DE DIDACTIQUE DES  
DISCIPLINES

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**Doctorate/Ph.D Thesis**  
**Specialty: Didactics of English**

**TOWARDS FORMATIVE ASSESSMENT STRATEGIES AND  
LEARNERS' ACQUISITION OF COMPETENCIES: Case of  
Selected English Primary Schools in Mfoundi Division**

*Thesis presented and defended on Friday, 1<sup>st</sup> November 2024*

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## DECLARATION

I hereby declare that this thesis is my original work and has never been submitted to any University or institution of higher learning for an academic award.

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## CERTIFICATION

This is to certify that this work entitled: *Towards Formative Assessment Strategies and Learners' Acquisition of Competencies: Case of selected English Primary Schools in Mfoundi Division* was carried out by **NDIFOR ROSELINE FUHTUNG** (Registration N° 91M569) under my humble supervision.

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## **DEDICATION**

My father, Pa Henry Ndifor-Nde Akam

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## TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>i</b>
<b>CERTIFICATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>My father, Pa Henry Ndifor-Nde Akam.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>iv</b>
<b>TABLE OF CONTENTS .....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF FIGURES .....</b>	<b>xi</b>
<b>LIST ABBREVIATIONS AND ACRONYMS.....</b>	<b>xii</b>
<b>ABSTRACT.....</b>	<b>xiv</b>
<b>RÉSUMÉ .....</b>	<b>xv</b>
<b>GENERAL INTRODUCTION.....</b>	<b>1</b>
<b>CONTEXTUAL BACKGROUND OF THE STUDY .....</b>	<b>9</b>
<b>1.1. Legal Context .....</b>	<b>9</b>
<b>1.2. Conceptual Context .....</b>	<b>20</b>
1.2.1. Formative assessment .....	20
1.2.2. Feedback .....	20
1.2.3. Peer assessment.....	21
1.2.4. Questioning .....	21
1.2.5. Sharing lesson objectives .....	22
1.2.6. Acquisition of competences .....	23
<b>1.3. Empirical Justification of the Study .....</b>	<b>24</b>
1.3.1. Statistical Perspective .....	24
1.3.2. Review of Educational Paradigm.....	30
1.3.3. The Context of CBA .....	31
1.3.3.1. Cameroon Context of CBA Implementation .....	33
1.3.3.2. The Primary Curriculum .....	35
1.3.3.4. Evaluation Competences.....	41
1.3.3.4. The Competency Statement in Lesson Planning .....	41
1.3.3.5. Taxonomy of Learning Objectives .....	44
<b>1.4. Statement of the Problem.....</b>	<b>47</b>
<b>1.5. Research Questions .....</b>	<b>51</b>

1.5.1. General research question .....	51
1.5.2. Specific Questions .....	51
<b>1.6. Research Objectives .....</b>	<b>51</b>
1.6.1. Main Objective .....	52
1.6.2. Specific Objectives .....	52
<b>1.7. Scope of the Study .....</b>	<b>52</b>
1.7.1. Geographical Scope .....	52
1.7.2. Thematic scope .....	56
<b>1.8. Significance of the study .....</b>	<b>60</b>
<b>1.9. Originality and Pertinence of the Study .....</b>	<b>62</b>
<b>CHAPTER TWO: THEORETICAL FRAMEWORK AND REVIEW OF</b>	
<b>LITERATURE .....</b>	<b>64</b>
<b>2.1. Conceptual Framework .....</b>	<b>64</b>
2.1.1. Formative Assessment Strategies .....	64
2.1.1.1. The Concept of Assessment .....	64
2.1.1.2. Formative Assessment as Implicated in the Study .....	77
2.1.1.3. Formative Assessment Instruments .....	83
2.1.1.4. Formative Assessment Strategies Implicated in the Study .....	85
2.1.2. The Competency Based Approach.....	105
2.1.2.1. The Concept of Competency .....	105
2.1.2.2. What is Competence-Based Approach?.....	111
2.1.2.3. Components and Features of CBA .....	112
2.1.3. English Language Learning .....	114
2.1.3.1. English as a Medium of Instruction in Cameroon .....	115
2.1.3.2. Teaching English as a Second Language (ESL) .....	116
2.1.3.3. Teaching English as a Foreign Language (EFL) .....	117
2.1.3.4. Interaction in EFL Classroom .....	117
2.1.3.5. Language and Communication .....	121
2.1.3.6. English as an Official Language in Cameroon .....	123
2.1.3.7. English Language in the Primary School Curriculum.....	123
2.1.4. Acquisition of Competences .....	125
2.1.4.1. The English Language Competences.....	126
2.1.4.2. Learners' Acquisition English Language of Competencies.....	132
<b>2.2. Theoretical Framework .....</b>	<b>141</b>

2.2.1. The Socio-Cultural Cognitive Theory .....	141
2.2.1.1. Origin and the development of Socio-cultural Cognitive Theory of Learning .....	141
2.2.1.2. A Socio-cultural Cognitivist Perspective of the Nature of Learning .....	143
2.2.1.3. The Implication Socio-cultural Cognitivist Theories of Learning in the Study .....	147
2.2.2. The Didactic Theory .....	150
2.2.2.1. The Origin of Didactics .....	150
2.2.2.2. Didactics Viewpoint in the Teaching- learning Process .....	151
2.2.2.3. The Theory of Didactic Situation and the learning Process .....	153
2.2.2.4. Problem Solving Strategy in Didactics .....	154
2.2.2.5. Modeling Strategy in Didactics .....	155
2.2.2.6. Didactic and pedagogy .....	155
2.2.2.7. Didactic Transposition .....	156
2.2.2.8. Implication of the Didactic Theory in the Study .....	158
2.2.3. CIPP Model by Daniel Stufflebeam (1969) .....	159
2.2.3.1. Limitations of CIPP Model .....	161
2.2.3.2. Implication of CIPP Model to the Study .....	162
2.3.4. Expectancy Theory by Victor Vroom (1964) .....	163
2.2.4.1. Strengths of Expectancy Theory .....	164
2.2.4.2. Significance and implication of the theory to the study .....	165
<b>2.3. Empirical Literature Review .....</b>	<b>166</b>
2.3.1. Literature Review on Feedback and the Acquisition of English Language Competences .....	166
2.3.2. Literature Review on Peer Assessment and the Acquisition of English Language Competences .....	169
2.3.3. Literature Review on Questioning and the Acquisition of English Language Competences .....	171
2.3.4. Literature Review on Sharing Lesson Objectives and the Acquisition of English Language Competences .....	174
<b>2.4. Identification of knowledge Gap .....</b>	<b>175</b>
<b>2.5. Research Hypothesis .....</b>	<b>178</b>
2.5.1. The Main Hypothesis .....	178
2.5.2. Research Hypotheses .....	178

2.6. Variables.....	178
2.6.1 Dependent Variable (DV).....	178
2.6.2 Independent Variables (IV).....	179
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>182</b>
<b>3.1 Research Design .....</b>	<b>182</b>
<b>3.2. Area of the Study .....</b>	<b>183</b>
<b>3.3. Population of the Study.....</b>	<b>184</b>
3.3.1. Target Population and Characteristics .....	184
3.3.2. Accessible Population and Characteristics .....	185
<b>3.4. Sample and Sampling technique.....</b>	<b>186</b>
3.4.2. Sampling Techniques .....	186
3.5. Sources of Data .....	187
3.5.1. Primary Source .....	187
3.5.2. Secondary Sources.....	187
3.6. Research Instruments .....	188
3.6.1. Questionnaire.....	188
3.6.2. The Interview Guide.....	189
3.6.3. Observation Guide.....	190
3.7. Validation of the Research Instruments .....	191
3.7.1. Cronbach's Coefficient Alpha.....	193
3.8. Administration of the Instruments.....	193
3.8.1. Ethical considerations .....	193
3.9. Statistical Analysis Techniques.....	194
3.9.1. The Quantitative Analysis .....	195
3.9.2. Qualitative Analysis .....	196
<b>CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF</b>	
<b>DATA .....</b>	<b>198</b>
4.1. Descriptive Statistics of Demographic Information.....	198
4.2. Presentation, Analysis and Interpretation of Variables.....	200
4.2.1. Presentation of Findings from Feedback .....	201
4.2.2. Presentation of findings from Peer Assessment.....	205
4.2.3. Presentation of Findings from Questioning .....	210
4.2.3. Presentation of findings from Sharing of Lesson Objectives .....	213
4.2.5. Presentation of Findings from Competence Acquisition .....	216

<b>CHAPTER FIVE: DISCUSSION OF FINDINGS</b> .....	234
<b>5.1. Discussion of findings according to Theories used in the Study</b> .....	234
<b>5.2. Discussion of Findings According to Literature Review</b> .....	238
<b>5.3. Discussion of Findings According to Research Hypothesis and Research Questions</b> .....	241
5.3.1. Feedback and Learners' Acquisition of English Language Competences .....	241
5.3.2. Peer Assessment and Learners' Acquisition of Competences in English Language .....	247
5.3.3. Questioning and Learners' Acquisition of English Language Competences .....	250
5.3.4. Announcing Lesson Objectives and Learners' Acquisition of English Language Competences.....	254
<b>5.4. Discussion According to the responses from the Demographic information</b> ...	257
<b>5.5. Proposed Model and Proposals for Further Studies</b> .....	263
5.5.1. Model for CBA Formative Assessment Strategies and Learners' Competences Acquisition in English Language .....	263
5.5.2. Proposals for Further Studies .....	273
5.5.3. Difficulties Encountered During the Research Process .....	273
<b>GENERAL CONCLUSION</b> .....	275
<b>REFERENCES</b> .....	279

## LIST OF TABLES

Table 1: Statistics of FSLC and CEP 2015 to 2018.....	26
Table 2: Distribution of Diagnostic Test Results According Selected Schools.....	28
Table 3: Domains, Weighting, Competences to be Developed and Related Subjects.....	37
Table 4: Integrated Learning Themes .....	38
Table 5: Specification Chart. ....	45
Table 6: Summary Features of Effective Assessment .....	71
Table 7: Assessments Types .....	73
Table 8: Assessment formats .....	74
Table 9: Assessment forms and their Characteristics .....	77
Table 11: A comparison of these two Key Assessment Purposes .....	82
Table 12: Characteristics of Quality feedback.....	90
Table 13: Questioning Types and Explanations .....	95
Table 14: Formative assessment strategies tested in the research .....	104
Table 15: Synoptic Table of Hypothesis, Variables, Indicators, Modalities and Statistical Tool.....	180
Table 16 : Distribution of Teachers and Pupils according to Target Population.....	185
Table 17. Distribution of Teachers and Pupils according to Accessible Population .....	185
Table 18. Distribution of the Sample Size .....	186
Table 19: Description of Questionnaire .....	188
Table 20: Reliability Statistics .....	192
Table 21: Presentation of Respondents' Demographic Information.....	198
Table 22: Descriptive Statistics on Feedback and English language competence acquisition .....	201
Table 23: Descriptive Statistics on Peer Assessment and English language Competence Acquisition.....	205
Table 24: Descriptive Statistics on Questioning techniques and English language Competence Acquisition.....	210
Table 25: Descriptive Statistics on Sharing of Lesson Objectives and English language competence acquisition .....	213
Table 26: Descriptive Statistics on Competence Acquisition.....	216
Table 27: Outer loadings.....	219
Table 28: Path coefficient .....	219
Table 29: Outer Loadings .....	221
Table 30: Path coefficient .....	222
Table 31: Outer Loadings .....	226
Table 32: Path coefficient .....	227
Table 33: Outer Loadings .....	231
Table 34: Path Coefficient .....	231
Table 35: Summary of Findings and Results .....	260
Table 36: Model Lesson Plan .....	264
Table 37: Sample Lesson Plan.....	265
Table 38: Sample Lesson Notes using Formative Assessment Strategies.....	267

## LIST OF FIGURES

Figure 1: The structural layout of this teaching-learning cyclical plan of action .....	39
Figure 2: Link between the Learning Domains and the National Core Skills/Broad-based Competences .....	41
Figure 3: The Map Centre Region .....	53
Figure 4: The Map of Yaounde -Mfoundi .....	54
Figure 5: Process of conducting a lesson through formative assessment .....	80
Figure 6: Components of English Language and Literature .....	123
Figure 7: Conceptual Diagram.....	140
Figure 8: The Socio-cultural Cognitive Learning Theory .....	149
Figure 9: The Didactic Triangle .....	153
Figure 10: The Pedagogic and the Didactic Triangles.....	156
Figure 11: Didactic Transposition .....	157
Figure 12: Diagrammatical representation of the CIPP Evaluation Model .....	160
Figure 13: Histogram on background data.....	200
Figure 14: Histogram on feed back.....	204
Figure 15: Histogram on feedback (Cont.) .....	205
Figure 16: Histogram on Peer Influence .....	209
Figure 17: Histogram on questioning techniques .....	212
Figure 18: Histogram on Sharing of lesson Objectives .....	216
Figure 19: Histogram on competence acquisition .....	218
Figure 20: Model for feedback Influence and Competence Acquisition.....	218
Figure 21: Model for Peer Assessment and Competence Acquisition .....	221
Figure 22: Model for questioning and Competence Acquisition.....	226
Figure 23: Model for lesson objective and Competence Acquisition.....	230
Figure 24: Formative Assessment in CBA and Competency Acquisition Model .....	263

## LIST ABBREVIATIONS AND ACRONYMS

BEPC:	Brevet d'Etudes du Premier Cycle
CA:	Competence Acquire
CAN:	Competence Not Acquired
CBA:	Competence Being Acquired
CBA:	Competency Based Approach
CBM:	Curriculum Based Measurement
CERI:	Centre for Educational Research Innovation
CESA:	Continental Educational Strategy for Africa
CP:	Collective Promotion
EAL:	English as an Additional Language
EAR:	Education for Africa Renaissance
EFA:	Education for All
EFL:	English as a Foreign Language
EL:	English Learner
ENL:	English as a New Language
EPPI:	Evidence Policy Practice Information centre
ESL:	English as a Second Language
ESOL:	English for Speakers of Other Languages
ETSSP:	Education and Training Sector Strategy Paper
FA:	Formative Assessment
FAS:	Formative Assessment Strategies
FSLCE:	First School Leaving Certificate Examination
FYDPE:	Five -Year Development Plan and Education
GCEE:	Government Common Entrance Examination
GESP:	Growth and Employment Strategy Paper
ILTs:	Integrated Learning Themes
KSA:	Knowledge, Skill, Attitude
LLLA:	Life Long Learning Opportunity for All
MINEBASE:	Ministry of Basic Education
MINESEC:	Ministry of Secondary Education
NCLB:	Number of Children Left Behind
NPA:	New Pedagogic Approach

NVE:	New Vision Evaluation
OCD:	Obsessive Compulsive Disorders
OECD:	Organization for Economic Cooperation and Development
PISA:	Programme for International Student Assessment.
SBL:	Synergy for Better Learning
SDG:	Sustainable Development Goal
SMART:	Specific Measurable Attainable Realistic and Time-band
SND 30:	National Development Strategy 2030
SWA:	Sector Wild Approach
TEFL:	Teaching English as a Foreign Language
TESL:	Teaching English as a Second Language
UK:	United Kingdom
UNDP:	The United Nations Development Programme
UNESCO:	United Nations Education Scientific and Cultural Organization
UNFPA:	United Nations Family Planning Agency
UNICEF:	United Nation Fund for Children
USA:	United States of America
WDR:	World Development Report

## ABSTRACT

This study investigates the influence of formative assessment in the context of CBA on pupil's competences acquisition in the English Language. The problem of this study emanates from the absence of learning strategies that fall within the framework of formative assessment and create gaps in the learning process, thus the acquisition of competences in the English Language remains a difficulty. The study has as objective to investigate how feedback, peer assessment, questioning and sharing of lesson objectives as formative assessment strategies can enhance the acquisition of English Language competences in primary school learners in government schools in Mfoundi Division of the Centre Region of Cameroon. The mixed method was used for this study and we adopted the survey and correlation design, accompanied by the pragmatic philosophical underpinning. The data were collected from a sample size of 388 participants, using questionnaire, and an interview guide. The data was analysed using the structural equation modelling (SEM), with the help of SPSS V20 and SmartPLS 3 and Jefferson's transcription notation and the explanatory Data Analysis model. The findings from the path modelling estimation showed that all the null hypotheses were rejected and all the alternative hypotheses were accepted thus: Ha1 was retained with a P-value of the path coefficient is  $0.00 < 0.05$  and the t statistics is  $12.761 < 1.96$ . The value of 0.405 indicates that Feedback is responsible for the variations that occur in competence acquisition by 40.5%. Ha2 was retained with P. value=0.260 and path coefficient is  $0.00 < 0.05$ . 89.3 percent of the changes that occur in competence acquisition are attributed to Peer Assessment. Ha3; was retained with p values are 0.00 and are less than 0.05 indicating that Questioning has a direct influence on competence acquisition. P value of the path coefficient is  $0.00 < 0.05$  and the t statistics is  $30.112 < 1.96$ . Also the value of 0.707 indicates that Lesson Objectives are responsible for the variations that occur in competence acquisition by 70.7%. Based on the findings we proposed a model on the application of Formative assessment in the Competence Based English Language classroom hoping that it can go a long way to lessen the learning crisis in the Cameroon Primary School.

**Key Words: Formative Assessment, Competence Based Approach, Competence Acquisition, English Language Learning**

## RÉSUMÉ

Cette étude examine l'influence de l'évaluation formative dans le contexte de l'APC sur l'acquisition des compétences de l'élève en langue anglaise. Le problème de cette étude émane de l'absence de stratégies d'apprentissage qui rentrent dans le cadre de l'évaluation formative et créent des lacunes dans le processus d'apprentissage, ainsi l'acquisition de compétences en langue anglaise reste une difficulté. L'étude a pour objectif d'étudier comment la rétroaction, l'évaluation par les pairs, le questionnement et le partage des objectifs de la leçon en tant que stratégies d'évaluation formative peuvent améliorer l'acquisition des compétences en anglais chez les apprenants du primaire dans les écoles publiques de la départemente du Mfoundi de la région du Centre du Cameroun. La méthode mixte a été utilisée pour cette étude et nous avons adopté le plan d'enquête et de corrélation, accompagné du fondement philosophique pragmatique. Les données ont été recueillies à partir d'un échantillon de 388 participants, à l'aide d'un questionnaire et d'un guide d'entretien. Les données ont été analysées à l'aide de la modélisation par équation structurelle (SEM), à l'aide de SPSS V20 et SmartPLS 3 et de la notation de transcription de Jefferson et du modèle explicatif d'analyse des données. Les résultats de l'estimation de la modélisation du chemin ont montré que toutes les hypothèses nulles ont été rejetées et toutes les hypothèses alternatives ont été acceptées ainsi :  $H_1$  a été retenu avec une valeur P du coefficient de chemin est de 0,00 0,05 et la statistique est de  $12,761 < 1,96$  La valeur de 0,405 indique que la rétroaction est responsable des variations qui se produisent dans l'acquisition des compétences de 40,5 %.  $H_2$  a été retenu avec la valeur P.- 0,260 et le coefficient de chemin est de 0,00 0,05. 89,3 % des changements qui se produisent dans l'acquisition des compétences sont attribués à l'évaluation par les pairs.  $H_3$ ; a été retenue avec des valeurs p de 0,00 et inférieures à 0,05 indiquant que le questionnement a une influence directe sur l'acquisition des compétences. La valeur P du coefficient de chemin est de 0,00 < 0,05 et la statistique t est de 30,112-1,96. De plus, la valeur de 0,707 indique que les objectifs de la leçon sont responsables des variations qui se produisent dans l'acquisition des compétences de 70,7 %. Sur la base des résultats, nous avons proposé un modèle sur l'application de l'évaluation formative dans la classe de langue anglaise basée sur les compétences en espérant que cela puisse contribuer grandement à atténuer la crise d'apprentissage à l'école primaire du Cameroun.

**Mots clés : évaluation formative, pédagogie de l'intégration, Acquisition de connaissance, apprentissage de la langue anglaise**

## GENERAL INTRODUCTION

Assessment plays an important role education. Formative assessment plays a more essential role in the 21<sup>st</sup> century learning as it closes the crack between teaching and learning. Formative Assessment is at the helm of the Competence Based Approach (CBA) to learning and poses as a major instrument through which the goals and objectives of CBA can be attained. Timperley, (2014) underscores that formative assessment (also called Assessment for Learning) has gained much attention in the educational literature and in the teaching and learning practices, inspiring many assessment reforms in the world.

The Cameroon Primary School curriculum states that all effective teaching requires a means to verify student learning at regular intervals and thus allow for quick intervention with students who demonstrate certain weaknesses or strengths. In this way, Formative assessment serves as a mechanism to regulate teaching. It allows the teacher to evaluate the impact of instructional strategies and to take the necessary corrective measures in order to achieve the expected outcomes.

Arguments have been raised for using the CBA in the Cameroon education system. Firstly, education in Cameroon is supervised by the state through legislation. Improving the quality of education for all Cameroonian children through the development of competence, creativity and innovation has been a priority for policy makers in Cameroon since independence. In 1995, this effort culminated into the National Forum on Education whose recommendations were later formulated into the Cameroon education policy statement (law no. 98/004 of 14 April 1998) to lay down guidelines for education in Cameroon. These guidelines prescribed that: “The general purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind the prevailing economic, socio-cultural, political and moral factors”.

Section 5 of the 1998 Law laying down guidelines for education in Cameroon spells out nine different articles of national policy which stipulate the training of useful citizens in cognitive, affective and psycho-motor domains. The nine articles highlight domains including national and international cultures, universal ethical values, family life, national languages, democratic culture, practice and other concerns, the cultivation of an ethos of work, creativity and related aspects, sports-cum-physical education and artistic-cultural concerns, hygiene and health education. Furthermore, in Section 25, Law laying down guidelines for education asserts: “The Education provided in school shall consider scientific and technological

advancements and shall be tailored in terms of content and method to national and international economic, scientific, technological, social and cultural trends.” The application instruments of the education policy framework of 1998 include amongst others: Ministerial decision N° 49/06 of 08 February 2006 creating a commission charged with preparing texts of application of the 1998 orientation law of education. It is based on these legal instruments that in 2006 work effectively started on the conception of the new approach.

The idea of changing the education system from a colonial objective driven, cognitive focused approach to a more competency-oriented system was introduced to the Cameroonian public by education stakeholders, on the 17<sup>th</sup> September 2012. This approach, which was to be progressively introduced into the education system, was tailored to address urgent socio-economic realities. While content remains essentially the same with slight modifications to reduce bulk and irrelevance, the teaching approach is a total paradigm shift from earlier practices. This paradigm shifts calls for continuous teacher professional development and retraining to meet up with the new challenges especially the enhancement of learner centeredness. New syllabuses for the Competency-Based Approach were introduced in secondary general schools in the 2013/2014 academic year (MINESEC, 2014). The syllabuses contained expected competences which learners are to acquire at the end of the learning process.

Secondly, many people around the world look to schools to equip youths with new sets of skills to meet up with the challenges of a rapidly changing world economy. For these reasons, some scholars posit that rote memorization of facts and hierarchical school and classroom patterns are no longer suitable for the competitive global market, where the skills of inquiry and problem solving to address rapidly-changing environments are needed (Vavrus, et al, 2011). The outcomes-based education movement in South Africa, for example, is rooted in the belief that international trade and production have changed along with the global economy; the government believes students’ skills and competencies should also change (Weber, 2007). As Cameroon looks forward to achieving her goal of becoming an emergent nation by 2035, it is imperative that she uses her educational system in training students with skills to meet up with this goal. The skills associated with CBA pedagogy, such as ‘learning how to learn’ and communication to co-construct knowledge, are those sought by an increasing number of employers around the world. Therefore, the government of Cameroon wants to see schooling align more closely with the needs of industries. There is enough evidence that schools are not meeting the economic needs of the country. Report from Sector Wide Approach to Education (2006) talks of high levels of wastage because of low internal efficiency (for example, failure

of students in examinations and dropout), coupled with low external efficiency (inadequate relevance of programmes of instruction to the priority development needs of the country). From this point of view, human capital development must expand beyond the acquisition of basic skills and content knowledge to include strategies for becoming ‘lifelong learners’ and creative entrepreneurs in ever-changing economic environments. Educational reform according to World Bank, (2007) must extend beyond increasing access and enrolment to include the introduction of approaches to teaching and learning that parallel changes in the global economy. Developing the skills necessary for this new economy, necessitate new demand on teachers to learn ways of teaching consistent with CBA.

Thirdly, there is empirical evidence showing that the way teachers teach and not only the content of their classes may contribute to students’ political socialization and engagement in democratic processes (Bartlett, Thomas and Vavrus et al., 2011). The relationship between students and teachers, especially opportunities for students to express their views in the classroom, is considered especially influential in developing students’ views on democracy and their degree of civic engagement. Dewey believed that education systems should prepare citizens for active involvement in democratic forms of governance. Merely gaining knowledge about equitable social policies or democratic processes, he argued, is not adequate to effect political change (Dewey, 1916). Advocates of CBA usually share Dewey’s faith in democracy and believe students need to experience democracy in action in the classroom and in the school to become democratic citizens. Engendering democratic civic values, they contend, requires practice and experience with negotiation, cooperation, and critical thinking. Participatory teaching methods such as the CBA, that allow students to practice democratic behaviour by experiencing negotiation, collaboration, and active civic engagement in the classroom seem to have the greatest influence on students’ views on democratic values.

Education strengthens the political development of nations by promoting the civic engagement of their populations. People with more education consistently participate more in political activities than those with less education. Education increases awareness and understanding of political issues, fosters the socialization needed for effective political activity, and increases civic skills (Campante and Chor, 2012 cited in WDR, 2018). As Cameroon has embraced democracy as a form of governance, it is logical that CBA would serve as a complement to this political change by modelling some of the same practices in the classroom. However, the development of critical thinking skills in students and the greater democratization of schools may also be threatening to parents, teachers, school heads, and political leaders.

Cameroonian youth spend large portions of their young lives at school, it is therefore reasonable to assume that the unspoken lessons they learn are internalized and applied as adults.

Apart from the other reasons mentioned above, the primary reasons for teachers, schools, and ministries of education to adopt the use of CBA, is due to its Cognitive and psychological benefits on learners. The term cognitive refers to mental processes, such as remembering or solving problems, while psychological encompasses cognition but also includes the study of emotions, motivation, and interpersonal relationships (Vavrus et al., 2011). CBA has the potential to develop in students, higher-order thinking and critical engagement with the world around them, skills deemed necessary for success in a complex global society. Higher-order thinking skills, such as the abilities to analyse, evaluate, and create knowledge (Anderson and Krathwohl, 2001), enable students to examine and process the wealth of information that is available in the modern era. Secondly, specific competencies help students as well as other stakeholders such as employers and policymakers, to have a common understanding about the specific skills and knowledge that students should master because of their learning experiences. Some other academic benefits that are believed to result from CBA may include:

- development of critical thinking and problem-solving skills,
- students having the ability to link new information with existing knowledge in meaningful ways,
- leads to creativity as students can start thinking out of the box to solve the challenges of a rapidly changing world.

Nevertheless, the implementation of Formative Assessment in the context of CBA in the Cameroon Primary School faces lots of challenges. Teachers who are major stakeholders in the learning process are not properly trained on how to integrate formative assessment strategies and tools in English Language lessons as well as in other subjects taught in the primary school. This causes most of them to continue to teach following the Objective Based Approach (OBA) claiming that they are using the CBA. In such a scenario, expected outcomes of the CBA that were designed by the government of Cameroon in the form of Core Competences and Broad-Based competences are hardly attained.

Teaching is at the heart of the school systems and the teacher is considered as an engineer in the classroom. According to Watskin, (2015), teaching is at the heart of learning crisis in the school system. He states that if you want to understand why many kids learn very little in the classroom, reflect for a moment on what their teachers know. This means that the teachers themselves may not be very competent in their subject of instruction. They frequently

lack detailed information about what is expected to be taught and learned and how their learners are performing. This study is carried out to investigate teachers' use of formative assessment strategies in the primary school classroom and how it influences the acquisition of learners' acquisition of English Language competences.

The acquisition of English language competences by primary school learners is a primordial factor in this study. Studies have shown that children actually go through basic education and complete the Primary School without being able to read, write and do basic numeracy. This fact is highlighted in the following extract;

“There is no denying the fact that the current systems of education in our country are either examination oriented or certificate oriented. Most of our children and youth get this impression, from the day they begin their formal training, that what really matters is the mark they obtain in their exams. Whether they understand the subject or not is immaterial so long as they get the marks. This mindset is responsible for the current trend of having a large number of educated illiterates in our country. Our educated youth have all the certificates, but fail to understand the basic concepts of what they have studied”. (Gupta, 2012).

It is based on this general peril that Sahlberg, (2010) equally highlights the worries on the educational systems in the world when he states; Education systems today are facing a twin challenge: How to change schools so that the learners may learn new types of knowledge and skills required at the unpredictable changing knowledge world, and how to make that new knowledge possible to all young people. This study comes in to examine the reality of Cameroon (through the area of study), and suggests strategies which can contribute as a solution to curve the learning crises among learners.

The English language competences are grossly essential to the learner. These competences are also a key to communication in Cameroon as English is one of the official languages. There is a need therefore to ensure that the learners acquire the competences imbedded in the curriculum for the reasons mention below;

- Primary school marks the bases of learning to read and write
- English language is a tool subject and its competences should be acquired to facilitate the learning of other school disciplines.
- Continuity to secondary and other higher educational levels is only assured when children master the skills and communicate appropriately in the English language.
- The acquisition of English language competences can be qualified as an aspect of quality education as state in the SDG4.

- The acquisition of English Language Competences helps to reduce academic failure and the economic burden that accompanies it.
- The acquisition of English language competences gives the individual child a high self-esteem. It equally motivates the child for more strives on the educational ladder.
- Children can easily engage them selves and put up with other trades and works of life.
- Children go to school to read, write and do basic calculus. When children grasp these bases, they permit them to interact easily with other members of the society.
- The Acquisition of English language competences also permits the children to interact freely with peers without stigma of any type.
- The English language is used by a cross section of the world either as a native language, an official language, a national language or an international language. As one of the official languages of Cameroon and as a functional language, better still, first language to learners in the English Sub-System of education, it is imperative that school children master the language accurately by acquiring its skills and becoming competent users.

Many researchers have identified the challenges of listening/speaking, reading and writing the English Language accurately, among Cameroonian youths and have carried out studies in these areas, both at the basic and secondary school levels. Nkemleke and Belibi, (2019) establish that the acquisition of English Language competences in Cameroon Secondary School was a challenge and came up with strategies based the CBA for enhancing learners' language competences. Endeley, (2016) in a research work opines that the teachers' perception and practice of Automatic Promotion in English Speaking primary schools in Cameroon is negative and assessment aimed at constant improvement of learning is either totally neglected or paid inadequate attention. As a result, children often remain weak in the basic skills of reading, writing and computation.

A study by Ndifor, (2014) reveals that teachers' practices in the classroom are insufficient and their attitudes towards the policy Automatic Promotion are not positive enough to be able to develop the English Language competences required in their learners. Fonkeng, (2006) reports that in Cameroon the school system continues to suffer from inefficiency witnessed in the repetition of classes, poor pass rates in official examinations with large differences in performance between urban and rural schools. Meanwhile, Achiri and Lando, (2017) in a study to test the language proficiency of English language teachers opine that teachers' incompetence in the language contributes largely to the falling standards in the General Certificate of Education (GCE) performance in English Language.

In order to better understand formative assessment strategies in context of CBA and the acquisition of competences in primary school, and the role of the teacher in effective implementation in the teaching/learning process the following objectives of the study were targeted:

-to investigate teachers' use of feedback and how it enhances learners' acquisition of listening/speaking, reading and writing competences in Public English Primary Schools in Mfoundi Division,

-to examine how teacher's effective use of peer assessment influences learners' acquisition of listening/speaking, reading and writing competences Public English Primary Schools in Mfoundi Division,

-to identify teacher's use of quality questioning techniques and their affects learners' acquisition of listening/speaking, reading and writing competences in Public English Primary Schools in Mfoundi Division, and

-to determine how the sharing of lesson objectives impact learners' acquisition of . listening/speaking, reading and writing competences in Public English Primary Schools in Mfoundi Division.

This study is presented in three major parts. Part one which is the theoretical framework is presented in chapter one and two. Chapter one consists of the contextual background to the problem. It gives an overview to the problem under investigation. It also gives an insight of the state of affairs and presents the statement of the problem. Thus, this chapter is developed under sub-titles as follows, Contextual Background of the study, Statement of the Problem, Research Questions, Research Objectives, and Justification of the study, the Scope of the Study and Significance of the Study. In chapter two we define key concepts related to the study, examines the conceptual framework. This chapter further carries out empirical studies of literature related to our topic of interest, as well as the identification and examination of the knowledge gap. These will permit us to come out with our statement of contribution in social sciences.

The second part of the work is the methodological section which presents chapter three. In chapter three we present the methodology used to analyse data. Furthermore, we give precision on the trend of the study, the philosophical underpinning, the population under study and sample, tools for data collection, administration, the procedure of collection and treatment of data and finally the recapitulative table.

The third section of the work deals with the presentation, analysis and interpretation, and discussion of findings. In chapter four we present, analyse and interpret Quantitative and qualitative data (respectively) collected from the field. In chapter five, we discuss results bringing out their implications in the study and proposed a model of CBA formative assessment strategies. The study ends with a general conclusion.

## **CHAPTER ONE: CONTEXTUAL BACKGROUND OF THE STUDY**

The first chapter of this study exposes contextual background information leading to the problem. This includes the legal groundwork, the empirical groundwork, the theoretical basis and questions posed in relation to the problem under study.

### **1.1. Legal Context**

The education of young Cameroonians has always been a priority issue for the government of Cameroon since independence. Nevertheless, academic failure has also been a serious challenge in the education system of Cameroon. The continuous search for literacy and academic success instigated the government of Cameroon to enact laws aimed at quality education for all Cameroonians. Also, Cameroon has always been part international conferences and conventions that seek solutions the education of children and the promotion of literacy globally.

According to UNICEF Education Strategy 2019-2030, all children have the right to go to school and learn, regardless of who they are, where they live or how much money their family has. Quality learning requires a safe and friendly environment, qualified and motivated teachers and an instructional approach that gives learners the zeal to participate in their own learning. It also requires that learning outcomes be monitored and feedback got. This is done in order to ensure that there is progress in the learning situation. The learning outcomes are based on the 21<sup>st</sup> century competences or abilities that today's learners need in order to succeed in this Information Age. Such competences for primary schools include; communication skills, intellectual skills, personal and interpersonal skill, methodological skill and life skills. The adoption of the CBA teaching strategy was aimed at inculcating these skills in pupils in order to prepare them for secondary and other levels of education. However, until present, these competences are still lacking in some of the pupils, as some primary school leavers still cannot read, write and speak using Basic English Competences.

This study comes in to contribute to examine the reality of Cameroon, and bring forth possible solutions from this geographical location in order to make a contribution in curving the problem. The learners progressively need competences in specific subjects like English language that forms the base of any other subjects in schools. The study therefore focuses the

strategies with formative assessment that could be put in place in the classroom to help learners acquire the English language competence which continue to be a challenge to pupils in the Mfoundi division.

Furthermore, according to Irena Bokova in the foreword to the Education For All (EFA) Global Monitoring Report –UNESCO (2014), “fifty- seven million children are still failing to learn..., poor quality is holding back learning..., one third of primary school aged children are not learning the basics...” She further explains that, an education system is as good as its teachers; unlocking their potentials is important to enhance the quality of learning. Cameroon is not an exception. Considering the involvement of Cameroon in UNESCO and other international organizations to improve its educational processes (teaching-learning), this study is a tool as its examination of the Cameroon basic education system will provide real image and practical realities, giving possible ways to curb this learning crises in Cameroon.

Again, the major priority of the government of Cameroon is the education of young Cameroonians. Law n° 98/004 of April 14 1998 states that the general purpose of education shall be to train children for their intellectual... development and their smooth integration in the society. The same law states that the teacher shall be the principal guarantor of quality of education. In order to accomplish this vision, the government of Cameroon through the Ministry of Basic Education initiated new curricula for the Nursery and the Primary Schools outlining core competences and broad-based competences learners should acquire as they go through elementary education. On the contrary, these competences probably are not qualitatively and quantitatively inculcated in the pupils especially with the adoption of CBA. This study looks at the evaluation practices that are used by the staff to activate learner’s competences in order to ascertain the real from the ideal.

Also, the English language competences are grossly essential to the learner in order to read and write other subjects. These competences are also a key to communication in Cameroon as English is one of the official languages. There is a need therefore to ensure that learners acquire the competences imbedded in the curriculum. This is expected to be done in the teaching learning process and specifically at the summative evaluation practice. We intend to examine how teachers conduct this evaluation in relation to the activation of the competences in the learners. This is in view with the works of Sivkova, and Mirtina who thoroughly analysed the place of competency and cultural life learning.

It is observed that the world at large is suffering from education deficiency, and there is a necessity for countries across the world to tune their education systems in the acquisition of the 21<sup>st</sup> century skills. This makes the study contextually and thematically relevant and

timely. The timeliness of this study makes it right to examine the crises that is plaguing Cameroon as a nation and the world at large. In as much as Africa is probably the continent with the highest rate of learning crisis, the challenges could be tackled at from smaller geographical units and generated to individual nations. Where such solutions weighted effective, they can be generalized across the globe. According to Gove and Wetterberg, (2011), Ellen Johnson the Liberian President states that in spite of efforts to rebuild education which was destroyed by the civil war in Liberia, a recent assessment of early reading shows that teachers are ill-equipped to teach reading on which lies the foundation of learning. She further states that statistics from 2008 reveal that 34% of Liberian learners tested at the end of grade 2 could not read a single word. She mentioned that similar studies throughout Sub-Saharan Africa show that a lot of children spend up to six years in school without learning to read and write. It shows prove of the fact that learning has been neglected in the promise of “Education for All”. From the above reality, a piece of research work like this becomes inevitable as it is out to continue the search for solutions that can curb some of the learning challenges.

A report of UNESCO International Institute for Educational Planning shows that across Africa, some fifty million children are out of school, for those in school, most are not learning the basic skills needed to thrive in future. According to the new World Bank report; *Facing Forward School for Learning in Africa* the continent faces a severe learning crisis that jeopardizes economic growth and the well-being of its citizens. The report shows that quality basic education in Africa in general and in Cameroon in particular is still a problem. The report equally shows that with one-in-three children still out of school, progress towards universal primary education still far fetch. This study examines the challenges of learners in competence acquisition and sort to see the role of formative assessment in the stimulation of learners in the development of the skills.

Using a newly developed learning barometer (CUE), it was estimated that about 61 million African children will reach adolescence lacking even the most basic literacy and numeracy skills. Watskin, (2013) states that in a survey of primary schools in Bodinga town of North Western region of Nigeria results show that 80% of Sokoto’s Grade 3 pupils cannot read a single word for those who are likely to be in school because the same study shows that over half of the state’s primary schools age children are out of school and Sokoto has one of the world’s biggest gender gaps in education. Cameroon also has such realities in the East and Far North Regions which contribute to the fall in the percentage of competence acquisition in Cameroon.

The Center for Universal Education at Brookings carried out a survey to assess the state of learning in Africa, and estimates 61 million children of primary school age one in every two across the region will reach adolescent age lacking behind and unable to read, write or perform basic numeracy task. Over half of these children have spent at least four years in the education system. The same study shows that there are still about 30 million primary school age children in Africa out of school. Also, Africa has the world's lowest secondary school learning with over 90 million teenagers struggling for employment in low paid jobs in the informal sector. This brings this study to the center of the challenge as it endeavours to examine how the use of CBA could improve the learning ability by acquiring competences in the English Language. This is most vital as it eradicates from the Cameroonian perspective and proposes solutions that could generally curb this academic crisis.

According to Watskin, (2013), the aim of any education is to equip children with numeracy, literacy and wider skills that they need to realize their potential and their countries need to generate jobs, innovation and economic growth. The learning crisis in Cameroon Primary School, Africa and the world is a preoccupation to this researcher and as such the motivational background to this study. It has also become one of the contemporary issues in the education systems of many countries across the globe.

In the same light, a study was carried out in 2014 by the World Bank entitled, "PASEC 2014". The study seeks to analyse the learning quality in some sub-Saharan African countries among which was Cameroon. The focus was on the acquisition of competences in Mathematics, English Language and the French Language. Ten countries participated in the study; Benin, Burkina Faso, Burundi, Cameroon, Chad, Congo, Cote D'Ivoire, Niger, Senegal and Togo. The results of this study indicated that majority of learners in the primary school fall below expectation in the acquisition of competences required in both Languages and Mathematics. In 2019, PASEC carried out the second evaluation exercise with four new countries added to those that were selected in 2014; Gabon, Guinea, Madagascar, and the Democratic Republic of Congo bringing the number to fourteen. Still, the study was limited to the tool subjects, English, French and Mathematics for the primary school. Results of this study did not make much difference from what was obtained in 2014. This study is therefore a "square peg in a square hole". Meaning that it is timely, relevant and contextually inevitable as it centres on pertinent issues plaguing the educational system and limiting the training of young Cameroonians to become skilled human capital and propel the nation to the 2035 emergence.

The institution of the Five-Year Development Plan and Education (FYDPE) just a few years after independence (from 1966 to 1981) justifies the quest for quantity as well as quality

education in Cameroon. This FYDPE was aimed at a strategized planning system in order to meet set educational objectives. Through the FYDPE, the number of primary school in Cameroon increased, school attendance rate increased, there was an increased in school infrastructure, an increase in the number of teacher training colleges and an increase in the number of trained teachers. The third plan was geared towards orientating the teacher to link the teaching /learning process to local realities.

Nevertheless, FYDPE was could only curve the problem of illiteracy in Cameroon to an extent. These efforts made by stake holders to increase the quality of education were audible but many aspects were left behind. Aspects of pedagogy were not evaluated; issues of teacher professionalism, assiduity and commitment were not taken into consideration. Also, the facilities provided were lacking in quantity and quality. Inadequate infrastructure and teacher quality hamper school efficiency. This prevented the educational objectives from being met. Here the pupil – teacher ratio ranged between 1:47-52 in all the provinces and the number of unqualified teaching staff also increased by 2.9 % (from 10.572 to 11.349 to 4.721 recording an annual increase of 2.1%.

Education has witnessed a lot of changes in the world in the 21<sup>st</sup> century. Learning is becoming more functional and it entails that the learner acquires competences that will help him/her integrated socially as well as in career life. Hence, it is important that the teaching-learning process is always up-dated to new pedagogic approaches that are focused towards the acquisition of competences. In this case, learning is not only centered around the acquisition of new knowledge but also liaising old knowledge to new knowledge to better appropriate the new knowledge and use it practically. That explains why learning in the 21<sup>st</sup> century favours more active approaches like the Competency-Based Approach (CBA) with formative assessment strategies as necessary tools to activate the learning process and help learners develop the necessary competences. Using these strategies, the teacher gets feedback of the learning progress of the learners which he or she uses to adjust learning to a higher level.

In the global world in the 21<sup>st</sup> century, education focuses on learners' acquisition of competencies. That is, how learners demonstrate performance (knowledge acquired), what they are able to do (skills acquired), and how they behave to create a positive environment (attitudes). This knowledge, skill, attitude (KSA) approach to learning is encouraged in the classroom through the support they receive from teachers and peers. This key factor lies in the way teachers engage and motivate learners in the classroom to enhance performance and achievement.

Cameroon has always been present in international conferences that seek ways to achieve academic success. More so, Cameroon has ratified many laws or conventions on education aimed at academic success or reducing academic failure to its minimal level. These conventions range from the Jomtien Education Framework of 1990, the Salamanca Statement of 1994, and the Dakar Framework of 2000, to the Incheon Declaration of 2015 precisely the fourth Sustainable Development Goal (SDG4) which seeks to “Ensure inclusive and equitable quality education and promote lifelong learning for life.”

From the World Conference on Education in Jomtien, (1990) on the theme, Education for All (EFA), the government of Cameroon (through the ministries in charge of education) has been in constant research on better approaches that can help curve the situation of academic failure in Cameroon schools. In a report on the Sub Saharan conference on Education for African Renaissance in the 21<sup>st</sup> century held in Johannesburg, South Africa from 6th -10th December, 1999, agencies, president Thabo Mbeki, (1999) in his speech remarked that it was an occasion to evaluate the progress made towards achieving the education for all goals adopted in Jomtien in 1990 of education that will enable Africa meet the challenges of the 21st century.

A frame work of action was adopted under the theme: Education for African Renaissance in the Globalized Economy, communication and culture. The conference spelt out the difficulties that African countries face in education ranging from low rate of the education of the girl child, the large number of children dropping out of from school, limited access to education with curricula irrelevant to the needs of learners to social, cultural and economic development.

The document on ‘Education for Africa Renaissance in the 21st century’ Johannesburg, (1999), states that the African leaders during the conference advocated for a policy of education that provides a lifelong learning opportunity to all, focusing on the learner and the learning process. These are moves towards improving academic performance and reducing failure that has long infested the African school system with learners dropping out of school, repetitions of class or level and even lack of basic competence in skills like reading, writing and solving basic mathematic problems even when they complete from primary schools.

In order to achieve the goals of the new vision of education for African Renaissance, strategies were put in place that range from nationalizing to regionalizing education, setting goals with specific reference to social, economic and technological development. Changing the curricula content and improving on teaching methodologies to those that are learners focus, involving all stake holders in the teaching learning process, building capacity in educational

leadership and management to research and information system that are more practical for academic success (Reuel, 2007).

These strategies are among others arrived at during the Johannesburg conference are didactic measures necessary for capacity building needed in education to train children to be competent learners, mobilizing resources to solve problems in their daily life and to be able integrate in the society. From Jomtien, (1990) and Johannesburg, (1999), Cameroon has always being part of this evolution and has always opted for the policy of Education for All. Like the other developing countries in the world the government of Cameroon has been looking for strategies to try to solve this problem of school failure, if not, reduce it to a very minimal rate. Legal Frameworks were therefore put in place to guide the Cameroon Primary Education.

Law Number 98/004 of 14<sup>th</sup> April 1998 on the Orientation of Education in Cameroon, Law NO 005 of 16<sup>th</sup> April 2001 to guide education, the Poverty Reduction Strategy Paper (PRSP) in 2003-2007, the Sector Wide Approach (SWA) in 2005, the Licence-Masters-Doctoral (LMD) of 2007, and Higher Education Act no 110/2009. Coll, Growth and Employment Strategic Pepper, 2010 – 2020, Decree NO 2011/119 of 18 May 2011, the Sustainable Development Goals (SDGs) in 2015, the law of 16<sup>th</sup> April 2016; the emphasis on higher education in Cameroon and the National Development Strategy 2020-2030 (SND 30).

These reforms have masterminded the progress of education in Cameroon till date but the expected results are yet to be fully experienced. In the sphere of higher educational learning, all these policies are meant to be implemented and objectives attained within the shortest possible time. Although it may become problematic when there are several policies given to the education systems within a short period which are bureaucratically slow in decision making and lacks effective quality assurance mechanisms. Although these policies are aimed at renovating the educational system and making the teaching-learning process more skill-oriented, the stated objectives are yet to be fully attained, given that the same problems still affect our educational system and graduates until date.

Law Number 98/004 of 14<sup>th</sup> April 1998 on the Orientation of Education in Cameroon Section 4 of Law no<sup>o</sup> 98/004 of 14 April 1998 laying down guidelines for education in Cameroon states that the general purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind prevailing economic, social-cultural, political and moral factors. This law also prohibits all forms of corporal punishment in the school setting and this is in accordance with law N<sup>o</sup> 06 of 18<sup>th</sup> January 1996. By virtue of this law, the restructuring of the training cycles are supposed to be enhanced by respective counseling services through orientation of pupils

and students in schools in order to curb the high rates of failure and dropout. The purpose of this law was to ensure educational quality in ensuring that learners gain professional skills which would enable them become creative and self-employed (Fonkeng, 2006). But a critical look of the school system shows that it is not professionally oriented. The teaching –learning process is still highly theoretical. This may explain why school failure and dropout at both primary and secondary level continues to be high, because students would not develop interest in theoretical ventures only.

On the 17th and 18th of October 2007 in a workshop held in Yaoundé in order to reinforce the capacity of head teachers and principals, they were trained on how to carry out pedagogic supervision, classroom visitation and the management of libraries and multimedia centres. Here, the main objective was to revamp the pedagogy in the country to render the system performance competitive, but unfortunately only 200 principals of schools were present. This reduces the possibility of ensuring educational quality at the national level in this sector.

According to circular N° 036/B1/1464 of 14th October 2002 defining the pedagogic role of the school head, it is stipulated that: “the school head is in charge of pedagogic control, he has the obligation of organizing pedagogic seminars in the schools system”. Circular N° 1418/08 of 1st August 2008 lays emphasis on the amelioration of quality of pedagogic activities by school administration. Unfortunately most head teachers seem not to be committed to their task. Most of them seem to be more concentrated on administrative duties at the detriment of pedagogic activities and school discipline both for teachers and students. This implies that most head teachers do not effectively apply policy on education and many seem to let their personal interest prevail over public interest.

One of the most influential policies that the Cameroon primary schools adopted and implemented in its education system is the Operation Education for All. The Education for All Movement is a global commitment to provide quality basic education for all children, youth and adults. The movement was launched at the World Conference on Education for All in 1990 by UNESCO, UNDP, UNFPA, UNICEF and the World Bank. Participants endorsed an expanded vision of learning and pledged to universalize primary education and massively reduce illiteracy by the end of the decade 2005-2015. Ten years later, with many countries far from having reached this goal, the international community met again in Dakar, Senegal and affirmed their commitment to achieving Education for All. In this view, they identified six key education goals which aim to meet the learning needs of all children, youth and adults by 2015:

Goal 1: Expand early childhood care and education,

- Goal 2: Provide free and compulsory primary education for all,
- Goal 3: Promote learning and life skills for young people and adults,
- Goal 4: Increase adult literacy by 50 per cent,
- Goal 5: Achieve gender parity by 2005, gender equality by 2015,
- Goal 6: Improve the quality of education.

Technical and Vocational Education and Training (TVET) particularly contributes to EFA goals 3 and 6 as they relate to life skills. As the lead agency, UNESCO has been mandated to coordinate the international efforts to reach Education for All. Governments, development agencies, civil society, non-government organizations and the media are some of the partners working toward reaching these goals. However, with a lot of effort put in by the Cameroon government especially with operation “free and compulsory primary education”, schools were created everywhere in towns and villages. Yet they never attained the objectives. According to the Cameroon tribune, published in October 2014, the 11th edition of the World Report on the follow-up of Education for All 2013-2014 was officially launched in Yaoundé on October 28, 2014. It was officially revealed that Cameroon could not attain the goals of Education for All by 2015. The revelation was made on Tuesday, October 28, 2014 in Yaoundé during a double ceremony to launch the 11th edition of the World Report on the follow-up of Education for All (EFA) 2013-2014 and the Report on the National Review on Education For All (EFA) 2015 on the theme "Teach and learn: Attain Quality education for All". However, the influence of EFA at the level of the primary schools cannot be undermined. The creation of several primary schools led to a drastic increase in the population of young people enrolled in primary education.

Besides international conventions, the 1996 Constitution of the Republic of Cameroon guarantees the right of the child to education and further highlights it in the 1998 Law to Lay down Guidelines for Education. The said constitution (1996) made provision for compulsory Primary Education. In view of becoming an emergent nation by the year 2035, the government developed the Growth and Employment Strategy Paper (GESP) in 2009 to provide major orientations to all sectors of the society. The document tasked ministries in charge of education to develop the human capital required to attain this vision. The 2013-2020 Education and Training Sector Strategy Paper (ETSSP) clearly defines the missions of each sub-sector in the educational system (Cameroon Primary School Curriculum 2018).

In year 2000 the president of the Republic of Cameroon during his address to the youths on 10 February, declared a compulsory and free Primary Education for all children. In the same line of action, a Ministerial Decision of MINEDUC (2006) was signed giving a new modality of promoting pupils in the primary school in Cameroon known as Collective or Automatic

promotion. Besides, the creation of a single Ministry in charge of basic education, the creation of more teacher training schools, the expansion of primary schools to every quarter of all villages throughout the nation of Cameroon are part of this evolution and indicate great strides Cameroon has made to curve the situation.

Earlier in the academic year 2006, a ministerial decision of MINEDUC (2006) was signed by the Minister of Basic Education giving a new modality of promoting pupils in the primary school in Cameroon known as Collective or automatic Promotion. Achieving goals with collective promotion depended on the use of more interactive approaches to learning like the New Pedagogic Approach, the Competence Based Approach through practical learning strategies like Project Based Learning and cooperative or collaborating learning. It was hoped that academic failure in the primary school; class repetition, dropping out from school, and completing primary school without being able to read and write work intended for their level will reduce.

The official introduction of CBA in Cameroon educational systems could be traced from the presidential decree “On measures for development of education in Cameroon” in the year 2001. The decree was aimed at coordinating the national system of education and quality assurance within the general system of education. It was based on modern society requirements and the needs of the learner so as to adapt to changing needs. Quality assurance should be based on the formation of competencies and skills that enable the use of practical knowledge, skills, values, customs and behaviors for the benefit of all Cameroonians. The education community had to embrace the competence-based approach so as to create job makers not job seekers. In the president’s speech, he promised the introduction of competency based approach in schools and the digitalization of classrooms. The consequence of the President’s speech was accelerated in 2012/2013 academic year, with the introduction of competence-based approach in the Primary School and the Secondary School; in both general and technical education (MINESEC, 2014).

Therefore the Competence Based Approach was adopted and introduced in the educational system of Cameroon in order to train citizens who are deeply rooted in their cultures but open to a world in search for sustainable development (that is; economic development that is conducted without the depletion of natural resources; meeting the needs of the present without compromising the ability of the future generation to meet their own needs) and dominated by information and communication technologies. The objectives were not only to develop intellectual, civic and moral skills in these learners but also competences and

fundamental knowledge which will either enable them to foster their education, or to prepare them for a smooth insertion into the job market (MINESEC, 2014).

The idea of changing the educational approach from a colonial objective driven, cognitive focused approach to a more competency- oriented system was introduced to the Cameroon secondary school by education stakeholders, on the 17th September 2012. This approach, which was to be progressively introduced into the education system, was tailored to address urgent socio-economic realities. While content remains essentially the same with slight modifications to reduce bulk and irrelevance, the teaching approach is a total paradigm shift from earlier practices. This paradigm shifts calls for continuous teacher professional development and training to meet up with the new challenges especially the enhancement of learner centeredness. New syllabuses for the competency based approach were introduced in the Primary and Secondary schools in the 2013 / 2014 academic year (MINESEC, 2014). The syllabuses contained expected competences which learners are to acquire at the end of the learning process.

Formative assessment is at the helm of the competency based approach to learning. Teacher is expected to use formative assessment tools at every stage of the lesson to get learning feedback which may call for adjustment, reinforcement or a change in teaching techniques that will help learners acquire skills. Formative assessment in CBA ensures learners' effective learning thus, becoming competent learners. However, teachers are not effectively trained to teach following the new paradigm. Because of the lack of training, teachers continue to teach following the Objective Based Approach (OBA) but claim that they are using the CBA. These limitations are many more hinder the learning process and objectives and aimed of the CBA are far from being attained.

All these major reforms and more are some of the measures the Cameroon government put in place with the intention to reduce academic failure (which we interpret in this study as the lack of acquisition of competences in the English Language competences) in the primary school. Academic failure has many negative effects on the citizens as well as the government. Reducing academic failure is by implication, developing the individual citizen, developing the nation's economy and reducing the heavy funding on education through massive repetition of children in the primary school, whose negative consequences among many others, is economic drain. Despite the great strides made by the Cameroon government towards improving the education system so as to meet up with the challenges of the 21st, much is still left to be done.

## **1.2. Conceptual Context**

The concepts under study are briefly discussed in this section include; formative assessment, feedback, peer assessment, questioning, sharing of lesson objectives and the acquisition of English language competences.

### **1.2.1. Formative assessment**

Black & Wiliam, (2009) opines that practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted and used by teachers, learners or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited'. Formative assessment according to this definition is seen as an integrated part of the teaching and learning process and not only provides teachers with information they can use to provide feedback and to improve instruction (Vermeulen & Van der Kleij, 2012) but also actively involves learners and their peers in these processes (Wiliam, 2011). Formative assessment is primarily aimed at improving teaching and learning in the classroom and for individual pupils (Vermeulen & Van der Kleij, 2012). Formative assessment can also be applied at higher aggregation levels such as the school and above school level. In that case formative assessment provides opportunities for teachers and school leaders to learn from organizational performance data and to adjust teaching and learning processes accordingly (Halverson, Prichett & Watson, 2007; Parr & Timperley, 2008; Dunn & Mulvenon, 2009). Applied at higher aggregation levels than that of individual students or the classroom, the term formative evaluation rather than assessment is often used (Harlen, 2007).

### **1.2.2. Feedback**

Feedback in the context of formative assessment in education is information provided to the learners to reduce the gap between current performance in the test and the desire goal. According to Shute (2008), the primary purpose of feedback is to help the learner adjust their thinking and behavior to produce improved learning outcome. Feedback is a critical component of ideal teaching or instructional cycle. It is a consequence of teaching and a response to learner's performance. Although feedback is generally seen as information provided to learners in order to improve their performance, one very important function is to cue the attention of instructors to errors and weaknesses in their teaching approach that may be improved (Hatti, 2011).

For feed process to be effective in the formative assessment, the instructor considers the learner, the instructional and structural characteristics to avoid detrimental effects on

learners' outcome (Nacis and Huth, 2011). It seems as if many primary school teachers in Cameroon hardly ensure the feedback process. Or the feedback is not properly done to intrigue learners' ability to or to help learners perform better. They may be more focused on what they think, relegating the learner to the background. This could be one of the reasons impeding learners' acquisition of competences in English language among pupils.

### **1.2.3. Peer assessment**

Peer assessment is a process in which students provide feedback to other students. The purpose of this feedback is to help classmates improve on their learning. Feedback here is a learning activity and students learning benefit when students receive feedback from and give feedback to their peers. According to Wray, (2016), by giving feedback to their peers, students strengthen their understanding of the lesson learning goal and success criteria which intends helps them to assess their own learning. Peer assessment in the process of formative assessment requires a classroom culture characterized by collaborative and supportive relationship that leads to feelings of mutual trust among students. In such a classroom culture, students understand that they share responsibility on their own and their peers learning and that part of this joint responsibility is to provide constructive, respectful and non-judgmental feedback (William, 2006). Teacher modeling plays an important role in establishing a culture for peer assessment as to do the structures, opportunities and expectation for collaboration that the teacher provides and sustains through constant monitoring. Peer assessment also aims to describe the assessment processes that foster future learning and mitigate difficulties that are expected to occur. It also aims to transform students from mere receivers of knowledge from teachers to memorize and recall on tests to active learners and participants in learning

In primary schools, teachers exploit peer assessment to improve learners learning and competence achievement. However, in most primary schools in Cameroon, the teachers seem to lack the ability to introduce peer assessment properly. Learners in these classes do not effectively and positive employ peer assessment. They instead use peer assessment to mock and humiliate their peers (supported by some teachers). By so doing, the pupil turns to feel unsafe, humiliates and lack motivation for subsequent activities. This could be one of the reasons why some learners are unable to achieve competences in some subjects during formative assessment.

### **1.2.4. Questioning**

In the implementation of formative assessment, questioning is a common strategy that most teachers used to stimulate student thinking and to understand students' current level of

understanding. Teachers exploit this strategy to determine learners learning experiences and use the responses to illustrate learning in units. In this process, teachers sometimes used closed questions, followed by the question of “why?” to help pupils to delve deeper into their opinions. For example, in a lesson, the teacher could use questions to encourage more ideas and to receive feedback, such as “Do you have any ideas about this topic? Do you want to add more ideas? Are there any other ideas about this? If the teacher decides to pair learners in groups, they may have to concert and the leaders present their answer. According to Nhat (2015), the teacher or instructor should never ignore any idea from a learner, as she/he may believe that “in group discussions, the person presented only representative ideas. Other members may have different ideas”. By so doing, the teacher uses this questioning practice to give her/his pupils the opportunities to express their opinions and negotiate meaning in the classroom community.

In most primary schools in Cameroon, it seems as if most teachers do not have the patience to monitor the learners and give them the opportunities to express themselves. Some may still think that the learners have nothing to contribute and lecture all through without considering what learners could contribute. It could actually be practically challenging to effectuate such effective practices of questioning in some primary schools in Mfoundi division considering the class sizes and high learners- teacher’s ratio. Some classes and so overpopulated that the teachers just manage to have the first two benches understand the message. This could culminate to poor competence acquisition among many learners.

### **1.2.5. Sharing lesson objectives**

In the classroom, the teacher has to announce to the learner the aim of each lesson in action terms. These aims are registered by the learners and which guides them throughout the lesson. The learners get to focus on this aims and remain connected to the lesson since it will help the learner for self-assessment and also guide them in answering questions and show prove of understanding the lesson. It was important to share learning aims with your pupils. According to Zhang (2018), the aims are more like reminders for students that could give them directions and help them get prepared, like a “lighthouse in the sea”. Zhang believed that “preparedness ensures success, unpreparedness spells failure”. The aims could quickly “draw their attention consciously or unconsciously” especially in the Cameroonian reality where learners have about 7-8 lessons every day. Learning aims could actually serve as the criteria in self-assessment.

Every learner needs confidence, but every piece of success or confidence is from the accumulation of little things. If a small aim is achieved, children will have a little of confidence. If we build up small aims, the pupils will turn small aims into big aims, and little confidence

into huge confidence. Make sure that they keep the interests, step forward to the aims which can benefit the pupil for a long time. Therefore, the aims' value in a lesson is very important in building up confidence and developing learning habits tested during the formative assessment. However, the case may be a little different in some primary schools. Teachers may not be familiar with the practice of sharing lesson aims at the start of every lesson. Especially getting aims that tie with the learner's immediate environment. Some teachers just begin teaching without making the learner know where they were going to or what awaits them as they progress with the lesson.

#### **1.2.6. Acquisition of competences**

Competency is viewed as learners' ability established by knowledge and experiences to reach their purpose. According to Colman (2009), competency is the capacity, skills, or the ability in doing something correctly and effectively. Acquiring English as both national and international language is the main indicator of English learning success for learners. Generally, the competences in English learning are cognitive, psycho-motorist, and affective competences. Specifically, the competence in the mean of language learning is communicative competence between students and students, students and teachers in the form of interaction inside and outside the classroom as the realization of language use for communication (Shobikah, 2020).

According to Beams, (2008), communicative competence is the competence in using language correctly based on the rules of language use in society. The use of language contextually based on the mean of language use in the society and theoretically based on the rules of language pattern, so that the students must acquire the use of language contextually and theoretically. To reach those competences, the learner must be taught and trained English language in written and oral language skill. Oral language skill is the skill in using the English language as the verbal or direct communication tool. This oral language skill is developed through listening and speaking skills. In this skill, the students are involved in the direct communication in the use of language as lingua franca so that there is an interaction between the teacher and the students. Meanwhile, the written language skill is to use English as a non-verbal or written communication tool (Buck, 2001).

Larsen-Freeman (2010) firmly stated that communicative competence is learner's competence using language appropriately in the certain social context. Achieving this aim, language learner must have integrative knowledge in three components such as linguistic form, meanings, and forms. Hyme's communicative competence is elaborated by Canale & Swain

(1980). Canale & Swain proposed four competences as the basic communicative competence; they are grammatical, sociolinguistic, discourse, and strategic competences.

### **1.3. Empirical Justification of the Study**

The introduction of competence-based approach in primary schools calls for complete change in instructional approach in terms of teaching, learning and as well as resources used (Paulo and Tilya, 2014). The revision process involves a shift in paradigm from content-based to competence-based. The emphasis on Competence-Based Approach is due to the growing recognition of the need for development of competences and not just certification. This means that teaching-learning process must change its orientation of content knowledge to acquisition of skills and competencies useful for solving real life problems (Woods, 2008).

Therefore, the state of Cameroon expects all learners to acquire competences of listening and speaking, reading and writing of the English language as a subject and most especially as a tool subject in order to communicate and interact in the society successfully. On the other hand, when children go to school it is expected that they shall learn and acquire competences in various subjects that will make them productive in job creation and problem solvers in the societies. Unfortunately, it is observed that a great number of pupils leave primary schools without acquiring these requisite competences especially in English language that could make them competent in speaking, writing, reading and generally, communicating in English Language.

The competency based approach has are objective to train citizens who are deeply rooted in their cultures but open to a world in search for sustainable development (that is; economic development that is conducted without the depletion of natural resources; meeting the needs of the present without compromising the ability of the future generation to meet their own needs) and dominated by information and communication technologies. The objectives were not only to develop intellectual, civic and moral skills in these learners but also competences and fundamental knowledge which will either enable them to foster their education, or to prepare them for a smooth insertion into the job market (MINESEC, 2014). The empirical justification of this work is examined at two levels.

#### **1.3.1. Statistical Perspective**

The idea of changing the educational approach from a colonial objective driven, cognitive focused approach to a more competency- oriented system was introduced to the Cameroon secondary school by education stakeholders, on the 17<sup>th</sup> September 2012. This

approach, which was to be progressively introduced into the education system, was tailored to address urgent socio-economic realities. While content remains essentially the same with slight modifications to reduce bulk and irrelevance, the teaching approach is a total paradigm shift from earlier practices. This paradigm shift calls for continuous teacher professional development and training to meet up with the new challenges especially the enhancement of learner centeredness. New syllabuses for the competency based approach were introduced in the Primary and Secondary schools in the 2013 / 2014 academic year (MINESEC, 2014). The syllabuses contained expected competences which learners are to acquire at the end of the learning process.

From all these lofty ideas on the vision of education in Cameroon, the following question remains in the researcher's mind; Is CBA the best option in the context of Cameroon? If this approach works well in western countries like USA and Canada, UK and others, it may not necessarily work in a developing country like Cameroon. This is because Cameroon education system is constantly challenged by many factors like unavailable and poor state of existing infrastructure, lack of didactic materials lack of ICT tools, deficiency in teachers' professional development, poor working conditions, just to mention a few. These factors may be a hindrance in the effective implementation of CBA in the Cameroon school system. Though the Cameroon Primary School Curriculum highlights formative assessment as an essential factor in the achievement of goals, in CBA, but the question is; how effective does this work in the context of Cameroon, given the many challenges faced? About ten years from insertion, the objectives of CBA seem not being attained as research works show that children still leave primary school not being able to execute the reading and writing competences among others.

However, Statistics from Ministry of Basic Education show that since 2015, Cameroon has never attained a hundred percentage successes in any of the public examination of the Primary Schools. This is proof of the fact that competences especially language competences which act as tool to facilitate the acquisition of competences in other areas of learning are hardly acquired as expected.

**Table 1: Statistics of FSLC and CEP 2015 to 2018**

Région	CEP				FSLC				CE			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
Adamaoua	64,29	56,95	76,92	74,20	91,34	81,18	80,05	90,39	83,08	75,38	78,22	70,70
Centre	75,19	78,35	81,34	93,64	96,17	93,69	95,56	96,32	93,03	96,24	90,50	91,65
Est	53,76	53,35	85,62	86,27	66,54	83,51	86,61	89,74	69,40	65,19	74,60	76,27
Extrême-Nord	65,92	70,75	64,37	65,44	83,88	68,48	87,17	87,63	73,18	60,74	76,78	63,07
Littoral	80,45	83,41	81,09	88,17	86,29	89,30	90,06	92,91	83,37	82,35	93,13	91,79
North	67,30	75,37	79,35	80,22	70,38	73,33	75,83	89,65	74,96	71,60	71,64	69,46
North-west	81,93	86,26	79,60	78,42	88,72	89,76	51,03	88,37	73,04	84,40	53,40	79,82
West	77,18	76,48	73,00	84,38	77,56	81,27	75,84	87,96	73,92	81,61	80,06	81,49
South	84,68	77,83	69,65	88,57	84,24	80,24	72,78	76,20	70,40	76,98	64,68	66,27
South-West	97,80	96,13	90,00	93,32	95,84	96,35	63,68	97,60	87,73	92,21	51,42	84,38
Total	73,18	73,55	78,09	83,77	90,29	90,89	77,86	92,57	82,10	88,13	73,44	85,22

Source: MINBASE, (2020)

From the statistics above, one could notice that since 2015, Cameroon has never attained a hundred percentage successes in any public of the public examination of the Primary School, proof of the fact that academic failure is still a problem. In the same light, a study was carried out in 2014 by the World Bank under the title, “PASEC 2014” to analyse the learning quality in some ten Sub-Saharan African countries among which was Cameroon. The focus was on the acquisition of competences in the mathematics, English Language as well as the French Language. The results of this study indicated that majority of learners in the Primary School fall beyond expectation in the acquisition of competences required in both Languages and Mathematics. The study revealed that at the end of the primary school course about 70% learners had not acquired sufficient reading and writing competences as expected to give the autonomy they need in the English and French languages.

In 2019, the second evaluation exercise was carried out by the same body mentioned above titled, “PASEC 2019” with four new countries added to those that were selected in 2014, bringing to number to fourteen. Still, the study was limited to the tool subjects, English, French and Mathematics for the Primary School. Results of this study did not make much difference from what was obtained in 2014. Concerning Cameroon the study showed that at the end of

the Primary School, about 60.8% of learners fall short of acquiring English Language and the French Language competences that can permit them continue with their education without difficulties.

These studies revealed that official results of end of primary course examines do not actually reflect the children's intellectual levels. This is justified by the fact that, a similar study was carried out in Cameroon known as "Etude sur la refonte des programmes l'enseignement Primaire" in 2010. This study showed that there is a serious learning crisis among learners, yet end of course results prove the contrary. Besides, observation of results spread sheet of learners of the same level in selected schools from the sample population show that more than fifty per cent of the learners record below average in English Language skills and sub skills

Furthermore, the researcher did an observation of the teacher and learners in their classroom in some selected schools the sample population. During the observation period a pretest was conducted for learners of class five and six and teachers' didactic documents were observed. We equally observed teachers' and learners' activities during English Language Lessons to examine teachers' use of formative assessment in the teaching of the language skills. This exercise was facilitated by a, reading and writing test, an observation grid for teachers' didactic documents and an observation grid for teachers and learners. The results of the pretests in English Language reading and writing skills (using content intended for their level) indicated about sixty per cent rate of failure as shown on the table below. These statistics indicate that children of level three (classes five and six) fall below expectation in English Language competences. They do not actually master work that was intended for their level.

**Table 2: Distribution of Diagnostic Test Results According Selected Schools**

School (Code )	Class	N0. Sat	N0. Passed	N0. Failed	Percentage passed	Percentage failed
CS 1	6	55	19	36	34%	66%
CS 2	6	58	25	33	43%	57%
GB 2A	6	86	34	49	39%	69%
GB 2B	6	84	40	44	46%	54%
GB 2A	5	75	30	45	40%	60%
GB2B	5	80	32	48	40%	60%
ES1	5	60	25	35	41%	59%
ES2	5	68	28	40	41%	59%
<b>Total Failure Rate</b>						<b>60.5%</b>

Source: Pre-survey of this study: 2020

Besides that, the primary school teachers are expected to own copies of officially prescribed documents like the Curriculum, schemes of work drawn up from the curriculum, weekly lesson plan and Individual Lesson Plan book, record of work book, the class course text book for each subject taught, didactic materials, a dictionary and other reference books. The objective of carrying out observation of teachers' didactic document was to investigate if teachers effectively own copies of these documents, and effectively use them in the planning of lessons that include formative assessment. Result of data collected and analysed with the help of the observation grid showed that 60 % of the teachers do not own copies of teachers' didactic documents. To this effect, teachers fall below standard in the effective ownership and usage of expected didactic document and usage as indicated on the table below. Schemes of work as well as other didactic materials are virtually absent in all the classrooms observed. Equally, all the teachers do not write lesson notes on all English Language lessons taught in class and on regular bases. Worse still, some teachers do not have the course textbook for English Language. Those that do not have these books would simply collect one from a child and use during lessons. These documents are essential in the planning and execution of lessons to be taught in the classroom. Without the didactic documents, it is but obvious that there will be inefficiency in the planning and execution of lessons in the classroom.

Lesson planning is an essential aspect for the successful execution of such lessons. Unfortunately, teachers rarely plan English Language lessons. During observation, we noticed that most of the teachers (especially the class six teachers) spent a cross section of English Language periods drilling the children on past Government Common Entrance and FSLC

examination questions, better still, revision questions from pamphlets. This is an indication that learning is examination focused rather than based on the acquisition of competences. We equally observed that instead of using the course text book as one of the reference books in the planning of lessons, they turn to teach language structures as outlined in the course text. The absence of teachers' didactic documents in the first place indicates lack of planning of lessons. Whereas, the lack of planning of lessons shows that teachers do not apply CBA formation assessment in the teaching-learning process and this makes effective learning problematic, hence poor acquisition of competences of the English Language.

In addition, we examined teachers' and learners' activities during the learning process. With the help of variables and their indicators, we came up with an observation grid for teachers and learners which helped us in the observation process. From the data collected and analysed, the results showed that teachers fall below expectation in the application of CBA Formative Assessment in the teaching / learning process. The analysis from the teacher and learner observation grid disclosed a 31% inclusion of CBA formative assessment in the planning and execution of lessons in the classroom.

Lastly, a pre-survey carried out with Form One students of a Government High in Yaounde VI Sub-Division during study based on English language indicated a 46% failure rate among the students. The researcher used 2020 F.S.L.C. English Language examination questions, the same examination that qualified them to enter secondary school. This study therefore questions the authenticity of the 100% success recorded by most schools government Primary Schools in Cameroon at end of course examination like the First School Leaving Certificate (FSLC) and Government Common Entrance (GCE). This falls in line with Gupta's thought that:

There is no denying the fact that the current systems of education in our country are either examination oriented or certificate oriented. Most of our children and youth get this impression, from the day they begin their formal training, that what really matters is the mark they obtain in their exams. Whether they understand the subject or not is immaterial so long as they get the marks. This mindset is responsible for the current trend of having a large number of educated illiterates in our country. Our educated youth have all the certificates, but fail to understand the basic concepts of what they have studied. (Gupta, 2012)

It is in this perspective that this study is meaningful, timely, relevant and contextually as it centres on investigating of teachers' classroom formative assessment strategies that could lead to learners' acquisition of the organisational and pragmatical competences of the English Language.

### **1.3.2. Review of Educational Paradigm**

Primary Education is the foundation of sustainable learning. Academic failure has many negative effects on the citizens as well as the government. Reducing academic failure is by implication, developing the individual citizen, developing the nation's economy and reducing the heavy funding on education through massive repetition of children in the primary school, whose negative consequences among many others, is economic drain. It is for these reasons that the government of Cameroon is in constant review of patterns of learning for quality and sustainable education.

According to Gove and Wetterberg, (2011) teaching young children to read is the foundation of improving educational outcomes and have extensive implications. If children do not learn to read at an early age, they may fail to master more advanced skills and content that depend on reading. The authors say that stake holders in education should help children to learn rather than spend years schooling for it is the acquisition of competences in school that contribute to the economic growth of a country.

The vision of the Cameroon's new primary school curriculum falls in line with the Sustainable Development Goal number 4 (SDG4) which seeks to ensure inclusive and equitable quality education and promote lifelong learning for all with focus on access, equity and inclusion, quality and learning outcomes within a lifelong learning approach. This is in line with the vision of the Education Forum which states that by 2030, all girls and boys should be able to complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Access to quality early childhood development, care and pre-primary education should be granted so that children are ready for primary education. By the same token, all men and women should have affordable and quality technical, vocational and tertiary education, including university; and the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship should be substantially increased.

In addition, the vision of the Continental Education Strategy for Africa (CESA 2016-2025), reorienting "Africa's education and training systems to meet knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels" has carefully been addressed in this curriculum. The present curriculum reform, taking its cue from these instruments, is an attempt to respond to current trends so as to provide an education, from early childhood, which would address the needs of each child through the development of their mind-set. This is in corroboration with the law to Lay Down Guidelines for Education in Cameroon

(1998) which states in Article 4 that the general aim of education is to ensure the intellectual, physical, civic and moral development of the child as well as its economic, sociocultural, political and moral integration in the society. Nonetheless, faced with the problem of quality and the phasing out of the Cameroon Primary School Syllabuses for both subsystems, which date as far back as 2000, the building up of a new curriculum became a necessity.

### **1.3.3. The Context of CBA**

The concept and practices of competency based teaching approach and assessment originated from the performance education in America in the 1960s. A range of commentators; Norton and Harrington, (1978); Britell, (1980); Harris et al., (1995) assert that the launch of Sputnik by the Soviet Union was one of the main reasons that led to the introduction of competency based training in the United States of America (USA). Another reason was the high and unacceptable dropout rates among secondary school students in the USA and difficulties of graduates in getting jobs. The concept of competence has since then been applied in different domains of education in USA. Training for workplace which began in the United States, led to competency based vocational education in a number of countries (Argüelles and Gonczi, 2000; Ropé and Tanguy, 1994). Several other countries and regions like Australia, Belgium, Switzerland and Quebec later introduced these approaches into their general education programs, particularly into the secondary sector (Boutin, 2004). Thereafter, CBA widely spread to other countries. The new paradigm demands for this approach were first seen in vocationally oriented colleges as well as in adult education. The shift from objective based approach to competence based approach was a solution for these meaningful changes and innovation in education. The changes of the approach also led to a paradigm shift to suit the demands of the syllabuses. From there, the objectives and behavioral statements were changed to expected outcomes. These changes necessitated the change of the teacher's autonomy to student's autonomy in the teaching and learning process (Deibinger and Hellwig, 2011; Komba and Mwandangi, 2015; Richard and Rogers, 2014; Wong, 2008). That is, a movement from the pedagogy teaching to learning pedagogy.

According to Bataineh and Tasnimi, (2014), competency based approach was introduced due to the following reasons; first there was too much emphasis of objectives which caused the education stakeholders to ignore the outcomes. Both teachers and education supervisors did not put much importance to the outcomes of learning; secondly, as time elapsed, the behavioral changes were seen as not important in education, thus the emphasis on outcome was seen to be more important through development of the competences of the

students who completed education; thirdly, it was argued that specification of learning objectives limited teachers' creativity in the teaching and learning because it was based more on teacher centered than learner centered as opposed to expected outcomes which emphasized that the learners should be the core and active participants in the teaching and learning process (Bataineh and Tasnimi, 2014).

By the end of the 1980s, Competency- Based Approach (CBA) had come to be accepted as the “state-of-the art” approach by national policymakers and leaders in curriculum development in the United States of America. Murcia, (2001) asserts that CBA was viewed as an education movement which captured education stakeholders' mind in 1980s. This was important movement in the history of education and the world because it defined the goals in terms of knowledge, skills, values, customs and the behaviours the student had to possess at the end of a given course of study. The movement started in the United State of America and thereafter the movement reached the United Kingdom which brought positive impact as well. Whereas Australia adopted the Competency based approach in 1990s. From there, other countries in the world and particularly in Africa adopted it due to the changing of science and technology and the demands of job market (Wolf, 2001)

Basically, the concept of competency was practiced by Africans even before the colonial education. The traditional education was based on practical approach whereby the environment and needs of the society controlled what is to be taught and learned. The learning process was based on doing rather than knowledge acquisition (Mushi, 2009). As the notion of competency based approach, Komba and Mwandanji, (2015) assert that in Africa, competency- based approach was adopted for the first time in South Africa in 1998, thus, South Africa adopted the competency based approach in 1998, in a bid to change the attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century (Komba and Mwandanji, 2015). Tanzania adopted the Competencies Based Approach with the aim of improving the quality of secondary education, whereby learners were expected to obtain appropriate knowledge, skills, attitudes and problem-solving abilities necessary to make them meet the changing needs of society (Komba and Mwandanji, 2015). Following the serious shortage of professionals like engineers, technicians and artisans, Curriculum reforms and innovation is the major phenomenon that many African countries have undergone to meet various demands including economic, social, political as well as technological and global forces.

### **1.3.3.1. Cameroon Context of CBA Implementation**

The context of CBA is a novel teaching-learning scenario that was introduced in the Cameroon Primary Schools in 2008. Since its introduction, teachers (mostly in the cities) were trained via seminars and workshops on how to place the pupil at the center of the process and focus on activation of competences in learners. Till date, teachers have been focusing on competency-based teaching, though with numerous challenges that constantly disrupt the effective application of this new method. Generally, the system was not prepared to welcome the CBA as the infrastructure, the didactic materials; the training of personnel seemed limited in the effective implementation. The whole idea was motivated by the desire to professionalise studies and learning by tilting towards skill acquisition as opposed to the objective based approach formerly used.

The introduction of CBA in Cameroon educational systems could be traced from the presidential decree “On measures for development of education in Cameroon” in the year 2001. The decree was aimed at coordinating the national system of education and quality assurance within the general system of education. It was based on modern society requirements and the needs of the learner so as to adapt to changing needs. Quality assurance should be based on the formation of competencies and skills that enable the use of practical knowledge, skills, values, customs and behaviors for the benefit of all Cameroonians. The education community had to embrace the competence-based approach so as to create job makers not job seekers. In the president’s speech, he promised the introduction of competency based approach in schools and the digitalisation of classrooms. The consequence of the President’s speech was accelerated in 2012/2013 academic year, with the introduction of competence-based approach in the Primary School and the Secondary School; in both general and technical education (MINESEC, 2014). Therefore the Competence Based Approach is not new in the educational system of Cameroon; it has been implemented in Cameroon schools for the past about ten years running.

The Republic of Cameroon adopted the competency based approach in order to train citizens who are deeply rooted in their cultures but open to a world in search for sustainable development (that is; economic development that is conducted without the depletion of natural resources; meeting the needs of the present without compromising the ability of the future generation to meet their own needs) and dominated by information and communication technologies. The objectives were not only to develop intellectual, civic and moral skills in these learners but also competences and fundamental knowledge which will either enable them to foster their education, or to prepare them for a smooth insertion into the job market (MINESEC, 2014). The idea of changing the educational approach from a colonial objective

driven, cognitive focused approach to a more competency- oriented system was introduced to the Cameroon secondary school by education stakeholders, on the 17<sup>th</sup> September 2012. This approach, which was to be progressively introduced into the education system, was tailored to address urgent socio-economic realities. While content remains essentially the same with slight modifications to reduce bulk and irrelevance, the teaching approach is a total paradigm shift from earlier practices. This paradigm shifts calls for continuous teacher professional development and training to meet up with the new challenges especially the enhancement of learner centeredness. New syllabuses for the competency based approach were introduced in the Primary and Secondary schools in the 2013 / 2014 academic year (MINESEC, 2014). The syllabuses contained expected competences which learners are to acquire at the end of the learning process.

CBA implementation may be influenced by the teachers' beliefs and feelings towards the approach, as the differences in understanding of the approach will cause different judgments by the various education stakeholders and may influence the way the approach is implemented. The different understanding of teachers may influence the way CBA is implemented. Thus, teacher perception may influence competency Based Approach of teaching. Perception can be divided into two categories namely positive perception and negative perception, where by positive teacher perception is a good foundation in responding to matters arising from CBA and a negative perception is a barrier to the successful implementation of CBA, this is because teachers are the key implementers of any pedagogical approach (Wayne, 2017). Thus, for teacher as well as the learners, the successful implement of CBA will depend on the perception they have towards CBA, as positive or negative perception towards any pedagogic approach will have great influence on the implementation of the approach.

The implementation of CBA requires the use of new assessment strategies aligned with the new paradigm. To implement these changes, it is necessary that all teachers become knowledgeable and equipped with new alternative approaches to assessment (Maclellan, 2004). CBA advocates student-centred teaching and meaningful interaction in the classroom, both teachers and students are required to play new roles in the teaching/learning process. For instance, teachers become guides or facilitators instead of providers of information. They are not glued to the textbook only; instead, they are free to use authentic materials from a variety of sources beyond the officially recommended textbook, and provide authentic assessments to their learners. In the meantime, students are required to participate actively in the construction

of knowledge, and are allowed to take decisions regarding their learning. In this paradigm, students take control of their own learning (Daniel and Belibi 2019).

On assessment, CBA emphasizes on use of formative assessment, focused on the prescribed competences. CBA expects teachers to assess students frequently using true assessment methods (Paulo and Tilya, 2015). Teachers are expected to use correct assessment methods such as portfolios, classroom or field observation, projects, oral presentations, self-assessment, interviews and peer-assessment (Kitta and Tilya, 2010). Correct assessment methods are more beneficial for competence based approach than other methods of assessment because they offer opportunity for students to demonstrate the competencies they have learned in real life or similar situation.

In addition, a more formative assessment process done formally and informally before, during and after the learning process is usually advocated in competence-based approach (Mulder, 2004). It is focused on both subject specific competences and key competences using authentic assessment methods and not conventional paper and pencil tests usually implored in content-based approach assessment. Authentic assessments engage students in tasks similar in form to the tasks in which students will engage in their life outside the classroom and probes for students' higher-order skills such as critical thinking and problem solving (Kouwenhoven, 2013).

Further, assessment practice emphasizes on the provision of feedback which continuously, timely and constructively inform learners about the strength and weakness of their performance. Feedback is normally descriptive, directly linked to learning goals and pin point what is well done, what needs improvement and how to improve (Kitta and Tilya, 2010). Another important feature of assessment is that it should align with the curriculum which, in turn, is aligned to the standards, and that they measure learning in terms of how students perform, using as much as possible, a real-world situation as cited in (Ambei, 2017).

### **1.3.3.2. The Primary Curriculum**

The Cameroon's Primary School curriculum presents seven (07) National Core Competences and four (04) Broad-based Competences. The Ministry of Basic Education intends to develop the knowledge, skills and attitudes of learners such that at the end of the primary school cycle, the learner is expected to have acquired the national core competences in view of stepping into the secondary school or engaging into other learning contexts or activities. In the perspective language acquisition, it is hoped that at the end of the primary

school cycle any child who goes through the primary school in Cameroon among other competences has to;

- communicate in the two Official Languages (French and English) and at least one National Language,
- display a sense of autonomy, initiative, creativity and entrepreneurship,
- acquire Intellectual Competences which include exploiting information, solving problems, acquiring logical thinking and a sense of observation, exercising critical judgement, practising creative and innovative thinking,
- acquire methodological competences of giving self-efficient working methods, exploiting information and communication technologies, organizing learning, arousing the desire to learn each subject and
- develop personal and interpersonal competences enable the learner to develop his/her personality, acquire abilities in view of his/her socio-cultural integration and individual fulfilment and cooperate with others.

Communication in English and French and in at least one National Language implies the ability to use the four language skills (listening, speaking, reading and writing) of these languages. The learner should be able to listen, communicate orally, and be able to read and write. The language competence is a prerequisite for access to other core competences stated. Developing this competence in the learner calls for the assembling of multidisciplinary knowledge and skills in view of developing the learners' social integration skills, creativity as well as managerial and entrepreneurial potentials. In addition to the National core Competences the Cameroon's Primary school curriculum also outlines four broad-based competences that pupils should equally exhibit. The seven competences from the National Core Skills outline that each domain develops as indicated and the subjects that are needed to develop these competences are equally listed as seen on the table below.

**Table 3: Domains, Weighting, Competences to be Developed and Related Subjects**

N°	Domain/Weighting	Competences to be Developed	Subjects
1	Basic knowledge (60%)	<ul style="list-style-type: none"> <li>- Communication in the two official languages (English and French) and use of at least one national language</li> <li>- Use of basic notions in mathematics, science and technology</li> <li>- Practice of lifelong learning</li> <li>- The four broad-based competences</li> </ul>	<ul style="list-style-type: none"> <li>- English Language and Literature</li> <li>- Mathematics</li> <li>- Science and Technology</li> <li>- <i>Français</i></li> </ul>
2	Communal life and national integration (5%)	<ul style="list-style-type: none"> <li>- Practice of social and citizenship values (morality, good governance and budgetary transparency)</li> <li>- Practice of lifelong learning</li> <li>- The four broad-based competences</li> </ul>	<ul style="list-style-type: none"> <li>- Social Studies</li> </ul>
3	Vocational and life skills (20%)	<ul style="list-style-type: none"> <li>- Demonstration of the spirit of autonomy, a sense of initiative, creativity, and entrepreneurship</li> <li>- Practice of physical, sports and artistic activities</li> <li>- Practice of lifelong learning</li> <li>- The four broad-based competences</li> </ul>	<ul style="list-style-type: none"> <li>- Vocational Studies</li> <li>- Arts</li> <li>- Physical Education and Sports</li> </ul>
4	Cultural identity (5%)	<ul style="list-style-type: none"> <li>- Practice of lifelong learning</li> <li>- The four broad-based competences</li> </ul>	<ul style="list-style-type: none"> <li>- National Languages and Cultures</li> </ul>
5	Digital Literacy (10%)	<ul style="list-style-type: none"> <li>- Use of basic information and communication technology concepts and tools</li> <li>- Practice of lifelong learning</li> <li>- The four broad-based competences</li> </ul>	<ul style="list-style-type: none"> <li>- Information and Communication Technologies (ICTs)</li> </ul>

Source: The Primary School Curriculum, (2018)

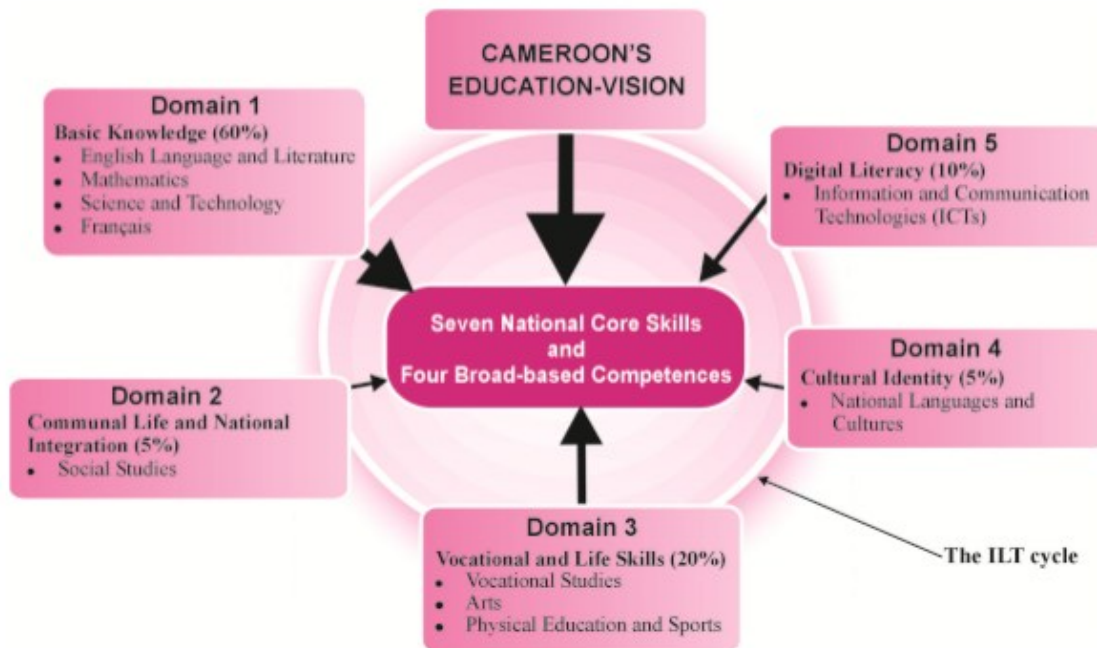
The curriculum is learner - centred and is based on the development of skills needed to meet the challenges of contemporary Cameroon in particular and the world at large. The syllabuses are presented in three levels: Level I (class 1 and class 2), Level II (class 3 and class 4) and Level III (class 5 and class 6). In all, ten subjects have been identified from the five domains namely: English Language and Literature, Mathematics, Science and Technology, French, Social Studies, Vocational Studies, Arts, Physical Education and Sports, National Languages and Cultures, and Information and Communication Technologies (ICTs). Details about these subject areas (expected learning outcomes, content areas, suggested methods and didactic materials) are laid out in Part Three. In order to make learning relevant to daily life, eight integrated learning themes have been identified to develop skills necessary for the harmonious integration of learners in the society. The ILTs for the primary school cycle are presented in the table below.

**Table 4: Integrated Learning Themes**

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

**Source: The Cameroon Primary School Curriculum (2018)**

The use of integrated learning themes represents the fundamentals of Project-Based Learning (PBL). They facilitate the learning-teaching process and make the essence of PBL come to light. The process entails integrating themes that have been developed in order to facilitate teaching-learning in the Primary School. These themes will constitute the basis of contextualizing the concepts of the subjects. Integrated learning themes are the foundation on which all the activities for a defined period of time within the school year are expected to take place. This can be done for some weeks, months or beyond and has a direct impact on project-based learning. An integrated approach unites all subjects and gives opportunities to the learners to learn more through variant contents. Children will consequently develop a deeper understanding of contents in their local contexts. The approach allows learners to explore, gather, process, refine and present information. It also allows learners to engage in purposeful and relevant learning. Learners are expected to see the interconnectedness within curriculum areas. It is based on skill development around a particular theme that is relevant to the pupils in the class.



**Figure 1: The structural layout of this teaching-learning cyclical plan of action**

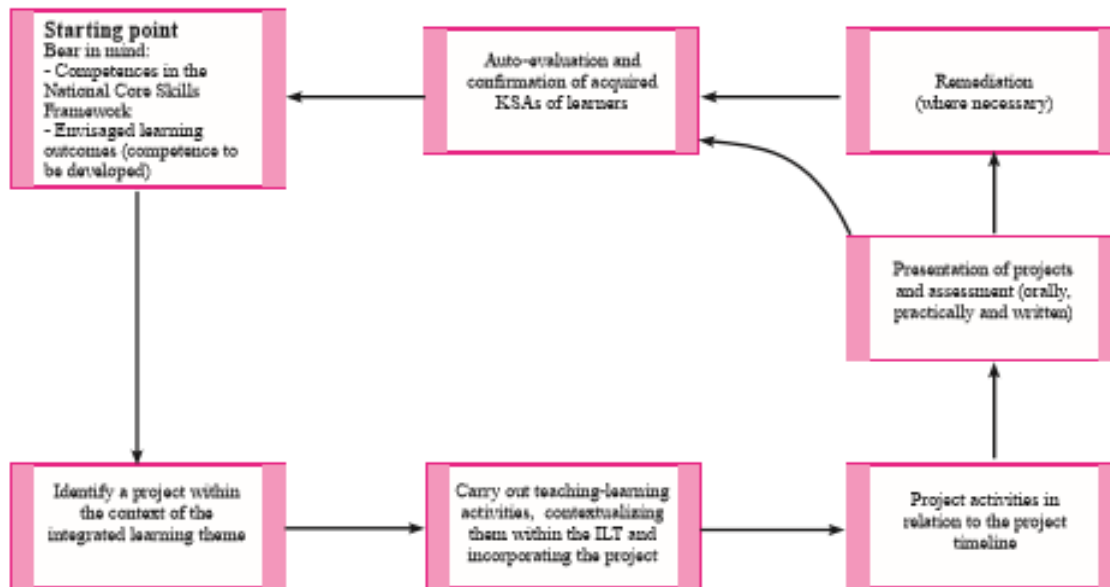
**Source: The Cameroon New Primary School Curriculum (Level Three 2018)**

Project Based Learning (PBL) is an important aspect of the CBA and teachers are encouraged to integrate projects in their classroom activities. This explains why learning assessment includes practical work. According to The Cameroon Primary School Curriculum, Project-Based Learning is a pragmatic approach to learning in which learners create their own knowledge through learning activities built around intellectual inquiry and a high degree of engagement with meaningful tasks. Projects are designed to allow learners with a variety of different learning styles to demonstrate their acquired knowledge, skills and attitudes. Therefore, a well-designed Project-Based Learning activity is one which addresses different learning styles and does not assume that all learners can demonstrate their knowledge, skills and attitudes in a single or standard way.

Project Based Learning is an effective way of connecting classroom activities to the real world through a process of integrating the four broad-based competences in the learner's life. PBL is an "investigative" or "discovery" type of learning. It is a research-based method of learning, wherein, together with the learners, questions are asked, investigated and solutions proposed and presented. Commitment to Project-Based Learning enables the learner to solve many problems and makes the teaching-learning process more skill-based.

Another aspect of the CBA that is highly valorised is Cooperative Learning (CL). Cooperative Learning is a specific kind of collaborative learning. In cooperative learning, pupils work together in small teams on a structured activity. They are individually accountable for their work, and for the work of the group as a whole. The Integrated Theme Learning and Cooperative Learning are supporting strategies of the PBL. The strategy consists of putting learners into small, mixed-ability learning teams. They are responsible not only for learning the contents in question, but also for helping their teammates learn. The most amazing thing here is that the learning process becomes a web, wherein you do not succeed alone. The learners must be made to understand that if one person fails, the entire team/boat sinks, and if one person succeeds, the success affects everyone. Within cooperative learning teams, pupils discuss the material to be learned with one another, and support each other to understand it, and encourage and help one another to have a clear understanding of their participation.

Adopting the CBA in Cameroon, it is hoped that teachers will employ these three major strategies (Project Based Learning, Cooperative Learning and Integrated Learning) reinforced by formative assessment to give the learners the opportunity to acquire knowledge, skills, abilities and know-how and attitudes (competences) which they need to mobilise resources to solve problems in daily life in an independent or autonomous manner. The CBA is action-oriented and pupils learn by doing. The CBA favours problem solving approaches, thereby placing the learner at the centre of learning. The learner constructs knowledge through social interaction with other learners and the class and people they meet. The integration of project in the learning process as part of the learning strategy is a key issue. The Competency Based Approach gives the opportunity to the learners to mobilise their values, knowledge, skills, attitudes and behaviour in a personal, independent manner, to address challenges successfully. With such characteristics, learning is child-centred, making pupils more interested to learn. It is likely that in a classroom where the CBA is practised, learning efficiency will increase among learners.



**Figure 2: Link between the Learning Domains and the National Core Skills/Broad-based Competences**

Source: The Cameroon New Primary School Curriculum (Level Three 2018)

#### 1.3.3.4. Evaluation Competences

Generally the Cameroon Primary School Curriculum (CPSC) aims at developing various learners' competence in the area of learning. In order to develop a competence, learners have to mobilize resources. This means that the teacher should use the learning resources on regular basis in order to help the learners fix them before the competence are evaluated. Evaluating the competence is to judge the level of attainment of objectives or learning outcome set at the beginning of a learning period. At the end of every lesson, the teacher has to assess the level of knowledge acquire by learners, at the end of every week, the teacher is supposed to look for integration situation otherwise known as "complex problem-situations" permitting the development of micro competence aspect of the mobilization of weekly resources in relation with the competence aimed at and announced at the beginning of the learning period (pedagogic month). At the end of the term, the teacher evaluates competences by integrating all the resources taught within the term as illustrated in the competency statement below.

#### 1.3.3.4. The Competency Statement in Lesson Planning

For learners to effectively acquire the competences aimed at within a pedagogic month, a competence statement is announced at the beginning of the learning session, that is, at the beginning of each pedagogic month. The curriculum in Cameroon aims at developing the

national core competences and the broad-based competences in learner of primary in order that they have the ability, knowledge skill and attitudes to react to situation. It is for this reason that every learning unit aims at developing of a portion or component of all the competences in learners.

Just like the specific objective of an individual lesson is stated at the beginning of each lesson, the *Competency Statement* which carries the expected outcome(s) or competency to be developed after a period of learning is announced. The competency statement permits the teacher to determine what is expected from the learner when he or she learns successfully to construct all the know-how and attitudes during the three learning weeks in the learning system. In other words the competency statement permits the teacher to evaluate the competences aimed at for the pedagogic month. Stating a competence statement for the evaluation of competence requires a mastering and the elaboration of integration situation. This means that the learner is situated within an integrated learning theme to solve problems of real life using all the resources acquired within a period of learning. The complex problem- situation is developed around the integrated learning theme of the Pedagogic Month, the theme around which all teaching and learning activities of the month is centred. Three essential factors constitute the Competency Statement for the Pedagogic Month namely; the context, the task and the criteria.

The context refers to the environment or the stimulus which is in relation to the integrated theme of the pedagogic month. It presents the circumstances of the task for execution. Its functions are a backing, drive and conditions of execution of the task. This stimulus can be in terms of an image, an object, a map, a story, an illustration, a video, a real life situation observed or lived by a learner. The task is the work the learner will be able to accomplish and will be judged competent and stated with the help of action verbs. Meanwhile, the criteria refer to the indicators of what will be observed and judged from learners' work. Evaluation of competence is criteria-based. For every problem situation, the teacher determines indicators, criteria to consider. Evaluation criteria are expressed using nouns, not verbs as in the case of the tasks.

Below is an example of a Competency Statement on English Language for level three, class five and based on the second Integrated Learning Theme of the Pedagogic Month.

From the presentation of the pictures of a Village market and a Supermarket and accompanying text in relation to the integrated learning theme; Village/Town and with emphasis on the resources (knowledge, skills and attitudes) acquired in English Language basically in; polite expression, picture reading, different types of writings, nouns and sight

words (context) the learners will be able to solve complex problem–situations during this pedagogic month significant to real life using the English Language (task). These solutions will be coherent with the following criteria:

1. In listening and speaking;
  - Pertinence and logical presentation of ideas,
  - Accuracy in syntax,
  - Accuracy in vocabulary,
  - Fluency in speech.
2. In reading:
  - Fluency and audibility in reading,
  - Respect of instructions,
  - Correctness of answers to reading comprehension,
  - Presentation of material.
3. In writing:
  - Legibility in writing,
  - Accuracy in meaning (ideas),
  - Accuracy in the use of syntax,
  - Respect of instructions,

The Primary School curriculum stresses the use of problem solving situations in the learning process. This includes daily classroom assessments and the evaluation of competences at the end of a learning period when a complex problem-situation is stated. While the problem situation permits the learner to mobilise resources acquired during a lesson to solve a real life problem, a complex problem- situation, otherwise known as *integration situations* is a situation that permits the learner to mobilise many resources acquired within a pedagogic period in order to solve a real life problem. The complex problem situation should be a situation in which the learner feels implicated. It should be an assessable or an evaluable situation (a situation that can be evaluated from a well-defined criteria) and should be in relation to the competence announced at the beginning of the learning period.

In order to realize this task of constructing a complex problem-situation the teacher should do the following; choose the competence(s) to be evaluated, precise the minimum and the maximum criteria of the evaluation, write out a problem situation (A problem that correspond with the competence announced), the task of the problem- situation should permit the evaluation according to each of the minimum and maximum criteria, give clear instructions

on how the task is to be carried out. Construct a marking grille that spells out the evaluation criteria. Thus, a problem situation comprises; a context, a task and the instruction (CTI). The learner is served with all the resources that have been learned within a learning period (could a pedagogic month, a term or an academic year)

Just like the competency statement, a problem situation constitutes three parts; Context (that is the environment or occasion of learning), the task work to be done by learners and the instruction to be followed by learners. These instructions have to follow the levels of taxonomy of evaluation by bloom.

### **1.3.3.5. Taxonomy of Learning Objectives**

Quoting Bloom (1956), Srikant (2010) explains that the taxonomy of learning objectives refers to the classification of the different objectives that educators set for learners. These objectives are divided into three domains; the cognitive, affective and psychomotor domains. Educators are therefore expected to focus on the three domains in order to create a holistic form of education. In the Cognitive domain, six stages are identified, in an ascending order of lowest to the highest. The first is knowledge, which permits the recalling of facts, naming, identifying, citing and classifying. Stage two is comprehension, and has to do with the ability to organise, compare, interpret, describe and explain. Stage three is called application and refers to the ability to use knowledge previously acquired in new and concrete situation in order to solve problems. Stage four is Analysing and has to do with the ability to break down material into parts so that its organisational process can be understood. Stage five is called Synthesis which permits the re-uniting of parts to form wholes. Thus, permitting the learner to create, re-unite, formulate, organise and realise something new. The last stage is evaluation and has to do with the ability to make value judgement about something.

In the affective domain; the taxonomy describes the emotional reaction of people. Four stages are identified in this domain; receiving learners' attention, responding to questions or participating actively in the learning process, attaching value to what is learned, organising information, ideas and values learned within their own schema, characterising values or beliefs which could influence the behaviour. In the psychomotor domain, the taxonomy describes the ability to manipulate instruments physically. Three stages are described in this domain; attentiveness, the realisation of projects and the autonomy to create and initiate.

Blooms taxonomy of hierarchical model of cognitive thinking seems to be illustrated in the importance that the Competency Based Approach accords to the mobilisation of knowledge and skills, their gradual integration at higher levels (from level 1- level 6), their application to new situations of learning, the integration of new knowledge and skills and

finally the evaluation of the process. When this is accomplished, we could talk of the evaluation of competences. Below is an example of a specification table on English Language, level three pupils of primary school according to domains, skill levels, percentages and objectives.

**Table 5: Specification Chart.**

Skill Levels. Domains	H1 Know- ledge	H2 comprehension	H3 application	H4 analysis/synthesis	H5 evaluation	Percentage. %
D1 Listening/Spea king		D1.1 (5%)		D1.4 (5%)	D1.5 (5%)	15%. (3 items)
D2 Reading	D2.5 (10%)	D2.8 (10%)	D2.6 (20%)	D2.7 (20%)		60% (12 items)
D3 Writing	D3.5 (5%)		D3.7 (10%)		D3.4 (10%)	25% (5 items)

**Source: MINBASE: (2007)**

In the specification chart, not all the boxes must be filled. The boxes are filled taking into consideration that the pupils must be evaluated in that area and according to the nature of the discipline you are working with. Each question (item) is worth 5%. The placement of a coded objective under a skill level in the chart is a scientific activity guided by the action verbs introducing these objectives as they appear in the National Syllabuses. A domain is marked by D. D1 is Listening /Speaking, D2, Reading and D3 Writing. Meanwhile D1 followed by a number indicates the objective. E.g. (D1.1) stands for objective N°1, (D2.6), stands for objective N° 6. The skill level is marked by H. For example, H1 is knowledge, H2 comprehension, etc. Sub-skills of the English language such as grammar, vocabulary and sounds can be treated under any of the three key domains (listening/speaking, reading and writing). The English language is divided into 3 key domains (as seen in the chart).

Each skill is given a specific column on the specification table and it runs across all the domains of a discipline. It is important to determine the level at which each domain is tested. For example, in the English language, an exam in which all the domain is tested may be carried out as follows.

- Domain 1, (D1) Comprehension.
- Domain 2, (D2) Knowledge and Comprehension.
- Domain 3, (D3) Application, analysis, synthesis and evaluation.

One of the main goals of the specification table is to encourage the teacher to set an exam on various objectives, not only on one and the same objective. The specification table thus, is an important instrument for the development of competences in learners, given that for any exam that respects the principles of validity and reliability, it permits the examiner to establish the validity of the content of the examination, to establish coherence between the level of taxonomy and the examination questions and also to establish coherence between the exam and the syllabus.

From the specification table, one could notice that by the end of a learning period, the exercise of the evaluation of competences in which all the skills, domains and the objectives are tested, a global decision is taken which indicates what proportion is accorded to each domain to sum up to 100%. It would also be clear what proportion is accorded to each skill level making up the total percentage for the specific domain. If a teacher carries out this assessment exercise as stipulated, the level of learners' acquisition of competences could then be judged based on precised objectives and this will help him make the best decision possible which is related to each and every learner's acquisition of competences, thus, progress on the academic ladder.

For every assessment or evaluation, there is a fix range of definite appreciation by the teacher as stated below:

From 0 to 10/20 = NA (competence not acquired)

From 11 to 14/20 = SIA (competence to be acquisition)

From 15 to 17/20 = A (competence acquired)

From 18 to 20/20 = A+ (Expert)

At the beginning of this millennium, as Cameroon strives to become an emerging nation by the year 2035, its secondary education sub sector faces many challenges including: offering quality training and education to most young Cameroonians within the context marked by large classes in secondary education; Preparing them for smooth insertion into a more demanding job market worldwide, through a pertinent teaching/learning process. According to (MINSEC, 2014), competency-based approach was introduced with the goal of helping the secondary education sub sector to:

- shift from a Knowledge-Based Approach of teaching and learning to a Competency-Based Approach through situations in real life. It is expected that the CBA will emphasize the active role of pupils in the learning processes, encouraging appropriate learning activities to foster a deep rather than a surface approach to learning. While the knowledge-based approach can be effective in transmitting information, it may be

ineffective in promoting independent thought because students are not actively engaged, and their enthusiasm is not adequately stimulated,

- offer a shift from a school cut off from society to one that prepares citizens for a smooth integration into the socio-cultural and economic activities of their respective communities,
- offer a shift from an evaluation of knowledge to that of competencies necessary for sustainable development, and
- Increase the relevance of secondary education in response to growing concerns.

From all these lofty ideas on the vision of education in Cameroon, the following question remains in the researcher's mind; Is CBA the best option in the context of Cameroon? If this approach works well in western countries like USA and Canada, UK and others, it may not necessarily work in a developing country like Cameroon. Cameroon education system is constantly challenged by many factors like unavailable and poor state of existing infrastructure, lack of didactic materials lack of ICT tools, deficiency in teachers' professional development, poor working conditions, just to mention a few. These factors may be a hindrance in the effective implementation of CBA in the Cameroon school system. Though the Cameroon Primary School Curriculum highlights formative assessment as an essential factor in the achievement of goals, in CBA, but the question is; how effective does this work in the context of Cameroon, given the many challenges faced? About ten years from insertion, the objectives of CBA seem not being attained as research works show that children still leave primary school not being able to execute the reading and writing competences among others.

#### **1.4. Statement of the Problem**

The introduction of competence-based approach in primary schools calls for complete change in instructional approach in terms of teaching, learning and as well as resources used (Paulo and Tilya, 2014). The revision process involves a shift in paradigm from content-based to competence-based. The emphasis on Competence-Based Approach is due to the growing recognition of the need for development of competences and not just certification. This means that teaching-learning process should change its orientation from content knowledge to acquisition of skills and competences useful for solving real life problems (Woods, 2008).

The new curriculum is built on the Competency Based Approach and upholds assessment as an essential tool to regulate or adjust learning. Thus, an error in the work of a learner henceforth occupies a strategic preoccupation which obliges the teacher to look for strategies to bring the learner to expected standard. This approach permits the reduction of

academic failure in terms of class repetitions, school dropout or promotion on learner on “trial bases” through an evaluation that is criteria and permanent. Formative assessment centre around learning with strategies like feedback, peer assessment, questioning and sharing of lesson objectives, if well implementated, could be an effective instrument for the achievement of this vision. To sustain the objectives of this vision the following measures and policy were put in place;

- new tool for assessment expanded, (observation, questioning, discussion, practice presentation, problem-solving, resources and feedback )
- Guaranty of justice and equity in order to evaluate only what is taught from the known-how or skills spelt out by the syllabus.
- communicate the competences to be developed within a learning period to the parents as well as the learners,
- involve the learners in the assessment process,
- initiate the learners in self-assessment and in autonomy,
- change from the perspective of errors in learning to the principle of learning insufficiency,
- reinforce formative assessment and
- give a place of choice to remediation activities.

Formative assessment is implicated in the teaching/learning process from planning up to execution. The various testing strategies the teacher put in place to ensure that learners effectively learn. An error from the learner at every stage of the lesson during the execution is a major preoccupation and should be adjusted before the lesson progresses. teacher is expected to use the results of FA to identify gaps or areas of weaknesses of the learners, change strategy, modify teaching style, bring in more examples, use different motivational skills of take the lesson all over. The teacher is expected to use the results of formative assessment to identify gaps or areas of weaknesses of the learners, change strategy, modify teaching style, bring in more examples, use different motivational skills or take the lesson all over. Therefore, the state expects all learners of primary school learners to acquire among others the competences of listening and speaking, reading and writing of the English language as a subject and most especially as a tool subject in order to communicate and interact in the society successfully.

The curriculum spelt out that at all moments of the learning process, the teacher needs to practice each type of assessment that corresponds to the learning need. Firstly, Diagnostic assessment at the beginning of every lesson permits the teacher to identify the difficulties that could hinder learners from learning appropriately and adjust them. Secondly, use of Formative

assessment which intervenes throughout the lesson process and permits the teacher to verify learner's acquisition of knowledge. Then, Summative assessment which comes in at the end of the learning period, a term of an academic year or a course cycle, it permits the appreciation of the work of the learners and to take a decision on the academic progress. Evaluation shall be practical, written and oral.

According to the Primary School Curriculum, Formative Assessment is essential has as vision to sustain the realization of the expected learning outcomes or the competences aimed at, for learners to acquire at the end of the pedagogic month. Hence these competences are evaluated at the fourth pedagogic week, every term and at the end of the academic year. Through formative assessment, the teacher keeps tracking the learner's progress through daily learning activities, routines, stories, problem-solving skills, illustrations, observation etc.

The situation of Formative Assessment in Cameroon Primary School classroom is not as designed. Early observation carried out in this study in classes five and six of some selected schools in the sample for two months showed that generally, teachers do not sufficiently implement Competence Based Approach of teaching as well as apply strategies with formative assessment in the teaching of the English Language. The methods and techniques involved in assessment for learning are not sufficiently applied. They continue with old methods of teaching, though claiming that they are within the new paradigm. Within a period of two months we had the opportunity to observe some of the weaknesses or learning gaps in formative assessment that could create a negative impact on learners' acquisition of English Language competences.

Firstly teachers rarely plan English Language lessons. Instead of using the course text book as one of the reference books in the planning of lessons, they turn to teach language structures as outlined in the course text. Lesson planning is an essential part in the teaching lesson process and where this is absent, effective learning will be problematic. When planning a lesson the teacher chooses the formative assessment strategy or strategies to be implicated in the lesson during dispensation. The strategy to be used in an English Language lesson depends on the skill to be taught, the content and the context.

Secondly many teachers do not own copies of the new primary school curriculum which is a major instrument and reference documents for planning of lessons to achieve the aims and objectives of the CBA. They are therefore left with the option of teaching just what the course textbook offers. Even when the national syllabus or curriculum is available, teachers complain of their inability to break the content down to schemes of work from which they can plan

weekly and daily lessons. Also, most of the teachers have not taken time to read through this document, master it and implement teaching according to the CBA as expected.

Thirdly, teachers continue to work with the old methods they understand better, putting the CBA in jeopardy. Most of the class six teachers spent a lot of time revising past questions based on Government Common Entrance and First School Leaving Certificate examinations even in the early months of the academic year. By doing this, the learning process is distorted and learners turn to engage themselves working towards a summative evaluation without having gone to formative assessment process.

Equally, we observed that teachers employ some formative assessment strategies like questioning in lessons just to get learners' participation in class. As such, attainable objectives are not set at each level of the lesson and re-adjustment is not carried out. Since teachers do not master the new primary school curriculum well, planning lessons to develop core competences and broad based competencies is farfetched. They get mixed up with the whole notion of core competencies, broad based competencies, and integrated learning teams.

Furthermore, teachers do not state the competency statement at the beginning of a pedagogic month in the English Language. They do not master the announcing of competency to be evaluated at the end of a learning period. In the same manner, formulating a complex problem situation is a problem to the teachers.

Besides that, teachers do not use problem situation in English Language lessons. Better still; find it difficult to formulate a problem situation (a real life situation) to give learners the opportunity to situate their learning in real life. Hence the learning process is void of activities that permit the learner to think critically, gain autonomy in learning. Cooperative Learning (CL), Project Based Learning (PBL) and Integrated Based Learning (IBL) which are core aspects in the attainment of CBE in Cameroon are almost absent.

Nevertheless, the school system could also be blamed for the state of affairs in the classroom as it poses the following challenges;

- insufficient educational infrastructure and teaching resources,
- overcrowded classrooms,
- lack of effective planning of lessons ,
- the non-integration of technology in English language teaching,
- insufficiencies in English teacher education and professional development,
- teachers' perception and resistance to change.

From this state of affairs the researcher think that the limitation in the acquisition of English Language competences (among many other factors) could be as a result of lack of

insight on the use of formative assessment strategies in the planning and in the execution of English Language lessons in the classroom that builds up to the acquisition of the competence aimed at developing during a pedagogic period.

Due to this lack of competences acquisition among primary school learners, the pupils admitted into secondary schools continue to perform poorly in the skills of listening/speaking, reading and writing. This has continuously led to low or poor performances in the educational system, making the Cameroon education system comparatively low and occupies a backward position among the African educational rankings.

It was based on these premises that we undertook this study to investigate the effects of some formative assessment strategies (feedback, peer assessment, questioning and sharing of lesson objectives) in English Language lessons on learners' acquisition of competences in some government primary schools in Mfoundi Division of the Centre Region of Cameroon.

## **1.5. Research Questions**

### **1.5.1. General research question**

How would CBA formative assessment strategies influence learners' acquisition of English Language competences in government primary schools in Mfoundi Division?

### **1.5.2. Specific Questions**

- How does Feedback influence learners' acquisition of English Language competences in Government English Primary Schools in Mfoundi Division?
- How does Peer Assessment impact learners' acquisition of competences in English Language in Government English Primary Schools in Mfoundi Division?
- How does Questioning influence learners' acquisition of competences in the English in Government English Primary Schools in Mfoundi Division?
- How does sharing of Lesson Objectives affect learners' competences acquisition in English Language in Government English Primary Schools in Mfoundi Division?

## **1.6. Research Objectives**

General research objectives are broad goals envisaged to be achieved by the end of a study in general terms. The general research objectives in this context indicate what the researcher expects to achieve by the study in general terms.

### **1.6.1. Main Objective**

To analyse how CBA formative assessment strategies influence learners competence acquisition in English language in government primary schools in Mfoundi Division.

### **1.6.2. Specific Objectives**

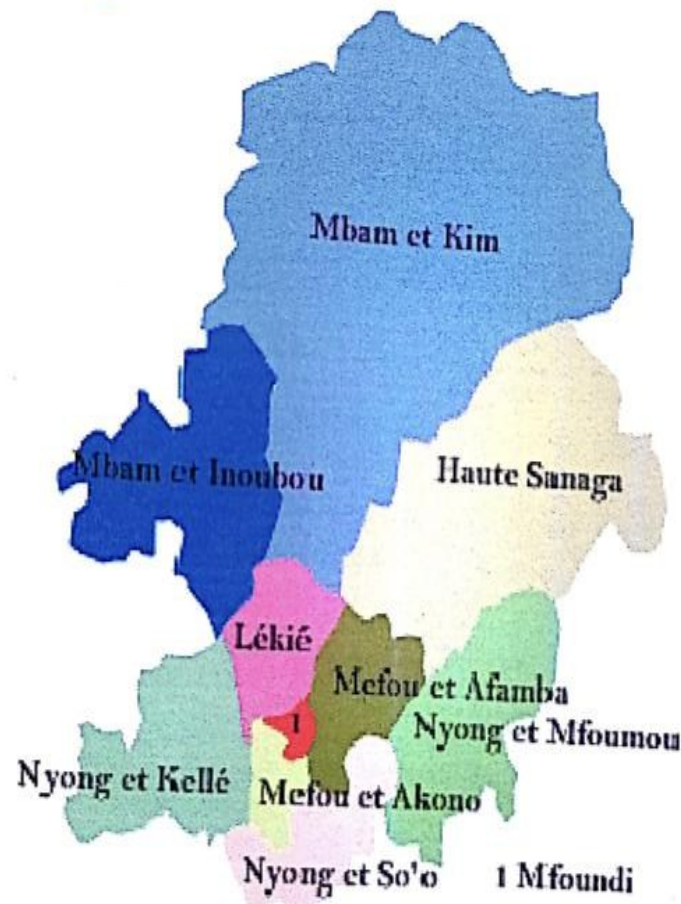
- To investigate how feedback influences learners' acquisition of English Language Competences in Mfoundi Division.
- To identify how peer assessment impacts learners' acquisition of English Language competences in Mfoundi Division.
- To investigate how questioning influences learners' acquisition of competences in some Government English Primary Schools in Mfoundi Division.
- To examine how the sharing of lesson objectives affects learners' competence acquisition in English Language competences in some Government Primary Schools in Mfoundi Division.

## **1.7. Scope of the Study**

### **1.7.1. Geographical Scope**

This study is conducted in the Centre region of Cameroon, Specifically, the Mfoundi Division of the Centre region of Cameroon. The study is limited in the sub-divisions of Yaoundé I, Yaounde II, Yaounde III, and Yaounde VI and VII. Mfoundi division which covers an area of 297 km<sup>2</sup> and as of 2005 had a total population of about 1,881,876 and is one of the 10 divisions that make up the Centre region. The Centre Region occupies 69,000 km<sup>2</sup> of the central plains of the Republic of Cameroon. It is bordered to the north by the Adamawa Region, to the south by the South Region, to the east by the East Region, and to the West by the Littoral and West Regions. It is the second largest of Cameroon's regions in land area. Major ethnic groups include the Bassa, Ewondo, and Vute. Yaoundé, capital of Cameroon, is at the heart of the Centre, drawing people from the rest of the country to live and work there. The Centre is also important industrial centers, especially for timber. Agriculture is another important economic factor, especially with regard to the region's most important cash crop like cocoa. Outside of the capital are the plantations zones, with most inhabitants being subsistence farmers.

Amongst the ten divisions of the Centre Region, Mfoundi, holds the highest number of English-speaking primary schools, spread out its subdivisions. The map that follows presents the Centre Region and its divisions.



**Figure 3: The Map Centre Region**

Source: National Institute of Cartography, (2020)

The area of study is Mfoundi Division, labeled "J" on map 1 and its original name is Yaoundé. Mfoundi Division is the seat of the administrative capital of Cameroon, Yaounde, and constitutes seven (7) sub-divisions. The sub-divisions include Yaounde I, Yaounde I, Yaounde I Yaounde IV, Yaounde V, Yaounde VI and Yaounde VI. The capital, Yaounde is a cosmopolitan town drawing people from the rest of the country for various works of life and religion. Thus, the socio-cultural landscape is quite complex just as the religious.

The map that follows presents the area of study.



**Figure 4: The Map of Yaounde -Mfoundi**

*Source: National Institute of Cartography, (2020)*

The Centre Region, where Mfoundi Division is situated, is characterised by dense tropical rainforest. The region falls completely within a Guinea-type climate. This gives the the region high humidity and precipitation, with rainfall averaging 1,000-2,000 mm each year. Precipitation is highest in the southernmost portions and diminishes towards the north. Temperatures are fairly steady, averaging 24° for the entire region except for the north-western portions of Mbam division, where they fall to 23°. The Centre also experiences equatorial seasons, alternating between rainy and dry periods. The long dry season begins the year, running from November to March. After this, comes the short rainy season, which lasts from

March to June. The short dry season comes next, from June to July. The year ends in the long rainy season from August to November.

The Centre Region is one of Cameroon's strongest economic zones due in a great part to the presence of the capital city. In fact, the area is second only to the coastal regions of the Littoral, South, and Southwest Provinces. Many international organisations have their headquarters in Yaounde. Agriculture is an important economic factor, especially with regard to the region's most important cash crop, cocoa. Root crops and peanuts are grown for food.

The Centre Region is equally the intellectual capital of Cameroon. The University of Yaounde is the biggest and most important institution in the country, though smaller universities exist in the capital city and other towns. Yaounde also tends to draw more educated migrants, as the jobs available there are often in government or for the various international organisations that have their headquarters there.

Cameroon Primary Schools is under the control of Ministry of Basic Education (MINBASE). The precondition for children to be enrolled in the primary is that they must be about six years of age. This is the bases of elementary education though the system includes and encourages pre-school (nursery school) where children are supposedly enrolled for at the age four to prepare them for elementary education. The Primary Education is the foundation of sustainable learning. It is on this basis that Cameroon has ratified several conventions related to compulsory education. The new Cameroon Nursery School and Primary curricula of 2018 replaced the ones of 1987 for the Nursery and that of 2000 for the Primary. It is hoped that the entire education community will explore the document and make maximum use of it in order to enable the nursery and primary school learners attain knowledge based, skill-based and attitude-based proficiency upon graduation. In this way, they will be able to cope with the different educational and/or professional options available to them at the end of the primary school cycle and embrace lifelong learning, no matter the post-primary path they choose.

The age-old mergence between the two systems of education still stands the taste of time today. Just like the country's bilingual nature, Cameroon Primary Education under the Ministry of Basic Education (MINBASE) operates in a dual system (British and French). The primary education is offered by the state, the private individuals and the mission to every citizen at different cost. Since the UNESCO's operation education for all (2000), the Cameroon government declared primary education free, compulsory and opened more schools around the country to increase access and affordability by all. Although declared free, families pay for uniforms, book fees, and sometimes even anti-malaria prophylaxis for pupils. Primary education is one of the most populated levels of the Cameroon educational chain. It is the basic

and happens to be one of the most delicate as it faces numerous challenges from personnel, to infrastructure, funding and even leadership.

According to Nguimbous, (2018), between 2011 and 2017, the number of elementary schools identified in Cameroon improved from 14,712 to 18,596, an increase by 26.7%. in the same light, the number of teachers grew by 23% from 79,181 to 97,333 over the same period. However, indicated in the document, the number is unevenly dispatched across the country. For 1.2 million pupils registered in the central and coastal region, there are only about 40,000 teachers, 31,000 classrooms and 6,000 schools. According to the latest Human Development Index report published by the United Nations Development Program (UNDP), the average schooling time among young men is 7.6 years while the required time is 13 years.

The Primary School is offered in two systems as earlier mentioned. The Anglo-Saxon takes six years (from class 1-6) where the learners write the first school living certificate and the common entrance that grantee access into college. Meanwhile the francophone learners take 6 years and complete the sixth year with BEPC. The primary education is spurred by different yearly plans. The primary objective of the current plan, “Document de Stratégie du Secteur de l’Education et de la Formation 2013-2020” is the achievement of quality universal primary education. This objective aligns with the national strategy for growth and employment goal of providing the production system with human capital capable of supporting economic growth. The country has made notable progress in recent years on some indicators, including increasing the textbook/learner ratio, recruiting and deploying new teachers and assessing learning outcomes.

It is worth noting that law No.98/004/ of 14th April 1998 on the guidelines for education, in its first chapter organised the educational system of Cameroon. In section 14, it states that the organisation and control of education at all levels shall be the duty of the state.

### **1.7.2. Thematic scope**

The central themes of this study are, Formative Assessment Strategies, Competence-Based Approach and Learners’ Acquisition of Competences. The underlying philosophy of the CBA requires that learning should be based on the potentials of the learner. The learner should be responsible for his/her own learning. Focus is on learning and not on teaching. It is important for the classroom teachers to diligently determine the characteristics of their learners. Lesson preparation should always implicitly or overtly provide, for inclusiveness and for multiple intelligences for gender equity. The CBA facilitates the development of skills through the practice of Project Based Learning, Cooperative Learning and Integrated Theme Learning.

Through literature, various Scholars have given a variety of educational interpretations to the concept of competency, depending on the educational systems and respective objectives. According to Scallon, (2000), competency is the capacity of an individual to mobilise resources in order to solve a problem. Giovanni and Lucian (2011) see competency as a combination of knowledge, skills and attitudes; the successful application of these in practical situations. They go ahead to indicate that schools should facilitate learning in the practical application of knowledge, attitudes and skills by placing them in situations that will allow them to operate and interact, producing observable results. To Roegiers, (2006) competency is what permits each person to correctly realise a complex task. According to Jonnaert, (2009), Competency is a person's or group of persons' abilities to apply knowledge, behaviours or attitudes, know-how or adaptability in a given situation. The scholar adds that Competency is always contextualized in a specific situation and always depends on how the person views the situation. To Tardif (2006), Competency is complex knowing how to act supported by effectively drawing upon and combining a variety of internal and external resources within a family of situations.

The interest of this study is examining how teachers create or strengthen the cultures of formative assessment in the context of CBA for the acquisition of Competences in the English Language. Heckhausen and Heckhausen, (2018), state that in a culture of evaluation, teachers and school leaders use information on learners to generate new knowledge on what works and why, share their knowledge with colleagues, and build their ability to address a greater range of their students' learning needs. A culture of evaluation refers to the development of a shared language regarding the goals of learning and teaching, as well as a shared understanding of the purposes of evaluation in meeting these goals. Several OECD countries support school-based assessment as a key component, either as the primary or only form of school-level evaluation, or as a complement to external testing, inspections and programme evaluation. All education stakeholders are thus focused on developing strategies for school improvement. School-based evaluation helps school leaders and teachers to focus their attention on resources and organisational challenges, and to develop solutions appropriate to their circumstances. Assessment in CBA enhances learner's performances and also improves the schools systems' achievement.

As one of the major themes, this study centres on formative assessment strategies playing a leading role in classroom practices through the teaching/learning process till evaluation as seen below.

Formative assessment establishes a classroom culture that encourages interaction and the use of assessment tools. The concept of formative assessment was first introduced in 1971 by Bloom, Hastings and Maddaus (Guskey, 2005). They formally introduced the idea that assessment need not be used solely to make summative evaluations of student performance, arguing that teachers should include episodes of formative assessment following phases of teaching. During these episodes teachers should provide learners with feedback and correction as a way to remediate learners' work. Most experts now consider formative assessment as an on-going part of the teaching and learning process. Formative assessment thus becomes a central element in teaching and learning.

Formative Assessment strategies form learning goals, and tracks individual student progress toward those goals. Several OECD countries have established general standards for learners' achievement, and monitor learners' progress toward those standards (Kluger and DeNisi, 1996). Teachers in several of the schools worked together to define the standards in more detail, developing and sharing criteria with colleagues and learners, and developing new internal systems to track individual learners' progress. Teachers in the schools look to these objective standards to set out learning goals for learners, sometimes scaffolding these goals for weaker learners. The teachers have also moved away from traditional systems of marking, which tend to rely on "social comparison" of learner's performance (that is, comparison of each learner's performance with that of their peers) toward methods that allowed them to track an individual learner's progress toward the learning goals, as judged through established criteria. Ames, (1992), notes that, teachers' beliefs about the importance of effort, rather than ability, also play an important role in students' beliefs about themselves. Appropriate reference to an individual student's progress and opportunities to improve work based on feedback can help counter the negative impact of social comparisons.

Through Formative Assessment, teachers use of varied instruction methods to meet diverse student needs. Teachers in the case of contemporary schools adjust their teaching methods to meet the needs of a variety of students. In some cases, this means that they adjust teaching to recognise different emotional styles. Teachers note that more vulnerable students need help in developing greater emotional competency, (OECD, 2002). These teachers are concerned with building students' confidence in their own skills and knowledge and in their ability to manage their own learning. Social and cognitive psychologists, anthropologists and other social scientists have increasingly recognised that the knowledge and experiences children bring to school shape their learning experiences (Bruner, 1996; Schwartz, et al., 1999). Such prior knowledge is shaped, in part, by learners' ethnicity, culture, socio-economic class,

and/or gender. Teachers can help learners learn new concepts and ideas in ways that connect to their prior understandings and ways of looking at the world. Teachers who are attuned to variations in cultural communication patterns and sensitive to individual ways of communicating are more likely to draw out what children understand, and how they develop their understanding of new ideas (Bishop and Glynn, 1999). Research has found that parents can play an important role in this aspect too, because they share their children's life experiences, are well acquainted with their abilities and interests, and can help their children make connections between ideas (Schwartz, et al., 1999). According to Perrenoud, (1998) to the extent that pupils do not have the same abilities or the same needs or the same way of working, an optimal situation for one pupil will not be optimal for another "... One can write a simple equation: diversity in people + appropriate treatment for each = diversity in approach".

Early research findings suggest that there is a need for a fundamental re-thinking of approaches to reaching equitable learners' outcomes. But there is also a need for more refined research on the impact of formative assessment methods for different students. Such research might address whether and how formative assessment can address the needs of learners based on individual differences, such as emotional style, or ethnicity, culture, socio-economic class, and/or gender.

Teachers in the Competence-Based system use varied approaches to assessing individual learners' progress over time, in realistic settings, and in a variety of contexts, learners who may not perform well in certain tasks have the opportunity to demonstrate their knowledge and skills in others. Such varied assessments also draw out information on learner's ability to transfer learning to new situations – a skill emphasised as important to learning to learn and on how learner's understanding might be corrected or deepened. These varied assessments may include tests and other summative forms of assessment, so long as the information on student performance gathered in the tests is used to inform further learning Krampen, (1987). Summative results, when embedded in the wider teaching and learning environment, are more likely to be used formatively. They also help to lower the stress of tests, which can have a negative impact on the self-esteem of lower achieving students (Lam, 2000)

Ultimately, the goal of formative assessment in the dimension of CBA is to guide learners towards the development of their own "learning to learn" skills (also sometimes referred to as "metacognitive" strategies). Learners are thus equipped with their own language and tools for learning and are more likely to transfer and apply these skills for problem solving into daily life. They strengthen their ability to find answers or develop strategies for addressing problems with which they are not familiar. In other words, they develop strong "control"

strategies for their own learning. “Metacognition” involves awareness of how one goes about learning and thinking about new subject matter and is sometimes referred to as “thinking about thinking”. The learner who has an awareness of how he or she learns is better able to set goals, develop a variety of learning strategies, and control and evaluate his or her own learning process. As evidence of this, PISA 2000 found that: “... Within each country, students who use metacognitive and control strategies more frequently tend to perform better on the combined PISA reading literacy scale than those who do not...” The strategies are essential for effective self-regulation of learning because they help students to adapt their learning to particular features of the task on which they are working. Schools may need to give more explicit attention to allowing students to manage and control their learning in order to help them all to develop effective strategies, not only to support their learning at school but also to help them with the tools to manage their learning later in life”. (OECD, 2001)

Besides, this study centres on the acquisition of English Language competences. According to Ferril (2013), language competence related to one’s conscious and unconscious acquisition and understanding receptive and productive skills. Those skills are developed for the learner in communicating four level literacy: performative, functional, informational, and epistemic level. In the performative level, learners are expected to be able to read, write, listen, and speak using language symbols. In the functional level, learners are expected to use the language for daily life such as reading newspaper, instruction or direction. In the informational level, learners are expected to access information and knowledge through their proficiency. In the epistemic level, learners are expected to express the knowledge into target language. Gower et al, (2005) stated that those language skills are learned interactively. Brown, (2001) called it as whole language approach and Orellana, (2011) called it as integrated-skill-approach; all primary skills such as listening, reading, writing, speaking, vocabulary, spelling, pronunciation, syntax, word formation and other components must be integrated and optimized in the communication.

### **1.8. Significance of the study**

In view to work towards the MDGs, Cameroon has signed a number of conventions and put in place policies aimed to guarantee quality and sustainable education. Besides, every research exercise carried out is important and beneficial either directly or indirectly. This can either be in terms of the discipline or the scientific field under which it is conducted (theoretical interest) and the area or population concerned (practical interest). Therefore this study is relevant as it hope to generate findings on how primary school teachers could use formative

assessment strategies in the teaching of English Language for learners to acquire the skills of listening/speaking, reading and writing. Although the study involved a limited sample, it is intended that the findings could be significant in the following ways;

First, the study is carried out in the faculty of Sciences of Education, Department of the Didactics of Disciplines with Specialty, English Language. The study might help the department of didactics in strengthening educational policies related to formative assessment strategies in the primary school. It is hoped that educational policy makers in Cameroon will give a rethink on formative assessment in primary schools, provide the proper training to teachers necessary to perform their task with expertise. It might also help primary education stakeholders at the ministerial level to review their assignments of inspection aimed at monitoring learners' progress in the learning process and deployed to put more value on basic education in Mfoundi Division in particular and Cameroon in general.

Secondly, this study might benefit primary school teachers because they will be provided with assessment strategies that are responsive and relevant to their needs. Being the engineers in the field of education, this piece of work will give the teacher an in-depth and a mirror through which assessment in the various areas of English Language could better be organised. By implication, this work will go a long way to help teachers improve on their classroom output as well as professional development.

Thirdly, the Teacher Education Institutions might apply the findings of this study by including more contents related to assessment of primary school children in their pre-service education programs.

Fourthly, Learners might benefit significantly from this study. Quality assessment practices will help learners acquire skills in listening, speaking, reading and writing which will equally facilitate their mastering of other primary subjects. Learners' academic performance will increase and the integration in the world or society world would be easier.

Besides, one benefit seen in this study is the opportunity for its findings to be used as a basis by other researchers and didacticians to replicate the study in different classrooms and different teachers within the Cameroon context.

The findings of this study might be of socio-economic importance. The government of Cameroon aims at schooling aligned more closely with the needs of industries. This study might help the government achieve the economic needs of the country because wastage resulting from low internal efficiency (for example, failure of students in examinations and dropout), coupled with low external efficiency (inadequate relevance of programmes of instruction to the priority development needs of the country) might reduce. This implies that

the acquisition of competences in the domain of English Language is essential for lifelong learning which ensures full participation in today's global society.

### **1.9. Originality and Pertinence of the Study**

This study investigates the influence of formative assessment in the context of CBA on primary school learners' acquisition of English Language competences. The originality of the study can be seen in the following dimensions: First, no works have been carried out in the field of didactics in this area of study yet. Secondly, a few works carried out on formative assessment strategies are not linked to English Language skills acquisition. Thirdly, studies carried out on both Competence- Based Approach and Formative Assessment are disjointed and hardly linked to each other. Some authors have written on CBA, meanwhile others have written on Formative Assessment but known have written on Formative Assessment Strategies in the context of CBA linked to the acquisition of English Language competences. From the findings of this study, a model of formative assessment strategies in the context of CBA is proposed. The proposed model can be practically applied in a real life classroom situation and it would be of help to learners' acquisition of English Language competences.

This study is pertinent as a research work conducted in social sciences and is of great relevance, scientifically, practically, and socially. Scientifically, this work is relevant in the sense that the study identifies the problem; learning insufficiency due to the limitation in the use of feedback, peer assessment, questioning techniques and the sharing of lesson objectives resulting to the non-acquisition of English Language competences, and the proposition of a model which might fill or curve the gap. Equally, the topic was found pertinent for a scientific work and approved by university authorities before the study began. Three pre-defences have been carried on the topic in the course of this study in the Faculty of Sciences of Education under the department of didactics of disciplines and the work was seen relevant and was validated. Most importantly, the supervisors of this research work have done a thorough and systematic followed up of this study and have found it scientifically pertinent.

The study is also pertinence from a social perspective. Through the field work carried out, we were able to get teachers' perception of formative assessment strategies. This was possible, through the pre-observation of teachers' and learners, the questionnaire they responded to and the interviews granted. Teachers could express themselves on what they understand and do in order to implement formative assessment in the classroom. Thus, the study is pertinent because it gives an insight on what is being done and what is not being done as far as the implementation of educational policy on CBA is concern. The results of the study

would help educational stake-holders to re-think on CBA and its strategies as an approach for academic success.

Lastly, this study was motivated by the inability of children who have effectively completed primary to read and write material intended for their level. It was therefore connected to finding solutions to the problem (how teachers use formative assessment strategies influence learners acquisition of English Language competences) under study and answers to pertinent questions posed by researcher at the beginning of the work. The researcher had the opportunity to analyse the pedagogic situation Vis a Vis the didactic situations. The findings of the study could generate more researcher work in related areas to pave a way for the improvement of educational policies in Cameroon.

Through the many books and articles the researcher read, from interaction with other researchers and the supervisors of this piece of work, the researcher's academic as well as scientific knowledge increased. This increase in knowledge forms a base for many more research work ahead.

## **CHAPTER TWO: THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE**

This chapter focuses on the definition of some key concepts used in the study, the theoretical framework, the empirical review of works and views expressed by some authors and researchers in related areas of the study. Furthermore, it examines the knowledge gaps and controversies in the previous research, states the Research Hypotheses and defines the variables.

### **2.1. Conceptual Framework**

This section examines in detail the key concepts used in the study for a better understanding of these concepts and how related and significant in the study. These concepts include, Formative Assessment Strategies, Competence-Based Approach, Acquisition of Competences, and English Language Competences

#### **2.1.1. Formative Assessment Strategies**

Four concepts on formative assessment strategies will be defined and analysed in this section of the study but before we do that, we will examine the underlining concept of assessment before.

##### **2.1.1.1. The Concept of Assessment**

Freiberg and Driscoll (1996), refer to assessment as a strategy for measuring knowledge, behaviour, performance or attitude. While Jones et al., (1996) regards assessment as a means that describes and classifies learner's performance in tests, examination. According to Neil et al., (1996), "*Assessment* is the collection of relevant information that may be relied on for making decisions. Assessment is therefore a way of testing an individual's cognitive, academic, behavioural, social-emotional, and adaptive functioning.

Assessment practice is something that cannot be considered in isolation. Assessment influences, and is influenced by, every aspect of the institution. The learners, the educators, the organisation and even the discipline, impact upon how assessment is designed, delivered, received and regarded. The assessment context may be considered the key to understanding assessment in action. Vocational requirements and institutional policies, as well as the culture of departments and disciplines, shape educators' views about assessment design. Learners' prior experiences and backgrounds influence their understanding of feedback and assessment

as well as their capacity to successfully engage with assessment tasks. The overall program of study, team processes and learning environments also may mandate how learners experience assessment. The art of developing assessment lies in educators adapting assessment concepts to their local requirements.

Assessment involves deciding, collecting and making judgments about evidence based on individual student progress and achievement of learning goals (Harlen, 2004). Three broad purposes of assessment in schools are to inform and support learning, to report achievement for certification, progress or transfer and to satisfy the demands of public accountability (Black, 1998).

Assessment helps focus attention on the learning progress and outcomes of each student. Collecting learners' assessment information is essential to improve teaching and learning strategies and meet information needs at the level of students, parents, teachers, school leaders, policy makers and the general public. Learners need to be clear about what they are aiming to learn and which indicators and criteria are appropriate to evaluate progress and inform future learning. Engaging learners as active participants in assessment will help them develop capabilities in analysing their own learning and becoming self-directed learners. Parents typically want to know how their children are doing and progressing in relation to expected standards and in comparison, to others in the same age group. Providing assessment information to parents is key factor to building strong school-home partnerships by making parents aware of learning goals, their children's progress and priorities for further learning (Brookfield, 2001).

Teachers need assessment information that is reliable and consistent across schools in order to understand student strengths and weaknesses in relation to expected standards, to target future teaching and improve classroom instruction. School leaders can use such information for school self-evaluation processes and to provide accountability information to their employers and the educational administration. Policy makers need aggregated assessment information to monitor the performance of schools and education systems and ensure that national education goals are met. Society at large also needs credentials about the quality of education and the achievement of standards in the education system. This study tries to identify the effective application of formative assessment in the Cameroonian Primary School and learners' acquisition of competences in the English Language.

A common distinction in literature is that between formative and summative assessment (Bennet, 2011). It was Scriven, (1967) who first, within the context of program evaluation, introduced the concepts summative and formative evaluation. According to Scriven in

(Bennett, 2011) ‘summative evaluation provided information to judge the overall value of an educational program (as compared to some alternative), whereas the results of formative evaluation were aimed at the facilitation of program improvement’. Bloom (1969) distinguished between formative and summative evaluation in the same way, but within the context of student assessment in mastery learning. Formative evaluation is aimed at providing feedback and correctives at each stage of the learning process, whereas summative evaluation referred to tests given at the end of an episode of teaching with the aim of grading or certifying students (Bloom, 1969; Hasting and Madaus, 1971). In doing so Bloom mixed the purposes of assessment with the use of its results in determining whether assessment is formative or summative. Later on Sadler, (1989) authors used the term formative assessment instead of formative evaluation to emphasize the focus on students instead of programs.

Other scholars Bennet, (2011); Halverson, et al., (2007); Roos and Hamilton, (2005) base the distinction between the two concepts; formative and summative assessment just on the actual use of the assessment evidence, as the same assessment instrument and evidence could be used for both summative and formative purposes. For these authors the purposes are hardly distinguishable and formative and summative assessment can coexist as primary and secondary purposes of the same assessment (Black et al, 2009). Formative assessment is a broad concept that covers many definitions. Brookhart, (2007) shows how the concept of formative assessment evolved in the course of time. Nowadays definitions of formative assessment could be characterized by referring to information on the learning process (Scriven, 1967), that can be used by teachers to take decisions on teaching and learning (Bloom, 1969), that actively engages students through self- and peer assessment (Sadler, 1989) and that motivates students (Black et al., 2007)

According to McClarty and Gaertner, (2015), Competency Based Education assessment can take a variety of format; objective scored assessment, (like MCQ, true or false), performance-based assessments, essays, group projects or simulated environments, real world observation. They however add that the validity and reliability of a test influences its credibility.

The Competence Based Education (CBE) otherwise known as Pedagogy of Integration seems to offer the opportunity to breakdown the wall that stands in between the theory and the actual practice of the acquisition of competencies through its assessment policy. This approach helps learners to implement knowledge, skills and attitudes they get from the classroom into the real life (the family, community and society at large).

The new primary school curriculum, when examined closely outlines laudable learning outcomes or competences to be developed in learners to meet their needs of everyday communication, lifelong learning and professionalism. Regrettably, most teachers limit assessments to course textbooks exercises, past questions etc. This mediocrity indicates lack of planning of teaching/ learning activities in the English Language. Klein, (2013), attests that assessment is the core of the entire CBE enterprise and he explains that competencies do not represent inputs but outcomes that learners' assessment can measure.

Classroom assessment embraces a broad spectrum of activities from constructing paper-pencil tests and performance measures, to grading, interpreting standardized test scores, communicating test results, and using assessment results in decision-making. When using paper-pencil tests and performance measures, teachers should be aware of the strengths and weaknesses of various assessment methods, and choose appropriate formats to assess different achievement targets (Stiggins, 1992).

Test items should match with lesson objectives and instruction to ensure content validity (Airasian, 2003), reflect adequate sampling of instructional materials to improve test reliability, and tap higher-order thinking skills. In performance assessment, validity and reliability can be improved by using observable and clearly defined performance tasks (Airasian, 1994), detailed scoring protocols, multiple samples of behaviours evaluated by several judges (Dunbar et al., 1991), and recording scoring results during assessment (Stiggins and Bridgeford, 1985). Teachers should be able to revise and improve teacher-made tests based on test statistics and item analysis.

Grading and standardized testing are two important components of classroom assessment. Since grade-based decisions may have lasting academic and social consequences (Popham, 1997), teachers should weigh assessment components according to instructional emphasis (Airasian, 1994) and base grades on achievement-related factors only. Grading criteria should be communicated to students in advance and implemented systematically to handle regular as well as borderline cases (Stiggins et al., 1989). In terms of standardized testing, teachers should avoid teaching to the test (Mehrens, 1989), interpreting test items, and giving hints or extra time during test administration. Teachers should appropriately interpret test scores and identify diagnostic information from test results about instruction and student learning (Airasian, 1994).

To communicate assessment results effectively, teachers must understand the strengths and limitations of various assessment methods, and be able to use appropriate assessment terminology and communication techniques (Stiggins, 1997). Specific comments rather than

judgmental feedback are recommended to motivate students to improve performance (Brookhart, 1997). When using assessment results, teachers should protect students' confidentiality (Airasian, 1994). Teachers should also be able to use assessment results to make decisions about students' educational placement, promotion, and graduation, as well as to make judgment about class and school improvement (Stiggins, 1992). In 1990, the American Federation of Teachers (AFT), the National Council on Measurement in Education (NCME), and the National Education Association (NEA) issued Standards for Teacher Competence in Educational Assessment of Students. These standards are currently under revision. According to the standards, teachers should be skilled in choosing and developing assessment methods, administering and scoring tests, interpreting and communicating assessment results, grading, and meeting ethical standards in assessment. The assessment literature and the standards, form the theoretical framework for the investigation of teachers' assessment practices and skills in this study. Below is detailed information on assessment practice skills, general features of effective assessment, types and forms of assessments that could be practiced in the classroom and the assessment formats.

### **Assessment Practices and Skills**

Teachers' concern about the quality of classroom assessment varied with grade levels and slightly with subject areas (Stiggins and Conklin, 1992). There was an increased concern among teachers about the improvement of teacher-made objective tests at higher-grade levels; mathematics and science teachers were more concerned about the quality of the tests they produced than were Language teachers. Higher-grade level mathematics teachers were found to attach more importance to and use more frequently homework and teacher-made tests in classroom assessment than lower-grade level teachers (Adams and Hsu, 1998). Two points are noteworthy about the existing literature. First, assessment practices and assessment skills are related but have different constructs. Whereas the former pertains to assessment activities, the latter reflects an individual's perception of his or her skill level in conducting those activities. This may explain why teachers rated their assessment skills as good even though they were found inadequately prepared to conduct classroom assessment in several areas.

Current literature is scarce in simultaneous investigation of assessment practices and assessment-related perceptions. Secondly, classroom assessment involves a broad range of activities. Teachers may be involved in some activities more than in others due to the nature of assessment specific to the grade levels and content areas they are required to teach. Although the existing literature has suggested that grade levels and subject areas may

account for some variations in classroom assessment (Stiggins and Conklin, 1992), none of these studies, however, have covered sufficiently the broad spectrum of classroom assessment. The research is therefore addressing teachers' assessment practices and their self-perception on CBA Assessment strategies in the teaching of English Language skills.

According to Brookhart's (1997) model, teachers' use of distinct types of assessments is one aspect of the classroom assessment environment. For the most part, assessment methods can be classified as traditional or alternative based on the realism and complexity of the assessment tasks and the amount of time needed for the assessment (Gronlund, 2006 in Alkharusi, 2008). Traditional assessments such as multiple choice, true-false, and matching items are often lower in realism and complexities of the tasks assessed but require little time to administer and score (Alkharusi, (2008). Alternative assessments such as portfolios, observations, and other performance-based assessments are higher in both realism and complexity of the tasks assessed but requires more time to use and score than traditional assessments (Gronlund, 2006, in Alkharusi, 2008).

On assessment, CBA emphasizes the use of formative assessment to attain the goals of prescribed the prescribed competences. CBA expects teachers to assess students frequently using true assessment methods (Paulo and Tilya, 2015). Teachers are expected to use correct assessment methods such as portfolios, classroom or field observation, projects, oral presentations, self-assessment, interviews and peer-assessment (Kitta and Tilya, 2010). Correct assessment methods are more beneficial for competence based approach than other methods of assessment because they offer opportunity for students to demonstrate the competencies they have learned in real life or similar situation. In addition, a more formative assessment process done formally and informally before, during and after the learning process is usually advocated in competence-based approach (Mulder, 2004).

It is focused on both subject specific competences and key competences using authentic assessment methods and not conventional paper and pencil tests usually implored in content-based approach assessment. Authentic assessments engage students in tasks similar to the tasks in which students will engage in their life outside the classroom and probes for students' higher-order skills such as critical thinking and problem solving (Kouwenhoven, 2010). Further, assessment practice emphasizes on the provision of feedback which continuously, timely and constructively inform learners about the strength and weakness of their performance. Feedback is normally descriptive, directly linked to learning goals and pin point what is well done, what needs improvement and how to improve (Kitta and Tilya, 2010). Another important feature of assessment is that it should align with the curriculum which, in turn, is aligned to the standards,

and that they measure learning in terms of how students perform, using as much as possible, a real-life situation as cited in (Ambe, 2017).

### **General Features of Effective Assessment**

In order to provide direction and raise the student's level of performance, assessment must be factual, and it must be aligned with the completion standards of the lesson. McClarty and Gartner, (2015) believe that CBE programs should gather evidence corresponding to the five validity elements described in Standards for Educational and Psychological Testing. Specifically, CBE programs should:

- clearly define the competences,
- provide an explicit link between the skills measured by the assessments and those competencies,
- demonstrate that learners' behaviors or thought processes during testing reflect the competencies,
- Relate performance on competency assessments with other measures of the same competences, and
- document the empirical relationship between assessment scores and future outcomes (such as success in the workplace or attainment of a more advanced competency). An effective assessment displays the characteristics shown on the table below.

**Table 6: Summary Features of Effective Assessment**

<b>Characteristic</b>	<b>Elements</b>
Fairness	Learners should be given equal opportunities to express what they know and can do.
Reliability	The instrument or method should measure in a consistent manner the performance of the learners.
Validity	The assessment should have the ability to measure what it intends to measure. That is, provide information which is both valuable and appropriate for the purpose intended.
Objectivity	The assessment tool should be focused on to measure learners' knowledge and understanding of specific concepts.
Flexibility	Learners should be provided with increased choices, convenience and learners' entire performance be taken into consideration.
Specific	Learners should understand specifically what they are expected to do. So, the teacher's instruction and recommendation should be clear and specific.
Comprehensive	Requires a careful selection of the right assessment tool at the right time to provide the right information.
Constructive	The assessment should be able to bring into alignment the predetermined competences, the teaching learning activities and the assessment type.
Organized	Arranging the work in an acceptable logical that makes meaning to the learners.
Wash back	The assessment tool should determine the extent to which the assessment affects a learner's future knowledge development.

**Source: This Study, (2022)**

The effect of testing on teaching and learning determines the extent to which assessment affects a learners' future knowledge development. Messick, (1996), states that the wash back effect may refer to both the promotion and the inhibition of learning (beneficial versus harmful or negative) wash back. A test that provides beneficial wash back positively influences what and how teachers teach, positively influences what and how learners learn, offers learners a chance to adequately prepare. The wash back effect gives learners feedback that enhances their language and general knowledge development is more formative in nature than summative and provides conditions for peak performance by the learner.

Positively, many enrollees in test-preparation courses report increased competence in certain language-related tasks (Chapelle et al., 2008). In classroom-based assessment, wash back can have a number of positive manifestations, ranging from the benefit of preparing and reviewing for a test to the learning that accrues from feedback on one's performance. Teachers can provide information to students on useful diagnoses of strengths and weaknesses. Wash back also includes the effects of an assessment on teaching and learning prior to the assessment itself, i.e., on preparation for the assessment. The challenge to teachers is to create classroom tests that serve as learning devices through which wash back is achieved. Wash back enhances a number of basic principles of language acquisition: intrinsic motivation, autonomy, self-confidence, language ego, inter-language, and strategic investment. Some ways to enhance wash back include; commenting generously and specifically on test performance. Formative assessment provides wash back in the form of information to the learner on progress towards goals.

### **Types of Assessments**

There are four basic ways to collect assessment information (three if you count portfolios as a collection of other assessment methods): paper-and-pencil assessments, performance assessments, assessments based on oral communication, and portfolios. Three different kinds of assessment information feedback can be generated for each: objectively scored numerical data, subjectively scored numerical data, and written feedback. According to Moss, (2003) three types of feedback times four types of assessments gives twelve basic categories to choose from, with a lot of variation within each one! Not to worry, though. Knowing the range of options you have to choose from actually makes deciding on an assessment easier. Once you know what content domain you are assessing and what the purpose is, choosing an assessment becomes a matter of finding the best kind of assessment for its intended use. Then designing the specific assessment is less like staring at a blank screen and more like "writing to specifications."

**Table 7: Assessments Types**

<b>Assessment</b>	<b>Role</b>	<b>Examples</b>
Paper pen	-Objective testing where learners sit for an examination.	-multiple-choice, True or false, Matching, fill- in items, essay
Performance Assessment	-observation and judgment to assess the process or/ and product of learning	-term paper, academic or technical project, oral report, group demonstration.
Oral Communication	- Used to get feedback during a lesson or a teaching learning process.	-oral questioning and answering
Portfolios	Collecting learners' work over a period of time.	-keeping track by scoring and recording scores of different learners' activities.

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**This study, (2022)**

### **Assessment formats**

Assessment can take be carried out using various formats like written test, multiple choices, alternative responses, matching exercises, completion types, essay writing, quizzes, open- book tests, oral tests and performance tests as summarized on the table below.

**Table 8: Assessment formats**

<b>Assessment</b>	<b>Method</b>
Written test	Administered on paper by writing or typing within a given space of time.
Multiple-Choices	Candidate must choose which answer or group of answers is correct.
Alternative responses	Questions present candidate with a binary choice – a statement is either true or false.
Matching-type	Matching item is an item that provides a defined term and requires a test taker to match identifying characteristics to the correct term.
Completion-type	A fill-in-the-blank item provides a test taker with identifying characteristics and requires the test taker to recall the correct term.
Essay	Require a test taker to write a response to fulfill the requirements of the item.
Quizzes	A brief assessment which may cover a small amount of material that was given in a class.
Open-book test	An open-book test allows the test taker to access textbooks and all of their notes while taking the test.
Oral tests	A test that is answered orally (verbally)
Performance test	a performance test is an assessment that requires an examinee to actually perform a task or activity, rather than simply answering questions referring to specific part

Source: This Study, (2022)

### **Forms of Assessments used in the Primary School in Cameroon**

In the Primary School in Cameroon, different forms of assessment are recommended for use in the teaching-learning process. These are: pre-assessment or diagnostic assessment, formative assessment and summative assessment.

### **Pre-assessment or Diagnostic Assessment**

According to Phelps and Richard in *Synergy for Better Learning* (SBL, 2013), diagnostic evaluation is a type of formative assessment which takes place at the beginning of a study unit in order to find a starting point or base line for learning and to better develop programs. It further helps to identify students who are at the verge of failure in order to uncover

the source of their learning difficulty and to plan for an appropriate supplemental intervention or remediation. Before creating the instruction, it's necessary to know for what kind of learner you are creating the instruction. Your goal is to get to know your learners' strengths, weaknesses and the skills and knowledge they possess before taking the instruction. Based on the data you have collected; you can create your instruction.

A diagnostic assessment is a pre-evaluation that allows the teacher to discover how much knowledge a student has on a subject matter. In other words, it is used to gauge the level of a student's knowledge and to discover any learning gaps they might have. They happen at the beginning of a learning experience; that is, a unit, lesson quarter or period of time. Diagnostic assessments are "low-stake" assessments because they are non-graded and do not determine whether the student moves to the next educational level (Samana, 2013). Rather, they show a student's strengths and weaknesses regarding a specific field of study. With this information, the teacher can make any required adjustments to the learning framework to get the most results.

To describe an assessment method as "diagnostic", it must meet the following criteria:

- A diagnostic assessment should happen at the beginning of a learning experience such as a new semester or lesson unit.
- It should focus on understanding a student's current knowledge base
- A diagnostic assessment should identify the strengths and areas of improvement for the student.
- It should be non-graded
- It should establish a baseline to compare what a student knew prior to a lesson and what they learned after in order to measure growth.

### **Formative Assessment**

According to Osborne and Bal formative assessment helps the teacher to identify aspects of learning as it is developing in order to deepen and shape subsequent learning. Moreover, formative assessment is used in the first attempt of developing instruction. The goal is to monitor student learning to provide feedback. It helps in identifying the first gaps in one's instruction. Based on this feedback one will know what to focus on for further expansion for one's instruction. In addition, it is essentially a pedagogic process which involves frequent interactive check of students understanding to identify learning gaps, one need and to provide feedback to students and adapt teaching strategies (Black, 1998). According to Looney (2011), it involves normal day-to-day teaching and learning processes and may include practices like

class participation, questioning and feedbacks. It is based on this that William (2006) attest that it is essentially to provide timely feedbacks to students, to help students to feel safe take risk and make mistakes, it also helps to diagnose students learning needs and differentiate learning accordingly. Formative assessment is the major variable of this study and details on this form of assessment are given in the subtitle, formative assessment as implicated in the study.

### **Summative Assessment**

Summative assessment, summative evaluation, or assessment of learning is the assessment of participants in an educational program. Summative assessments are designed to both assess the effectiveness of the program and the learning of the participants. This contrasts with formative assessment, which summarizes the participants' development at a particular time in order to inform instructors of student learning progress (Richter, 2012). The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark. Summative assessments may be distributed throughout a course or often after a particular unit (or collection of topics). Summative assessment usually involves students receiving a grade that indicates their level of performance (Richter, 2012). Grading systems can include a percentage, pass/fail, or some other form of scale grade. Summative assessments are weighted more than formative assessments.

Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include: a midterm exam, a final project, a paper, a senior recital, or another format. Summative assessment is used as an evaluation technique in instructional design. It can provide information on the efficacy of an educational unit of study. Summative evaluation judges the worth, or value, of an educational unit of study at its conclusion. Summative assessments also serve the purpose of evaluating student learning. In schools, these assessments can be in a variety of formats: traditional written tests, essays, presentations, discussions, or reports using other formats. There are several factors for designers of summative assessments to take into account. A summative assessment must have validity. That is, it must evaluate the standards or learning objectives that were taught over the course of the unit. Second, a summative assessment must be reliable: the results of the assessment should be consistent. In other words, the assessment should be designed to be as objective as possible, though this can be challenging in certain disciplines.

Harlen et al., (2002), opines that summative evaluation helps to summarise learning that has taken place in order to record marks or certify achievements. Again, Summative assessment is aimed at assessing the extent to which the most important outcomes at the end

of the instruction have been reached. But it measures more: the effectiveness of learning, reactions on the instruction and the benefits on a long-term base. The long-term benefits can be determined by following students who attend one's course, or test one can see whether and how they use the learned knowledge, skills and attitudes.

According to Ricci, (2009), summative assessment usually occurs at the end of the learning units, term, school year or educational level. The results can be reported in diverse ways such as through marks, transcripts, certificates and qualification. The intention of designing summative assessment is to motivate students to increase efforts and achievements, to select a group of students according to their achievement levels, to certify learning and award certificates.

**Table 9: Assessment forms and their Characteristics**

Assessment	Characteristics	Examples
Diagnostic	-Focus on understanding learners' previous Knowledge on a lesson, -identifies strengths and areas of improvement for learners, -None graded -Baseline to compare what learners know prior to a lesson and what they learn in order to measure progress.	-survey questionnaire, -unit pre-test -checklist, -curriculum base measurement, -impromptu quiz.
Formative Assessment	-Assessment For Learning, -Track progress towards learning target, Happens while learning, Reveal to teacher/learner increment, of achievement and how better to do next.	-class participation, -questioning and getting feedback
Summative Assessment	-Assessment of learning, -Summary of how much learners have learned at a particular point, -guide grade on report cards, -give clue to whether learners can progress to next level, -guide grade to award certificates.	-a midterm exam, a final project, a paper, marks, transcripts, certificates and qualification.

Source: This Study, (2022)

### 2.1.1.2. Formative Assessment as Implicated in the Study

According to Rotenberg, (2005), formative assessment is classroom research to provide useful feedback for the improvement of teaching and learning. That is, feedback from the

learner to the teacher about the learner's learning. Formative assessment is carried out within the learning process, Smart Tutor (2008-2013), states that, formative assessment is embedded within the instructional process, and it is used to determine the needs. Formative evaluation therefore aims at regulating the learning process and getting feedback from the same process. Regulation can be done by adjusting pedagogic approaches or the teacher adjusts his or her methodology.

Many researchers report on the history of formative assessment such as: Bennett (2011), Filsecker and Kerres, (2012). Scriven, (1966) used the term 'formative evaluation' for the first time and it was then recalled by Black and Wiliam, (2011) as the flexible and continuous assessment of education quality. Decades later, the term 'formative assessment' has been widely used instead and it still assures its purposes (Filsecker and Kerres, 2012). Formative assessment focuses on expected learning outcomes (Gikandi et al., 2011) when it provides formative feedback during study and assists students' further progress.

Accordingly, a pedagogical strategy formative assess (FA) focuses on a shared role among teachers, peers and the individual learner; it concentrates on collecting and eliciting feedback. Garrison and Ehringhaus, (2007) indicate that when teachers use sound instructional practice for the purpose of gathering information on student learning, they are applying this information in a formative way. In this sense, formative assessment is pedagogy and clearly cannot be separated from instruction. In the past, formative assessment was given more attention at primary and high schools (Clark, 2013). Recently the research has extended to higher education (Boud and Molloy, 2013). However, formative assessment was also argued as having a range of advantages such as creating motivation for learners, engaging them in studying and helping them self-regulate their studying (Boud and Molloy, 2013).

The recent definition of formative assessment has focused on the process and distinctive roles of teachers and learners and the use of learning evidence. This requires teachers and learners to make a change in their practices in engaging and integrating formative assessment in a constructive way in a collaborative and respectful learning environment. There are also five core practices proposed from the revised definition; clarifying learning goals and success criteria within a broader progression of learning, eliciting and analysing evidence of student thinking, engaging in self-assessment and peer-feedback, Providing actionable feedback and using evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps.

Most research discussed three key factors in learning and teaching: establishing where the learners are in their learning; establishing where they are going; and establishing what needs

to be done to get them there (Black and Wiliam, 2009). As Heritage (2010a) suggested, formative assessment should be transitioned from the measurement paradigm to the learning paradigm to facilitate and support student learning. The model of five factors in formative assessment has been developed and applied widely including sharing learning expectations, questioning, giving feedback, self-assessment and peer assessment (Black and Wiliam, 2009). Iron, (2007) in Iron, (2021) indicates that there would be strong evidence of learning progress if there were a comparison between lecturer assessment, peer assessment and self-assessment. Bennett, (2011) supported this view and these factors because they ‘help students develop internal standards for their work, reflect upon it, and take ownership of learning.

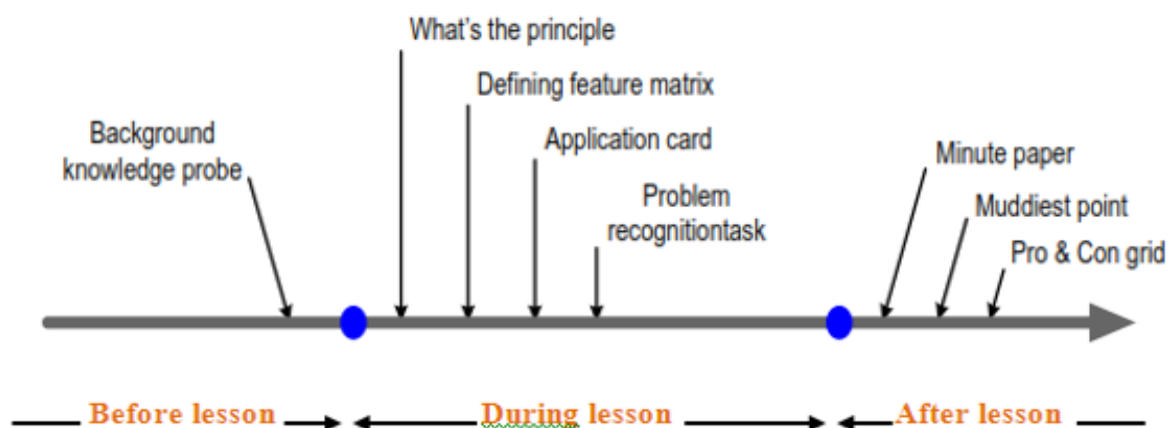
Centralized in these five factors, other research has supplemented, added or subtracted other elements such as learning progressions, learning goals or targets, descriptive feedback, self- and peer assessment and collaboration (Ruland, 2011), in which ‘questioning’ has been removed and placed by ‘learning progression’ and ‘collaboration’. This change makes sense with modern approaches towards the learning journey and collaborative problem-solving skills which form students’ identities (Le and Wubbles, 2018). Students are supported in every activity of studying and receive proper and timely feedback. In sum, Black and William, (2009) counted ‘questioning’ as a factor of formative assessment while Heritage (2010), William (2010) and Ruland, (2011), do not consider this factor in formative assessment strategies. This study will examine if ‘questioning’ fits into the model of formative assessment in this scope of study.

In addition, one contemporary model excludes self-assessment and peer assessment from the model because formative assessment and peer assessment are considered other kinds of assessment that can be separated from formative assessment, grouped into students’ reflection. In other words, factors such as class size, clear instruction, and reflection, issues of psychology, curriculum, pedagogy and resubmitting learning products might be operational factors of this model which provides food for this study. A class of around 30 would be ideal for teachers to connect lessons with the dynamic, interactive environment which could be created by social norms (Boaler and Humphreys, 2005) in (Black and William, 2009).

The model used in this research is adapted from the factors suggested in studies by Leahy et al., (2005) and Wiliam and Thompson, (2007) in Black and William, (2009) which concentrates on four main elements involving the role of teacher, peers and individual learners. Formative assessment is often viewed as more of a natural part of the teaching and learning process. It can include strategies such as observations, having learners read out loud, and asking learners questions in class, as well as the use of different types of tools, like digital games. This

type of testing is used to gauge student learning during the lesson. Often, teachers are evaluating student learning without even knowing it. It is informal and low-stakes, meaning that the kind of decisions that are made from these types of assessments should be limited to informing and adjusting instructional practices, such as re-teaching a lesson or grouping students for extra help. They are designed to give students the opportunity to demonstrate their understanding the learning material. Schools normally do not send home formal reports on formative testing, but it is an important part of the teaching and learning process. If you help your children with their homework, you are likely using a version of formative testing as you work together.

The concept of formative assessment may be applied at the school and policy levels, to identify areas for improvement and to promote effective and constructive cultures of evaluation throughout education systems. More consistent use of formative assessment throughout education systems may help stakeholders address the very barriers to its wider practice in classrooms. This overview shows how formative assessment promotes the goals of lifelong learning, including higher levels of student achievement, greater equity of learners' outcomes, and improved learning to learn skills. The section then discusses the procedure for the practice of formative assessment in the classroom, and makes a differences between assessment of learning and assessment for learning.



**Figure 5: Process of conducting a lesson through formative assessment**

Source: (Ly, 2013)

The process in the class is the most important element, teachers can use many kinds of strategies to assess students' progress and gain knowledge in class through stages of the lesson. During the lesson, there are many different strategies used by teachers and educators in supporting learning. These strategies include; background knowledge probe, pro and con grid,

problem recognition and solving task, questioning, observing and giving opinions, didactic situation, team work, feedback, sharing lesson objectives peer assessment, self-assessment etc. Research by Ly, (2013) is one of the few studies on the theory of formative assessment for engineering education in Vietnam.

The OECD, (2008) has outlined several steps as to how to best conduct formative assessment such as: Establishment of a classroom culture that encourages interaction and the use of assessment tools; establishment of learning goals, and tracking of individual learners' progress toward those goals. In the formative assessment model, teachers are responsible for identifying and communicating instructional goals to learners in order to help them achieve intended learning outcomes. Teachers should also communicate these goals in learner-friendly language, so that learners can understand and participate in the completion of these goals. They should use varied instructive methods to meet diverse learners' needs and varied approaches to assess learners understanding. Feedback on learner's performance could help actively involve students in the learning process and adapt instruction to meet identified needs. Learners should be provided with evidence-based feedback about particular qualities that are linked to the intended instructional outcomes, criteria for success and recommendation on what students can do to enhance their learning (McManus, 2008) in Rashid and Jaidin, (2014).

### **Assessment of Learning versus Assessment for Learning**

This distinction in types of assessment is elaborated by Rick Stiggins, (2002) in an outstanding article about the current assessment crisis. It is important to make this distinction when considering the role of portfolios in assessment. As noted earlier, there is a great deal of difference between the use of portfolios in high stakes assessment of learning, and the powerful, robust uses of portfolios in formative assessment (for instruction) and assessment for learning. A research conducted in Britain (Black and Wiliam, 1998) on Assessment for Learning provided firm evidence that "formative assessment is an essential component of classroom work and that its development can raise standards of achievement" more effectively than any other strategy. Current research is adding further evidence in support of this claim and the empirical evidence is underpinned by theory from the psychology of learning and studies of learning motivation. The Assessment Reform Group provides this definition. Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. The table below presents the difference between assessment of learning (summative) and assessment for Learning (formative)

**Table 10: A comparison of these two Key Assessment Purposes**

<b>Assessment of Learning</b>	<b>Assessment for Learning</b>
Checks what has been learned to date	Checks learning to decide what to do next
Is designed for those not directly involved in daily learning and teaching	Is designed to assist teachers and students.
Is presented in a formal report	Is used in conversation about learning
Usually gathers information into easily digestible numbers, scores and grades	Usually detailed, specific and descriptive feedback in words (instead of numbers, scores and grades)
Usually compares the student's learning with either other students or the 'standard' for a grade level	Usually focused on improvement, compared with the student's 'previous best' and progress toward a standard
Does not need to involve the student	Needs to involve the student -- the person most able to improve learning

**Source: Popham, (2008)**

According to Davies, (2003), "Assessment for learning is on-going, and requires deep involvement on the part of the learner in clarifying outcomes, monitoring on-going learning, collecting evidence and presenting evidence of learning to others." She further points out, Assessment that directly supports learning have five key characteristics:

- learners are involved so a shared language and understanding of learning is developed,
- learners self-assess and receive specific, descriptive feedback about the learning during the learning,
- learners collect, organize, and communicate evidence of their learning with others,
- instruction is adjusted in response to on-going assessment information, and
- a safe learning environment invites risk taking, encourages learning from mistakes, enables focused goal setting, and supports thoughtful learning.

Formative assessment helps the teacher to identify aspects of learning as it is developing in order to deepen and shape subsequent learning. Moreover, formative assessment is used in the first attempt of developing instruction. The goal is to monitor student learning to provide feedback. It helps in identifying the first gaps in one's instruction. Based on this feedback one will know what to focus on for further expansion for one's instruction. In addition, it is essentially a pedagogic process which involves frequent interactive check of students

understanding to identify learning gaps, one need and to provide feedback to students and adapt teaching strategies (Black, 1998).

### **2.1.1.3. Formative Assessment Instruments**

Formative assessment tools and strategies can be seen as the different instruments, devices or tactics used by the teacher to assess learners' in the process of the lesson with the objective of getting feedback on learners' progress in the acquisition of competences. Formative Assessment has as the goal the gathering of ongoing information which will inform teachers and students about the degree of success of their respective efforts in the classroom. It allows teachers to diagnose students' strengths and weakness in relation to the specific curriculum outcomes and thus guides them in organizing and structuring instruction. Formative assessment provides students with feedback about their progress in meeting clearly identified learning goals.

Formative Assessment is therefore useful to both the teacher and student. It is useful to teachers since it allows them to assess the effectiveness of their teaching methods and to choose the most appropriate activities taking into consideration each learner's progress. Formative assessment is useful to learners because when they receive information about their strengths and weakness with regard to the outcomes to be achieved, they can develop more effective learning strategies.

The Cameroon Primary School curriculum states that all effective teaching requires a means to verify pupils' learning at regular intervals and thus allow for quick intervention with students who demonstrate certain weaknesses or strengths. In this way, Formative assessment serves as a mechanism to regulate teaching. It allows the teacher to evaluate the impact of instructional strategies and to take the necessary corrective measures in order to achieve the expected outcomes. Since the main objective of Formative Assessment is to ensure quality teaching and not to simply assign student marks, it is important to remember that it does not always provide data that can be used when calculating scores for a school year or even a school term. Formative assessment in this context focuses on skills necessary to carry out a single task on the learning condition upon which the teacher can act or on the performance of certain students experiencing difficulties. In order to determine achievement or mastery, the teacher must make a judgment comparing the actual performance of a student to the expected performance. Formative Assessment is criterion-referenced since students' results are not compared to each other, to assign a ranking for example, but rather are interpreted in terms of criteria defined in statement of desired outcomes.

Formative Assessment is an ongoing process. This means that assessment should be systematic, regular and integrated into the process of teaching. When teachers observe and collect information on an ongoing basis, they send a message to the student that language learning is always growing and evolving. It is equally stated that the teacher is the main person who can initiate Formative Assessment since it must be integrated in teaching. On the other hand, because Formative Assessment is also an important element in developing students' own learning strategies, the responsibility for evaluation is shared between the student and teacher. At certain times, students will have an opportunity for self-evaluation with respect to the expected outcomes. They should also be given the opportunity to assess each other's performance. Working with peers is an important motivator for promoting autonomous learning and developing metacognitive strategies and techniques that will allow each student to learn better.

The Cameroon Primary School Curriculum presents formative assessment 'tools'. These involve several devices that can be used to enhance learning in general and the acquisition of English Language competences in particular. Some of these formative assessment tools discussed in this section of the work are: observation, questioning, discussion, practice presentation, problem-solving, resources, team work, feedback, and sharing of lesson objectives.

### **Observation**

This involves keeping a closer look at learners' work by the teacher. The more the teacher has information about the learner's work, he or she can help them progress successfully. Research works show that a portfolio of students' work helps development of knowledge, skills and attitudes.

### **Questioning**

Good questioning techniques play a great role as a formative assessment instrument. Asking proper questions offers the learners the opportunity for deeper reflection and provides the teacher with significant insight into the degree and depth of learners understanding. Good questioning techniques also engage learners in classroom dialogue requiring the recall of facts. The teacher is therefore required to formulate questions that bring understanding and prompt the learners' critical thinking. The teacher in this case, assesses learners' understanding by listening to their responses to questions and taking anecdotal notes. Teachers are therefore

encouraged to ask questions using words like; why, where, when, who, what, how, how much, how many etc.

### **Discussions**

Using this instrument, teachers can get much feedback about learners' learning through the following techniques. Presenting learners with open-ended questions in order to build knowledge, skills and develop critical thinking creativity. According to Doherty et al., (2003), discussion allows learners to increase the breadth and depth of their understanding while discarding erroneous information and expanding explicating background knowledge. By activating learners as learning resources for one another where the novice learns from experts.

### **Practice Presentation**

From the presentation of group work, individual assignments, practical works like projects, the teacher can easily seek to improve instructional methods by listening to both the practice and presentations of learners.

### **Problem Solving Situations**

In the CBA, learning takes the form problem of solving by presenting real life situations. As a formative assessment tool, problem solving situation plays an essential role in learner whereby learners are presented with a real life situation that enables them to propose solutions. Their various views toward getting a solution to such a situation help the teacher to determine learners' knowledge, skills and attitudes.

### **Resources**

Resources or what is generally known as didactic materials also play an essential role in formative evaluation in the primary school. It is generally believed that what a child sees, he remembers and what he does, he does he learns to do it even better. This explains why learners should be exposed to concrete or semi concrete objects that (a didactic situation) in the learning process. Properly guided questions posed about the didactic material will trigger learners' critical thinking.

#### **2.1.1.4. Formative Assessment Strategies Implicated in the Study**

Among the formative strategies or tools mentioned above, this study makes use of four; feedback, peer assessment, questioning and lesson objectives.

## **Feedback**

Feedback as one of formative assessment strategies plays a vital role on learners' performance. This is because it helps the teacher in adaptation of instruction to meet identified learners' needs. Feedback needs to be timely and specific, and include suggestions for ways to improve future performance. Good feedback is also tied to explicit criteria regarding expectations for learners' performance, making the learning process more transparent, and modelling "learning to learn" skills for students. In their review of the English-language, literature and history, Black and William, (1998) identified a number of studies, conducted under ecologically valid circumstances (that is, controlled experiments conducted in the student's usual classroom setting and with their usual teacher) to support this point of view. For example, "ego-involving" feedback (even in the form of praise) rather than feedback on the task at hand appears to have a negative impact on performance (Boulet et al., 1990). Learners also obtain better results when they are working toward process goals rather than product goals, and when tracking progress toward overall goals of learning (Schunk, 1996). Grades may actually undermine the positive help of specific feedback on tasks (Butler, et al 1995). Teachers also benefit from the feedback process. For instance, when learners are providing feedback, the teacher pays closer attention to what learners do or say. If the teacher discovers weaknesses with learners' performances, he/she is able to adjust teaching strategies to identified and meet learners' needs.

According to Shute, (2008), the primary purpose of feedback is to help the learner adjust their thinking and behavior to produce improved learning outcome. Feedback is a critical component of ideal teaching or instructional cycle. It is a consequence of teaching and a response to learner's performance. Feedback is information provided by an agent (teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (Hattie and Timperley, 2007). Feedback often occurs after a learner's response, or when information is provided about the specific task at hand. Simplified, it is a teacher's response to a student's work. Feedback plays an essential role in formative assessment.

According to Ramaprasad, (1983), feedback is 'information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way'. Hattie and Timperley, (2007) define feedback as 'information provided by an agent regarding aspects of one's performance or understanding. Tomlinson, (2014) described feedback as 'an ongoing exchange between a teacher and his or her learners designed to grow as vigorously as possible and to help teachers contribute to that growth as fully as possible. Feedback is a keystone in assessment when it is timely (Covic and Jones, 2008). Teachers can

maximize the effectiveness of feedback by giving it online to facilitate rapid feedback (Yorke, 2003). In contrast, it is likely to have limited effect if feedback is given to learners without requiring them to actively interact with it (Rust, 2002). Feedback provided using ‘track changes’ or ‘insert comments’ was highly memorable, with one student in a study quoting almost verbatim the wording of some comments (Crossouard and Pryor, 2009).

According to Covington, (2011) feedback is a message, so its effect is up to the information and the characteristics of teachers and students who send and receive the message. One learner may find feedback on how to improve a paper with gratitude, while another might treat it as negative. Covington’s work believes no two children come to school with equal academic abilities and backgrounds, and there is no reason that they should not all have access to equally motivational feedback.

Feedback is used in this study to mean teacher’s oral and written remarks and corrections to learners’ responses, learners’ oral as well as written responses in a class discussion, exercises, projects, test, etc. It also means peers remarks to other peers to praise and encourage learners in the learning process. This study intends to analyse how the teacher uses these elements of feedback to adjust and advance learning in an English language class. Feedback is one of the variables under study in this work with the objective of investigating how feedback influences learners’ acquisition of English Language competences.

Quality feedback is claimed to be crucial as an effective assessment method. It is unfair for learners when they provide constructive feedback but do not receive constructive feedback from their peers (Wanner and Palmer, 2018). Therefore, learners need to understand the quality of constructive feedback to ensure fairness in assessment; this can help increase learners’ motivation and engagement with self and peer assessment (Moore and Teather, 2013). There are various types of feed-backs:

- scoring feedback type which has the objective to score items that are easy to grade but difficult to write well, and they require more instructor preparation time than subjective items,
- subjective scoring type that requires judgment. Despite the sometimes-pejorative use of the term, good academic judgment well applied is the heart of a discipline. Thoughtfully applying good rubrics or scoring schemes, ones that use clear descriptions of the work, not just evaluative terms like excellent, good, fair, or poor is an effective way to judge quality of complex works, (Arter and McTighe, 2001). If possible, share the criteria with learners during (and as part of) instruction before the assignment is made,

- written feedback which provides important information for the learner's growing concepts and skills and particularly good for formative assessment.

Feedback is affective cognitive and has as characteristics, academic encouragement, individualization, peer modeling, tasks controlling, class flowing and wait-time. Feedback that has to do with academic encouragement addresses the academic needs of learners. Academic needs are related to learners' skills, knowledge, learning process and the ability to sustain concentration on school subjects and their activities. This main concern addresses what kind of feedback would best fit the class as a group, or individual learners, in order to address and improve academic learning and activities. The teachers' perceptions of their learners' knowledge tended to set considerations on how to plan their lessons and teaching/learning activities that include feedback. When using feedback for academic encouragement, the teacher identifies and views the learner as someone in need of support and encouragement in order to progress in the learning process. This rationale was mostly associated with praising and encouraging.

Affective Cognitive feedback gives learners information about their performance, while affective feedback serves as emotional support which facilitates communication to continue. It is beneficial to learners' language development. Accompanied by positive affective feedback that is neither too discouraging to proceed nor so encouraging that learners see no need to change their output. To be exact, with the optimal affective feedback, positive feedback in the cognitive domain will serve as reinforcement of the forms used and neutral or negative feedback in the cognitive domain will encourage students to try again. Therefore, teachers must provide learners with cognitive feedback as well as affective support

In language classrooms, feedback is often directed towards the accuracy of what a learner says. A number of issues are involved in error feedback. These include decisions about whether learners' errors should be corrected, which kinds of learners' errors should be corrected, and how learners' errors should be corrected. Even if a learner gives a complete wrong answer, teacher still should give them enough encouragement. When learner cannot give the correct answer to the question, teacher can ask another easier question as a cue to help students to obtain the correct answer. This can be a way to encourage them to answer questions. Academic encouragement can be extended to showing care and concern to individual learners in the class. Learners whom the teacher attributes with low self-esteem tend to attract teachers' caring through feedback and this can be done using extra praise aimed at improving their self-esteem. Eriksson et al., (2018) opines that for learners who are not confident, the teacher has to give praise for every sentence or letter. They need to feel noticed in order to push themselves

into doing more. Thus, the teachers expressed an encouraging approach in which they recognised and showed care more frequently to those students who needed it the most by praising and encouraging their academic achievements regarding the amount of work done and its quality.

While feedback for academic encouragement addresses the class as a group, it is also essential for the teacher to individualise feedback for positive and encouraging support. Individualising refers to fitting the feedback to the individual learner and this takes place when the teacher provides each student with feedback adapted for their specific academic needs. The focus here is on the particular student's individual academic progression. To manage such feedback, it was necessary, for the teacher to know each and every learner, as well as the kind of feedback that work best for each learner.

Feedback can also be achieved by peer modeling. When adopting feedback by peer learning modeling, the teacher identifies desirable knowledge and skills among the learners. And then, he highlights a learner's or a group of learners' performance or learning activity as a model for the others. By doing so the teacher draws learners' attention to those who performed well or better, in the hope that this might lead them to adopt the model themselves, thereby learning from their peers. Also, peer modelling can be considered as a possible source of inspiration and motivation. Thus, peer learning modelling is stimulating and helpful to both the observer and the model. Equally, learners vary in their obedience with rules and standards, teachers sometimes adopted the peer order modelling. This is based on the assumption that students can learn to behave more appropriately by observing how peers who display desirable behaviour will produce positive consequences for themselves or others.

Another feedback strategy is by task controlling. The teacher may want to ensure that learners' activities corresponds with what was planned, and making sure that the learners focus on what was intended. Task controlling appeared to be prominent during group discussions where the teacher, through feedback, tries to make sure that the discussion stayed focused on the intended goals. The teachers often encountered classroom situations in which several students simultaneously expressed the need for individual feedback concerning their academic needs. This is expressed by constant call for help by such learners. The call for help may be prompted by the fact that the learners are wondering what to do, how to do something, or merely wanting confirmation. Failure to address these needs would result in working and learning interruptions and also a higher risk of off-task by the learners in the activity being carried out.

**Table 11: Characteristics of Quality feedback**

<b>Feedback is ...</b>	<b>Feedback is not ...</b>
Direct and honest	Ambiguous and misleading, withheld or avoided due to time constraints, sugar-coated, diluted, or filtered in an effort to protect self-esteem
Frequent	Sporadic, occasional
Clear, specific, detailed action-oriented	Vague, general
Brief, but informative	Lengthy and overwhelming, but empty
Based on observable data	Personally biased
Suggestions, supported with evidence	Advice, not supported by an action plan
Followed by ongoing support and leads to new learning	A one-shot deal
Constructed to elicit a cognitive response	Constructed to elicit an emotional response
Focused on continuous improvement	Focused on single instances
Ultimately intended to help students	Intended to be evaluative
Individualized and thoughtful	Generic and meaningless
Accountability (personal and professional) for both the giver and receiver	Unregulated, unstructured, or consequence-free
Intentional	Accidental, unplanned

**Source: Clark and Duggins, (2016)**

It is clear that for successful learning, formative assessment feedback needs to be generated and sorted as well as delivered quickly and also in a form that ‘feeds forward’ to inform further learning (Black et al., 2004). Black and William, (1998) assert that feedback should be given regularly and while still relevant to the task. McGregor, et al., (2012) emphasize the need for this feedback to be timely, meaningful and specific.

In this study we consider feedback as a formative assessment strategy to mean the information provided to the learners which could be helpful to reduce the gap between current performance in an English language activity during the pedagogic period and the desire expected outcomes at the evaluation of competences. Feedback will therefore be analysed from the teacher’s use of expressions of praise like good, very good, excellent. Also, from the teacher’s use of from expressions of encouragement like, “try again”, “you can do better”. In addition, from teacher’s asking peers to encourage other peers with applause, supporting learners’ ideas and most of all, correcting learners and following them up for self-regulation.

### **Peer assessment**

Peer assessment is a process in which learners provide feedback to other learners. The purpose of this kind of feedback is to help classmates improve on their learning. Feedback here is a learning activity and students learning benefit when students receive feedback from and give feedback to their peers. According to Wray et al, (2016), by giving feedback to their peers, students strengthen their understanding of the lesson learning goal and success criteria which intends helps them to assess their own learning. Peer assessment in the process of formative assessment requires a classroom culture characterized by collaborative and supportive relationship that leads to feelings of mutual trust among students. In such a classroom culture, learners understand that they share responsibility on their own and their peers learning and that part of this joint responsibility is to provide constructive, respectful and non-judgmental feedback (William, 2006). Teacher modeling plays an important role in establishing a culture for peer assessment as to do the structures, opportunities and expectation for collaboration that the teacher provides and sustains through constant monitoring. Peer assessment also aims at describing the assessment processes that foster future learning and mitigate difficulties that are expected to occur. It also aims at transforming learners from mere receivers of knowledge from teachers to memorize and recall on tests to active learners and participants in learning

Peer assessment involves learners giving feedback to each other to grade their work or performance using relevant criteria. Falchikov, (2001) discusses the merits of peer assessment and suggests that it can be part of an important strategy in the repertoire of approaches to teaching, learning and even assessment. Peer assessment can be used in a more supportive way, rather than simply enabling learners to grade each other. Roberts, (2006) refers to peer-assessment as a process which allows learners to reflect critically upon the learning of their peers. Peer assessment is also a reciprocal process in that the learner providing feedback also benefits from increasing their own understanding. This is achieved by learners having to criticize and review someone else's work and thereby reflect on their own understanding or performance. A learning activity involving peer assessment may take a number of forms. At its simplest, peer assessment may involve peers providing formative feedback to one another (Roberts 2006). With large numbers of learners, where peers are working in groups, this feedback may be formative (e.g. informal feedback) or summative, whereby each group member provides marks or grades for their fellow peers, and may be one-to-one or many-to-many.

Peer-assessment follows the idea of "activating students as instructional resources for one another" (Leahy et al., 2005). This means that the learner plays both the role of the assessor

and the assessee, by assessing each other's work. The aim of peer-assessment is to assist peers in identifying the strengths and weaknesses of their work and in addition to provide suggestions for improving their learning process (Topping, 2003). Several advantages and challenges that are associated with peer-assessment have been identified in the literature. Peer assessment is advantageous in that Feedback from peers who had the same difficulties in the learning progress might suggest direct ways to overcome those difficulties, and formulate them in a language that is naturally used by the students (Black et al., 2004). Also, learners who assess their peers' work engage in cognitively demanding activities, such as critical thinking (Tsivitanidou et al., 2011). And then, learners get the opportunity to see examples of other learners' work. This can potentially lead to self-assessment. By comparing their own work and that of their peers, hence reflecting on their own learning achievements. (Topping, 2003)

Peer assessment can sometimes be challenging. When doing peer-assessment, learners need the skill of judging the performance of a peer. This may be a challenge (Topping et al., 2000). Learners need to communicate their judgments to their peers and provide constructive feedback about their learning process. This needs communication skills (Black et al., 2003 in Grob et al., 2018). The peer being assessed needs to critically review the feedback received and decide on the actions to be taken. Since peer-feedback might include flaws, the peer being assessed needs to filter it and then decide whether there is a need to adopt peers' suggestions and recommendations. They also have to decide whether there is a need to revise their work (Sluijsmans, 2002).

Although peer assessment can be used as a particular approach to teaching in its own right, it is often coupled with peer learning, where learners and their peers work together to support each other's learning and then peer assess each other's progress. Johnson and Smith (1991) discuss the rationale for engaging in peer work and define the different types of engagement. They identify the 'old' paradigm in which education is competitive between learners who are attempting to outperform each other. They also discuss 'cooperative' learning where students cooperate to achieve a goal – though some argue that cooperation is individualistic and students do not really learn together. Collaborative learning is more commonly used in this context, but Bruffee, (1999) in Davis et al., (2007), discusses the merits of both approaches in greater detail. Cooperative learning may be considered strategically different from collaborative learning, but most people today tend to mean the social interaction of peers to promote deeper learning.

Chin et al, (2006), list some of the main benefits of peer collaboration, including the promotion of learning through social interaction, the development of self-confidence and the

provision of a network of support. Other researchers also discuss the wide range of benefits of peer collaboration, such as supporting mixed ability learners, meeting the needs of the curriculum and the positive outcomes, both personally and collectively. Bruffee, (2006), quotes Theodore Newcomb, (1962) saying that “the single most powerful force in undergraduate education is peer-group influence”. In addition to the benefits for learners linked directly to the learning and understanding of their subject, there are a number of other benefits of peer assessment. Chin et al., (2006) highlight some of these including developing self-reflection, developing transferable skills, such as better time management, and critical thinking skills, and the potential for saving time on task.

In primary schools, teachers exploit peer assessment to improve learners learning and competence achievement. However, in most primary schools in Cameroon, the teachers seem to lack the ability to introduce peer assessment properly. Learners of English language do not effectively and positively employ peer assessment in adequately in order to achieve desired goals. Instead, they use peer assessment to mock and humiliate their peers (supported by some teachers). By so doing, the pupil turns to feel unsafe, humiliated and lack motivation for subsequent activities.

In this study peer-assessment is one of the formative assessment strategies under investigation in order to find out its impact on learners’ acquisition of English language competences. By peer assessment we mean, the process by which primary school learners provide feedback to other learners. The purpose of this kind of feedback is to help classmates improve on their learning. Feedback here is a learning activity and learners benefit when they receive feedback from, and give feedback to their peers. Peer assessment would be analysed in this study in the form of group work discussions, peer to peer corrections in English language activities, peer to peer criticisms, using peers as resources to other peers, and using peers to assess or appreciate the works of other peers in the class.

### **Questioning**

Asking questions in order to involve learners in classroom interaction is the most common technique used by teachers in EFL settings. According to Walsh, (2013), questions in educational settings are divided into two types according to the question’s purpose: display and referential. Usually, teachers ask questions in order to elicit students thought and encourage students to elaborate on their ideas (Lemke, 1990). Through questions, teachers encourage students’ talk and facilitate verbal interaction in the classroom, whether students’ production is a single word, a sentence or longer utterances in conversational patterns.

Questioning consumes a considerable proportion of time in classrooms. It occurs most often within recitations, characterized by the initiate-respond-evaluate (IRE) pattern of discourse, as well as in more open-ended discussions. Questioning consumes a considerable proportion of time in classrooms. It occurs most often within recitations, characterized by the initiate-respond-evaluate (IRE) pattern of discourse, as well as in more open-ended discussions.

Questioning is a common and essential technique used in English language teaching. The goal is to check if the learners follow what is being taught, and by extension what has been taught, to enhance learners' involvement and to promote learners' creative thinking in classroom interaction. Questioning takes up most of teacher talk and it has been improved to have a great influence on classroom interaction. Questioning has always been the most abundant phenomenon observed in classroom, as well as one of the most frequently-adopted strategies in use by most teachers. Questioning strategy promotes teachers and learners' interaction, checks learning, promotes thought, consolidates knowledge, use knowledge, and achieves teaching goals. Questioning is usually used as a kind of common exchange teaching skills between the teacher and learners. Classroom questioning is the main part of classroom teaching, and is one of the teaching methods to get the aim of classroom teaching. Teachers want to get students' responses and the first step is to answer questions. Through consistent dialog and communication again, the teacher can get the answers they want and evaluate the students. Questioning, as a general way used by teachers in class, plays an important role in classroom teaching. Questions are used to evaluate students' knowledge and understanding of subject matter. Questions can help to review essential content in a subject. Questions can be used to control the social behavior of students.

Much of teachers' talk relates to questions and substantial research exists demonstrating that questions can assist learners in improving their linguistic ability. Thus, ineffective, questioning practices can be counter-productive. Studies of questioning have proposed various categories of questions, and questions can be classified by the type of response they solicit or the purpose they serve.

**Table 12: Questioning Types and Explanations**

Question types	Explanation
Closed	Have a short, fixed answer, for example “What day is it today?”
Open	Typically require a longer, less limited response, for example “What did you do yesterday?”
Display	Those to which the questioner already knows the answer and is merely testing the respondent’s knowledge or understanding.
Inferential	Those to which the questioner does not know the answer and is genuinely seeking information.
Procedural	Relate to classroom, lesson and student control processes such as “Who is absent today?”
Convergent	Often have short answers which “encourage similar student responses” and require low level thought processing, for example “Can you?” “Yes, I can.” “No, I can’t.”
Divergent	Necessitate more wide-ranging, long responses with higher level thought processing, for example “Why is the Beatle music so popular in Japan?”
Rhetorical	Those which the questioner answers him/herself.
Interactive	Comprehension checks: “elicits assurance from the listener that a message has been received correctly.” Confirmation checks: assume a positive response and “allow the speaker to correctly interpret reactions by the listener.” Clarification requests: similar to confirmation requests but with a more open answer.
Instructional	Any question presented in the classroom presupposes that the question is intended to solicit learner production.
Conversational	Any question asked outside the classroom

**Source: Ma, X., (2008)**

All of these types of questions have their places in the interactive classroom. Among all the types of questions, the distinction between “display” and “referential” question is an important one given the emphasis on meaningful communication in the language classroom. The meaning of the teacher’s question and what constitutes an appropriate answer is usually predetermined by the teacher.

Questions in the class serve as different functions. Citing Kauchak and Eggen, (1989) Ma, (2008) opines that the functions of questioning can be basically grouped into three

categories: diagnostic, instructional and motivational, but a single question can usually serve more than one function. As a diagnostic tool, classroom questions allow the teacher to glimpse into the minds of learners to find out not only what they know or don't know but also how they think about a topic. The instructional function means that questions can be used as a technique to facilitate learners to learn the new knowledge in the learning process. As to motivational function, skillful use of questions can effectively involve learners in the classroom discourse, encouraging and challenging them to think.

Ma, (2008) attest that, in terms of its functions, there are several detailed reasons why questions are so commonly used in teaching and learning:

- they stimulate and maintain learners' interest,
- they encourage learners to think and focus on the content of the lesson,
- they enable a teacher to clarify what a learner has said,
- they enable a teacher to elicit a particular structure or vocabulary items,
- they enable teachers to check learners' understanding, and
- they encourage student participation in a lesson.

Besides its various functions, the author wants to draw attention to the point that questions can also contribute a lot to the classroom interaction structure. As a two-way interaction, questioning process has its potential to stimulate learners' interaction, thinking and learning. The use of questions can thus change the way of teacher monologue and involve learners in the active classroom interaction, which is much helpful to the development of their language competence. As for teachers' questioning, there are still many problems. First, many teachers are not fully aware of the effects of teachers' questioning on classroom interaction. Second, they pay little attention to the strategies of questioning in the classroom interaction. As a result, the teachers' questioning is only a superficial form of classroom activity, lacking in the practical assessment. Below are some skills the teacher should possess in order to carry effective questioning in an English language class.

The validity of questioning relies on the skills of questioning. Norton (1989) in (Ma, 2008) proposed some skills according to his research, they are sequence of questions, directing, probing, increasing waiting-time, encouraging student questions and so on. The skills of questioning involved four stages of questioning, they are preparation, asking question, students organizing answer, teacher providing the feedback. So the skills of questioning can be divided into four parts: skills of preparing, designing, controlling and evaluating for questioning in English classes.

First, the teacher needs the skill of preparing for questioning. Effective questions request that teachers make preparation before class. Even if some teachers can ask questions impromptu, sometimes the arrangement of questioning lack logic in many situations, or there are problems in language organization and the questions cannot make students use the knowledge or skills to answer as expected. So before asking questions in class, the preparation is required. The teacher should be in position of the skill of deciding the purpose of questioning. Teachers ask questions with several goals and aims. Different styles of lessons, teaching goals have corresponding questioning strategies. For instance, asking the learners' some preview questions to introduce the topic before the actual start of the classroom interaction, The purposes of doing so is first to arouse the learning interest and curiosity of the learners for them to participate in the classroom activities promptly and to direct the learners to the actual process of the class interactions without having learners feel bored and discouraged. The learners will automatically respond to the teacher with enthusiasm. In any classroom interaction, the teachers should know beforehand the basic abilities of the learners in order to make their teaching more effective.

The questions should be the basic facts of the reading materials or the general development of the stories. By these questions, the teacher will know how much and how well the learners have grasped the reading materials and how well they can do in the classroom interaction. And this also gives an idea to the learners how they should do in the classroom interaction. In all, with the goals in mind, teachers can predetermine the types of questions they are going to ask. And the goals of teachers' questioning will affect some other aspects of questioning skills, including question designing, question controlling and handling learners' responses.

Third, the teacher should have the skill of selecting content for questioning. It is very important for teachers to choose key contents to design questions. In classroom language teaching, learners' learning is mainly based on teachers questioning, so the content teachers choose to question is quite important (Ma, 2008). This practice will lead the learners to see the content that teachers view as important. This means that if teachers have difficulties in building questions on their lessons, they should formulate questions prior to class, anticipating the range of learners' possible responses. Ask focused, clearly worded questions that give learners' a clear indication of expectations for responses. Teachers should be sure that the content of the questions requires responses, corresponding with the purpose of the question. The teacher should not ask the learners to name an example when what the teacher really wants is an explanation of an example. It may be a problem that the teacher is unsatisfied with learners'

responses. Analyze the questions and determine the kinds and levels of your questions. Ask questions which conform to the learners' development level. If learners are not knowledgeable in the content, teachers ask concrete level questions rather than abstract level questions.

Furthermore, the teacher should possess the skill of phrasing questions. The answer to questions should be more than just Yes/No as already mentioned above. Questions should be clear and the learners should easily be able to see what the teacher wants for a response without confusing the learners. Questions should be asked with understandable vocabulary. If learners are unfamiliar with the terms that are used, it is unlikely that they will give the response the teacher is looking for. Using familiar terminology when phrasing with help the learner understands the response the teacher expects. The teacher should be sure that the questions asked are clear in his/her own mind, and think through what he/she wants from the learners before asking the questions.

The questions teachers ask should be those that solicit learners' responses and provide instructional cues that convey the content to be learned or provide directions toward the content to be learned in a classroom setting. Questions are also used to help learners know what they are to do and how they are to do it. Questioning should be challenging and interesting. It can stimulate the pursuit of knowledge and encourage passive learners to get involved in the lesson. The teacher should guide learners to answer questions briefly, and avoid asking questions which entail the learners to answer yes or no. Good questions can stimulate learners to discuss and think.

In addition, question designing is an essential skill the teacher needs. Compared with question planning, question designing is more closely connected with questioning skills and techniques. It refers to choosing the proper ways of asking questions and selecting the types of questions. Questioning designing strategy refers to methods and skills teachers choose to raise appropriate questions. In this part, the methods and skills include simplifying, moderating, asking thought-provoking questions, asking challenging questions, asking follow-up questions, asking questions relevant to students, and asking divergent questions.

In order to design questions for the learners, the teacher should consider asking questions related to learners. There are always silent learners in the class. They should be encouraged to participate in the classroom activities or the classroom interactions. In order to get the silent learners to be active in the class interactions, the teachers should develop some methods to arouse the learning interest of the silent learners. The teacher should begin by asking some tentative questions to arouse the silent learners instead of asking them what their opinions can be about the reading materials or their personal ideas about the phenomenon in the world

of practice. And the learners can participate in the interactions actively accordingly. And the question must be related to learners or the information known by learners, if not, they will not be interested in it or participate in it.

Also, the focus of interactive teaching is interaction between teachers and learners, in the course of teachers' questioning and learners' answering; more efforts should be made on the controlling practice to enhance the interactive effect in language teaching. Some strategies employed by teachers are like these: sequencing, that is, arrange the questions from easy ones to more difficult, nominating after the question, nominating non-volunteers, question redirecting and probing, increasing wait-time and directing attention to all and so on.

Another technique of questioning is asking questions first, giving learners time to think and then nominating learner to answer. If the teacher nominates learners before asking a question, only the nominated learners will be thinking about the question, while the other learners will consider themselves not involved. When teachers ask questions, they can ask silent learners deliberately. This would let learners pay attention to the class. Non-volunteers will think they are taken seriously when the teacher asks questions to them. And they will feel very pleased and courageous, and will participate in classroom discussions.

Probing is another important questioning skill. Probes are based on learners' responses. The initial response of learners may be superficial. The teacher needs to use a questioning strategy called probing to make learner explore initial comments. Probes are useful in getting learners more involved in critical analysis of their own and other learners' ideas. If the learner does not provide a complete answer, he or she may know a partial answer. In some cases, even though the question is perfectly clear to the teacher; it might need to be restated or broken down into smaller pieces. The teacher should not accept "I don't know" as the final response. Probing is the use of further questions to persuade the learner to put together his or her partial knowledge into a more complete answer. Probing often involves the use of follow-on or leading questions to help the learner answer the initial question or to provide a more complete answer. Probes can be done by analysing a learner's statement, making a learner aware of underlying assumptions, or justifying or evaluating a statement. The teacher may ask learners to judge the implications of their statements or to compare and contrast concepts.

An important dimension of teacher's questioning skills is halting time, or wait time, that is, the length of time the teacher waits after asking the question before calling on a learner to answer it, rephrasing the question., directing the question to another learner, or giving the answer. It takes time to answer questions, a lot of studies have shown in their investigations

that learner are rarely given sufficient time to formulate their answers before the teacher repeats, rephrases, or go on to ask another learner the question.

Research has shown that in classroom interaction, the teacher covers high-achievers, focuses on the learners in the first few rows and chooses the selected few learners to answer questions. All these will result in the improper distribution of the questions to the learners. The solution to the imbalanced distribution of the learners is to keep the teacher aware of the whole class in teaching activities, and the teacher should cover all the learners in the classroom while focusing on high-achievers and low-achievers at the same time, thus arousing the learning interest of all the learners. The teacher should pay attention to the whole class when asking the whole class the questions, without neglecting the high-achievers, low-achievers or learners of middle levels in the class.

The skill of directing attention to all in questioning compels the teachers to get to know much about the personalities and individual needs of their learners so that they can treat them respectively. Questions should be distributed among learners so that all have a chance to respond. The teacher may follow the steps below to develop this skill:

- call on non-volunteers; some learners may have become dependent upon others to provide answers,
- call upon non-volunteers in a friendly non-threatening manner,
- develop a questioning strategy: if you ask questions, do not allow only a few learners to monopolize the responding. Opportunity to respond should be available to all. Note that teachers are likely to call on the same learners, those who have the right answers to get the reinforcement of a correct answer.
- engage many learners; the teacher should not allow a minority of more confident or impulsive learners to dominate the class,
- present challenging and stimulating questions to all learners, not just those perceived as having higher ability or knowledge. The teacher may develop a planning in order to involve all learners in answering questions.

Lastly, the teacher should possess skills for evaluating questioning. An important aspect of classroom interaction is the manner in which the teacher handles learners' responses. When a teacher asks a question, learners can either respond, or give no response. The ways instructors handle learners' responses are closely connected with the effect of the interaction. Teachers' feedback is very important. The feedback consists of positive feedback and negative feedback. Positive feedback is more helpful than negative feedback to improve the learners' behavior and

study motivation. Moreover, learners are involved in the positive feedback of questions actively.

Good questioning techniques play a great role as a formative assessment instrument. Asking proper questions offers the learners the opportunity for deeper reflection and provides the teacher with significant insight into the degree and depth of learners understanding. As mentioned before, good questioning techniques also engage learners in classroom dialogue requiring the recall of facts. The teacher is therefore required to frame questions that bring understanding and cause the learners' critical thinking. The teacher in this case, assesses learners' understanding by listening to their responses to questions and taking anecdotal notes.

Nevertheless, a skillful teacher should be able to anticipate problems in the course of questioning. In this case the teacher can know the learners' inherent knowledge by asking them two kinds of questions: the one-word answer question and multi-answer question. The first question will show whether the learners have grasped the knowledge. And the second question will show how well the learners can make use of the knowledge that they have grasped, and to what degree the learners can demonstrate their ability in communicating with others. By comparison, the second question appears more conducive to classroom interaction than in the first one. Therefore, when the teacher aims at eliciting information from students, they had better ask the second kind of questions. Teachers should predict the learners' possible answers, and prepare to give some guidance to the questions. And the teacher should prepare for a situation where learners cannot give an answer to a question or where learners refuse to answer questions.

In this study questioning is one of the formative assessment strategies under investigation. We intend to investigate how teachers' use of questioning influences the acquisition of English language competences in Government English Primary Schools in Mfoundi Division. The indicators under study include; teacher's active use questions, teacher's use of open/close ended questions, teacher's use of eliciting questions. It also includes; teacher's skill of phrasing questions, the skill of directing questions to all learners, interpreting, predicting problems whiling questioning, selecting volunteers and non-volunteers to answer questions and probing learners to answer questions.

### **Sharing lesson objectives**

Learning objectives are brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities of teaching and learning that have taken place. Good learning focuses on what the learner will be able to do by the end of a stage of lesson, the entire lesson, or a defined period and indicate how that knowledge or skill will be

demonstrated. The teacher is expected to share lesson objectives with the learners at each lesson in action. These lesson objectives are registered by the learners and which guides them throughout the lesson. The learners get to focus on these aims and remain connected to the lesson since it will help the learner for self-assessment and guide them in answering questions and show prove of understanding the lesson. It is important to share learning aims with the learners.

According to Zhang, (2018), the aims are more like reminders for students that could give them directions and help them get prepared, like a “lighthouse in the sea”. Zhang believed that “preparedness ensures success, unpreparedness spells failure”. The aims could quickly “draw their attention consciously or unconsciously” especially in the Cameroonian reality where learners have about 7-8 lessons every day. Learning aims could actually serve as the criteria in self-assessment.

In the classroom, the teacher has to announce to the learner the aim of each lesson in action terms. These aims are registered by the learners and they guide them throughout the lesson. The learners get to focus on this aims and remain connected to the lesson since it will help the learner for self-assessment and also guide them in answering questions and show prove of understanding the lesson. It was important for the teacher to share learning aims with his/her learners.

Every learner needs confidence, but every piece of success or confidence is from the accumulation of little things. If a small aim is achieved, children will have a little of confidence. If we build up small aims, the learners will turn small aims into big aims, and little confidence into huge confidence. Teachers should endeavour to set lesson aims or objectives and share them with their learners at the beginning of the lesson for this will keep the interest of learners in the lesson for a long time. Therefore, the aims’ value in a lesson is very important in building up confidence and developing learning habits tested as formative assessment. However, the case may be a little different in some primary schools. Teachers may not be familiar with the practice of sharing lesson aims at the start of every lesson. Especially getting aims that tie with the learner’s immediate environment. Some teachers just begin teaching without making the learner know where they were going to or what awaits them as they progress with the lesson.

Learning outcomes is the traditional way of designing courses, lesson or study either for a group or for learners in a classroom situation. Teachers decides on the content that they intended to teach and plan how to deliver this content in the form of specific lessons. This type of approach focused on the teacher’s input. Course descriptions referred mainly to the content

of the course which would normally be delivered in direct teaching format. This approach to teaching has been referred to as “teacher-centred”.

International trends in education show a shift from the traditional teacher-centred approach to a learner-centred approach. This latest model focuses on what the learners are expected to be able to do at the end of the course or study period. Hence, this approach is commonly referred to as an outcome-based approach. Statements called “intended learning outcomes”, commonly shortened to “learning outcomes”, are used to describe what the learners should be able to do at the end of the learning period. So learning outcomes can give the lesson participants a clear indication of what is expected of them in terms of quantity and quality of learning. Help learners plan their learning; provide information to managers, mentors, and supervisors about the anticipated learning of participants on a subject or specific lesson. Intended learning outcomes should inform directors, advisors, trainers and participants of the minimum level of learning that is expected to be achieved by attendance on a learning period.

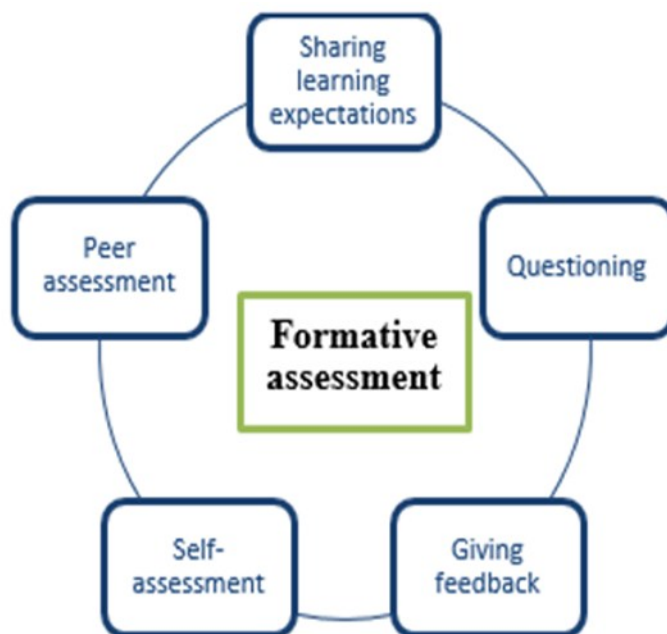
When the aims of every lesson are given, the formative assessment becomes mostly directed towards verification of the attainment of the aims. At the middle of the lesson, the teachers apply different assessment strategies like questioning with the aim of the lesson at the core. This indicates that the aims earlier announced influence the type of the verification questions asked. The responses given by the learners further demonstrate or indicate that the learners are connected or are following the lesson properly. Moreover, the learners use lesson aims to measure their personal performances. They turn the lesson aims to personal objectives in a lesson and expect to be able to answer the questions properly in line with these aims to ascertain their learning ability or to self-assess in order to ascertain if they have understood the lesson. Again the peers also base on these aims to assess their fellow class mates. Effective Learning Outcomes should be specific, measurable, achievable, relevant, time-bound, (SMART)

Learning outcomes or aims per lesson are essential as it places the learners at the center of the lesson and makes them feel involved as they begin a lesson by setting up self-expected levels of understanding based on the objectives. Effective learning aims are generally SMART. This implies that, they should be *specific* (Well defined learning outcomes and action plan, Clear to anyone that is involved, expressed in positive terms). They should be *measurable*, (know if the learning outcome is obtainable and how far away completion is). They should be *achievable* (know when it has been achieved, document and track progress agreed upon). For aims of a lesson to be achievable, there should be in agreement with all the stakeholders what the learning outcomes should be, prepare thoroughly and deal with any obstacles beforehand.

They aims or objectives to be *realistic* (learning outcomes should be achievable within the availability of resources, knowledge and time bound, set with enough challenge but not out of reach). They must also be *time-based*, (enough time to achieve the learning outcome). This does not mean too much time, which can affect performance, but the teacher should set time targets for the steps towards the final learning outcome. Lessons objectives should build in time for the unexpected and monitor progress regularly (Wilson, 2008).

In this study sharing of lesson objective is another formative assessment strategy under investigation. We want to find out the impact of announcing lesson objective on learners' acquisition of English language competences. Sharing of lesson objectives will be analysed using indicators like, objective effectively stated and stated in every English language lesson, the performance conditions and Criteria. We will also examine if the objective stated is specific, measurable, attainable, relevant to the learning situation and time-bound.

It is worth noting that these formative assessment strategies mentioned emphasizes the teachers' role as guides, instructors and facilitators. Similarly, according to Greenstein (2010), the cycle of formative assessment starts with identifying the learning objectives, goals and standards; targeted instruction; data gathering; data analysis; and responding to data. These tasks can only be performed by teachers.



**Table 13: Formative assessment strategies tested in the research**

Source: Wiliam, (2017)

On the figure above, Wiliam, (2017) proposes five different set of strategies relating to formative assessment but only four of them are implicated in this study as we intend to limit the thematic scope of the study to four variables.

### **2.1.2. The Competency Based Approach**

Competency Based Approach (CBA) has various appellations such as, Competency Based Education (CBE), Competency Based Learning (CBL), Pedagogy of Integration, Performance Based Approach, Proficiency Based Approach, Mastery Based Approach or an Outcome Approach is associated with this new pedagogy (Ntongieh, 2016).

#### **2.1.2.1. The Concept of Competency**

Through literature, various Scholars have given a variety of educational interpretations to the concept of competency, depending on the educational systems and respective objectives. According to Scallon, (2000), competency is the capacity of an individual to mobilise resources in order to solve a problem. Giovanni and Lucian, (2011, p.15), sees competency as a combination of knowledge, skills and attitudes; the successful application of these in practical situations. They go ahead to indicate that schools should facilitate learning in the practical application of knowledge, attitudes and skills by placing them in situations that will allow them to operate and interact, producing observable results. To Roegiers, (2006), competency is what permits each person to correctly realise a complex task. According to Jonnaert, (2009), Competency is a person's or group of persons' abilities to apply knowledge, behaviours or attitudes, know-how or adaptability to each situation. The scholar adds that competency is always contextualized in a specific situation and always depends on how the person views the situation. To Tardif, (2006), competency is complex knowing how to act supported by effectively drawing upon and combining a variety of internal and external resources within a family of situations.

De Ketele, (1996) propounds that competence is a set of organized capacities (activities), which act on contents in each category of situations to solve a problem. In this definition a competence is described as an ability to carry out a specified task or activity to predetermined standards of attainment. According to De Bueger-Vander, (1996), competence refers to a state of being well-qualified to perform an activity, task or job function. Competency may be defined as the ability to do an activity to a prescribed standard, emphasizing what people can do rather than what they know (Cohen et al., 2005). When a person is competent to do something, he or she has achieved a state of competence that is recognizable and verifiable to a community of practitioners.

Pellerey, (2001) holds that competency is not only the mastery of knowledge and methods, or the ability to manage them, but also the ability to integrate different kinds of knowledge, and to use them in synergy. To be competent in an area implies the ability to mobilize one's own knowledge and to transform it into concrete doing. Competency is an individual characteristic and is built (through self-experience and formation) in each field and in a given area. It includes the content of the learning process as well as the context where it happens and the ability to apply the grasped content (Coggi, 2002). Organization for Economic Cooperation and Development (OECD) hold a similar view as the latter authors. It defines competency to be more than just knowledge and skills. It involves the ability to meet Complex demands, by drawing upon and mobilizing psychosocial resources (including skills and attitudes) in a context.

Koster and Dengerink, (2008) state that the concept of competence has features which include: implicit (Knowledge gained without knowing not written in any book) and explicit knowledge, cognitive and practical skills, it enables teachers to meet complex demands by mobilizing psycho-social resources in context, deploying them in a coherent way, it empowers the teacher to act professionally and appropriately in a situation, it helps ensure teachers' undertaking of tasks effectively and efficiently, and it can be demonstrated to a certain level of achievement along a continuum.

Competency has been defined by its pioneers as the generic knowledge, motive, trait, social role or a skill of a person linked to superior performance on the job (Hayes and Omodei, 2011). A capacity that exists in a person that leads to behaviour that meets the job demands within parameters of organizational environment, and that, in turn brings about desired results (Boyatzis, 2008). Competency is a set (a combination) of applied knowledge, manifested skills, relevant personal attributes and underlying observable behaviours (values, judgments, attitude, motives, beliefs, and ethics) that describes acceptable (or excellent) performance in a work or job context. Competencies can be described in a competency profile, which can be included in a competency catalogue or competency database.

Pedagogical competence defined as “the ability of an individual to use a coordinated, synergistic combination of tangible resources (e.g. instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, experience) to achieve efficiency and/ or effectiveness in pedagogy” (Madhavaram and Laverie, 2010).

Nevertheless, it will also be necessary to understand what it means to be competent and what it means to have competence. To answer the question, what it means to be competent,

Roegiers, (2006) states that ... *être compétent c'est savoir faire face aux problèmes du quotidien*. Meanwhile, Le Boterf, (2008) makes a difference between the two notions as follows:

Être compétent c'est être capable d'agir et de réussir avec compétence dans une situation de travail (activité à réaliser, événement auquel il faut faire face, problème à résoudre, projet à réaliser...). C'est mettre en œuvre une pratique professionnelle pertinente tout en mobilisant une combinatoire appropriée de ressources (savoir, savoir-faire, comportements, modes de raisonnement...) Avoir des compétences c'est avoir des ressources (connaissances, savoir-faire, méthodes de raisonnement, aptitudes physiques, aptitudes comportementales...) pour agir avec compétence (Le Boterf 2008 : 21).

The emphasis here is that to have the resources is just a condition necessary for competency, meanwhile, to be competent in one's ability to use these resources to solve problems. Different levels of competences are equally identified.

The World of enterprise identifies three levels of competencies; general or basic competency, transversal competency and key or technical competency. *General competency* refers to basic skills and aptitudes. *Transversal competency* has to do with more specific area of application. Meanwhile the third level of competency which is called *technical competency* and are defined mostly at the level of specific professional situations, Meyer and Houssemand, (2006). According to this school of thought, one who acquires the skills of communication for example is placed at the level of general or basic competency. If for instance the one is in a shop and is able to communicate with customers, then, he or she is at the second level of competency. If in the same situation he or she is able to communicate with customers and convince them to buy his goods rather than those of another trader, then, the one is at the third level of competency which indicates expertise.

Associating the notion of key competency in the pedagogic concept, we can use the examples of skills in writing. General competency will be that the learner is able to write. Transversal competency will be indicated by his ability to write a letter. The key or technical competency level here will be when he is able to write a letter of application for a job in a particular company. Deibinger and Silke, (2011), highlight this point as they state that key competences should underpin technical knowledge and skills and assure the transfer of skills and knowledge in different learning and work environment. This explains why Perrenoud,

(2011) states that competency should not be measured according to school subjects but according to the important elements that are linked to life. Roegiers, (2006 :6), states :

L'Approche par les compétences précise deux ou trois compétences que chaque élève doit avoir développées en fin d'année dans chaque discipline...  
l'élève doit acquérir savoir, savoir-faire, savoir être.

After examining the expression, *competency*, we can say that the Competency Based Approach to learning, is an approach that gives the learners the opportunity to acquire knowledge, skills, abilities and know-how which the learner mobilises to solve problems in his/her daily life in an independent or autonomous manner. It is action-oriented and pupils learn by doing. The CBA favours problem solving approaches, thereby placing the learner at the centre of learning. It favours socio-constructivism since learners construct knowledge through social interaction with other learners and people they meet. The integration of project in the learning process as part of the learning strategy is a key issue. In this section of the work we will examine related concepts to CBA like CBE, CBL, and CBLT and Pedagogy of Integration.

### **Competency Based Education (CBE)**

Competency-based Education (CBE) refers to an educational movement which emerged in the 1970s in the US. This movement advocated for the stating of educational goals in terms of measurable description of Knowledge, skills and attitudes or behaviour the learner should possess at the end of a course (Guskey, 2005). Competency-based Education is performance based and adaptive to the changing needs of the learners, teachers and the community. The bases to having a competency-based system of education include developing a clear set of learning outcomes around which all of the system's components can be focused, and establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes.

This reform in education is prompted by the need to produce school leavers with capabilities in terms of knowledge, skills and attitudes useful for solving social and economic challenges of present society (Ntongieh, 2016). Competence-Based Education (CBE) is perceived to be desirable for aligning education provided to the dynamic social and economic demands of the society. It appears to be a remedy to the concerns raised about the capability and employability of the secondary school graduates as it emphasizes on the acquisition of knowledge, skills, attitudes and behaviours essential for effective performance of real-world tasks (Maodzwa-taruvunga and Cross, 2012).

Current studies mostly emphasized on researching how CBE relates to curriculum planning and assessment (Williamson, 2007); (Baartman et al., 2006). CBLT is based on a functional perspective on language teaching and its framework is often tailored to meet learners' needs and the language skills they need can be fairly accurately predicted or determined. Wong, 2008 discloses that CBLT has a notion that language form can be inferred from language function. That is, course designers should accurately envisage the vocabulary and structures that are possibly to be encountered in that particular situation and they can be organized into teaching and learning units. In this case learners are expected to meet standards outlined around aims which are explained by descriptors, sample progress indicators and classroom pictures with discussions.

### **Competence Based Learning (CBL)**

Competence Based Learning focuses on competences or learning outcomes that buttresses the curriculum outline and syllabus specification, teaching strategies, assessment and reporting. Instead of norm-referencing assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks. It is in this respect that adapting the CBA in Cameroon, "National Core" Competences and "Broad Based" Competences were pre-conceived and put as expected outcomes of learners at the end of the Primary School course.

### **Competence Based Language Teaching (CBLT)**

Competence Based Language Teaching is the application of CBE to the teaching of languages. Wong, (2008) opines that language programmes that were work-related and survival-oriented adopted the competency-based Education principles. This indicates that CBLT is a teaching approach which focuses on the outcomes of language learning. The approach emphasises on what learners are expected to achieve with the target language. In other words, the approach sees outputs more essential than the learning process. This means, beginning with a clear picture of what is important for learners to be able to do, then organising the syllabus, teaching, and assessment to make sure this learning ultimately happens.

Quoting Docking, (1994) Wong, (2016) explains that CBLT is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The positive consequence of implementing CBLT is that it serves as an agent of change and it improves teaching and learning. Since competency-based approaches to teaching and assessment offer teachers an opportunity to renew their education and training programmes, quality of assessment can be

improved, and the quality of teaching and learners learning will be improved by the clear specification of expected outcomes and the continuous feedback that competency-based assessment can offer.

With regard to language (e.g. English), the CBA empowers the learners with language skills and usage norms hoping that the learner when faced with language challenges in the society, would apply the knowledge learnt in class. Following a paradigm shift in Cameroon to the competence- based Approach, new assessment and evaluation systems follow suit. Instead of disjointed out-of-context tests, tests now must follow a complex/integration situation system. Integration pedagogy is aimed at following up and helping individual learners (remediation) after a feedback diagnostic. Consequently, in assessing learners, each learner's script is considered independently of the others. This is where a criterion- referenced test has its forte because the well-defined content of this test enables each examinee to be rated independently of the others.

### **Pedagogy of Integration**

An integration situation/pedagogy is one that gives the learner the opportunity to put into practice the competences learnt in a didactic situation (a situation of classroom practice). It is a confirmation of the integration/ application of new pieces of knowledge gathered and verification if the new objectives have been attained. Thus, an integration situation refers to a situation where real life activities are integrated into learning for learners to better appreciate and develop their own learning. Thus, learning themes previewed and all learning is situated within the context of the theme. With regard to language (e.g. English), past pedagogic approaches empowered the student with language skills and usage norms hoping that the student when faced with a language use situation, would apply the knowledge learnt in class. This was never effective. Following a *paradigm shift* in Cameroon to the competence- based Approach, new evaluation systems must follow suit. Instead of disjointed out-of-context tests, tests now must follow a complex/integration situation system. Integration pedagogy is aimed at following up and helping individual learners (remediation) after a feedback diagnostic. Consequently, in assessing learners, each learner's script is considered independently of the others. This is where a criterion- *referenced test* has its strength because the well-defined content of this test enables each examinee to be rated independently of the others.

In actual fact, competency can only be developed in situations. Competency development in education can be achieved in the classroom through the learning process, in

family of situations or what some scholars called “class of situations” and the level of practising a profession. This entails that “situations” centres at the development of competencies.

#### **2.1.2.2. What is Competence-Based Approach?**

After defining some related concepts to CBA, it will be necessary we dwell a little more on the concepts. According to Bauman and Lucy, (2021), competency based approach is a sequence of learning experiences that seek to ensure that students attain specific skills, knowledge, and abilities considered important with respect to whatever they are studying or the transitions for which they are preparing. The responsibility for learning is entrusted to learner who must build their own knowledge through means made available by the teacher (Boutin, 2009). The teacher assumes the role of a facilitator. They have the task of advising, motivating and encouraging students to be creative, ensuring the planning and organization of activities, and suggesting ideas without imposing them. In a competency-based learning system, students are not allowed to continue until they have demonstrated mastery of the identified competencies (Mosha, 2012). What it means to have mastered a competency depends on the learning domain (subject matter) or the employer.

The competency-based approach is believed can help teachers not only to identify the academic strengths and weakness of learners but also to track specific concepts and skills learners have not yet mastered. The transition to a competency-based system may require significant changes in how a school operates and how it teaches students. This may be in how report cards are structured, the grading system, methods of instruction and assessment and even the school culture (Bauman and Lucy, 2021). CBE models can take a variety of forms like; a competency framework and competency assessments. The competency framework describes the knowledge, skills, abilities, and attitudes needed to perform a specific task. Competencies must be clearly defined, measurable, and related to the knowledge or skills needed for future endeavours, such as additional education or employment (Mcclarty and Gartner 2015).

The glossary of educational reforms states that CBA refers to systems of instruction, assessment, grading and academic reporting that are based on learners demonstrating that they have learned the knowledge and skills expected of them as they progress through their education. Thus, CBA refers to teaching and learning that focuses on targeted competences which are connected to the everyday needs of the learners

The aim of CBA is to ensure that students are acquiring the knowledge that is deemed to be essential to success in school, higher education, careers and adult life and if learners fail to meet up with expectations, they receive additional instruction, practice and academic support to help them achieve competency. The implementation of CBA, it can bring significant

improvement on how the school functions, affecting the school's educational philosophy and culture to its methods of instruction, testing, grading, promotion and graduation.

With the CBA, the teacher is supposed to switch from the role of an expert who transfers knowledge to a coaching role, facilitating and guiding learning process. Adjibi et al., (2017) hold that in competency based approach, skills are not taught but are built. The learner is necessarily the first actor in the construction of his skills. They equally advocate that learners participate in the assessment of their learning so that the learner monitors the development of expected competences. Learner-centred teaching strategies advocated for the implementation of competence-based approach in secondary schools include: role plays, problem solving, projects, case study, simulation, discussion, and outdoor activities. The advocated pedagogy for the implementation of the CBA is time consuming. Thus, teachers complain that there is too much to teach within a short time (Tilya and Mafumiko, 2010).

It is also worthy to note that the CBA facilitates the development of skills through the practice of Project Based Learning, Cooperative Learning and Integrated Theme Learning. The underlying philosophy of the CBA requires that learning should be based on the potentials of the learner. The learner should be responsible for his/her own learning. Focus is on learning and not on teaching. It is important for the classroom teachers to diligently determine the characteristics of their learners. Lesson preparation should always implicitly or overtly provide for gender equity, for inclusiveness and for multiple intelligences.

### **2.1.2.3. Components and Features of CBA**

According to Weddel, (2006) cited by Nkwentisama, (2012) CBA has four different components. Firstly, the teacher assesses of learners' needs through a needs analysis carried out to determine the competences to be developed in learners. Secondly, the teacher selects the competences in accordance to the students' needs. Thirdly the teacher select target instruction based on the competence selected. Lastly the teacher evaluates the level of competency attainment in the learners to see if it tallies with the stated outcomes. The process continues until competency is attained. According to Richards and Rogers (2001), in Nkwentisama, (2012) CBA has various features as stated below.

First, Competences are stated in specific and measurable behavioural terms. Richards and Roger put it as outcomes that are made explicit a priority 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. Second, 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. Third, 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. Furthermore, the 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. Some components or features of CBA include learning situations, family of situation, professional situations and complex situations.

### **Learning Situations**

Considering that the concept of situation is a central factor in the development of competences, is very essential for learning, the lesson planning according to the primary school curriculum makes provision for didactic situation at the presentation stage of a lesson in the English Language as well as in other disciplines. The didactic situation necessitate that teachers create a physical problem around a real-life phenomenon. This gives an opportunity to learners to propose solutions through their own reflections. This strategy encourages formative assessment which is an essential element of Competency-based approach to learning. Brahim, (2011), reiterate this aspect when he points out that learning does not always occur in an authentic context, in this case, the trainer or teacher will create learning situations that reflect reality as closely as possible to enable the learner develop effective competences.

### **Family of Situations**

According to Tardif, (2006), competency is exercised in a “family of situation”. Other authors like Jonnaert, (2009), call it “class of situation”. A family of class of situation refers to a set of similar situations that may belong to the same category because they share the same characteristics or they have many things in common. The family or class of situation to be addressed is used to develop a competency.

### **Professional situations**

A professional situation according to Brahim, (2011) is a situation that people encounter at work places and must manage them efficiently. To Le Boterf, professional situations are key activities associated with a set of criteria or professional requirement. The government of Cameroon recognises the important role of education as the main driver of development. This falls in line with SDG number 4 which seeks to ensure inclusive and equitable quality education and promote lifelong learning for all. The primary school

curriculum is designed using the Competence Based Approach (CBA) as an approach that gives the opportunity for this goal to be achieved. This leads us to the next section that gives an understanding to the CBA being used in the education system in Cameroon.

### **Complex Situations**

It is a problem- situation which the learners need to deploy their knowledge recall, skills (savoir), appropriate action/know – how skills (savoir- faire) and attitudinal (savoir- etre) resources learnt formally to solve problems. It is putting learning into practice; it is checking if the learner has acquired new knowledge and knows how to apply it autonomously and behaviourally in societal problem-solving situations. For such a complex task to be resolved by the learner, the teacher during their teaching must provide clear instructions following pre-determined criteria and engage his/her learner in a work situation. He or she organizes learners to work in pairs, groups and workshops, thereby discussing with peers to compare what they have understood. Learners further work individually to exhibit their competence in problem solving.

#### **2.1.3. English Language Learning**

English is a West Germanic language in the Indo-European language family, with its earliest forms spoken by the inhabitants of early medieval England (Wardhaugh, 2010). It is named after the Angles, one of the ancient Germanic peoples that migrated to the island of Great Britain. Existing on a dialect continuum with Scots, and then most closely related to the Low German and Frisian languages, English is genealogically Germanic. However, its vocabulary also shows major influences from French (about 28% of Modern English words) and Latin (also about 28%), plus some grammar and a small amount of core vocabulary influenced by Old Norse (a North Germanic language), Svartvik, (2006). Speakers of English are called Anglophones.

The earliest forms of English, collectively known as Old English, evolved from a group of North Sea Germanic dialects brought to Great Britain by Anglo-Saxon settlers in the 5th century and further mutated by Norse-speaking Viking settlers starting in the 8th and 9th centuries. Middle English began in the late 11<sup>th</sup> century after the Norman Conquest of England, when considerable Old French (especially Old Norman French) and Latin-derived vocabulary was incorporated into English over some three hundred years. (Crystal, and Potter, 2011) Early Modern English began in the late 15th century with the start of the Great Vowel Shift and the Renaissance trend of borrowing further Latin and Greek words and roots into English,

concurrent with the introduction of the printing press to London. This era notably culminated in the King James Bible and plays of William Shakespeare.

Modern English grammar is the result of a gradual change from a typical Indo-European dependent-marking pattern, with a rich inflectional morphology and relatively free word order, to a mostly analytic pattern with little inflection, and a fairly fixed subject–verb–object word order. According to König, (1994), modern English relies more on auxiliary verbs and word order for the expression of complex tenses, aspect and mood, as well as passive constructions, interrogatives and some negation. Modern English has spread around the world since the 17th century as a consequence of the worldwide influence of the British Empire and the United States of America. Through all types of printed and electronic media of these countries, English has become the leading language of international discourse and the lingua franca in many regions and professional contexts such as science, navigation and law.

English is the most spoken language in the world, David, (2007) and the third-most spoken native language in the world, after Standard Chinese and Spanish. It is the most widely learned second language and is either the official language or one of the official languages in 59 sovereign states. There are more people who have learned English as a second language than there are native speakers. As of 2005, it was estimated that there were over 2 billion speakers of English (Crystal, 2007). English is the majority native language in the United Kingdom, the United States, Canada, Australia, New Zealand and the Republic of Ireland and is widely spoken in some areas of the Caribbean, Africa, South Asia, Southeast Asia, and Oceania. It is a co-official language of the United Nations, the European Union and many other world and regional international organisations. English accounts for at least 70% of speakers of the Germanic language branch of Indo-European.

#### **2.1.3.1. English as a Medium of Instruction in Cameroon**

The way that English is taught in a given country plays a key role in determining what variety of English is spoken there. For example, if the majority of students have spoken English since birth and you teach exclusively in English, you know that you are dealing with an ENL country. Ultimately, writer Christopher Fernandez argues, English is only considered a medium of instruction in education and government in ESL or ENL contexts, not EFL. Although ESL (English as Second Language) and EFL (English as Foreign Language) are often used interchangeably, there are unique differences between the two. ESL countries are nations where the medium of instruction in education and government is in English, although English may not be the native language. On the other hand, EFL countries do not use English as a medium

of instruction but English is taught in schools. Malaysia was once considered an ESL country but now leans more towards EFL. According to Fernandez, (2012), the methods and approaches of teaching English as a second language and foreign language do differ greatly.

### **2.1.3.2. Teaching English as a Second Language (ESL)**

English as a second or foreign language is the use of English by speakers with different native languages. Language education for people learning English may be known as English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), English as a New Language (ENL), or English for speakers of other languages (ESOL). According to Wright, (2010), the aspect in which ESL is taught is referred to as teaching English as a foreign language (TEFL), teaching English as a second language (TESL) or teaching English to speakers of other languages (TESOL). Technically, TEFL refers to English language teaching in a country where English is not the official language, TESL refers to teaching English to non-native English speakers in a native English-speaking country and TESOL covers both. In practice, however, each of these terms tends to be used more generically across the full field. TEFL is more widely used in the UK and TESL or TESOL in the US.

The term "ESL" has been seen by some to indicate that English would be of subordinate importance; or example, where English is used as a lingua franca in a multilingual country. The term can be a misnomer for some students who have learned several languages before learning English. The terms "English language learners" (ELL), and, more recently, "English learners" (EL), have been used instead, and the students' native languages and cultures are considered important, (Wright, 2010)

Methods of learning English are highly variable, depending on the learner's level of English proficiency and the manner and setting in which they are taught, which can range from required classes in school to self-directed study at home, or a blended combination of both. In some programs, educational materials (including spoken lectures and written assignments) are provided in a mixture of English, and the student's native language. In other programs, educational materials are always in English, but the vocabulary, grammar, and context clues may be modified to be more easily understood by students with varying levels of comprehension. Adapting comprehension, insight-oriented repetitions, and recasts are some of the methods used in training.

However, without proper cultural immersion (social learning grounds) the associated language habits and reference points (internal mechanisms) of the host country are not completely transferred through these programs (Antony, 2016). As a further complication, the

syntax of the language is based on Latin grammar hence it suffers inconsistencies. The major engines that influence the language are the United States and the United Kingdom and they both have assimilated the language differently so they differ in expressions and usage. This is found to a great extent primarily in pronunciation and vocabulary. Variants of the English language also exist in both of these countries (e.g. African American Vernacular English).

### **2.1.3.3. Teaching English as a Foreign Language (EFL)**

English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language also called English as an Additional Language which is the practice of learning English in a predominantly English-speaking country.

Teaching English as a foreign language involves being able to convey the English language in an articulate and interesting manner. TEFL educators encourage students to improve their English skills through listening, speaking, reading, and writing. TEFL is often facilitated through the use of course books, audio-visual aids, and technology-based materials. In addition to formal instruction, informal exercises, such as role playing and language games are often used. Typical activities for TEFL teachers include, planning, preparing and delivering lessons, providing feedback on oral and written work ministering examinations and other assessments, creating and writing materials.

### **2.1.3.4. Interaction in EFL Classroom**

Classroom interaction involves far more than students' ability to speak and express themselves. Classroom interaction encompasses any type of classroom participation occurring in the classroom such as teacher-student, student-student, group discussions and any other type of classroom participation. Walsh, (2013) described interaction as a kind of communication that requires collective competence by all parties. With classroom interaction, teachers allow learners to interact and express themselves (Walsh, 2013). The teacher's role, therefore, is to enhance classroom interaction and guide students to become more reciprocal in their interaction. Classroom interaction is desirable, especially in EFL settings, for a variety of reasons. Language teachers should engage their students with language and develop their language proficiency through classroom interaction (Van Lier, 1988).

Moreover, interaction develops students' ability to engage socially outside of the classroom. Interaction can also help teachers to measure student progress and development. Successful classroom interaction however, requires considerable effort and management of numerous disparate classroom elements. Although many techniques help to foster classroom

interaction, the primary focus of this research study is the utilization of verbal questions as a means of increasing classroom interaction. Interaction in an EFL can be increased by participant in classroom interaction and creating classroom interaction.

### **Participants in Classroom Interaction**

Classroom interaction encompasses the actions of both teachers and students inside the classroom. Classroom interaction is organized in different ways according to teachers' objectives and students' needs. Its organization depends on the participants who communicate together (Walsh, 2013), for example: a) *Teacher – learner* b) *Teacher –learners* c) *Learner – learner* d) *Learner - learners* e) *Learners – learners*. Van Lier, (2014) mentioned that each type of classroom interaction presents different opportunities for interaction according to the participants' ability to interact and negotiate meaning. The above structures of interaction can be classified into two main types; Teacher –Learner Interaction and Learner – Learner Interaction. Teacher – Learner interaction takes place in the classroom between the teacher and students. It can be teacher-student or teacher- students' interaction. This form of interaction usually occurs when the teacher asks questions and one student answers the question. It also occurs when the teacher asks questions to small groups of students or the whole class and they respond to the question or questions.

This type of interaction is usually controlled by the teacher who is the dominant figure in the classroom. The students' role is limited to providing answers and receiving commands. In this case, the class teacher is the sender and the students are receivers. The primary function of this type of interaction is to practice language in a controlled pattern. In most cases, the teacher's role in this type of interaction pattern is transmitting knowledge to students, because most of the patterns are in forms of modeling and drilling (Dagarin, 2004). The teacher initiates and ends the interaction and chooses the topic. In this interaction type, teacher talk time is a high proportion of available class time and studies show that it may last for as much as (75%) of the total class time. Teacher-learner interaction usually follows the sequence of the Initiation - Response - Feedback (IRF), where the teacher initiates the interaction by asking a question and then closes the exchange by giving direct feedback. The student's output is limited to the response in the second turn only. Although that turn may involve extended language use, depending on the teacher's question, it is still controlled and lacks the pattern of the continuous conversation (Walsh, 2013).

Here is an example of this structure in the classroom. "T" Teacher Initiation: What is your favorite subject? "R" Student Response: My favorite subject is biology. "F" Teacher

Feedback: Excellent. This structure occurs commonly in classrooms worldwide. The teacher asks a question that has a direct answer, and the student provides a simple and direct answer in order to obtain a response- as to whether or not the answer is acceptable. The teacher closes the interaction by providing feedback. It is possible to extend the interaction by asking “why”, but the interaction will still not be of significantly increased duration. This appears to be antithetical to one of the main goals of teaching which is sharing knowledge with students and allowing students to give and take in the classroom. Harmer, (2017) asserted that teachers should encourage learners to produce communicative outputs and be engaged in communicative activities and that consequently, teacher’s involvement should be minimized.

The second structure of interaction is learner- learner interaction. This structure can be learner- learner, learner- learners, or learners- learners. This type of interaction occurs among learners in various ways. Learner- learner interaction is called ‘pair work’ and the other two types of interaction are called ‘group work’. Learners interact together and the teacher’s role is to monitor and guide students towards more organized progress in interaction. Studies show that students interact more in all types of learner - learner interaction compared to teacher-learner interaction. Furthermore, students use more language functions in pair- and group-work than in other forms of interaction. This structure is student- centered because the teacher acts as a facilitator; giving students increased responsibility and leading them to become increasingly independent.

Moreover, this structure encourages the development of a more social class atmosphere. This student-centered structure also allows students to feel more comfortable and increases their willingness to talk more with their peers. This structure increases students’ talk time and all members of the class add to the interaction according to the limits of his/ her language proficiency (Harmer, 2017). Furthermore, this structure allows students to have equal opportunities to produce increased output with their peers. The teacher’s primary concern at this stage is to maintain all interaction in the target language and prevent students from reverting to L1. A considerable amount of research has been conducted regarding the use and limitation of the L1 in English classrooms and how to minimize or prevent its use in class. Al Sharaeai, (2012) looked at the frequency of L1 use in English classrooms of 51 participants from different linguistic backgrounds and English proficiency levels in different English classrooms. Through online surveys and face-to-face interviews, participants agreed that they sometimes used the L1 to explain and ask about new ideas and concepts, whenever they felt they were not able to locate the correct word or expression in English, and as a means of maintaining the feeling of being somehow connected to their culture. Participants also

mentioned that they use English more than their first language in English classes and that speaking English did not make them feel nervous. A clear connection was established between English language proficiency level and the responses generated in the online survey.

### **Creating Classroom Interaction**

Classroom questions and activities are prepared by the teacher to achieve certain goals. These questions and activities are classified into two types: accuracy and fluency questions and activities. In both types, teachers' and students' roles differ. The teacher controls accuracy questions and activities and the students' role is limited to short answers in the form of drills. Teacher talk time dominates class time and such questions and activities are employed with the entire class or with individual teacher-nominated students. On the other hand, fluency questions and activities are concerned with allowing students increased time to talk and express their ideas and opinions. Teacher talk time is minimized and classroom interaction occurs for most of the lesson. Fluency questions and activities usually occur in pair or group work structures, which allow additional discussion time and the negotiation of meaning in EFL settings (Toni and Parse, 2013).

Teachers can use a variety of strategies to develop classroom interaction in a foreign language (Walsh, 2013). One way to increase classroom interaction is to encourage students to negotiate meaning when they do not understand what is required of them. Negotiation of meaning is a central aspect of classroom interaction, where learners actively involve themselves in interaction. Negotiation of meaning is defined as the verbal exchanges that occur when speakers seek to prevent the breakdown of communication (Ellis and Barkhuizen, 2005). Interaction increases when negotiation of meaning occurs in the classroom between teacher and students or between students themselves. During negotiation of meaning, the input provided should be comprehensible. Otherwise, input should be repaired to allow the interaction process to proceed. Mackey, (2007) asserts that incomprehensible input can be repaired in different ways through the processes of repetition, segmentation and rewording. Another means of increasing classroom interaction is through the use of scaffolding.

Scaffolding is an instructional technique in which the teacher models the desired learning outcome or task, and then gradually shifts responsibility to the students. Teachers can use reformulation, extension or modeling to increase students' interaction and encourage their output. Scaffolding is often implemented by the teacher, who is considered the expert in the classroom. However Van Lier, (2014) suggested that students can also scaffold by helping each other, as when strong students assist weaker peers in pair and group work. Samana, (2013)

studied teachers and students scaffolding in a university EFL classroom consisting of 14 volunteer students who were enrolled in an English course. The volunteers were both females and males aged 18 and 19, and each task was audio recorded. These students were regarded as being low level proficiency students because they were all repeating the course for a second time. The given task involved asking questions. Because the given task required working in pairs, students paired up with self-selected partners. The teacher visited each pair of students to give assistance when they asked for help. The observations lasted for eight sessions. The results demonstrated that not only had the teacher provided scaffolding for the students, but students with low level of English proficiency had also successfully scaffold their peers. Therefore, it can be said that is not necessary that scaffolding comes from an 'expert' or a teacher. Novices or learners who are not fluent in English can also provide assistance when learning.

Feedback can also be used to promote classroom interaction (Mackey, 2007). It can be written or verbal to indicate approval or disapproval of students' responses. Feedback can be used to encourage or criticize student output performance. Feedback supports learning and allows students to produce additional language during the process. Feedback usually refers a specific knowledge or skill level and informs students of the appropriate manner in which to use the language in relation to a specific knowledge or skill.

#### **2.1.3.5. Language and Communication**

Language is a structured system of communication that consists of grammar and vocabulary. It is the primary means by which humans convey meaning, both in spoken and written forms, and may also be conveyed through sign languages. The vast majority of human languages have developed writing systems that allow for the recording and preservation of the sounds or signs of language. Human language is characterized by its cultural and historical diversity, with significant variations observed between cultures and across time. Nicholas and Starks, (2014) opined that human languages possess the properties of productivity and displacement, which enable the creation of an infinite number of sentences, and the ability to refer to objects, events, and ideas that are not immediately present in the discourse. The use of human language relies on social convention and is acquired through learning.

Estimates of the number of human languages in the world vary between 5,000 and 7,000. Precise estimates depend on an arbitrary distinction (dichotomy) established between languages and dialects, (Dodds, et al., 2015). Natural languages are spoken, signed, or both; however, any language can be encoded into secondary media using auditory, visual, or tactile

stimuli: for example, writing, whistling, signing, or braille. In other words, human language is modality-independent, but written or signed language is the way to inscribe or encode the natural human speech or gestures. Depending on philosophical perspectives regarding the definition of language and meaning, when used as a general concept, "language" may refer to the cognitive ability to learn and use systems of complex communication, or to describe the set of rules that makes up these systems, or the set of utterances that can be produced from those rules. All languages rely on the process of semiosis to relate signs to particular meanings. Oral, manual and tactile languages contain a phonological system that governs how symbols are used to form sequences known as words or morphemes, and a syntactic system that governs how words and morphemes are combined to form phrases and utterances.

The scientific study of language is called linguistics. Critical examinations of languages, such as philosophy of language, the relationships between language and thought, how words represent experience, etc., have been debated at least since Gorgias and Plato in ancient Greek civilization. Thinkers such as Jean-Jacques Rousseau (1712–1778) argued that language originated from emotions, while others like Immanuel Kant (1724–1804) argued that languages originated from rational and logical thought. Twentieth century philosophers such as Ludwig Wittgenstein (1889–1951) argued that philosophy is really the study of language itself. Major figures in contemporary linguistics of these times include Ferdinand de Saussure and Noam Chomsky. Language is thought to have gradually diverged from earlier primate communication systems when early hominines acquired the ability to form a theory of mind and shared intentionality. This development is sometimes thought to have coincided with an increase in brain volume, and many linguists see the structures of language as having evolved to serve specific communicative and social functions.

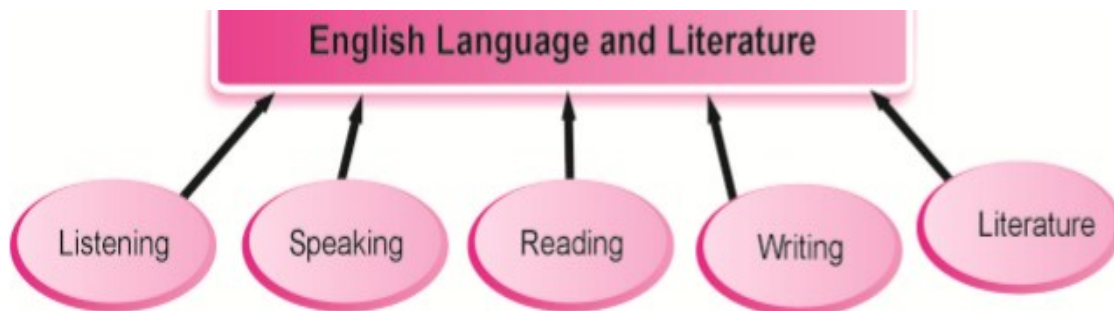
Humans acquire language through social interaction in early childhood, and children generally speak fluently by approximately three years old. Language and culture are codependent. Therefore, in addition to its strictly communicative uses, language has social uses such as signifying group identity, social stratification, as well as use for social grooming and entertainment. Languages evolve and diversify over time, and the history of their evolution can be reconstructed by comparing modern languages to determine which traits their ancestral languages must have had in order for the later developmental stages to occur. A group of languages that descend from a common ancestor is known as a language family; in contrast, a language that has been demonstrated to not have any living or non-living relationship with another language is called a language isolate. There are also many unclassified languages whose relationships have not been established, and spurious languages may have not existed at

all. Academic consensus holds that between 50% and 90% of languages spoken at the beginning of the 21st century will probably have become extinct by the year 2100.

### 2.1.3.6. English as an Official Language in Cameroon

English Language is one of the two official languages in Cameroon. It is the language of instruction for the English Subsystem of Education. A literature component has been added to this subject in Level II and Level III. While English Language enables learners to express themselves orally and in writing, Literature enhances the reading culture in them. The teaching of English will target the development of the listening, speaking, reading and writing competences with emphasis on grammar, vocabulary and pronunciation. Like all languages, English is rule-governed, thus the systematic functional teaching of grammar is strongly recommended. This will enable learners use the language effectively. This subject has been developed from domains that were derived from the following national core skills:

- communication in the two official languages (English and French) and the use of at least one national language,
- practice of lifelong learning and the four broad-based competences.



**Figure 6: Components of English Language and Literature**

Source: Primary School Curriculum (MINBASE 2018)

### 2.1.3.7. English Language in the Primary School Curriculum

The introduction of the Primary School Curriculum (1999) represents a major departure in the history of primary education in Ireland. It is the culmination of many years of development and planning that involved all the partners and interests in primary education. The last major revision of the curriculum for primary schools was *Curaclam na Bunscoile Murphy*, (1971) in Murphy, (2006). Since then there has been a combination of educational, economic,

social and cultural developments in Irish society: these developments have been taken into account in this revision. The process of revising the curriculum began with the work of the Review Body on the Primary Curriculum, which published its report in May 1990. The report constituted a detailed appraisal of the 1971 curriculum and provided the basis for the redesign and restructuring that is presented in this curriculum. The development of a revised primary curriculum became the responsibility of the National Council for Curriculum and Assessment, whose function is to advise the Minister for Education and Science on matters of curriculum and assessment. The NCCA established committees representing all the principal partners and interests in primary education to draw up subject statements and teacher guidelines in each of six curriculum areas: Language; Mathematics; Social environmental and scientific education (SESE); Arts education; Physical education; and Social, personal and health education (SPHE). The development and implementation of the curriculum in religious education in primary schools remains the responsibility of the different church authorities.

The Primary School Curriculum constitutes a detailed interpretation of the recommendations of the Review Body on the Primary Curriculum (1990). It reflects the thinking and aspirations of the National Convention on Education (1994), the White Paper on Education, Charting our Education Future, (1995) and the Education Act, (1998). Through the work of the NCCA committees, the curriculum incorporates current educational thinking and the most innovative and effective pedagogical practice. It represents a process of revision that is both evolutionary and developmental. The curriculum is designed to cater for the needs of children in the modern world, and its introduction is an exciting opportunity for change and renewal in primary schools.

### **The principles of the curriculum**

The 1971 curriculum was based on a philosophy of education that incorporated the following five principles: the full and harmonious development of the child, the importance of making due allowance for individual difference, the importance of activity and discovery methods, the integrated nature of the curriculum, and the importance of environment-based learning. The Review Body on the Primary Curriculum endorsed these principles and recommended that any future curriculum development should reflect them.

The Primary School Curriculum affirms the view of the child and the learning process implicit in these principles and develops them. The principles of the full and harmonious development of the child and of making allowance for individual difference are redefined in the broader concepts of: celebrating the uniqueness of the child, ensuring the development of

the child's full potential. The three pedagogical principles dealing with activity and discovery methods, an integrated curriculum and environment-based learning are subsumed into a wider range of learning principles that help to characterize more fully the learning process that the revised curriculum envisages. This is important firstly, because the child's sense of wonder and natural curiosity is a primary motivating factor in learning. Secondly, child is an active agent in his or her learning. In addition, learning is developmental in nature, the child's existing knowledge and experience form a base for learning. Furthermore, the child's immediate environment provides the context for learning,

Learning therefore should involve guided activities and discovery methods through which the child perceives the aesthetic, the social and emotional dimensions that are important factors in the learning process. When effectively integrated, skills that facilitate the transfer of learning would be fostered. Thus, teachers should help learners to develop higher-order thinking and problem-solving skills, make use of strategies like collaborative learning feature in the learning process, take into account the range of individual differences and make formative assessment as an integral part of teaching –learning process.

#### **2.1.4. Acquisition of Competences**

Competency is viewed as learners' ability established by knowledge and experiences to reach their purpose. According to Colman, (2009) in Jackson, (2012), competency is the capacity, skills, or the ability in doing something correctly and effectively. Meanwhile, Nkemleke and Belibi, (2019) view Competency-Based Language Teaching (CBLT) as an application of the principles of competency-based education to language teaching

Acquiring English as both national and international language is the main indicator of English language learning success for learners. Generally, the competences in English learning are cognitive, psycho-motorist, and affective competences. Specifically, the competence in the mean of language learning is communicative competence between students and students, students and teachers in the form of interaction inside and outside the classroom as the realization of language use for communication (Shobikah, 2020).

According to Bizup, (BEAM) (2008), communicative competence is the competence in using language correctly based on the rules of language use in society. The use of language contextually based on the means of language use in the society and theoretically based on the rules of language pattern, so that the students must acquire the use of language contextually and theoretically. To reach those competences, the learner must be taught and trained English language in written and oral language skills. Oral language skill is the skill in using the English

language as the verbal or direct communication tool. This oral language skill is developed through listening and speaking skills. In this skill, the students are involved in the direct communication in the use of language as lingua franca so that there is an interaction between the teacher and the students. Meanwhile, the written language skill is to use English as a non-verbal or written communication tool (Buck, 2001) in Wagner, (2021).

Freeman, (2010) firmly state that communicative competence is learner's competence using language appropriately in the certain social context. Achieving this aim, language learners must have integrative knowledge in three components such as linguistic form, meanings, and forms. Hyme's communicative competence is elaborated by Canale and Swain, (1980). Canale and Swain proposed four competences as the basic communicative competence; they are grammatical, sociolinguistic, discourse, and strategic competences.

#### **2.1.4.1. The English Language Competences**

The English Language is made up of different components. Bachman, (1990) in Hadley, (2001) elaborated two main components of language competences; they are organizational and pragmatical competences.

The organizational competence includes grammatical and textual competences while pragmatical competence includes illocutionary and sociolinguistic competences. Specifically, grammatical competence includes vocabularies, morphology, and phonology. While textual competence includes cohesive, rhetorical, and organizational knowledge (Chitravelu et al., 2005) in (Usman et al., 2018). Illocutionary competence refers to the language use in expressing idea, manipulating idea, using language to teach, studying, problem-solving, and imagination. While sociolinguistic competence refers to dialect sensitivity, language neutrality, culture understanding and figures of speech. According to Ferril, (2012) in Ratminingsih, (2015), language competence related to one's conscious and unconscious acquisition and understanding receptive and productive skills.

Those skills are developed for the learner in communicating four level literacy; performative, functional, informational, and epistemic level. In the performing level, learners are expected to be able to read, write, listen, and speak using language symbols. In the functional level, learners are expected to use the language for daily life such as reading newspaper, instruction or direction. In the informational level, learners are expected to access information and knowledge through their proficiency. In the epistemic level, learners are expected to express the knowledge into target language. Gower et al., (2005), state that those language skills are learned interactively. Brown and Duguid, (2001), call it as whole language approach and Almerich et al., (2016), call it as integrated-skill-approach; all primary skills such as

listening, reading, writing, speaking, vocabulary, spelling, pronunciation, syntax, word formation and other components must be integrated and optimized in the communication.

According to Shobikah, (2020), there are many advantages from teaching English interpretively. Among them he mentioned occurring meaningful language practice to develop learner's competence, teaching two or more competences interactively, occurring many material subjects, giving teacher and learners an opportunity to explore the topics and practice the language more often, and doing efficiency in the learning time. Even though English learning is carried out interactively, one of the competences must be the main focus while the other competences are supporting skills in learning process. The integrated language competences and components in language learning can establish the competences in of listening, speaking, reading and writing in the English language that is explained below.

### **Listening Competence**

Listening skill is the first and the most basic skill developed by the learners in learning the first language, English as second language (ESL), or English as foreign language (EFL). Through listening, the learner gets many languages information as the basic for other language skills such as speaking, reading, and writing. Helgesen, (2003) described that listening is an active process and aimed at getting the meaning from our hearing. Cameron, (2008) states that listening is basically the active language use in accessing the meaning delivered by others. Cameron added that listening is not passive but active process; otherwise all activities are happening in the brain. So, it can be concluded that listening is an active skill which happens in the listener's brain in guessing, predicting, proofing, criticizing, and interpreting what the listener heard, (Shobikah, 2020). Richard, (2008) explains that listening can be divided into two perspectives; Listening as comprehension and as acquisition.

Listening as comprehension is a common way to think about the nature of listening. In this perspective, listening and listening as comprehension are synonymous. It means that in learning the second language, it facilitates the comprehension towards oral courses. While, listening as acquisition views that listening is a part of language development. It means that the learners can develop their skill in using language items to produce oral language. Buck, (2001) describes two steps in listening comprehension process; they are apprehension toward linguistic information from the message and application toward linguistic information wider. Richards, (2008), identified two processes in listening; they are top-down and bottom-up processes. Top-down process refers to the prior knowledge in giving meaningful message, while bottom-up process is more focused on learner's understanding about language components. Harmer, (2007), elaborated that the listening skill help the ESL and EFL learners

to develop the pronunciation and spelling by listening separated words or whole utterances. According to Brown, (2001), listening skill is the basic of speaking skill. The learners would not be able to speak before doing listening first. Through listening, the learners can internalize the linguistic information then it is applied in speaking activities (Shobikah, 2020).

### **Speaking Competence**

**Speaking Skill** Speaking is oral productive skill. Brown, (2001) defined speaking as activity that involves two or more people in which the participants are both listeners and speakers having to act what they listen and make contribution meaningfully. It means that speaking involves two people or more in participating and contributing as the listener and speaker. Richards, (2008), firmly stated that the success of ESL or EFL learners in learning English depends on their ability in speaking. Harmer, (2007), explained that the ability of one's speaking fluently depends on the prior knowledge about language features and the ability in processing the information and language in the same time. It means that the ability of speaking fluently does not depend on many or less vocabulary acquired but the most important the speaker can speak their words, idea, or utterances spontaneously.

For Fulcher, (2000), the elements of speaking ability are grammar, vocabulary, pronunciation, fluency, and accuracy. Grammar is important in composing sentences correctly. Vocabulary is the basic composition in arranging sentences, the more vocabularies, the more expressive the learners. Correct pronunciation helps the listener to understand the speaker's utterances. Fluency is needed to make the conversation running well. The communication will have distraction when the communication is not fluent. Accuracy is also important in speaking because the conversation involves two people or more who needs the understanding of two people or more. Harmer, (2007), stated that there are few speaking genres. They are transactional and interpersonal; interactive and non-interactive; and planned and unplanned.

*Transactional genre* aims at delivering the message and facilitating services or things. *Interpersonal genre* aims at maintaining and continuing the relationship between the speaker and listener.

*Interactive genre* happens in two ways communication while *non-interactive* happens when someone leave the message on the phone.

*Planned genre* happens in the class or speech, while *unplanned genre* happens spontaneously when the people meet in the street. The process of speaking generally divided into four steps. They are pre-speaking, while speaking, post-speaking, and extension practice.

Step one - Pre-speaking

In pre-speaking, the students are given a sequence time to prepare their speaking and teacher gives the correction on their speaking. There are three ways in doing pre-speaking; pre-task planning, pre-speaking support, and authentic input. In pre-task planning, the students are given the time to formulate the idea for their speaking. In pre-speaking support, the students are given the advice in vocabulary and information used for their speaking. While in authentic input, the students are given the example to speak through authentic media to make their speaking easier such as videos, audios, or audio-visual media.

### **While-speaking**

In the while-speaking activities, there are few activities that can be carried out such as speaking task, fluency technique, and forming automaticity. In speaking task, there are three activities; information gap, problem solving, and social monologue. In the information gap, the students can bridge the differences and do brainstorming. In the problem solving, the students can solve the problem collaboratively using English. In the social monologue, the students can discuss a certain issue in the society. The fluency technique can be carried out by asking the students to retell the topic being discussed for a few times. In the forming automaticity, the students are obligated to memorize vocabularies given by the teacher. Through this memorization, it is expected that the students use the vocabularies automatically.

### **Post-speaking**

In the post-speaking step, there are three activities of the accuracy on student's speech. These are: language focus, self-repair, and corrective feedback. Language focus activity refers to the student's ability in using the language accurately from the observation on target language, find the similarity and difference between target language and mother tongue and then integrate the new language into English language. In the self-repair activity, the students are directed to analyze and evaluate their own speaking based on their pronunciation, grammar, and vocabularies used. While in the corrective feedback, there are two kinds of feedback; teacher and peer feedback; by analyzing the student's audio from previous speaking activities. The extension practice is carried out by doing task repetition. Task repetition is giving the revised task to the students. It aims to develop student's accuracy and fluency in using oral language (Shobikah, 2020).

## Reading Competence

Reading is a receptive skill in formulating meaningful information delivered in a text. Nunan, (2003), stated that reading is a process of absorbing information from written text and associating information with prior knowledge to establish a meaningful text. Kosak, (2011), stated that reading is a skill to get messages, written symbols, understanding meaningful text, and teaching pronunciation. Reading relates to processes. They are identifying and comprehending the text. Identifying the text refers to the process to identify the written symbols related to oral language. While, comprehending the text refers to give the meaningful word, sentence, and text. Reading is an important skill that must be required by the learner because by acquiring the reading skill well, the learner can understand the texts being read. Reading is the key for the learner to get much knowledge. Based on Kosak, (2011), there are types of reading such as skimming, scanning, and close reading.

Skimming is a reading activity aims at introducing a material to the reader through fast reading to get general information.

Scanning is a fast-reading activity from the beginning until the end of text whose aim is to get the specific information from the text.

Close reading *is* a detailed reading activity aims to get the implicit and explicit meaning from the text. In Woolley, (2011), there are four aims of reading activity; code-breaker, meaning maker, text user, and text-analyst.

Code-breaker is an activity to understand a code and symbol in a semiotic system in a text, movie, etc.

Meaning maker is an activity to give the text meaning by concluding the text from prior knowledge, the social and culture background.

Text user is a learner who knows the text's aims by using different ways based on the reader's social and culture background.

Text-analyst is a reader who decides the conclusion from the text being analyzed. Reading is a receptive skill like listening skill. So, the process of reading can be taken from bottom-up and top-down process. Bottom-up process means that the process of reading begins from the smallest language form such as letters, morphemes, syllables, words, phrases, grammar, and punctuation. Top-down process refers to the process of reading using reader's intellectuality and experiences in understanding the text.

## **Writing Competence**

Writing is a productive skill required by the learner in acquiring the target language. Harmer, (2004), stated that writing is an important skill required by ESL or EFL learner. He also holds that writing is a tool of communication because it expresses people's thought and feeling. For those people who cannot express their thought and feeling orally, they can express theirs in writing. By writing, people can communicate messages to the readers traditionally using paper and pencil or modern using technology. Writing is a process to organize idea, compose, and revise. Writing is a practical skill and the more one practices this skill the more competent one becomes in the skill. So, learners must practise and trained continuously to become competent in writing. In daily life one needs writing situations as listing, informing, pursuing, maintaining relationship, documenting, expressing feeling, experiencing, and observing.

Chitravelu et al., (2004), classified three types of writing (personal, transactional and creative writing). Personal writing is such as shopping listing, note taking, diary, daily journal, message and card. Transactional writing is such as business correspondence, memo, instruction, report, proposal, and advertisement. Creative writing is such as poem, poetry, short story, anecdote, fiction story, and humors.

According to Peha, (2002), there are few steps in writing processes; pre-writing, drafting, sharing, revising, editing, and assessing.

**Pre-writing:** The writer makes concept, note taking and collect idea. It aims to collect the writer's idea before drafting.

**Drafting:** In drafting, the writer begins to write based on the concept. The writer shares the writing to their peers. It aims to get the advice and suggestion to make their writing better. Then, the writer revises the writing using advice and suggestion from peers, (Shobikah, 2020).

**Editing:** In editing, the writer does edit in their writing such as spelling, punctuation, and grammar.

**Publishing the writing:** The writer prepares their writing to be published. The writer can assess their writing independently or assessed by their teacher and peers. Brown, (2001), stated that grammar is the system of rules governing the conventional arrangement and relationship of words in sentences. The words in sentences means the grammar unit contains of words, phrases, clauses, and sentences. Hartwell, (1985), stated that grammar is a number of pattern in composing words and messages. Chitravelu et al., (2004), noted that grammar is rules of language, governing the way in which words are put together to convey meaning in different contexts.

Brown, (2001), firmly stated that grammatical competence takes an important role in communicative competence, that is organizational competence contains of complex rules, grammar, and discourse. Without this organizational competence, the language used will be spoken disorderly. Some grammatical rules acquired by the learner include; word order, (the positioning of the parts of speech to form meaningful sentences), Sentences components such as an article, inflectional verbs, pluralization, word derivation, etc. Language functions such as introduction, giving an opinion, suggestion, advice, etc. Sentence connector such as compound and complex sentences, conjunction (and, or, but), and logical connectors (so, unless, therefore). Grammar used for written and oral language such as abbreviation rules (I'm, that'll, she'll, etc), that is not allowed in formal writing. Idioms are the word choice for different meaning to deliver the different message. Pronunciation is a language component related to sounds and how to pronounce the sounds accurately, so the listener can receive the message.

Saito, (2018), classified the sounds in two categories; segmental and supra segmental sounds. Segmental sounds are the language units' arrangement, while supra segmental sounds are the sound's features such as word stress, intonation, rhythm, etc. Pronunciation is one of important language components in using oral language. The student's fluency is based on the accuracy of student's pronunciation and the mispronunciation can lead to misunderstanding in receiving messages. So, it is important to give more attention on pronunciation in learning English.

Chitravelu et al., (2005) classified there pronunciation aspects; sounds, word stress, and intonation. Sounds contains of consonant and vocal sounds. There are twenty sounds and twenty-four consonants. Some sounds do not belong to EFL learner language, hence, becomes the difficulty for the learners to pronounce it correctly. Word stress is also categorized by three levels; primary stressing, secondary stressing, and uncrossing syllables. Sentences are stressed in order to communicate the meaning.

#### **2.1.4.2. Learners' Acquisition English Language of Competencies**

Learners' competency in schools is also viewed as academic achievement. The academic achievement of learners especially at the primary school level is not only a pointer to the effectiveness, but an important determinant of the future of pupils in particular and the nation in general. Learning outcomes have become a phenomenon of interest to all and this accounts for the reason scholars have been working hard to untangle factors that militate against good academic performance (acquisition of competences) (Aremu and Sokan, 2013). This phenomenon has been variedly referred in literature as academic achievement, or scholastic

functioning. Learners' competence acquisition has attracted attention of scholars, parents, policy-makers and planners. Adeyemo, (2001) opines that the major goal of the school is to work towards attainment of academic excellence by learners.

These excellences are viewed from the competences the learners acquired, which enable them to perform basic activities, write and pass exams, and get promoted. According to him, the school may have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship. Besides, virtually everybody concerned with education places premium on competences acquisition or excellent academic achievement of children is often the expectation of parents (Osiki, 2001). Gender is one of the personal variables that are related to the differences found in motivational functioning and academic achievement.

Different researches have demonstrated the existence of different attribution patterns in boys and girls, such that while girls tend to give more emphasis to effort when explaining their performance (Lightbody, et al., 1996), boys appeal more to reasoning ability as cause of their academic achievement (Burgner and Hewstone, 1993). Many researches have also pointed out that girls usually make external attributions for successes and failures and that when they make internal attributions; these refer not so much to effort, but to ability (Postigo, et al., 1999). However, boys usually attribute successes to stable internal causes like effort, thus showing an attribution pattern which enables them to enhance their own image of themselves (Smith, et al., 2002).

Research on gender differences in cognitive processes, intellectual abilities, area of interest, stereotypical perceptions of every-day behaviours and the ability to perform various tasks has been a neglected area. Two theories that explain personality differences between men and women have been proposed. The first suggests that the male is the prototypical human, and females should be understood in relation to men. The second discourses that men represent the cognitive domain, which is positively valued in Euro-American culture, and women represent the less-valued affective realm (Klein, 2004). The differences in the scholastic achievements of boys and girls are generally attributed to biological causes and/or to cultural and stereotypes (Klein, 2004). The last two decades have been devoted to addressing gender inequality in education (Nayar, 1996). Some studies have shown an all – time low participation of women in education.

Educators have therefore expanded tremendous efforts in the study of the personal factors affecting academic achievement. A rich harvest of explanation of causes, understanding of cost to the society and possible intervention has brought about several researches, workshops, seminars and training in this area. The influence of home environment on students'

academic achievement at the individual level is still prevalent, but less strong in much of the literature. There is an awareness of the importance of the home environment or family structure on student's academic achievement. The home has a great influence on the students' psychological, emotional, social and economic state. In the view of Ayila and Olutola, (2000), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affects his reaction to life situations and his level of performance. Although, the school is responsible for the experiences that make up the individual's life during school periods, yet parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what he is. Thus, Ichado, (1998) in Shahzadi and Ahmad, (2011) concluded that the environment in which the student comes from can greatly influence his performance in school. The state of the home may affect individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affect his reaction to life situations and his level of academic achievement. Since no nation can rise above the level of education of her citizens.

Interest is defined by Typhoon International Corp. (2004) in Dev, (2016) as the attention with a sense of concern; lively sympathy or curiosity; and the power to excite or hold such attention (in something). "Interest plays an important role in the field of psychology as a number of researches have showed that it is related to personality, motivation, cognition, development, emotion, vocations, aesthetics, behaviour, hobbies, reasoning, and information processing (Silvia, 2006). A few studies have found interest to be a factor that relatively influences reading and text processing. Though there is evidence that seductive details of interest has detrimental effect as it impairs comprehension; interest promotes comprehension and memory for several reasons: interest increases attention to a text; interest makes people process a text more deeply; and interest promotes good meta-cognitive strategies (Silvia, 2006).

Interest in learning, could most probably be a very powerful affective psychological trait and a very strong knowledge emotion as well as an overwhelming magnetic positive feeling, a sense of being captivated, enthralled, invigorated and energized to cognitively process information much faster and more accurately in addition to most effective application of psychomotor traits like self-regulatory skills, self-discipline, working harder and smarter with optimum persistence" (Kpolovie, 2010). He recommended the need of conducting more research for ascertaining the actual role that interest in learning plays in students 'academic attainment at all levels of the educational system. The nature and strength of one's interest in learning and in schooling may represent an important aspect of personality (Anastasi and

Urbina, 2007). Values are clearly related to life choices and are often discussed in conjunction with interests and preference. From the view point of the student and what he intends to achieve educationally, a consideration of his interest might be of practical significance.

The interest must be there for him to devote time for his study. Growing knowledge leads to growing interest as new information increases the likelihood of conflict (i.e., conflict of coming across a fact or idea that does not fit into what the individual has already learnt) (Silvia, 2006). The more a person knows or learns about a domain, the more interesting the domain becomes to him. This is most probably because of the phenomenon of more learning leading to more questions, which in turn increases learning. Thus this study is set to investigate Intelligence, Interest, Gender and Home environment as correlates of students' Academic achievement. Home environment is strongly associated with many measures of childhood cognitive and academic achievement, including IQ (Smith, 1997) in (Duncan et al 1998), achievement test scores (Brooks-Gunn et al., 1993), grade retentions and functional literacy (Baydar et al, 1993). These effects are typically quite substantial: in one study, SES was found to account for approximately 20% of the variance in childhood IQ (Gottfried et al., (2003).

Individual differences in academic performance have been linked to differences in *intelligence* and *personality*. As demonstrated by *IQ tests*, learners with higher mental ability and those who are higher in *conscientiousness* (linked to effort and achievement motivation) tend to achieve highly in academic settings.. Children's semi-structured home learning environment changes into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement. Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school. Parents influence students through the environment and discussions they have with their children. Academic socialization can be influenced by parents' *socio-economic status*. Highly educated parents tend to have more stimulating learning environments.

Further, recent research indicates that the quality relationship with parents will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance. Children's first few years in life are crucial to the development of language and social skills. School preparedness in these areas help children adjust to academic expectancies. Some individual factors that influence the acquisition of competences in English language include non-cognitive factors, self-efficacy, motivation, self-control and extracurricular activities.

First, Non-cognitive factors or skills are a set of "attitudes, behaviors, and strategies" that promotes academic and professional success, such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination. To create attention on factors other than those measured by cognitive test scores sociologists Bowles and Gintis coined the term in the 1970s. The term serves as a distinction of cognitive factors, which are measured by teachers through tests and quizzes. Non-cognitive skills are increasingly gaining popularity because they provide a better explanation for academic and professional outcomes.

Second, self-efficacy is one of the best predictors of academic success. Self-efficacy is the belief of being able to do something. Stajković et al. looked at the Big Five Traits on academic success as well and saw that conscientiousness emotional stability were predictors of self-efficacy in over half of their analyses. However, self-efficacy was more indicative of academic performance than personality in all of the analyses. This suggests that parents who want their children to have academic achievement can look to increase their child's sense of self-efficacy at school.

Motivation is also the reasoning behind an individual's actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation. In other words, students with higher need for achievement have greater academic performance.

Moreover, self-control, in the academic setting, is related to self-discipline, self-regulation, delay of gratification and impulse control. Baumeister, Vohs, and Tice defined self-control as "the capacity for altering one's own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the attainment of long-term goals. In other words, self-control is the ability to prioritize long-term goals over the temptation of short-term impulses. Self-control is usually measured through self-completed questionnaires. Researchers often use the Self-Control Scale developed by Tangney, Baumeister, and Boone in 2004 in (Maloney et al 2012). High locus of control, where an individual attributes success to personal decision making and positive behaviors such as discipline, is a ramification of self-control. High locus of control has been found to have a positive predictive relationship with high collegiate GPA.

In addition, organized extracurricular activities have yielded a positive relationship with high academic performance including increasing attendance rates, school engagement,

GPA, postsecondary education, as well as a decrease in dropout rates and depression. Additionally, positive developmental outcomes have been found in youth that engage in organized extracurricular activities. High school athletics have been linked with strong academic performance, particularly among urban youth. However, involvement in athletics has been linked to increased alcohol consumption and abuse for high school students along with increased truancy. While research suggests that there is a positive link between academic performance and participation in extracurricular activities, the practice behind this relationship is not always clear. Moreover, there are many unrelated factors that influence the relationship between academic achievement and participation in extracurricular activities (Mahoney et al. 2005) in (Abruzzo et al., 2016). These variables include: civic engagement, identity development, positive social relationships and behaviors, and mental health (Mahoney et al., 2005). In other research on youth, it was reported that positive social support and development, which can be acquired through organized after school activities is beneficial for achieving academic success (Eccles and Templeton, 2002).

In terms of academic performance there are other groups of variables to consider. Some of these variables include: demographic and familial influences, individual characteristics, and program resources and content (Mahoney et al., 2005). For example, socio-economic status has been found to play a role in the number of students participating in extracurricular activities (Covay and Carbonaro, 2010). Furthermore, it is suggested that the peer relationships and support that develop in extracurricular activities often affect how individuals perform in school (Eccles and Templeton, 2002). For all these variables to be considered, it is important to create a better understanding how academic achievement can be seen negatively and positively.

In conclusion, most research suggests that extracurricular activities are positively correlated to academic achievement (Mahoney et al., 2005). It has been mentioned that more research could be conducted for better understanding of the direction of this relationship (Eccles and Templeton, 2002). Together this information can give us a better understanding of the exact aspects to consider when considering the impact that participation in extracurricular activities can have on academic achievement.

### **Pragmatic competences**

Pragmatics is a subfield of linguistics that is defined as “the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects that their use of language has on other participants in the act of communication” (Crystal, 1997) in (Tello, 2006). This term

was originally placed within the philosophy of language (Morris, 1938), but has developed from this field to be related to sociolinguistics and other sub disciplines. Currently, this term is extensively used in the field of second and first languages acquisition and teaching, especially in reference to pragmatic competence as one of the abilities subsumed by the overarching concept of communicative competence. The notion of pragmatic competence was earlier defined by Chomsky, (1980) as the “knowledge of conditions and manner of appropriate use (of the language), in conformity with various purposes” This concept was seen in opposition to grammatical competence that in Chomskyan terms is “the knowledge of form and meaning.” In a more contextualized fashion, Canale and Swain, (1980) included pragmatic competence as one important component of their model of communicative competence. In this model, pragmatic competence was identified as sociolinguistic competence and defined as the knowledge of contextually appropriate language use (Canale and Swain, 1980; Canale, 1983). Later on, Canale, (1988) in Tello, (2006), expanded this definition, and stated that pragmatic competence includes “illocutionary competence, or the knowledge of the pragmatic conventions for performing acceptable language functions, and sociolinguistic competence, or knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context” (p.90). These components were taken up again in Bachman’s, (1990) model of language competence, in which pragmatic competence is a central component incorporating the ability to use the language to express a wide range of functions, and interpret their illocutionary force in discourse according to the sociocultural context in which they are uttered.

More recently, Rose, (1999), proposed a working definition of pragmatic competence, which has been extensively accepted by researchers in the field of inter-language pragmatics (ILP). He defines the concept as the ability to use available linguistic resources (pragmatics) in a contextually appropriate fashion (socio-pragmatics), that is, how to do things appropriately with words. In Kasper’s, (1997a) words, pragmatics “includes strategies like directness and indirectness, routines, and a large range of linguistic forms which can intensify or soften communicative acts.” Socio-pragmatics, on the other hand, refers to the social perception of communicative action. For Kasper and Rose, (2002), pragmatic knowledge requires mappings of form, meaning, force, and context that may be obligatory as when prepackaged routines are used, or not as when non-conventional indirectness is needed. According to Bialystok, (1993) pragmatic competence includes:

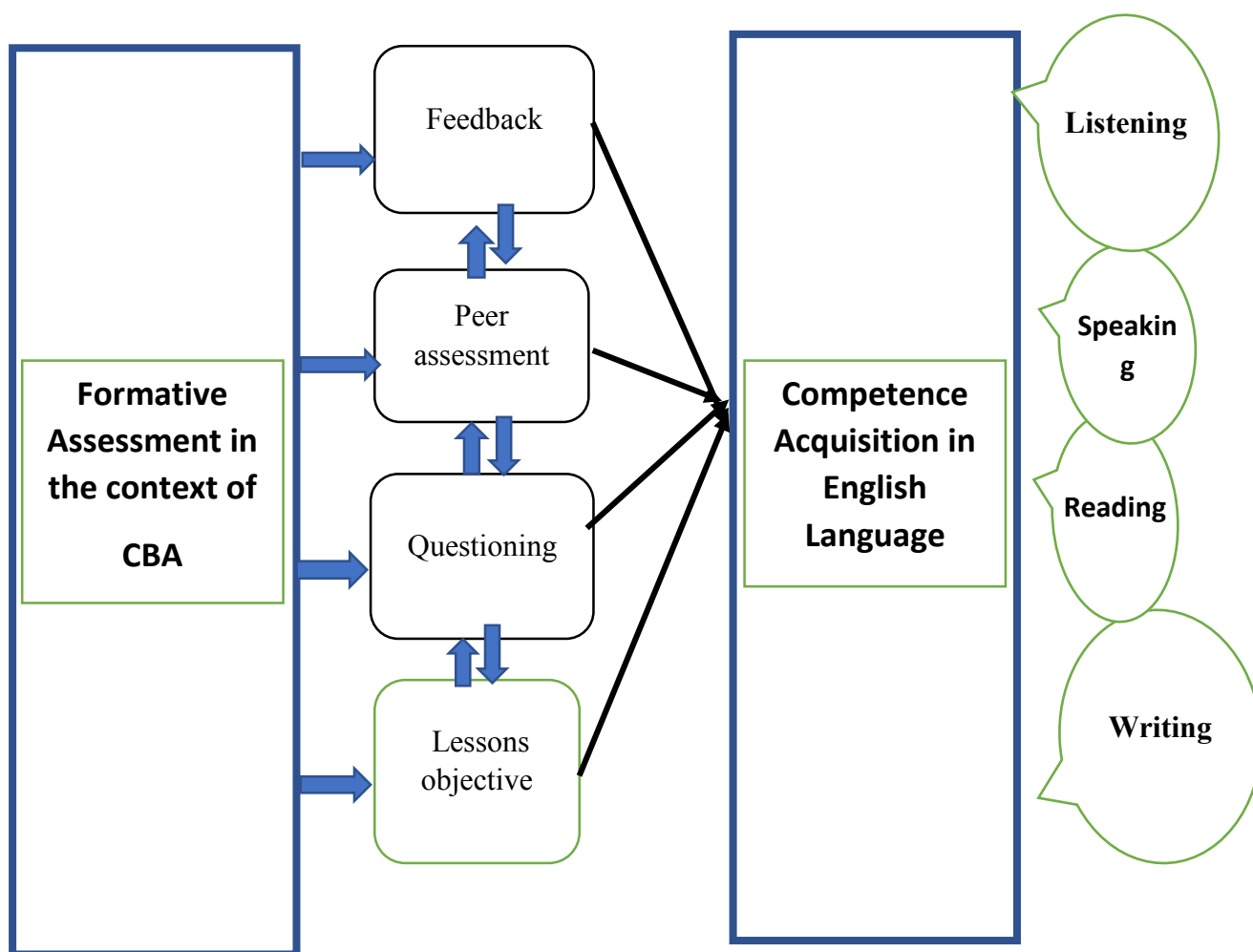
- the speaker’s ability to use language for different purposes,
- the listener’s ability to get past the language and understand the speaker’s real intentions (e.g. indirect speech acts, irony and sarcasm),

- the command of the rules by which utterances come together to create discourse

Proposals for instruction in pragmatics should seek to furnish students with linguistic tools that allow them to realize and comprehend linguistic action in a contextually appropriate way. This task is evidently related to the teaching of the TL culture, not viewing it as a product, but as a process that shapes language and at the same time is shaped by language. This perspective of culture is shared by several authors, such as Byram and Morgan (1994) and Kramsch, (1998), who highlight that language expresses, embodies, and symbolizes cultural reality. This idea certainly frames Kramsch's view of "culture seen as discourse," where language and culture are inherent to people's interaction, and consequently susceptible to contextual factors, such as relative power and social distance. These are negotiable and can change through the dynamics of conversational interaction, modifying the way things are said. It is necessary to clarify that total convergence to these norms is not always desired, as is highlighted by Kasper, (1997a) and Kasper and Schmidt, (1996) among others.

Some of the considerations for preferring optimal convergence deal with the difficulty of presenting the English native speaker as a homogeneous entity, the impossibility of achieving native speaker competence level in a FL context, given the existence of, for example, critical period issues (Long, 1990), and the lack of quality and quantity of contact with the TL. Also, the native speakers of a given language could perceive total convergence from foreigners as intrusive (Giles et al., 1991) and the fact that non-native speakers might want to opt for pragmatic distinctiveness as a strategy of identity assertion.

As one of the official languages in Cameroon and as a language of instruction, it is therefore imperative that children acquire the skills of listening, speaking reading and writing at the base of their learning. Firstly, communication which is the key competence highlighted in the Primary School Curriculum will be achieved. Secondly, pupils will learn the other discipline easily and become competent in such fields. All in all, this will permit learners acquire national core competences by end of the course as designed by the government of Cameroon (life- long learning, personal and interpersonal competences among others).



**Figure 7: Conceptual Diagram**

Source: This study, (2021)

This conceptual diagram demonstrates the examination of respective concepts and creates a relationship between them. According to this diagram, the flow of this study begins from the formative assessment in which the characteristics range from sharing the lesson aim, questioning, peer assessment and getting feedback. The teacher employs these strategies to enable a smooth implementation of formative assessment which help the learner in acquiring envisaged competences. Among these competences in English language we have the reading ability, writing, listening and speaking abilities. These are the language competences that enable learners to navigate all the learning challenges in all the subjects in school.

## **2.2. Theoretical Framework**

This study was conducted using Socio-cultural Cognitive learning theories, the Didactic Theories, the Context, Input, Process and Product Model of evaluation (CIPP) by Daniel Stufflebeam, and Victor Vroom's Expectancy Theory to analyse the work. The following section provides a synopsis of the origin and the development of these theories of learning and how the main concepts of these theories are applied to the investigation and analysis of Formative Assessment practices in the primary school classroom in Cameroon.

### **2.2.1. The Socio-Cultural Cognitive Theory**

Sociocultural ideas are derived from Vygotsky's cultural-historical theory, which examined the relationship between human learning and social context. Sociocultural theories focus on the interactive influence of cultural contexts on human development and on learning appropriation through participation and interaction with the social world (Tsui et al., 2009).

#### **2.2.1.1. Origin and the development of Socio-cultural Cognitive Theory of Learning**

Lev Vygotsky, (1978) is the major theorist among the socio-cognitivists. He believes that learning occurs within what he terms the *Zone of Proximal Development* (ZPD). The ZPD refers to the distance between the learner's ability to perform a task under an adult's guidance and/or peer collaboration and the learner's ability to solve a problem independently. The Cognitivists advocate a philosophy of learning which emphasises human cognition or intelligence as a special endowment enabling man to form hypotheses, develop intellectually cognitively. This theory involves examining learning memory, problem solving skills and intelligence. According to Vygotsky, (1978) social interaction places an important role in cognitive development. This theory is based on three major themes, namely; social interaction, the more knowledgeable other and the Zone of Proximal Development.

Sociocultural theories have developed along with the notion of the situated nature of learning. In 1991, Lave and Wenger proposed the model of situated learning to emphasise that learning is located in a particular context and influenced by a variety of sociocultural factors. Learning, as these authors discussed, occurs as a consequence of interactions of members in a particular community. Through a process of legitimate peripheral participation, newcomers or apprentices learn the practices of a community. Initially, newcomers learn easy and basic tasks and observe experts so that they may imitate the practices of the community (Lave and Wenger, 1991). As participation increases, apprentices are involved more deeply in more complex

activities, until finally they take on the responsibility of an expert within the community of practice.

Wenger, (1998) identified mutual engagement, joint enterprise, and a shared repertoire as three actions through which individual members learn in communities of practice. He added reification, a dual process to participation, to describe how individuals can construct their identity in relation to their communities of practice. Reification allows newcomers to participate, and at the same time, produce objects such as tools, symbols, stories, and concepts which reflect their experiences and the practices of the communities (Wenger, 1998, 2008).

Rogoff, (2008) uses the model of apprenticeship to describe how individuals can learn through interactions with experienced members of a community. She argues that this model comprises three interrelated planes in which newcomers are considered as apprentices who take part in culturally organised activities (community process). Through observing and performing activities under the guidance of more skilled people (guided participation), novices gain advanced knowledge and skills, that are part of the community, and possibly contribute to the community's development (participatory appropriation) (Rogoff, 1990). Models of situated learning and apprenticeships have created a major change in understanding the nature of learning, moving from simple acquisition to students' active participation (Handley et al., 2006).

While many researchers acknowledge the usefulness and relevance of sociocultural perspectives to explain human learning, they also indicate the limitations of this approach. First, some claim that a sociocultural perspective overemphasizes social determinism (Roth, 2008), and tends to neglect the cognitive aspect and active role of an individual in their contribution to communities (Vosniadou et al., 2008). Addressing these criticisms, in the apprenticeship model, Rogoff, (2008) uses the term 'participatory appropriation', instead of the term 'internalization' in Vygotsky's theory. This conceptual change is to highlight the active role of an individual when involved in social interactions. The process of participatory appropriation helps learners not only to learn social and cultural values, but also contribute to the development of communities (Rogoff, 2008).

Much debate has focused on the limitations of the theory of communities of Practice related to the possibilities for learning. The most common criticism is that Lave and Wenger's notions and examples of communities of practice are simplistic and idealistic as a theory of learning (Roberts, 2006), and are more suited to understanding newcomers in small communities (Fuller and Unwin, 2003). Critics claim that Lave and Wenger insufficiently addressed learning in communities in terms of the complexity of diverse organizational

contexts and unequal power relations (Roberts, 2006), and unresolved tensions between individuals (Handley et al., 2006). In response, Wenger explains that the theory is “a learning theory, not a political theory” (Wenger, 2011). However, he acknowledges that power and the complexities involved in class, gender, and race are “inherent in social perspectives on learning”, and therefore it is important to review some concepts to incorporate issues of power. Jewson, (2007) also raises concerns about the outdated value of the term ‘community of practice’ in a digital world, and suggests the term ‘network’ would be more appropriate in today’s world. Clearly, social models of learning have been evolving, catering to changing technological forms of communication.

Socio-cultural cognitivists have developed various sociocultural models of learning based on the core assumption of learning as a mediated and situated process (James and Lewis, 2012). These models need to be carefully examined when they are applied or adapted to different contexts. This understanding is central to a sociocultural perspective of learning.

This research aims to explore how formative assessment is understood and used in the context of the Cameroon Basic education. The section below addresses the socio-cultural cognitive factors in relation to learning as relevant to the study of Formative assessment strategies in the primary school.

#### **2.2.1.2. A Socio-cultural Cognitivist Perspective of the Nature of Learning**

The socio-cultural cognitivists understand learning in two perspectives; as a facilitated process and also as a situated process.

##### **Learning as a Facilitated Process**

The mediated nature of learning was first presented by Vygotsky, who was influenced by the claim of Marxist ideology on the importance of labour with tools and language in human development (Cole and Scribner, 1978). He viewed learning not as pre-fixed or individualistic, but as an internalization process of interactions with other people and artifacts in the social world. Other people and cultural tools play a mediating role through which human knowledge and skills are passed on to new generations (Bruner, 1996; Vygotsky, 1978).

The mediating role of the teacher and other people is reflected more specifically through Vygotsky’s theory of the Zone of Proximal Development (ZPD), and is further expanded in Rogoff’s idea of “guided participation” in communities of practice. Vygotsky defines ZPD as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under

adults' guidance or in collaboration with more capable peers" (Vygotsky, 1978). This suggests that students are limited when acting on their own, but can do much more in collaboration with and guidance by knowledgeable peers. Social interactions are a vital condition for learning through which students internalise historical and cultural values. This internalisation process, guided by others, is an ongoing spiral in which mental functions have not matured; they are in "the process of maturation" and will "mature tomorrow" (Vygotsky, 1978). Rogoff, (2008) believes that assistance is related to interpersonal engagement in a community in which apprentices "become more responsible participants". The assistance of others, individuals' active participation, and the quality of relations are important mediating factors to facilitate individual learning in a community of practice.

The assistance of others is considered to be a support, an essential process of learning as this reflects the mediated character of learning, to assist an individual to move from a present developmental level to a more advanced developmental level (James, 2006). In order to support (scaffold) learning effectively, the teacher needs to assess and get an understanding of the learners' current knowledge, and then, intervene appropriately to move the learners' learning forward (Murphy, 2008).

Rogoff, (2008) argued that the scaffolding in the guided participation process was offered by "cultural and social values, as well as social partners" (Rogoff, 2008). Opinions on the role of expert-partners and peer-partners on individual learning are divided. Vygotsky's ZPD theory suggests that to support cognitive development, ideal partners should be more knowledgeable. The more knowledgeable other according Vygotsky refers to anyone who has a better ability or capacity than the child. These include the teacher, an adult, a coach, a peer or a younger person or even a computer.

This is in contrast with Piaget, who believed that a child's cognition would grow better from working with same-level peers. Piaget reasoned that as peers generally have equal status, they are more inclined to discuss topics openly. In contrast, more knowledgeable partners are often authoritative, and this therefore inhibits discussions. Rogoff, (2008) argues in her expanded model of learning that an individual benefits from interacting with others, regardless of whether they are experts or novices, because she believed that development occurs in "all three planes". It means that a mix of same level and more knowledgeable peers presents an ideal social environment for learning through interaction.

Another crucial element which facilitates learning is the agency of the learner (Rogoff, 2008). Learner agency refers to human positive thinking and proactivity. Humans are not only the products of social circumstances, but also contributors and creators to their life through

self-organisation, self-regulation, and self-reflection (Bandura, 2006). From a sociocultural perspective, a learner is viewed as an active constructor of knowledge who creates an identity and contributes to the knowledge and practices of communities (Lave and Wenger, 2008). To be an agent in communities of practice, newcomers become involved in different relations with various activities, such as talking, thinking, feeling, doing and belonging (Lave and Wenger, 2008). Apart from observing what others are doing in the community, they need to be occupied directly into the activities through communication, negotiation, renegotiation, coordination, and adjustments to gain shared understanding of new goals and methods of activity among the co-participants (Wenger, 2008). Active participation will contribute to the effectiveness of learning because an increase in the newcomer's participation and a desire for belonging help to advance their knowledge and skills (Lave and Wenger, 1991). More importantly, this process leads to identity formation for the participants and "a way of being in the social world" which is understood as learning (Wenger, 2008).

The third significant factor in learning is the quality of relations and social interactions in communities of practice (Wenger, 1998). This can be affected by power relations and trust in relations among members of a community of practice. For instance, old-timers are generally more powerful than newcomers; therefore, they have more opportunities to access resources and knowledge in their communities (Carless et al., 2011). If power relations in communities remain hierarchical, this may inhibit learning possibilities for newcomers. Socio-cognitivists believe that sharing perspectives among participants in order to provide them with "opportunities to participate in a joint decision-making process" is a crucial factor to support learning (Rogoff, 1990). Further, a trusted relationship, where newcomers can articulate their voices and openly negotiate with others, will create conducive conditions for learning.

Viewing the learner as an agent in social interactions has resulted in a change in teaching, learning and assessment approaches (Griffin et al., 2012). Conventionally, teachers were seen as the authoritative source of knowledge and assessment of their learners. Through a sociocultural lens, teachers are no longer seen as the only source of knowledge because the learners can equally learn through interactions with their peers and other resources like the internet and other technological devices. From a sociocultural view, cooperative learning and interactive classrooms are conducive conditions for learning (James, 2006). The way assessment is viewed has also changed. Assessment is now understood as interaction and negotiation between the teacher, the learners and amongst the learners in which students are encouraged to self-assess and monitor their own learning (Pryor and Crossouard, 2008). To facilitate learning, teachers may create various classroom activities and opportunities for

students to participate and learn mutually, as well as support learners to become owners of their learning (James, 2006).

The theory of ZPD also created a new approach for assessment in education as it helped to shift the focus from only measuring what students have learned, to also supporting students to progress in their learning (Griffin et al., 2012). Thus, assessment “must be formative in both function and purpose” (Elwood and Klenowski, 2002) and should be integrated into the teaching process to scaffold students’ learning, rather than be an isolated activity at the end of the course to certify student achievement. When assessment is implemented as an interactive process between teacher and students, it will allow students to “produce best performance” versus “typical performance” (Gipps, 1999). This is because learners are provided with appropriate time and opportunities to correct and develop their learning skills throughout courses.

### **Learning as a situated process**

The social and cultural practices of a community can both support and inhibit learning within that community. Lave and Wenger, (1991) describe learning as “an integral and inseparable aspect of social practice” and further, that “learning, thinking and knowing are relations among people in activity in, with, and arising from the socially and culturally structured world” That is, learning is shaped by the social, cultural, and historical contexts (Bruner, 1996) in which the structure and characteristics of a particular cultural activity impact on the participants and their identity formation (Rogoff, 2008). For example, students are now exposed to many different perspectives of knowledge, compared to those who were at their age in the past, because they are living in a global and open world characterised by a rapid change of information and communication technologies.

According to Rogoff, (2008), understanding “the historical and institutional contexts” of activities is essential to gain insight into personal and interpersonal processes. While acknowledging the crucial impact of context on learning, socio-cultural cognitivists also believe that changes and development are an inherent characteristic of events and activities. As Rogoff argues, individuals not only appropriate what has already existed, but continually create new values and products to develop practices in their communities.

This sociocultural perspective suggests that the social and cultural setting of learning needs to be taken into consideration when assessing learners learning (Rogoff, 1999). This is because both social level (institutions, technologies, and norms) and classroom environments (the classroom culture and cultural artifacts in the classroom) can affect learning. Learning

involves not only the cognitive process but “the whole person”, including bodies, emotions and social relations (Lave and Wenger, 1991). While expectations and understandings of assessment criteria by students influence their response to assessment (Black, 1999), effective assessment should lead to a positive impact on learning motivation.

### **2.2.1.3. The Implication Socio-cultural Cognitivist Theories of Learning in the Study**

A socio-cultural cognitive viewpoint was selected to investigate and analyse formative assessment strategies primary schools in Mfoundi Division for many reasons as analysed below.

First, this study correlates with Vygotsky’s thoughts that social learning precedes child development. In this light he states that “every function in the child’s culture development appears twice, first on the social level, later on the development level”. By this Vygotsky means that the child begins life by interacting with people he/she finds around him/her. (What Vygotsky calls inter-psychological). Then, the child’s develops inwardly in function with physical and mental growth (what Vygotsky calls intra-psychological). This substantiates the researcher’s choice for the sociocultural theories of learning as one of the theories used to analyse this work. For formative assessment strategies to be effective in the learning process, the teacher should relate to the child’s sociocultural environment first, and then be accurate to the child’s developmental level. This also explains the reason for the CBA as integration pedagogy where real life situations of learners’ socio-cultural environment are integrated into learning.

Second, this theory lays emphasis on the process which takes place within the learners. For example, in the acquisition of language, emphasis is based on the internal and mental structure. This implies that the role of the teacher is to understand the position of the learners who have different experiences. Understanding the position of the learner entails planning worksheets and other resources will help the teacher diagnose such position in terms of learners’ previous knowledge and experiences. All these experiences will influence the learning outcome. It enables the learner to be an active processor of information and create in the learners the spirit of critical thinking. This theory suggests that knowledge is first constructed in a social context and is then internalized and used by individuals. Cognitivists view learning as a change in individuals’ mental structures or internal representations. It involves active information processing and problem solving. Quoting Basque, (1999) Brahimi, (2011), states that the vision of education arising from this paradigm prioritizes learners' active

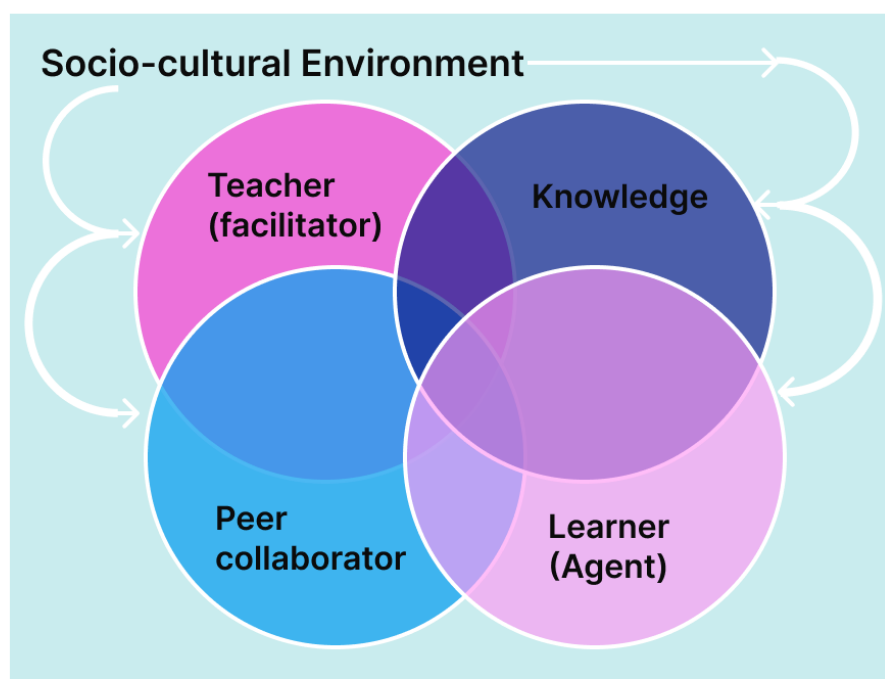
engagement in learning so that they can process information in depth. Learning is seen as an active process where learners should learn to discover principles, concepts and facts for themselves. Thus, guesswork and intuitive thinking are promoted and encouraged in the learners.

Also, the cognitive approach sees learning as a continual movement from the current intellectual level to a higher level that approximates the learner's potential. This movement occurs in the zone of proximal development (ZPD) as a result of social interaction. Drawing illustration from real life, stating problem situations in the context of learning are some of the elements of competence-based approach. These inspirational learning clues help the teacher to assess learning progress. This theory emphasises on teaching methods as reciprocal teaching, peer collaboration, cognitive apprenticeships, problem-based instructions and other methods that involve learning with others. There should be collaboration among learners with practitioners in the society. It stresses learners' own version of truth that is influenced by his or her background, culture or knowledge of the world, learners' social interaction with knowledgeable members of the society.

Furthermore, the cognitive theory views the teacher in the teaching and learning process as facilitator, not as teacher. The facilitator helps the learner to get to his /her own understanding of the content and thereby making the learner to be an active participant in the teaching and learning process. The teacher lectures from the front, while the facilitator supports from the back. A teacher gives answers according to a predetermined curriculum but a facilitator provides guidelines and creates the appropriate environment for the learners to arrive at his /her own answers. The learning environment in this process supports and challenges learner's thinking. It gives learners ownership of the problem and solution process. It helps the learner to become an effective thinker.

In addition, a sociocultural standpoint, which views learning as occurring within social interactions, has implications for educational assessment and how the requirements of learning in the 21st century would be met. This approach has been claimed as a dialectical perspective to support the recent emergence of using formative assessment as a powerful tool for nurturing learning. Sociocultural lenses have already contributed to explanations of assessment practices in diverse international contexts (Pryor and Crossouard, 2008). For instance, the implementation of assessment for Learning in Hong Kong schooling faced a number of challenges due to the powerful impact of examination-oriented learning, (Carless, 2011). Much of this research relied on a social context underpinned in the integration of real life situations (learning themes) of the community in which learners reside.

Lastly, socio-cultural cognitive theories of learning highlight the close impact of social, cultural, and historical issues on learning and students' identity formation. Therefore, this approach helps to explain the practices of formative assessment in the context of the Primary School in Cameroon. To be more explicit, how teacher brings in problem solving situations in the sociocultural environment of the learner in the learning so that the learner participates in his/her own learning in order to become a competent learner. This perspective considers learners as proactively involved in their learning and assessment under the teacher's guidance and in collaboration with peers through feedback, questioning and answer sessions, sharing of learning objectives, group work or cooperative learning.



**Figure 8: The Socio-cultural Cognitive Learning Theory**

Source: This Study, (2022)

Figure 8 above expresses the belief that the socio-cultural environment plays a significant role on learners learning. The teacher (facilitator) breaks down the knowledge from the curriculum and draws inspiration from the social and cultural (integrated learning theme) environment when planning English language lessons. Planning is done in a way that the content to be taught is situated in a real life situation thereby giving the learners the opportunity to situate every aspect of their learning within the life situations they live daily. Peer collaborator is a necessary element of this theory as learners get to learner better when they

share ideas and life experiences with peers. This suggests that every aspect of assessment for learning should be focused on aspects of social and cultural setting within which children learn.

### **2.2.2. The Didactic Theory**

According to Vergnaud, (1990) didactic is the different techniques used in the transmission of knowledge by the teacher and different ways of acquisition of knowledge by the learner. He argues that Didactics is not considered a science until it is linked to a particular course or subject (didactic of discipline). To Bouldaire, (1995), Didactics is a science that studies for a particular domain, the teaching phenomena, the conditions of transmission of a culture peculiar to an institution and the acquisition conditions of knowledge by learners.

#### **2.2.2.1. The Origin of Didactics**

In an article on “Savours Scolaires et Didactiques des Disciplines”, Develay (1995), states the condition of emergence of the concept of didactics. In the 1970s a movement there was movement to restructure and divide the disciplines under the departments of sciences of education into two essential belonging, the IREM and the INRP, to re-enforce the question of mastering of content by pupils. To the bio-psycho-social pupils, the work of pedagogue was substituted by the epistemic pupil.

The Didactics’ aims were very pragmatic and constructed in reaction to science of education. It consisted of not just the question of teaching academic knowledge, but also the center of the condition of their appropriation by the pupils. Didactic also constitutes the interface between the practical question of class management and a more theoretical question of explaining learning mode and teaching. The authors postulates that the institutional circumstances of the emergence of didactics of disciplines corresponds to the birth not necessary by hope of attaching to pedagogic then, present in the department of science of education. Didactic, in the 1970s was born in the movement of awakening activities at the primary school level. Gaston Bachelard’s and Jean Piaget’s ideologies gave rise to this movement.

The second idea which seems to have an influence on didactics is the search of convergence of social psychology and cognitive psychology. In some didactics like didactic of history, science and geography and of economic sciences, with some years of divergence in French didactics, the notion of the representation or conception constituting a central notion apprehended at the time as an obstacle and a point of view. Reinforce on the acquisition by learners. Looking at social psychology where it borrows, social representation (statistic from the group) and individual cognitive representation should not be confused. In other didactic

like that of mathematics, the notion of representation does not future ahead and emphasis is led first on the notion of transposition didactic and didactic contract and on the learning process of pupils of diverse notions.

Didactic Engineering model was born in the 1980s around the didactics of mathematics in the classroom and also professional didactic at work places. Some leading figures in this domain as stated by Matyr, (2015), were; Gerald Vergnaud, Pierre Pastre - Professional didactic, Yves Chevallard - Anthropology of knowledge, Guy Brousseau - theory of didactic situation in mathematics. Some key concepts in didactic Engineering include; transposition of knowledge, epistemological obstacle and a didactic situation, didactic contract (Matyr, 2015).

The aim of didactic Engineering as stated by Artique, (1991) is geared towards the relationship between research in didactics and their impacts on the teaching system, the role of classroom situation in methods of didactics. The Etymology of the concept “engineering” according to Matyr, (2015) aims at didactic which is synonymous to teaching. It constitutes teachings or unit of knowledge that are transmitted as classroom lessons or work place professional didactic for purpose of transmitting trade.

#### **2.2.2.2. Didactics Viewpoint in the Teaching- learning Process**

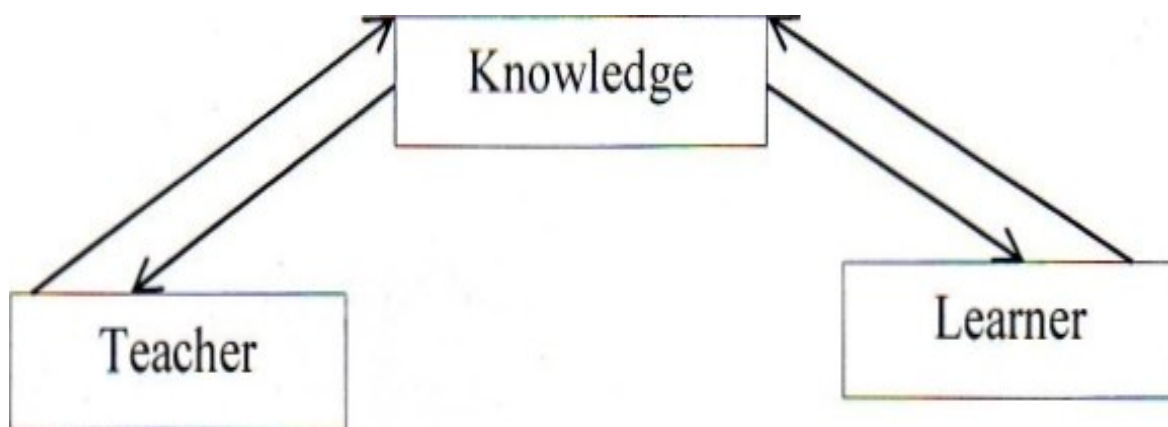
In 1982, Gerald Vergnaud developed six theories in the field of didactics to analyse the different contents of mathematics, in their specificity, and the empirical study of their learning and teaching, in a way that will take account both of the long-term growth of knowledge in children and adolescents, and the short-term change of conceptions in newly-encountered situations. These theories are; an interactive conception of concept formation, a developmental approach, theorems in action and invariants, Conceptual fields, representation and the problem of adequacy between signifier and signified, problems of methodology.

Although Vergnaud’s theories are based on the acquisition of skills in Mathematics, they could also be used to guide and analyse this work based English Language skills acquisition. In this work we will focus on the interactive conception of concepts and the conceptual fields. According to Vergnaud, knowledge emerges from problems to be solved and situations to be mastered. Vergnaud, (1982) opines that it is essential for teachers to be aware that they cannot solve the problem of teaching by using mere definitions, no matter how good they may be, students' conceptions can change only if they conflict with situations they fail to handle. So it is essential for teachers to envisage and master the set of situations likely to oblige and help students to accommodate their views and procedures to new relationships. By doing this students will analyse things more deeply and review or broaden their conceptions.

Vergnaud further affirms that solving problems is the source and criterion of operational knowledge. In this regards, teachers should be able to offer students situations aiming at extending the meaning of a concept, and at testing student's competences and conceptions. Obviously, this view leads to practical considerations in English language and to practical goals of CBE. For instance, teaching of a vocabulary requires that the learner should use the knowledge learned in doing something practical. It could be writing a report, writing an application for a job, writing an invitation card or reading a text with such vocabulary found in it and answering questions to show comprehension.

Vergnaud viewed concepts as depending on other concepts and this led him to develop the Theory of conceptual fields, as a structured set of lenses to provide an explanation of why mathematically simple concepts are psychologically complex. The conceptual field consists of a set of different concepts, tied together, and a set of different situations where the concepts apply. According to Vergnaud a variety of situations are necessary to give a concept meaning. Equally, a class of situations cannot be analyzed with one concept alone. Rather, several related concepts are required to understand any situation. Conceptual fields consist of such clusters of situations and concepts. The learning of different properties of the same concept develops over several years. According to Vergnaud, a concept cannot exist independently of other concepts. Knowledge can only be achieved through the use of concepts that give life to the concept in focus.

In idea of a variety of situations necessary to give meaning to a concept correlate with class of situation or family of situation in the context of CBA. The class of situations is a set of similar situations that may belong to the same category because they share the same characteristics or they have many things in common. The family or class of situations to be addressed is used to develop a competency aimed at in the teaching learning process. In the teaching and learning of the English language, if the teacher intends to develop the speaking competence in class five learners, he should be able to determine the context (which could a feature of integrated learning theme for the month), the content which may include vocabulary, grammatical expressions, pronunciation etc. (related to the context). These various concepts put together would facilitate the realization of speaking lessons like dialogue, poems, conversations, rhymes etc. In evaluating the speaking competence at the end of the pedagogic month, the teacher is expected to use a assessment format that will enable the learners to mobilise resources form the components (as mentioned above) gathered during the pedagogic month to solve the problem posed.



**Figure 9: The Didactic Triangle**

Source: Kensanen (2009)

### 2.2.2.3. The Theory of Didactic Situation and the learning Process

Brousseau, (2006) defines the “Theory of Didactical Situations.” as a set of the reciprocal obligations and sanctions that each partner in the didactic situation imposes, explicitly or implicitly, on others, and those that are imposed on him or her, or he or she believes that they are imposed on him or her. The Didactic Situation as identified by Guy Brousseau consists of the learners, the teacher, the mathematical content and the classroom ethos, as well as the social and institutional forces acting upon that situation, including government directives such as a National Curriculum statement, inspection and testing regimes, parental and community pressures and so on. Within the didactic situation, Brousseau identified an implicit contract (*contrat didactique*) between teacher and learners, together with some connected forces, pressures and strains. In the didactic contract, the teacher is obliged to teach and the pupil to learn (Brousseau and Otte, (1991) or at least to pass the assessment.

The teacher may use a didactic material or a problem solving situation around the didactic situation within which the teacher applies formative assessment strategies like questioning, feedback, peer collaboration to get learners discover and build new knowledge and acquire skills. Like didactic conceptions (representations) didactic situations are theoretical construction. The didactic situation in the learning process has as objective; for learners to be able to use this knowledge in situations where the teacher is not present.

However, Guy Brousseau affirms that there could be obstacles in the teaching learning situation. The Didactic Obstacle according to Brousseau represents a situation where a learner undergoes a difficulty in the acquisition of knowledge. Obstacles come when a new knowledge is different from the existing knowledge. The nature of the obstacle requires the teacher's

precise competence to overcome them. This can be acquired by initial training or the teacher continuous training. Learning obstacle can be linked to language, a poorly and simplified or decomposition of knowledge, the model presented by the teachers, type as of school manuals, the student Learning style, and the teacher's teaching style. In the case of an obstacle, the teacher should rephrase questioning model, use feedbacks or go back to the objectives and create a new lesson.

This seems to justify why Brousseau, (1998) explains that the "Didactic Contract" justifies certain necessary didactic capacity in the "didactic system" that links student's knowledge to the teacher's knowledge. The didactic contract functions as a "Mutual Obligation System" which determine what both the teacher and the learner have each as a responsibility towards each other. The contract defines the experience of the learner and that of the teacher and each of them cannot substitute the other without consequences on the learning projects. Didactic contract is "dynamic" and it takes place within the sequence of teaching and learning (lesson) alters the problem (didactic) situation (the question and answer process). At the end, the partners have to respect the clauses they have never argued over.

#### **2.2.2.4. Problem Solving Strategy in Didactics**

According to Eniko, (2013) the success of teaching-learning is defined by the mutual interaction of the teacher and the learner being the didactic strategies employed by the teacher. Problem-solving is a significant strategy the teacher uses i to enhance performance since the learner new situations through solving a problem. Eniko opines that using the problem solving situation in a lesson, the following steps are important:

- creation of the problem,
- analysis and synthesis of the problem,
- construction of the problem solving plan,
- recognition of the unknown in the problem,
- execution of corrections arising from the process of problem solving
- answering the key problem questions and
- outlining a new problem.

Using the problem solving strategy, the learner has the possibility of creative imagination. Equally, in the process of looking for a solution, the learner actively processes and revives the information. This means learning content according to task and problem solving. The strategy on the other hand gives the teacher the role to coordinate and manage the process of problem solving by making the learner recognize the problem as well as the

various stages involved.

#### **2.2.2.5. Modeling Strategy in Didactics**

This refers to the modeling of the teaching environment. The strategy is in line with the constructivists' paradigm that learning is an activated process whereby the learner interprets new knowledge with the help of his or her knowledge organized in the cognitive systems. Thus, learner's previous knowledge plays an essential role in the learning process which exists in the form of world experiences or/and constructed models in the learner's consciousness. Teaching comes to permit learning in the learner which permits him/her to be placed in an appropriate situation which he/she responds spontaneously by adaptation. Didactic considers that the particularities of the knowledge thought; determine the mode of learning. It means that when teacher is occupied with learning of school knowledge in a real situation both in a school environment and out of the school environment, in contact with children, learning is better appropriated.

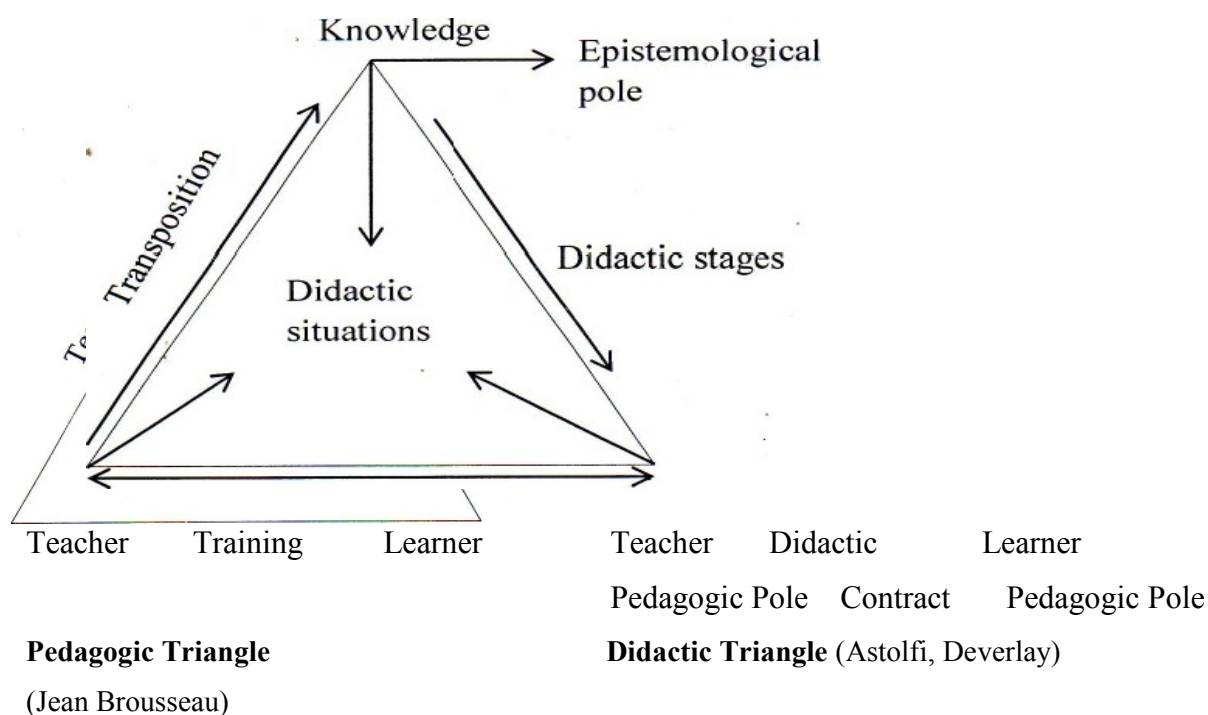
#### **2.2.2.6. Didactic and pedagogy**

Pedagogy and Didactic are all implicated in the teaching/learning process but with specificities and tackling them at different angles. Pedagogy carries the articulation and the process of teaching-learning at the level of function relation of teacher-pupil, while the action of the teacher in Didactics Situation works on the articulation of the teaching-learning process at the level of structuration of knowledge appropriation by the learner.

In the school milieu we understand pedagogy to mean all that concerns the act of initiating the class, organization and the signification of work. Pedagogy centres on the relations in class between teacher and the pupils. This relationship between teacher and pupils can be seen in terms of power, love, hatred, seduction, indifference, identifiable at the level of conscience and conscienceless. At the same time, his attention is turned toward the values which are exchanged and is constructed in the relationships. The domain of his communicational ethic is this second domain of partiality. Meanwhile, Didactics is involved with the organization of information and structure of knowledge by the teacher and to the appropriation by the pupils. Didactic is attentive and gives priority to the relationship between pupils and knowledge. This shows that the didactician centres on the knowledge and the pedagogue centres on the relationship.

This can better be represented in the pedagogic and the didactic triangles. The didactic triangle is a schematical representation of the didactic system that appears in mediation of

knowledge between the teacher and the learner where the productive interaction is formed among the poles of knowledge, the teacher and the learner. The didactic triangle tries to precise the objectives of didactic and its singularity. It represents the relationship between the teacher and the knowledge, the teacher and the learner and the learner and the knowledge. The didactic triangle is a give and take relationship between the teacher and the knowledge, the teacher and the learner, the learner and the knowledge.



**Figure 10: The Pedagogic and the Didactic Triangles**

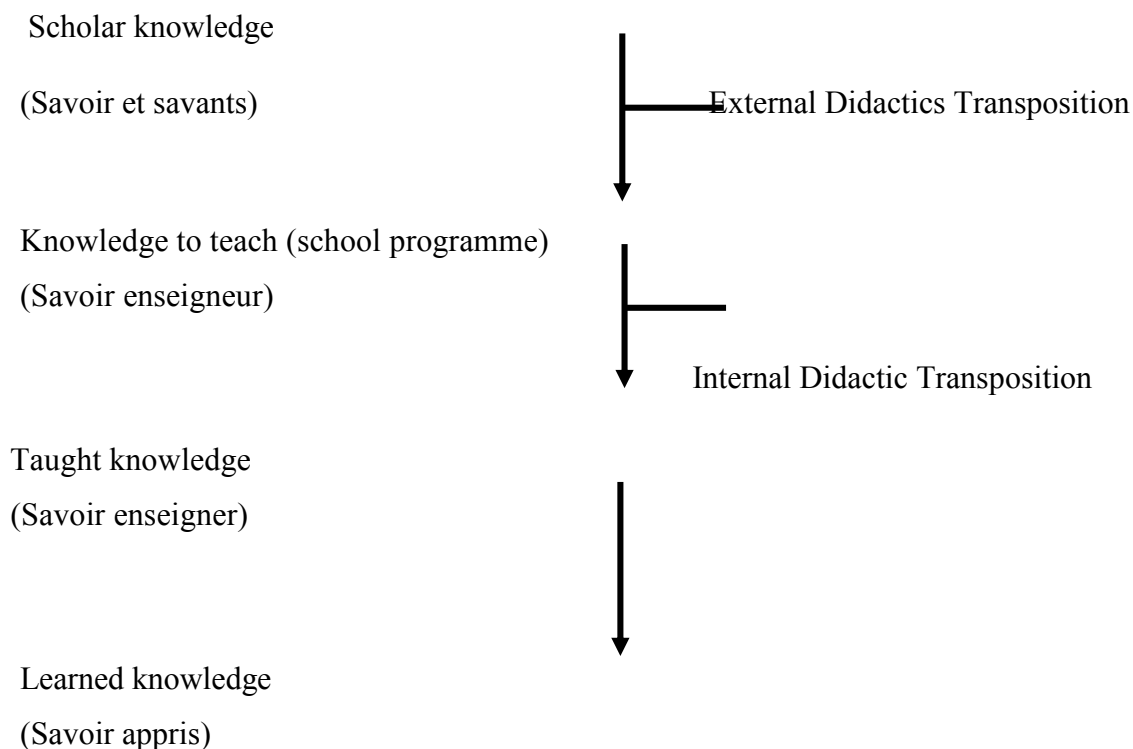
Source: Develay and Astolfi

### 2.2.2.7. Didactic Transposition

Didactic transposition is the process through which knowledge is transformed by the teacher before transmitting to the learner. That is, it is the decomposition process of knowledge by the teacher. It takes place during the preparation of the lesson with stems from breaking down of syllabuses to schemes of work and the lesson plan and lesson notes. Reuter et al., (2013), all knowledge constitutes the formally constructed depersonalized level of knowledge. It is therefore the result of concepts, theories, models, procedures, attitudes which constitute the ensemble of a discipline (subject). That's why we talk of plural knowledge in didactics.

Chevalard tries to categorize knowledge, distinguishing firstly *scholar knowledge*

(found in Encyclopedias) scientific articles, thesis...*Knowledge to be taught* which is contained in school manuals (textbooks), products of (transposition) external didactic resulting scholar knowledge (savoir savants) which have had some transformation or modifications.



**Figure 11: Didactic Transposition**

Source: Yves Chevalard (1991)

### **Criticisms on the Didactic Theory**

Some thinkers believe that the didactic theory cannot to be generalized as a learning theory for the following reasons: Firstly, almost all research is narrowed to mathematics education, where the term itself originated.

Secondly, the majority of pedagogical research that has been employing the concept of didactic contract and Theory of Didactical Situations has been performed in France and French-speaking Switzerland and Canada and the United Kingdom. It seems that the concept of didactic contract is not popular among researchers in the United States (Schoenfeld, 2001; Selden and Selden, 2001).

Thirdly, Menotti and Ricco, 2007) classify didactic contracts in weaker (*didacticité faible*) and stronger (*didacticité forte*) contracts or “Formal reproduction.” On the surface it appears that the students are learning, but in reality they just “follow orders.” To them the main didactic technique here is repetition and imitation which is a typical behaviorist practice.

Furthermore, some critics think that the concept of didactic contract has been used to describe the dynamics in a mathematics classroom where students come in from a traditional instructional method and are asked to perform mathematical surveys. According to Sensevy (1996) new social norms have to be established between the teacher and the students. As such the didactic contract needs to be redefined.

#### **2.2.2.8. Implication of the Didactic Theory in the Study**

In spite of the criticisms on the Didactic Theory, we found it suitable to guide and analyse this study. First of all, this study uses the didactic theory to analyse teachers' role and activities seen through formative assessment strategies in the classroom to help learners acquire English Language skill. In effect, the study investigates feedback, questioning, peer assessment and sharing of lesson objectives as teacher's formative assessment strategies and learners' acquisition of English Language competences. In Vergnaud's theory of interactive conception of concept formation, problem-solving is an essential aspect in the acquisition of skills. Equally, in the CBA context of learning, problem solving is also one of the major techniques of assessment for learning. It therefore entails that if teachers follow the stages of constructing a problem solving situation (as shown above) to present English Language lessons, learners will be situated to real life problems to solve, using the knowledge, skills and attitudes acquire in specific lessons and within a specific learning period, thus, the evaluation of competences. Problem solving at independent lessons presentation encourages the use of questioning, feedback, peer collaboration and sharing of lesson objectives. It also motivates learning and learners' creativity, initiative and imagination will help them appropriate knowledge, skills and attitudes in the learning of the discipline.

Secondly, the main characteristic of didactics in relation to sciences of education is its responsibility in relation to content and discipline. To Artigue et al., (1991), the French didactician possesses a didactic treatment of school practice and improvements, didactic action of social practices of oral and written communications, a didactic treatment of theoretical references. Much has not being researched and written about English Didactics but in Cameroon, it is an area of focus in Teacher Training Schools as well as in the University, especially the Faculty of Education. English Didactics is one of the sub-domains under the department of Didactics of Disciplines. Thus, the didactic theory is directly implicated in this study since the study is situated in the Sub-department of English Didactics in FSE. Also, the didactic treatment the French Language receives would be almost the same didactic treatment English Language will receive since they are both foreign languages to Cameroonians. Further,

both languages are official languages in Cameroon and the aim of learning these languages is for effective oral and written communication.

Thirdly, followers of the didactic theory affirm the evidence of the didactic contract as a theory to enhance learning. Brito and Rocha, (1997) attach the concept of didactic contract to Vygotsky's zone of proximal development (ZPD). César, (1998) attests that the didactic contract can improve academic achievement. The author observed that the didactic contract has a deep impact on the self-esteem of the students and their behavior. This is because it is the didactic contract that "legitimizes what both pupils and teachers expect from each other". This challenging behavior by the teachers is a component of the didactic contract. However, the interactions between teachers and students, as well as between students, should occur in the ZPD for them to have a positive effect (César, 1998). For positive peer interaction to occur, the teacher needs to create a suitable didactic contract for classrooms where such activities had not happened previously. This correlates with this study in the sense that teacher's interaction with learners through feedback, questioning techniques and sharing of lesson objectives creates a positive impact on learning, meanwhile peer to peer interaction does same.

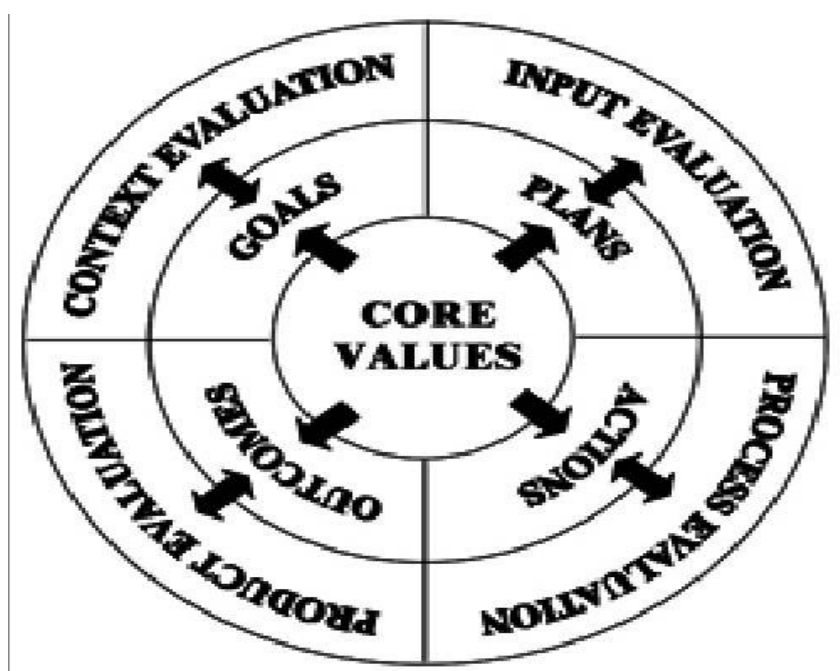
Furthermore, Chevalard, (1991) states that well-organized knowledge from scholar knowledge, knowledge to be taught and down to learned knowledge effectively transposed by the teacher would demystify learning. In line with this assertion, a well-planned and organized English Language lesson with formative assessment strategies like feedback, peer assessment, good questioning techniques and sharing of lesson objectives will permit social interaction amongst the pupils, through cooperative and individual task leading to the effective acquisition of competences in the English Language. The modelling strategy in didactic learning theory states that the learning environment should be prepared by giving the learner the opportunity to construct knowledge by interpreting new learning situations by the help of their previous knowledge linked to the new situation.

In the course of lesson planning, the teacher takes learners previous knowledge into consideration and integrates real life events familial to the learner. He uses formative assessment strategies to get the learner totally involved in the lesson with the aim of helping learners build particular competences. The teacher should therefore use his expertise during lesson planning to integrate assessment strategies that will enhance learning.

### **2.2.3. CIPP Model by Daniel Stufflebeam (1969)**

Context, Input, Process and Product (CIPP) evaluation model is a comprehensive framework for conducting formative and summative evaluations of projects, personnel,

products, organizations and evaluation systems (Stufflebeam and Shinkfield, 2007). The main proponent of this evaluation model is Daniel Stufflebeam. It originated in the late 1960s to provide greater accountability for the U.S Inner-City school district reform project (Griffith et al., 2011). The trust of CIPP evaluation is to provide sound information that helps service providers regular assess and improve services and make effective and efficient use of resources, time, and technology in order to serve the well-being and targeted needs of the rightful beneficiaries appropriately and equitably (Stufflebeam and Shinkfiel, 2007). Each component of the CIPP model refers to a specific form of evaluation, that is, the context evaluation, the input evaluation, process evaluation and product evaluation Ogula, (2002) purports.



**Figure 12: Diagrammatical representation of the CIPP Evaluation Model**

**Source: Stuffle Beam (1971)**

Context evaluation refers to an attempt to assess the settings or environment within which the educational activity is taking place. According to Stufflebeam, (2015), the objective of context evaluation is to assess the overall environmental readiness of the project, examine whether existing goals and priorities are attuned to needs, and assess whether proposed objectives are sufficiently responsive to assessed needs. In learning environment, teachers should clearly identify student's needs and design assessment tasks which aim at meeting those needs.

Input evaluation is to help prescribe a program by which to make needed changes (Griffith et al., 2011). In addition, Ogula, (2002) emphasizes that the purpose of input evaluation is to provide information for determining how to utilize resources to achieve project

objectives. Therefore, in this study, it was important to assess the level of teacher's perception of assessment in CBA context as lack of enough knowledge of assessment for learning is likely to affect teacher's effectiveness in assessing competencies.

The process evaluation provides an opportunity to assess the potential approaches and help formulate a responsive plan. It affords opportunities to assess periodically the extent to which the project is being carried out. In teaching and learning process, evaluation of assessment practices is essential in order to report on its effectiveness so that necessary measures can be taken for improvement.

Product evaluation on the other hand is carried out to measure and interpret attainments not only at the end of the project cycle, but as often as necessary during the project term (Ogula, 2002). The purpose of this evaluation is to inform stakeholders the extent to which the objectives have been attained. Griffith et al., (2011), point out that, product evaluation identifies and assess project outcomes. In the CBA curriculum, various competencies have been specified to be attained. Such competencies include calculating ability, critical and creative thinking, numeracy, technological skills, independent learning and personal and social values.

The CIPP context, Input, Process and Product evaluation model is recommended as a framework to guide the conception, design and implementation and assessment of learning projects and programs. This model, when used systematically, provides feedback and judgment of the projects' effectiveness for continuous improvement (Robinson, 2002). This model helps to improve the accountability in school programs and other services. Harrison (1993) emphasizes that the CIPP model enables evaluators to intervene in evaluation process when needed both before and during a program implementation.

#### **2.2.3.1. Limitations of CIPP Model**

The model can be costly in terms of time and money. Although frequency of feedback is beneficial to the project, it incurs a lot of funds in case of continuous evaluations. Ogula, (2002), purports that, this type of evaluation approach may be costly in terms of time and fund if widely used. Also, by evaluating one component only may sometimes lead to incomplete judgment. Failure or success of a program is contributed by each stage of project or program implementation. The problem might not be with the product or process itself. So it is better for the evaluation of each stage to be carried out concurrently. Lack of funds remains the main hindrance of carrying out such evaluations concurrently and continuously.

### **2.2.3.2. Implication of CIPP Model to the Study**

CIPP evaluation model is associated with various strengths and we find it suitable for the analysis of this study. First, it encourages assessment at each stage as an object of evaluation. As Ogula, (2002), stresses that CIPP model is sensitive to feedback. It provides feedback to the stakeholders about the context, input, process and the learners understanding of the lesson.

Also, CIPP model allows the assessment to be carried out at any stage of the lesson. It is possible to assess only one component of the object of evaluation, the context, input, process or product of the program. Since this model applies a cyclical approach, feedback is continuously provided to decision makers about the context, input, process and product. This study investigates formative assessment strategies and the acquisition of English Language competences. Assessing learning at every stage permits the teacher to keep track of learners' level of acquisition of competences and make adjustments when and where necessary.

Regardless of the weaknesses of the CIPP model, the Evaluator considers the model as relevant to the study. The context through which the CBA is implemented can affect the effectiveness of its implementation. For example, lack of well-equipped classrooms, libraries, laboratories and the school in general may compromise students from experiencing the practical part of learning various subject concepts. Therefore, the Evaluator adapted the context evaluation to assess the challenges and possible solutions which hinder effective implementation of CBA. Effective student assessment requires teachers who are competent in planning, designing and implementing CBA. It implies that, the teacher's level of knowledge towards the CBA is one of the important aspects in order to ensure that CBA is effectively implemented. Since, the teacher's level of knowledge towards CBA is one of the inputs which determine the effectiveness of implementation; this important component was assessed through the framework of input evaluation adapted from CIPP model. Therefore, in assessing teacher's level of knowledge in implementing CBA, the input evaluation framework was adapted to provide a framework to assess the level of teacher's knowledge in implementing CBA in their subjects.

Another objective of the evaluation was to determine the extent to which CBA has been implemented in the Yaoundé V1 Municipality. In assessing competencies, teachers are expected to follow the competency-based approaches in teaching and conducting their assessment in their various subjects. Such processes among other things include the ability to involve students in all stages of assessment such as in planning and designing of assessment, marking and in providing feedback. Therefore, in studying these aspects of CBA

implementation, the process evaluation was adapted as a guide in order to study these assessment processes as applied by teachers in Yaoundé V1 subdivision. The CIPP model is widely used in educational programs or projects in many fields not only for accountability but also for improvement of programs or projects.

#### **2.3.4. Expectancy Theory by Victor Vroom (1964).**

Expectancy Theory of Motivation which was propounded by Victor Vroom in 1964. It is one of the Process Theories of motivation. Expectancy Theory is a theory that says that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.

According to Redmond, (2013), the Expectancy theory provides a sort of an instrument for finding out motivation through a certain type of calculation. The way in which the Expectancy theory works is as follows: Employees have personal goals which they like to achieve and for this reason they work in organizations. These personal goals can be fulfilled by organizational rewards or work outcomes. Therefore, the relationship between organizational rewards or work outcomes and personal goals is important. That is to what extent organizational rewards fulfil an employee's personal goals and how attractive are those rewards to the employee. This relationship can also be expressed as the value the employee gives to the work outcomes. Secondly, organizational rewards or work outcomes are dependent on the individual performance of the employee. The level of belief that the individual employee has that his/her performance will result in achievement of organizational rewards/work outcomes is also important. And thirdly, the perception of these chances by the individual employee that personal effort on his/her will lead to high performance is again important. Therefore, there are four variables that matter for an employee and leads to motivation. These variables are: Individual effort, Individual performance, Organizational rewards/work outcomes, and Personal goals.

Vroom (1964), in his personal contributions advanced the expectancy valence theory. He stated that if an employee believes that efficient work will lead to salary increase, he will intensify his effort and work hard. The theory recognizes that people's moral are boosted only when their reasonable expectation will lead to a desired goal. Victor Vroom called this "Expectance theory" which emphasizes performance and outcome. Motivation is a function of the expectancy in attaining a certain outcome in performing a certain act increased by the value of the outcome for the performance. Expectancy theory has two outcomes. First, outcome that are highly valued, and have high expectations of being realized will direct a person to make a

greater effort in his taste. Secondly, outcome with high expectations, which are less highly valued or even dislike will reduce the effort expected. There are three components upon which Vroom's Expectancy Theory is based (Redmond & Hite, 2013).

The first component of the Vroom's Expectancy Theory is expectancy which is described as the belief that higher or increased effort will yield better performance. This concept can be explained by the thinking of "if I work harder, I will make something better". Conditions that enhance expectancy include having the correct resources available, having the required skill set for the job, and having the necessary support to do the job correctly.

The second component of the Vroom's Expectancy Theory is instrumentality which is described as the thought that, if an individual performs well, a valued outcome will come to that individual. Some things that impact instrumentality are having a clear understanding of the relationship between performance and outcomes, having trust and respect for people who make decisions about the outcomes, and seeing transparency in the process of determining the outcomes. In education, instrumentality is often associated with school administrators and performance evaluations.

The third component of the Vroom's Expectancy Theory is valence which is the "value" and refers to the outcomes' desirability. There are individual differences in the value associated with specific outcomes. For example, monetary bonuses may not increase the motivation for an employee who prefers recognition. Valence can be thought of as the pressure or importance a person puts on an outcome. In education, valence is often associated with compensation and recognition.

#### **2.2.4.1. Strengths of Expectancy Theory**

Many experts in the field of organizational behaviour hold the view that Expectancy theory is one of the most acceptable theories of motivation and there is substantial evidence to support the theory. Numerous studies have been done to test the accuracy of Expectancy Theory in predicting employee behaviour and direct tests have been generally supportive. The administrators can benefit from the expectancy theory as it helps them to understand the psychological processes that cause motivation. The thinking, perceptions, beliefs, estimates of chances and probabilities and other such factors of staffs strongly influence their motivation, performance and behaviour. It makes the process of understanding the organizational behaviour easier. The Expectancy Theory seems to be automatically interesting and is based on common sense. It explains the range of motivation by breaking it down into separately identifiable stages. It brings forward the relationship between efforts and performance,

performance and rewards, rewards and personal goals. Therefore, the administrators can create a work environment, climate and culture that will increase the motivation levels of staffs by understanding the factors that motivate and demotivate individual employees.

The Expectancy Theory is more scientific than some other theories on motivation. It explains many of the wonders related to employee efforts, work performance, employee motivation etc. that are observed in organizations. If organizations actually rewarded individuals for performance rather than superiority, effort, skill level, and job difficulty, expectancy theory might be much more valid. The expectancy theory recognizes the importance of various individual needs and motivations. It does seem more realistic. It helps to harmonize individual goal with organizational objectives. And it is consistent with the system of managing by objectives. Another important aspect of this theory is that it understands the personal differences that cause differences in motivation of different individuals. Expectancy theory does not specify exactly which rewards will motivate groups of workers. In this sense, the theory allows for the fact that the rewards and their link with performance are likely to be seen as quite different in different cultures.

Those who have applied this theory have generally been positive about the practical utility of this theory. It has led to improvements in work reform, where emphasis has been laid on essential job factors, such as variety independence, task identity and feedback. “It is of value in understanding organizational goal”.

#### **2.2.4.2. Significance and implication of the theory to the study**

Despite the limitation and short coming of the theory, it is relevant to the study. The theory is based on the psychological processes that cause motivation. In a classroom situation, learning is motivated by the teacher (the administrator of the organisation) who sets goals and objectives (outcomes) and intends to achieve the within a specific period of time. The learner (the employee) comes to school with personal goals and objectives to achieve. The expectancy theory creates a link between teacher’s expectations and learners’ expectations. Learners’ performance however, depends on the strength of the expectations or motivation learners await from the teacher, meanwhile the teachers’ achievement of learning goals depend on the teacher’s expertise in using positive motivational feedback to learners’ performances.

The Expectancy theory to measure teachers’ observations about each factor and to determine the impact it has on motivation the learner. Vroom identified that “positive attitudes showed in class are practically related to fulfilled learning or understanding of a lesson and negative attitudes in class displays not understood lessons” (Vroom, 1964,). In order to improve on learners’ acquisition of English Language competences, the teacher should be able to design

recognition, compensation strategies that promote and improve learners' motivation and that, in turn, impact their performance. There are three components upon which Vroom's Expectancy Theory is based (Redmond & Hite, 2013).

The more the learner sees his or her participation in class being encouraged, the greater the learners' efforts. The teachers' perceived strength of this connection between effort and student achievement is influenced by their efficacy and external factors such as the learning environment or teachers' support. Teachers must value the outcome of increased learners' achievement and believe that their effort impacts that outcome. They must also believe that the additional effort is worth the potential reward.

When a learner has the perception that their hard work will have a positive advantage over their mates, they will be motivated to work by putting in their best. The effort that learners display in the classroom must produce positive reinforcement of the teacher in order to positively boost learners' overall motivation. Classroom teachers must recognize that both intrinsic and extrinsic motivation is an important factor for teacher motivation and job satisfaction.

### **2.3. Empirical Literature Review**

The success of every scientific work depends largely on the review of what others have written on the subject under study. Previous researchers have certainly tackled the phenomenon in one way or the other and in different aspects. Empirical review therefore is an aspect of literature that sheds light on appreciation of the already existing knowledge on the topic under study, in view of bringing contributions or further ameliorations. In effect, we have identified a number of scientific works, scientific articles, and journals concerned with CBA teaching and assessment practices and learners' academic performance.

Since teachers are primarily responsible for evaluating learning in the classroom, there is an extensive concern about the quality of formative assessment strategies used and how effective it has been proven by several researchers. The empirical review in this work, examines literature review on the variables under study; feedback, peer assessment, questioning, sharing lesson objectives and the implementation of literature.

#### **2.3.1. Literature Review on Feedback and the Acquisition of English Language Competences**

A related study by Vattøy, and Gamlem, (2020) study focused on the quality of teacher–student interactions and feedback in teaching English as a foreign language (EFL). Data consisted of 65 video-recorded lessons from 13 classrooms in two lower-secondary schools,

and were coded with Classroom Assessment Scoring System. Four cases were selected and analysed for feedback practice based on teachers' use of first language (L1, Norwegian) and target language (L2, English) in EFL lessons. Teacher–student interactions were characterised by mid quality of emotional support and high quality of classroom organisation, but relatively low quality of instructional support. The results revealed interdependence between quality of feedback and instructional dialogue, yet there appeared to be difficulties in supporting students' internal feedback and self-regulation. Engaging in extended feedback dialogues in there seemed to be a central challenge facing the EFL teachers. The results provide knowledge for teacher education and teachers' facilitation of student learning.

Another related study was conducted by Ranta and Ray in 1997. This study presents a study of feedback and learner uptake (i.e., responses to feedback) in four immersion classrooms at the primary level. Transcripts totaling 18.3 hours of classroom interaction taken from 14 subject-matter lessons and 13 French language arts lessons were analyzed using a model developed for the study and comprising the various moves in an error treatment sequence. Results include the frequency and distribution of the six different feedback types used by the four teachers, in addition to the frequency and distribution of different types of learner uptake following each feedback type. The findings indicate an overwhelming tendency for teachers to use recasts in spite of the latter's ineffectiveness at eliciting student-generated repair. Four other feedback types lead to student-generated repair more successfully and are thus able to initiate what the authors characterize as the negotiation of form.

In a study by Alsolami, (2019) the author explores the impact of oral corrective feedback on the language skills of learners. The study generally analyses articles that address the issue of oral corrective feedback and derives information regarding the impact of the strategy in language learning outcomes. The authors states that though many forms of feedback approaches are used in learning, oral corrective feedback is the commonly used strategy in teaching languages. This is mainly because it captures the diverse elements of language lessons such as pronunciations and spelling. Oral corrective feedback presents a broad field which assists both teachers and students in error identification and eradication. It mainly focuses on highlighting the common errors and mistakes and addressing them enabling the students to avoid them in the future.

The articles analyzed by the researcher in this study make it clear that oral corrective feedback has a significant positive impact on the language skills of learners. Notably, provision of such feedback does not only enhance the spoken language, but it also plays a critical role in the development of written language and grammar skills in the learner. Quoting (Vilček, 2014)

the author believes that language classes in higher grades are far much complicated compared to the classes of young children. This is mainly because senior class language class involves going into details of the language structure, unlike children classes which mainly focus on pronunciations and spelling. This is the fundamental reason why senior language classes require the extensive use of the various types of feedbacks including oral corrective feedback. The complexity of the language influences the type and number of corrections made. It is, however, advisable that language teachers use minimal corrective feedback as many corrections may discourage the students and make them ignore vital corrections made in the future.

Lastly, a study was conducted by Eriksson et al., (2018). This study aimed at exploring and conceptualizing primary school teachers' rationales for giving students feedback. A sample of thirteen Swedish primary school teachers (10 women and 3 men) with 4 to 40 years of teaching experience working and with students aged 7–9 years-old (grades 1–3), participated in the study. An open sampling procedure was adopted to get the teachers. Data were collected using a semi-structured interview approach and the constructivist was employed as the grounded theory design for the coding and analysis of the transcribed data. From the results, two main concerns emerged as regulating teachers' assessment practices. These addressed what the teachers perceived as students' academic needs and students' behavioural and emotional needs. According to the findings, the teachers' rationales for giving students feedback were based on those needs, and dependent on factors such as situation, relationships, time and effort. Some needs were described as prioritised before others, which caused some justifications to be identified as taking preference over others. Based on the findings the author is of the view that everyday practices of classroom assessment and classroom management by the primary school teacher is necessary, thus underlining the importance in teacher education of understanding classroom assessment, classroom management and the relationships between the two.

In this study Feedback is used as an assessment approach that indicates the effectiveness of teaching strategies as well as the level of understanding of the learners to successfully acquire competences in the English Language. From the works reviewed, corrective feedback is used as a support strategy that improves the learning process especially in languages. Written and oral corrective feedbacks are the commonly used strategies whereby the oral approach corrects phonetic and pronunciation mistakes. Thus, Corrective feedback is essential as it helps teachers and learners to identify and focus on the common errors made in languages.

### **2.3.2. Literature Review on Peer Assessment and the Acquisition of English Language Competences**

A related experimental study by Leenknecht, and Prins, (2018) was carried to examine the effect of involving pupils in primary education in setting assessment criteria and standards on their appraisal of a peer's work and their peer feedback style. In total, 95 sixth grade pupils from The Netherlands were randomly assigned to one of two conditions. In the experimental group, the pupils first received an example, which was followed by a group discussion about appropriate assessment criteria and standards. In the control group, the pupils provided peer feedback without this discussion. Their peer appraisal was measured with a questionnaire and feedback style was determined by analysing the written feedback using a person-oriented approach (cluster analysis). Results showed that the chance that pupils in the experimental group had an authoritative style was three times higher than in the control group.

The results suggested that the following mechanism takes place during the peer assessment process of the pupils in the experimental group:

- involving pupils from primary education in setting criteria and standards improves pupils' knowledge about what is expected, and about what is good and what is wrong (first peer assessment sub skill),
- this knowledge about standards and criteria equips pupils to make criterion-referenced appraisals of their peer's work (second peer assessment sub skill), and
- subsequently these pupils are more likely to provide feedback with an authoritative style, making use of 'final vocabulary' (third peer assessment sub skill).

According to the authors, knowledge about criteria and standards is important for effective peer feedback, because the first peer assessment skill should be of sufficient quality. Furthermore, knowledge about criteria and standards makes the appraisal less personal and more criteria-referenced. However, knowledge about criteria and standards is a necessary but not sufficient condition for adequate feedback.

Pupils in primary education should also be taught or prompted to use explanations, examples, and advice when providing peer feedback. Quoting Meusen Beekman et al., (2016) they affirm that being involved in good quality peer feedback in primary education may even have long-term effects on pupils' self-regulation and motivation in secondary education (and should, thus, be encouraged. Effective support of all three sub skills seems necessary to reach effective peer assessments.

Meletiadou, E. (2021) in a related study, examined the impact of peer assessment (PA) Assessment on English Foreign Language (EFL) Students' writing performance. The study employed a pre-test post-test quasi experimental design and aimed to explore the effect of peer assessment on 200 Greek Cypriot EFL students' writing performance. These adolescent learners attended two writing classes per week (90 minutes) for a full school year. Teachers received training in PA skills and then had to train their own students. Students were asked to use a PA rubric which was also devised by the researcher but negotiated between the students and their teachers during the training sessions.

Paired T-tests were performed to investigate whether students in the control (n=100 students and 10 teachers) and the experimental groups (n=100 students and 10 teachers) enhanced their writing performance comparing their pre- to post-test scores. The study outcomes indicated that PA could have a moderately positive impact on students' writing performance. The use of PA improved students' writing performance in 5 aspects: mechanics, organisation, content, focus, and vocabulary and language use. In response to the need for more experimentation, this study provides recommendations for PA implementation in secondary school EFL writing classes which enable teachers to improve students' writing performance.

Another related study by Musfirah, (2019) study describes peer assessment implementation in teaching speaking skill in Senior High School of Methodist Banda Aceh. The study was categorized as descriptive study in which the researcher served as an active observer. The research participants in this research were the first year students and a teacher who applied peer assessment technique in the senior high school of Methodist Banda Aceh. The researcher applied a subsequent process method by observing the classroom using observation sheet, and taking field notes to see the process of implementation of peer assessment. In analysing the data, the researcher used data reduction, data display, and verification. The implementation process of peer assessment was shown by the classroom observation in three steps; pre-implementation of peer assessment, during peer assessment, and post peer assessment. The findings showed that peer assessment could be an active strategy to enhance speaking skills among learners if effectively implemented.

According to researcher, the successful implementation of peer assessment was because of the teacher's emphasis on giving score to the peers and raising the students' motivation to conduct peer assessment, making them confident to perform the peer assessment process. It was found that the teacher needed to give a very clear explanation about peer assessment. Giving motivation and purpose in order to do peer assessment was also a crucial thing in peer assessment implementation. Developing trust among students was one factor that

led this assessment to being successful. Understanding the scoring rubric while assessing their peer based on teacher's explanation makes peer assessment successfully implemented in the classroom.

The reviews of related works on peer assessment indicate that the various researchers approach peer assessment around the same perspective, which is; investigating how peer-assessment impact learning. From the various findings, peer-assessment is an integral part of learning and if well-organized can affect learning positively. Musfirah, (2019) opines that the teacher needs to develop trust among students, emphasise on giving scores to peers and raising the students' motivation to conduct peer assessment. Generally, the research works show that assessment is an inseparable part of teaching and learning, and it helps teachers and students to modify their teaching and learning processes and one type of assessment is peer assessment. From the works reviewed peer assessment can enhance the acquisition of learners' English language competences, not only in the primary school but also at higher levels of learning the language.

### **2.3.3. Literature Review on Questioning and the Acquisition of English Language Competences**

Sujariati, et al., (2016) in a study investigate into teacher's questioning strategies, the reasons of using the questioning strategies, and the effects of the questioning strategies on student's learning activities. The samples of this research were the teachers of senior high school in Gowa (SMAN 1 Bontomarannu). The approach employed in this research was qualitative one. The type of this research belongs to discourse analysis. Data collection of this research was conducted through recording, observation, and interview. The data gathered were analyzed through conversation analysis which was used in analyzing teacher's questioning strategies, the reasons and the effects on students learning activities in EFL classroom.

The research findings showed that the teacher used questioning strategies by applying some type of questions and performing the type of questions in each session of teaching. The open/closed questions and display questions were the dominant; it depends on the material that the teacher transferred to the students. Otherwise, the recall and referential questions, it used only a few times by teacher. The teacher also applied other strategies like repeating the questions, emphasizing the question, translated into Bahasa Indonesia or mixed the questions, get closer to student, and gave reward to the students.

The research finding showed the positive effects from the use of questioning strategies which were applied by the teachers in EFL Classroom. It was proved by many responses from the students. Moreover, it was proved by the observation that both the teacher and the students

did a good interaction through questioning strategies. Based on the research findings, the research suggested that teachers should repeat their questions to clarify the sense of the questions, and translate it into Bahasa Indonesia when the teachers find difficulties on students in understanding the question. It can be concluded that the objective and the aims of the use questioning strategies as a teaching device can be reached by doing and applying the questioning strategies in a good and appropriate way, making interaction and communication between teacher and students are more valuable.

In this research, the researchers recommend that teachers apply many questioning strategies in all sections of the teaching such as applying open/closed questions, recalling in the beginning, addressing referential questions in the beginning or at the end of teaching, or displaying after explaining the lesson or during task working, and other types of question in EFL classroom. Furthermore, the questioning strategies should be applied based on the lesson and the level of students to make the learning process run well. This research suggests to all teachers to do the same strategies in questioning, they are question in each session of teaching, repeat the question in the same sentence or different sentence but the same meaning, emphasize the question to clarify the meaning, translate or mix the question into Bahasa Indonesia, when the students seemed confused, and try to be closer to the students to know their weakness or their problem in learning.

In a related study by Ma, (2008) the author discussed the skills of questioning and the benefit of skills of questioning in an English language class. The author uses some examples on the base of analysing some basic knowledge of questions. Classroom questioning, the skill of the elicitation method of teaching that is student-oriented and advocated today, gives an incentive to communicative activities in English. According to Ma, (2008), raising questions effectively is a major method of the teacher who guides his students to think actively, fostering students' ability of analysis and creation. He adds that it is also an essential way for the teacher to output information and obtain feedback, and an important channel to exchange ideas between the teacher and students. This therefore means that the teacher must pay great attention to the skill of asking questions in an English language class. Each question must be presented to accomplish the teaching objective and task. Ma, (2008) opines that the way the English teachers ask question effectively and improve the skill of questioning makes a significant contribution to the Chinese English education.

The paper discusses some basic knowledge of questions, and explores the skill of questioning in English class about the preparing, designing, controlling and evaluating of questioning. Finally the benefit of the skill is studied with abundant teaching cases. Thus, the

skills of questioning are further understood in English classes. The author in this work establishes that English teaching is a process that the teacher interacts with students. This means that asking and answering questions are the primary ways to communicate with each other, so questioning plays a central role in an English language class. It urges students to think actively and develops their creative thinking. It will contribute to the English language teachers. However, putting the skill into practice should not be the final aim of the English teacher. They should devise questions carefully, considering the specific situations and using them correctly in class. Finally, developing feasible and rational questioning skills and teaching skills can meet the need of the country. As long as they do like that, the society will develop rapidly and education will become more and more advanced.

The Regional Educational Laboratory, (2017) recently conducted a review of twenty-three different studies to determine the impact of questioning in the formative assessment process and student learning. Of these twenty-three studies, nineteen were deemed to have enough information to measure 30 different effect sizes (Klute, et al., 2017). What was concluded was, of all the students who engaged in the studies, those participated in the use assessment scored higher on “measures of academic achievement” than those students who were not part of the learning process that made use of formative assessment. In this thorough review of studies, it was determined that, “On average across all the studies, assessment had a positive effect on student academic achievement” (Klute et al., 2017). This review can advise educators and schools as a whole on how to make use of formative assessment correctly in order to reach the highest level of academic achievement. With the intention to identify students who were in a position to fail before they even started learning (at-risk students), Hua et al., (2006) analyzed student learning strategies at Ngee Anne Polytechnic. The researchers hypothesized that ‘fear of failure’ by students caused them to adopt ‘fear of failure’ avoidance tactics which did not help in quality learning (Hua, 2015).

As mentioned in this study, questioning is a major formative assessment strategy and if well applied can enhance learners’ acquisition of English language competences. This is confirmed by the related works reviewed above as the results of all the studies on questioning as a strategy in the classroom enhances learning. In this light, Mualida, (2020) suggests that teachers should be more aware of their questioning skills and use them to improve the students’ engagement in EFL classroom.

### **2.3.4. Literature Review on Sharing Lesson Objectives and the Acquisition of English Language Competences**

A related study Al Kharusi, (2008), examined the effects of sharing lesson aims as a formative assessment practice on students' achievement goals. The study included 1,636 ninth grade students and 83 science teachers from Muscat public schools in Oman. Results from hierarchical linear modelling techniques showed that class contextual features and teachers' teaching experiences and assessment practices interacted significantly with students' characteristics in influencing students' achievement goals. Recommendations, implications, and suggestions for practice and future research were discussed

Equally, Umar and Majeed, (2018) in a related study, identified the effects of sharing lesson objectives before formative assessment for learning on a group of Sudanese pre-medical students' performance in English for Specific Purposes (ESP). The study also attempts to identify students' perception and attitudes towards this type of assessment. The sample of the study is composed of 53 subjects from the Pre -medical students at Khartoum University in Sudan. These students are placed into two groups; an experimental and a control group. The experimental group students are taught their ESP material in accordance with assessment for learning principles and techniques, the control group; however, is taught the same material using the traditional summative assessment procedures. The experiment lasts for one term, that is, 16 weeks. The experimental group instructor is subjected to an intensive training course on how to implement assessment for learning strategies in classroom setting. At the end of the term, the two groups sit for a final exam which is intended for all Pre-medical students. Comparison of the scores of the students reveals a significant difference between the two groups in favour of the experimental group. Students' attitudes towards assessment for learning are checked through a questionnaire and interviews. Qualitative and quantitative analysis of the students' responses show their positive attitudes towards this type of assessment. The study ends up with a set of recommendations and suggestions to improve assessment for learning practice and to make it more effective in a Sudanese setting.

Another related study by Zhang and Burry, (2003) was carried out in which the researchers investigated teachers' assessment practices across teaching levels and content areas, as well as teachers' self-perceived assessment skills as a function of teaching experience and measurement training. Data from 297 teachers on the Assessment Practices Inventory were analysed in a MANOVA design. As grade level increases, teachers rely more on objective tests in classroom assessment and show an increased concern for assessment quality ( $p < .001$ ). Across content areas, teachers' involvement in assessment activities reflects the nature and

importance of the subjects they teach ( $p < .001$ ). Regardless of teaching experience, teachers with measurement training report a higher level of self-perceived assessment skills in using performance measures; in standardized testing, test revision, and instructional improvement; as well as in communicating assessment results ( $p < .05$ ) than those without measurement training.

From the review of literature related to this study, we think that curriculum designers should take into consideration that all curricula need to be evidence-based and outcome focused and all teaching strategies need to be matched to their learning domain (psychomotor, cognitive and affective). In this light, teachers should prepare introductory lessons thoroughly and use all the language skills in the classrooms, prepare a variety of materials to extend and stretch out classroom activities, match materials to pupils' ability while sustaining interest and motivation, create and maintain a purposeful orderly and supportive environment for pupils' learning, present learning tasks and curriculum content in a clear and stimulating manner and communicate clearly and effectively with pupils through questioning and feedback.

#### **2.4. Identification of knowledge Gap**

According to Schneider and Johnson, (2019) formative assessment plays a strategic role in the teaching and learning process. The major principles of formative assessment related to providing feedback and enhancing students' metacognition are well recognized in their ability to improve pupils' learning (Andrade and Heritage, 2018). Nevertheless, formative assessment practice appears to be less frequent than ideal (Bennett, 2011), and the forms of formative assessment teachers conducted vary widely across contexts (Yan et al., 2021). One significant gap in this field is the lack of instruments suitable for assessing teachers' formative assessment practices, largely due to the lack of a consensus regarding what can be counted as formative assessment practices.

This leads to substantial challenges both for research and teacher professional development. Firstly, the lack of an instrument makes it difficult to understand and describe teachers' formative assessment practices and, therefore, makes targeted intervention programs less likely. Secondly, without an appropriate instrument we do not know whether and how much a professional development intervention can enhance teachers' formative assessment practices. While different attempts have been made to assess teachers' assessment literacy (e.g., identifying assessment literacy main components in terms of knowledge and skills) (DeLuca et al., 2016), the assessment of formative assessment practice has been realized predominantly through unpublished survey instruments or observation protocols.

To address this gap in assessing teachers' formative assessment practices, the current study reports the development of a scale based on a clear theoretical framework and its preliminary psychometric evidence. The study proposes a model of formative assessment strategies hoping that it can provide a solution to some of the challenges of implementing CBA formative assessment in the Primary School classroom. The term formative assessment encompasses significantly variant practices in classrooms (Bennett, 2011). Generally, formative assessment refers to a set of activities carried out by teachers and students in order to collect information "to be used as feedback to modify teaching and learning activities" (Black and William, 1998). Rather than focusing on what has been attained by students, formative assessment helps to identify learning gaps, scaffold new learning, anticipate future teaching steps (Bennett and Gitomer, 2009), and promote self-regulation of student learning.

A large body of literature supports teachers in articulating a theoretically sound approach to formative assessment (Andrade and Heritage, 2018). More specifically, theory and practice in formative assessment have emphasized the key aspects of collecting, evaluating and using evidence of learners' learning (McMillan et al., 2013). Over the years, a focus has been on strategies purposed to integrate formative assessment into the process of teaching and learning. In this perspective, William and Thompson, (2008) proposed a framework in which various formative assessment practices are categorized into five key strategies. These five strategies include:

- clarifying and sharing learning intentions and criteria for success,
- engineering effective classroom discussions, questions, and learning tasks,
- providing feedback that moves learners forward,
- activating students as instructional resources for one another,
- activating students as the owners of their own learning (William and Thompson, 2008).

This framework was used in the current study to guide scale development due to two reasons. First, this framework provides a unifying basis for understanding formative assessment practices. It covers a wide range of essential formative assessment aspects, especially the active role of students in formative assessment, which is a current trend of formative assessment research. Second, this framework provides a clear structure to support item development. The four strategies enable a comprehensive and balanced set of items to capture a variety of formative assessment practices at an appropriate level of specificity.

From the review, we see that a huge part of the study has not yet investigated the way learners acquire competencies in English Language in the context of CBA in primary schools

in Cameroon. Moreover, some of the early writers have attempted an investigation of formative assessment in the context of CBA, challenges encountered and possible solutions in implementing CBA formative assessment in primary schools. Also, none of the reviewed studies examined on the influence of teacher's characteristics such as professional qualifications, working experiences and the type of school (private or government) on the extent to which CBA strategies are applied in primary schools.

This study investigates the influence of formative assessment strategies in the context of CBA on pupil's competences acquisition in the English Language. The problem of this study emanates from the absence of learning strategies that fall within the framework of formative assessment and create gaps in the learning process, thus the acquisition of competences in the English Language remains a difficulty. The new curriculum is built on the Competency Based Approach and upholds assessment as an essential tool to regulate or adjust learning. This approach permits the reduction of academic failure in terms of class repetitions, school dropout, promotion on learner on "trial bases" and reduction of the illiteracy rate through an evaluation that is criteria and permanent. Also, the vision permits the government of Cameroon to attain goal of the policy of collective promotion in the Primary School. Therefore, the state expects all primary school learners to acquire among others, the competences of listening/speaking, reading and writing of the English language as a subject and most especially as a tool subject. This will permit them to communicate and interact in the society and acquire competences in other domains of learning both at their level and at higher levels with less difficulty.

According to the Primary School Curriculum, Formative Assessment is an essential tool to realize this vision as it serves to sustain the realization of the expected learning outcomes or the competences aimed at, for learners to acquire at the end of the pedagogic month. However, the situation of Formative Assessment in Cameroon is not as it should be. Early observation carried out in this study in classes five and six of some selected schools in the sample population for two months showed an insufficient use of feedback, peer assessment, questioning and sharing of lesson objectives as formative assessment strategies to enhance learning. These create gaps or cracks in the learning process. Some of these limitations include;

- The unavailability of the Primary School Curriculum and other teachers' didactic documents that could permit the teachers to plan lessons effectively.
- The ineffective planning of lessons by teachers to permit them apply formative assessment strategies.
- Teachers continue to use old approaches of teaching but claim that they are using the CBA.

- The teaching/ learning processes are void of didactic material that could facilitate learning.
- The presenting a problem-situation in a lesson or to assess learning is very challenging to the teachers,
- The use of feedback, peer assessment, questioning and sharing of lesson objectives as formative assessment strategies fall beyond expectation.

Thus, based on these limitations, the present study evaluates or investigates teachers' formative assessments strategies and practices in competencies acquisition in the English Language by primary school pupil in Mfoundi division of Cameroon. Specifically, this study looks at the level of skill acquisition of English language that occurs at the formative assessment strategies level and proposes a model using some variables like feedback, questioning, stating of lesson objectives and peer assessment.

## **2.5. Research Hypothesis**

### **2.5.1. The Main Hypothesis**

**H:** Formative assessment strategies in the CBA context has an impact on learners' acquisition of English Language competences in public primary schools in Mfoundi Division.

### **2.5.2. Research Hypotheses**

**RH1:** Feedback has an effect on learners' acquisition of English Language competences in public primary schools in Mfoundi Division.

**RH2:** Peer Assessment has an impact on learners' acquisition of English Language competences in public primary schools in Mfoundi Division.

**RH3:** Questioning has an influence on learners' acquisition of English Language competences in public primary schools in Mfoundi Division.

**RH4:** Sharing of Lesson Objectives has an effect on learners' acquisition of English Language competences in public primary schools in Mfoundi Division.

## **2.6. Variables**

### **2.6.1 Dependent Variable (DV)**

The dependent variable is the consequence of the phenomenon to be studied. It is the variable that may change as a result of changes within the independent variables. This study investigates changes that may occur in the learners' acquisition of listening, speaking, reading and writing competences influenced by teacher's effective use of CBA formative assessment

strategies. Thus, the dependent variable for this study is *Learners' Acquisition of English Language Competences*.

### **2.6.2 Independent Variables (IV)**

Independent variables are those variables that can be manipulated and changed during the study. As the name indicates, an independent variable does not depend on any factor. It is the supposed cause of the phenomenon under the study. The main independent variable of this study is *formative assessment strategies* used by the primary teachers to enhance English Language lessons for learners to acquire skills. We presume that the learners' acquisition of the listening, speaking, reading and writing competences depends on the teacher's formative assessment strategies in the teaching/learning process. For easy analysis, the independent variable is broken down into four components; feedback from learners to teacher and teacher to learner, peer assessment (peer collaboration), questioning and sharing of lesson objectives.

**Table 14: Synoptic Table of Hypothesis, Variables, Indicators, Modalities and Statistical Tool**

General Hypothesis	Specific Hypotheses	Variables	Indicators	Modalities	Statistical test
Formative assessment strategies have an impact on learners' acquisition of English Language competences in government primary schools in Mfoundi Division.	<b>SRH1:</b> Feedback has an effect on learners' acquisition of English Language competences in government primary schools in Mfoundi Division.	<b>IV:</b> feedback  <b>DV:</b> Acquisition of English language Competences.	-Teacher's praises; good/very good/ excellent -teacher's encouragement; can do better/ try again etc. -learners' opinions -peers' encouragement; Applauding/ -teacher's support of learner's ideas -peer support of learners' -corrections made to learners' wrong answers -self regulation	4-point Likert scale	<b>PLS-SEM</b>
			- Reading -Writing -Speaking - Listening	4-point Likert scale	<b>PLS-SEM</b>
	<b>SRH2:</b> Peer Assessment has an impact on learners' acquisition of English Language	<b>IV:</b> Peer assessment	-Discussion in groups -Observation /reactions -Criticism among peers -scores allocated to peers' work	4-point Likert scale	<b>PLS-SEM</b>

competences in government primary schools in Mfoundi Division.	<b>DV:</b> Acquisition of English language competences	-Reading -Writing -Speaking - Listening	
<b>SRH3:</b> Questioning has an influence on learners' acquisition of English Language competences in government primary schools in Mfoundi Division.	<b>IV:</b> Questioning	-Effective questions -Open/close ended questions -Eliciting questions -well- phrased questions -Directed to all learners -interpreting	
	<b>DV:</b> Acquisition of English language Competences	- Reading -Writing -Speaking - Listening	
<b>SRH4:</b> Sharing of Lesson Objectives has an effect on learners' acquisition of English Language competences in government primary schools in Mfoundi Division.	<b>IV:</b> Sharing of lesson objectives	-objectives effective set -Performance conditions -Criteria -time allocation -Write, read, spell	4-point likert <b>PLS-SEM</b> scale
	<b>DV:</b> Acquisition of English language Competences	- Reading -Writing -Speaking - Listening	

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Research Design

This study adopts a survey and correlational research designs. A survey looks at the individual, groups, institutions, methods and materials to describe, compare, contrast, classify, analyse and interpret the entities and events in the field, (Cohen et al., 2007). The survey is employed in this study to enable the researcher study a large population and have a greater statistical power. Moreover, it gives the researcher the ability to collect a large amount of information and having the availability of validated models. Creswell and Poth, (2016), hold that a research design is the procedures for collecting, analyzing, interpreting and reporting data in research studies. It sets the procedure on the required data, the methods to be applied to collect and analyze this data, and how all of this is going to answer the research question (Wilkerson et al., 2014).

The type of survey used in this study is descriptive. The descriptive survey is chosen because it enables us to collect data at a particular point in time to describe the nature of the existing phenomenon; identify standards against which this existing phenomenon can be compared. It also helps us to scan a wide field of issues, population, institutions and programmes to describe or measure any generalised features. It further helps us to assure objectivity and generalization of findings. Since descriptive design will focus mostly on the 'what' of the objective of the study, we also employ the correlational design in order to enable us to diagnose the 'why' and 'how' of the study. A correlation research design describes qualitatively the degree to which variables are related. This involves collecting data to determine if and to what extent formative assessment influences the acquisition of competences in the English Language. In this light, the degree of relationship is determined by the product-moment correlation coefficient referred to as  $r$ . The  $r$  is measured on a scale of -1 to +1. The more related the variables are, the more accurate the predictions based on their relationships or better still the higher the absolute value the stronger the relationship. We adopt the correlation research design because we intend to determine the strength of the relationship that probably exists between formative assessment strategies and learners acquisition of competences in English language.

The philosophical assumption of this study is pragmatism. Pragmatism is chosen because pragmatist philosophy accepts concepts to be relevant only if they support action

(Saunders et al., 2012). Pragmatist recognise that there are many different ways of interpreting the world and undertaking research that no single point of view can ever give an entire picture and that there may be multiple realities (Bassong, 2021). Pragmatism as a paradigm is viewed behind the philosophical framework of mixed method research (Mackenzie and Knipe, 2006) as cited in Singh, (2019). The focus is more on a research problem under study and types of questions asked (Creswell, 2017). In order to make the research meaningful and legitimate, research conducted within this framework is free to use the methodology of qualitative as well as quantitative paradigms (Gray, 2013). It is based on this philosophy that we adopt the mixed-method approach in order to get a full understanding of the phenomenon under study (Padgett, 2016). Also, this approach was chosen because the combination helps to enhance objectives of data.

According to Tashakkori and Teddlie, (2010), employing mixed-method offers a feasible approach and unites the philosophy and methodology. Despite the advantages of the mixed-method approach, Fakis et al., (2014) opine that critics hold the view that mixing qualitative and quantitative research methods are difficult because both use different ontological and epistemological assumptions. However, Tasakari and Tedlie, (2021) argue that mixed method is possible given that it frees the researcher from the dual grip of all levels of the research and provide the opportunity for the researcher to minimize errors that may occur in the collection of data for the study. This explains our choice for a mixed method (quantitative and qualitative) for this study.

### **3.2. Area of the Study**

This study was carried out in the Mfoundi Division of the Centre region of Cameroon. Mfoundi Division covers an area of 297 km<sup>2</sup> and at 2005 it had a total population of about 1,881,876 and it is one of the ten divisions that make up the Centre region. The division forms the Yaoundé capital and cover greater surface area. The Centre Region occupies 69,000 km<sup>2</sup> of the central plains of the Republic of Cameroon. It is bordered to the North by the Adamawa Region, to the South by the South Region, to the east by the East Region, and to the West by the Littoral and West Regions. It is the second largest of Cameroon's Regions in land area. Its major ethnic groups include the Bassa, Ewondo, and Vute. The Mfoundi Division has seven Sub-Divisions Yaoundé I, Yaoundé II, Yaoundé III, Yaoundé IV, Yaoundé V, Yaoundé VI, and Yaoundé VII Sub-Division.

Yaoundé, capital of Cameroon, is at the heart of the Centre, drawing people from the rest of the country to live and work there. The Centre's towns are also important industrial

centers, especially for timber. Agriculture is another important economic factor, especially with regard to the region's most important cash crop like cocoa. There are also plantations zones, with most inhabitants being sustenance farmers. See map at the Appendix.

This area was chosen for this study because it harbors a good number of primary schools. Cost considerations were made in line with the fact that a study of this type requires primary data and its collection requires a lot in terms of time and financial cost. The ease with which data could be collected for the study in this area was not equally left out and the closeness of the researcher to the area was amongst the determinants of the choice of the study area.

### **3.3. Population of the Study**

According to Shukla, (2020), research population is a set of all the units (people, events, things) that possess variable characteristics under study and for which the findings of the research can be generalised. A population determines the limit within which the research findings are applicable. The population of this study is made up of stakeholders of the primary schools in centre region. Stakeholders here are specifically the teaching staff and pupils in all primary institutions of learning without any distinction of their political, economic and socio-cultural backgrounds. The study was limited to class 5 and 6 learners and their teachers. The teachers were a point of focus for the research while the learners were involved at the level of the pre-study, observation and documentation. The other stakeholders (parents, administrators) form part of the population of the study since the results will be of interest to them, also.

#### **3.3.1. Target Population and Characteristics**

Fraenkel and Wallen, (2006), opined that the target population is the actual population to which the researcher would like to generalise its findings; (it is the researcher's ideal choice). A target population can also be looked at as the entire group of people or objects on which the researcher wishes to generalize the study's findings.

The target population of this study included all the teachers and pupils of all the State English Primary Schools in Mfoundi Division of the Centre Region of Cameroon. There are thirty-six (36) government English primary schools Mfoundi Division. These schools have about four hundred and eighty-five (485) teachers and about twelve thousand three hundred twenty-one (12,321) pupils. Each of these schools starts from class 1 and ends at class 6 and is made up of pupils and teachers from diverse cultural and social background. A detailed explanation of this population is represented on the table below.

**Table 15 : Distribution of Teachers and Pupils according to Target Population**

	Number on Roll		Total
	Male	Female	
Teachers	89	396	485
Pupils	5851	6470	12321

Source: Divisional Delegation for Mfoundi MINBASE, (2022)

This target population was chosen first because it sets a clear direction on the scope, the research objectives and the type of data collected. In this study, the data was collected quantitatively and qualitatively. Second, it provides the scope for the total population that determines the sample size. Being a mixed study, one of the instruments adopted and used was teachers' questionnaire. The teachers' questionnaire had to be spread over a rational sample size as research procedure requires. Third, it defines the characteristics of the participants who qualified for the study. The division is found in Yaounde the headquarters of the Centre Region which is equally the Capital city of Cameroon. The division is therefore exposed to many educational structures and trained teachers that meet the research objectives.

### 3.3.2. Accessible Population and Characteristics

According to Onen, (2020), accessible population refers to the portion of the target population to which the researcher has reasonable access and from which sample can be drawn. The accessible population of this study therefore involved four sub-divisions out of the seven which is the target population under study. In this study we were able to meet and work with classes 5 and 6 pupils and their teachers in eight different schools as presented in table 1 below.

**Table 16. Distribution of Teachers and Pupils according to Accessible Population**

	Number on Roll		Total
	Male	Female	
Teachers	78	351	429
Pupils	4717	5208	9925

Source: Divisional Delegation for Mfoundi MINBASE (2022)

### 3.4. Sample and Sampling technique

Onen,(2020), is of the opinion that a sample is the selected elements (people or objects) procedurally chosen for participation in a study to represent the target or accessible population. A research sample comprises of a smaller but representative portion of a target population. One of the criteria which determine the size of the sample is provided by the objective of obtaining in-depth information until saturation is reached. As Shepherd, (2002) explains, a very large sample can become unmanageable. To get the sample of this study, we employed the Creche and Morgan table (*see appendix 2*) of 1970 to determine the sample size of 429 participants as presented on table 18

**Table 17. Distribution of the Sample Size**

	No of Teachers			No of class 5 pupils			No of class 6 pupils		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Quantitative Study	66	322	<b>388</b>	656	852	<b>1508</b>	751	939	<b>1690</b>
Qualitative Study	3	3	<b>06</b>	92	107	<b>199</b>	98	117	<b>215</b>

Source: This study (2022)

#### 3.4.1. Sampling Techniques

Sampling technique is the way in which an appropriate sample size is selected for the wider study (Bryman, 2012). In this study, we employed the simple random sampling techniques to select the number of teachers and pupils from the respective primary schools. We adopted the simple random sampling technique because it allows us to select any member of the population under the study since all the members had equal chances of being selected and the probability of each member being selected was not affected by the selection of other members. We prepare pieces of papers on which we wrote the names of the 7 sub-divisions of the target population to get the accessible population and placed in a bowl. Draws were made to get 5 sub-divisions (to limit the study to a population that can be managed). The results presented Yaounde I, III, IV, V and VI sub-divisions with 429 teachers and 9923 pupils of the schools and 1.690 classes 5 and 6 pupils.

The choice of our sample fell on category of people above in different schools because evidently, they were directly concerned with the formative assessment processes under study and in most cases very. Therefore, they were going to be better placed to give us adequate and

reliable information relating to the issue of formative assessment and acquisition of competences in English language in Government Anglophone primary schools in Mfoundi division.

For relevance, convenience and the need to get the right teachers to participate, we also adopted the purposive sampling technique. The purposive non-probability or subjective sampling technique is a form of non-probability sampling in which the researcher depends on his or her own judgment in choosing the members of a population to take part in a survey. In order to obtain relevant and detailed information pertaining to this study, the purposive non-probability sampling was adopted. We adopted the purposive non-probability sampling technique because we intended to select participants whom were judged to be the best to provide the required information, (Wyk, and Carbonatto, 2016). Moreover, the non-probability purposive sampling technique enabled the researcher to eliminate potential participants who will not provide relevant data, thus, reduce the costs of conducting the study. this technique was used to select the classes involved in the study, the gender of the participants in the interview and their longevity in service.

### **3.5. Sources of Data**

In research, data sources are classified into two; which are the primary and secondary based on their sources.

#### **3.5.1. Primary Source**

Primary data is a type of data that never existed before; hence it was never previously published. Primary data is collected for a specific purpose, which implies that they are critically analysed to find answers to research questions (Saunders, et al. 2012). Primary data is gotten mainly from observation of the events, processes, manipulation of variables, and contrivance of research situation including the performance of the experiment and responses to the questionnaire. When data takes any of the forms listed, it gives rise to another source known as a secondary source. In this research work, the primary data was collected using an interview guide, observation checklist and a focus group discussion guide we developed.

#### **3.5.2. Secondary Sources**

Secondary sources are generated by primary sources. The data collected from secondary sources is secondary data but secondary data emanates from the processing of data from primary sources that was carried out and published by previous researchers. According to Saunders, et al. (2012) Secondary data is the type of data that has been previously published

in journals magazines, newspapers, books, online portals, YouTube videos, blog pages and other sources. In this study, we derived our secondary sources from data-based gotten from the various departments, reports from the ministry of Basic Education, quality assurance documents, reports cards, spreadsheets from class five and six of the various primary schools where the research was conducted. We also exploited books, internet, thesis, YouTube videos, and interviews as secondary sources to collect data for this study.

### 3.6. Research Instruments

Research instruments are devices which researchers develop to collect data in order to answer the research questions upon which their studies are founded (Babbie, 1992). This mixed study employed the questionnaire and interview guide, observation check list and focus group guide to collect data.

#### 3.6.1. Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. In order to investigate teacher's CBA formative assessment strategies and learners' acquisition of English Language competences, a large but sizeable sample is needed. In this study, we employ the questionnaire because it enables the researcher to acquire adequate, precise and objective information. It is cost effective, time saving and so enables the researcher to gather much information from a great number of respondents in a relatively short period of time. The questionnaire used was presented in two main sections: personal or demographic information (gender, age, occupation, division, school, and country) and the second part was questions on independent variables (feedback, peer assessment, questioning, sharing of lesson objectives) and the question on competence acquisition (reading, writing, listening, speaking) presented according to the hypotheses as on table 11.

**Table 18: Description of Questionnaire**

Hypotheses	Indicator	Number of items	Measuring scale
RH1	Feedback	5-17	4 point Likert scale
RH2	Peer assessment	18 – 26	4 point likert scale
RH3	Questioning	27-33	4 point likert scale
RH4	Sharing lesson objectives	34 – 41	4 point likert scale
<b>DV</b>	Competences acquisition	42 – 45	4 point likert scale

Source: This Study (2021)

### **Weighting the Scale**

The measurement scale was a four-point Likert scale presented orderly as thus: (Strongly disagree-SD= 4, Disagree-D=3, Agree-A=2, and strongly agree-SA=1). From the objective of the study, all the items were affirmative, thus all negative responses had high points. Four-point Likert scale was chosen because it is more reliable for recording opinions or ideas, and it equally eases data analysis through the Statistical Package of social science (SPSS, version 23). The respondents were expected to Tick (√) the options most suitable to them.

For the decision rule according to Tanah and Encho, (2017), it refers to regulation or guide who enables a researcher obtain a decision on whether to accept or reject an issue as seen below.

$$\text{Mean} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

This mean that any factor with a mean of 2.5 and above was accepted (positive) while those less than 2.5 were rejected (negative). Each questionnaire was made up of closed-ended questions and was to be answered anonymously and not obligatory. (*see appendix*). Given that we are carrying out a mixed research and the closed ended questionnaire can only provide quantitative data, we introduced the interview guide.

### **3.6.2. The Interview Guide**

Interviews are an essential form of collecting data for qualitative research. Interviews help in generating data through the intervention of the researcher, Ritchie and Lewis, (2003). They also enable the researcher to cover all of the ground, which they had been formulated to cover and to manage time effectively. Patton, (2002) explains that interview guides function as checklists, which enable researchers to cover all of the topics, which they consider relevant to their studies during interviews. Face-to-face interviews enable researchers to collect richly detailed qualitative data from participants by asking relevant questions which yield valid and reliable information (Paley, 2016). All of the questions put to participants to be answered to the satisfaction of individual researchers, who can ask participants to clarify their responses.

Using interview guide permitted the researcher to get a rich amount of first-hand information which was relevant to the research topic. In-depth interviews permit qualitative data to be collected from intensive individual question and answer sessions with relatively small numbers of participants through in-depth investigations of their subjective perceptions, beliefs, opinions, and experiences in relation to events, occurrences, and phenomena which are relevant to this research topic. The interview yielded crucial, and sometimes even

unanticipated, insights and permitted follow-up questions to be asked and enable the researchers to probe for additional information, without the distractions. As Rubin and Babbie, (2016) explains, owing to their exploratory nature, in-depth interviews permitted large volumes of additional qualitative information to be obtained from observations of non-verbal behaviour, such as gestures.

This instrument was formulated according to our research questions, to enable the interviewer to maintain the lines of questioning, while at the same time permitting the participants to express their own perceptions, beliefs, and opinions. This data source enables the researcher to get the teachers' individual points of view on the formative assessment strategies they apply during English Language lessons that help to improve on learners' acquisition of competences. The interviews also help for teachers to express themselves on the difficulties they face in applying formative assessment strategies in the CBA context in the classroom.

### **3.6.3. Observation Guide**

An observation guide is a tool developed by the researcher which is used to collect data for a problem under investigation. According to Amin, (2005), observation is an approach that uses vision as its key means of data collection. In the process of observation, one or more persons are present in a real life situation, watching what happens, taking notes or/and recording pertinent happenings according to a planned structure. In this study we used observation as one of the instruments to collect data for a pre-study carry out to investigate the state of affairs in the classroom.

Using direct observation we were actually present in the classroom observing teachers carrying out activities in English Language lessons; their interactions with learners, the teaching-learning process, the behavior of teachers and learners as they occurred, assessment strategies, feedback and motivation, radiation and others. This type of observation was carried out using an observation guide checklist which the researcher prepared.

Using indirect motivation, we observed teachers' individual copies of the Primary School curriculum, their schemes of work, lesson planning note books, learners' English Language exercise books, test and examination scripts, class spreadsheets and individual progress report booklets of the learners. In the course of observation, we took notes, recordings and snapshots according our planned scheme. In observing these documents, the researcher was able to assess the teachers' perception of formative assessment strategies from lesson preparations through lesson delivery and evaluation.

### 3.7. Validation of the Research Instruments

Validity can be defined as a measure of truth or falsity of the instrument of data collection. This is the most important measure to take to make sure the research instruments serve their intended purpose as every instrument is designed for a particular purpose. Once it is designed appropriately, it measures rightly, and if it is faulty, it misses the target. Validity is an important requirement for both qualitative and quantitative studies (Cohen et al., 2007). To verify the extent to which the research instruments conceived for this study measures accurately what they were intend to measure, the two instruments are subjected to face and content validity.

For the instruments to obtain face validity after construction, they were presented first to some lecturers and research experts who read and made some adjustments and judge the instrument appropriate and objective with the subject matter and coverage of the entire topic under study. It was then submitted to the researcher's supervisor thrice for examination and cross-examination and scrutiny.

For Amin, (2005), content validity is the degree to which the test measures what it was intended to measure. It shows how adequately the instrument samples the universe of knowledge, skills, perception and attitudes that the respondents is expected to show. Validity is therefore the degree to which an experiment of measurement actually reflects the variables designed to measure.

For the instruments of this study to obtain content validity, the designer of made sure that all the questions asked in the questionnaire fully exhaust all what was implied by the research question and hypothesis. To further ensure the content is valid, the researcher employed Partial Least Square –Structural Equation Modelling (PLS-SEM) and the measurement model analysis consisting of convergent validity and discriminate validity for questionnaire are conducted. Convergent validity calculated stood at 0.7 meanwhile, above the threshold of 0.5 which is the alpha, and then discriminant validity was 0.8 as recommended by Fornell and Larcker, (1981). Hence, confirming strong evidence of the validity of the instrument measured.

The instrument used for data collection should equally be reliable. Reliability of the instruments in the study was concerned with how consistent the results obtained with the instruments are. Asika, (2012), opines that a researcher who designs a research instrument should be more concern about how consistent the results he obtains from the instruments are. Reliability is invariably the consistency between independent measurements of a phenomenon. It denotes the stability, dependability, predictability of the measuring instruments. In this study,

the researcher employed the Chronbach's alpha statistical tool. It is a statistical tool used in order to assess the reliability, or better still the internal consistency of a set of scale or test items used in this study.

**Table 19: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on	
	Standardized Items	N of Items
Feedback	.886	.949
Peer assessment	.764	.716
Questioning	.785	.733
Sharing lesson objectives	.755	.723
Competence acquisition	.986	.636

**Source: This study (2022)**

To establish the reliability of the instruments, the researcher employed the test-retest approach. According to Amin, (2005), test-retest reliability refers to the degree to which the scores on the same test by the same individual are consistent over time. This is an indication that that result obtained at a given point will be the same or closer to the former scores if the test is administered again after some time. In this study, we administered the questionnaire to 21 teachers and after two weeks, we administered again the same tool to the same population and the results were analysed with the help of chronbach's alpha and presented below.

In this study, the researcher employed the Chronbach's alpha statistical tool. We used Chronbach alpha in this study in order to assess the reliability, or better still the internal consistency of a set of scale or test items used in this study. According to Salkind, (2011), internal consistency examines the reliability within a particular set of items. Internal consistency is evaluated by correlating performance on each of the items in a test or scale with total performance on the test or scale that takes the form of a correlation coefficient. Correlations are expressed as a numerical value, represented by lowercase *r*. for instance; the correlation test between test A and test B would be represented as  $r_{\text{testA. testB}}$ . In which case, the scores in test A and the scores in test Bare correlated. The reliability coefficient or correlation coefficient ranges from -1.00 to +1.00. A value of 1.00 would be the most appropriate reliability, where there is no error in the measurement process.

### 3.7.1. Cronbach's Coefficient Alpha

$$\alpha = \frac{k}{k-1} \left( 1 - \frac{\sum \sigma_k^2}{\sigma^2} \right)$$

Where:

$\sum \sigma_k^2$  is the sum of the variances of the k parts which are the items of the test or instrument.

$\sigma$  = standard deviation of the test or instrument.

## 3.8. Administration of the Instruments

To administer the questionnaire and interview guides, the researcher presented the research authorisation (*see appendix*) to the various delegations of basic education and later on to head teachers with a research application. The head teachers upon gave access through a written note (*see appendix*) to meet teachers of classes and five and six pupils on daily bases and have access to all data base upon presentation of the note to any personnel in charge. It took the researcher five months and two weeks to strictly meet the identified sample for them to answer the questionnaire and access the data base of the schools. In some schools, some informants opted to fill the questionnaires on the spot while others decided to take them and fill when they were free and promised to return them the next day or later in the afternoon, which sometimes returned two weeks after.

For the interview guide, the researcher presented the research authorisation to heads of departments of interest in different primary schools. Upon reception of the authorisation some gave verbal and other written (*see appendix*) access to the various departments, the decree of creation, documents, reports and contact numbers of classes five and six teachers. The interview was personally administered (face-to-face approach) to these teachers following their schedules. Given that the interview guide was administered directly by the researcher and the team, the return rate was 100% and with limited stress. The interview schedules were equally administered directly by the researcher to the members of the administration. The main reason behind the utilization of this research technique was to grab details surrounding the formative evaluation process and learners acquisition of competences in English language.

### 3.8.1. Ethical considerations

Research ethics are guidelines which enable researchers to uphold the ethical standards of professional research in the social sciences. They are applied to avoid harming participants or violating their rights and require the researcher to be honest in their interactions with the participants in their studies and to treat any information which they provided as strictly

confidential (Strydom, 2014). Beecher was among the pioneers in introducing professional ethical standards for research circa 1966 (Pimple, 2017) and (Resnik, 2018). Confidentiality refers to the guarantee which should be given to the participants that the data which they will provide will not be made available to any unauthorised person.

In this study, the researcher provided the research participants with all necessary information, to enable them to make informed decisions to participate in research studies of their own free will. The researcher gave research participants assurance from the onset that their participation would not result in any harm to them or anyone in accordance with both the protocols and the stipulation of Bless et al., (2000) that researchers should not harm the people who choose to participate in their studies.

It was also essential to maintain the anonymity of the participants and to treat the data, which they provided as being confidential. In order to uphold the rights of the participants by the researcher, the principle of informed consent was rigorously adhered to. Informed consent required potential participants to be adequately informed of the nature of research studies before they agreed to participate in them as required and opined in (Thackray, 2018). In order to uphold the principle of informed consent, the researcher provided a comprehensive explanation of the nature and purpose of the study and the approximate likely duration of their participation. Participants needed to be informed that they had the right to withdraw their participation at any time during the conducting of the study, without incurring penalties of any sort whatsoever.

### **3.9. Statistical Analysis Techniques**

A quantitative approach is usually associated with finding evidence to either support or reject hypotheses formulated at the earlier stages of the study. The quantitative data analysis followed the deductive model. The descriptive statistics were conducted in this study to understand the data type, frequency and percentages for different questions asked from the respondents. The Statistical Package of Social Science (SPSS) vol. 20 was used. To confirm the proposed structural model, the researcher used Partial Least Square Structural Equation Modelling (PLS-SEM) which is an exploratory technique that uses the data to test the relationship between the dormant variable and to analyse the path relationship in the model. It helps researchers to understand the relationship among observed variables (Hair et al. 2020). It also works efficiently with complex models and small sample sizes. PLS-SEM was employed to consider the suitability of the hypothetical model and its relationship concerning the research

problem. PLS-SEM is an interactive approach that maximizes the explained variance of indigenous constructs.

### **3.9.1. The Quantitative Analysis**

A quantitative approach is usually associated with finding evidence to either support or reject hypotheses formulated at the earlier stages of the study. In quantitative data analysis, the researcher was expected to turn raw numbers into meaningful data through the application of rational and critical thinking. Dudovsky, (2018) opines that quantitative data analysis may include the calculation of frequencies of variables and differences between variables.

The descriptive statistics was conducted to understand the data type, frequency and percentages for different questions asked from the respondents. The Statistical Package of Social Science (SPSS) vol 20 was used. To confirm the proposed structural model, the researcher used Partial Least Square Structural Equation Modelling (PLS-SEM) which is an exploratory technique that uses the data to test the relationship between the latent variable and to analyse the path relationship in the model. PLS-SEM has become the most prominent data analysis technique and it is widely recognized for its remarkable advantages in behavioural science (Hair, et al. 2014). It helps researchers to understand the relationship among observed variables (Hair et al. 2020). It also works efficiently with complex models and small sample sizes. PLS-SEM was employed to consider the suitability of the hypothetical model and its relationship concerning the research problem. PLS-SEM is an interactive approach that maximizes the explained variance of indigenous constructs.

Moreover, the PLS-SEM was selected for data analysis in this study because it is used to develop theories or models in exploratory research (Hair, 2014). Moreover, it is recommended to use PLS-SEM when the main objective of the research is to conduct predictions and explanations of constructs. With this, Chin, (1998) explains that PLS-SEM is capable of predicting the formations of individual constructs (this involved indicator related to each individual construct) and identifies the relationship among the constructs. PLS-SEM can verify that the research model is valid and reliable as well as explore the relationship in the structural model. Therefore, in this study, the Smart PLS 3 software (Standard Software Specialization for PLS with model) developed by Sarstedt and Hair Ringle, (2021) was also used. The following operations were done using the software.

Conformity factor analysis (CFA) was conducted to test how well and adequate a priori factor structure and its relevant model of loading matched the actual data, CFA is undertaken to ensure that all the items and constructs proposed in the model influence convergent legitimacy, construct cogency, discriminant authority and factor validity. The proposed factor

of the model entered for CFA where it was assumed that the items having outer factor loading greater than 0.5 predicts the corresponding constructs effectively and vice versa. This analysis helps us to assess the structural stability of data collected through the questionnaire to develop a better understanding of the model and to pave the way for developing the PLS-SEM model for the study.

### 3.9.2. Qualitative Analysis

The raw data from the interviews were transcribed and analysed with the help of the Jefferson's Transcription Notation system or model (Jefferson 2004) and the Explanatory Data Analysis model by Creswell, (2013). The Jefferson Transcription system is a conventional analysis code used to transcript speech looking at speech patterns. It provides a method for interpreting speech with details of performance, acts, texts, movements and interactions between actors, content and context. We preferred this model because we designed the conversation to capture not only what was said but how it was said, giving a detailed version of the complex nature of the conversation.

An explanatory data analysis is a scientific approach of analyzing and investigating data sets to summarise their main characteristics. According Creswell, (2013), after collecting data using interview guide, visual or audio visual devices, the data analysis can be analyse following six steps; organizing and preparing the data for analysis by transcription, reading through a few times for a general sense of information, codifying data by categorizing, creating themes for analysis, description of themes and representations and interpretation of results.

After transcribing the recorded interviews into written material, the researcher went ahead to familiarise herself with the data by reading through it many times. After reading through the raw data thoroughly, we went ahead to codify it. This process of codification involves making a detailed exploration of the raw data and breaking it down into significant and meaningful unit values. Furthermore, we selected what we deemed important following the research objectives and regrouped under two categories which were named *Congruent and Emerging Categories*. The first category corresponds to consistent or similar opinions of respondents that cut across the enquiries. And this category includes the major and common ideas which we considered as major themes occurring from the interviews. It should be noted that these opinions were got through the questions that were asked guided by the objectives of the study.

Using this method, we identified four major themes and six sub-themes and the data was analysed using the major themes. The second category; the emerging category is that of themes which emerged from respondents during the enquiry that are significant and pertinent

in the analysis of the work but which were not previously raised in our research questions and research objectives. The coding process was done through the help of words, expressions, phrases, statements and even paragraphs on the opinions of respondents based on the guided questions. Code-names were allocated to these major themes as follows; C-A, C-B, C-C, C-D, C-E, and C-F, whereby, C represents the congruent category and the capital letters, (A to E) represent the six respondents who generated the data. For example, for the code name C-1A, “C” stands for a major theme in the congruent category, the number, “1” stands for common ideas generated by respondent through the question that was asked, and “A” represent the respondent.

These unit values permitted us to develop subtitles or sub-themes which fit under the major themes. These sub-themes were further given code as follows: E (derived from the emerging category), with a lower case letter (the letter representing the respondent) and a number following to indicate sub- theme, For example; for the code name, E-1a; “E” stands for emerging category, ‘a’ indicate the first interviewee and “1” stands for the sub-theme (the common idea from the respondents). With the help of the categories, themes and sub-themes, explained above, the data that was collected was interpreted basically on what was said by the interviewees and the manner in which it was said, and used to compliment the quantitative findings.

## CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents and interprets the findings of the study. The findings presented here are from data collected with the help of questionnaire. As seen in chapter three, the data from questionnaire was analysed with SPSS tool and PLS Structural Equation modeling. Data is displayed on figures and tables using frequencies and percentages. Meanwhile the data content from the interview was analysed with the help of the Jeffersonian Transcription Notation (Jefferson 2004) and the Explanatory Data Analysis models. The Jefferson Transcription system is a conventional analysis code used to transcript speech looking at speech patterns. It provides a method for interpreting speech with details of performance, acts, texts, movements and interactions between actors, content and context. We preferred this model because we designed the conversation to capture not only what was said but also how it was said, giving a detailed version of the complex nature of the conversation.

### 4.1. Descriptive Statistics of Demographic Information

**Table 20: Presentation of Respondents' Demographic Information**

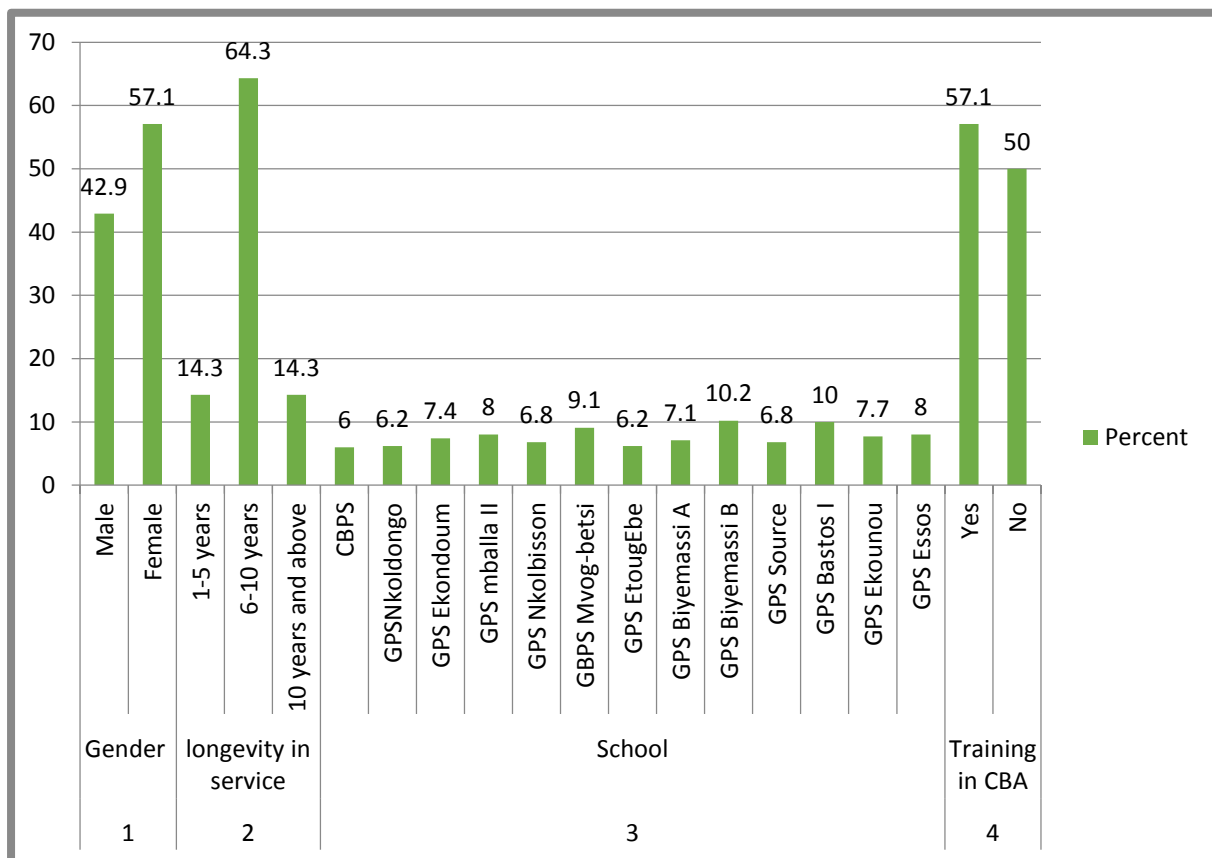
No	Items	Modalities	Frequency	Percent
1	Gender	Male	66	17.1
		Female	322	82.9
2	Longevity in service	1-5 years	50	14.3
		6-10 years	225	64.3
		10 years and above	113	29.3
3	School	CBPS 1	25	
		CGPS 2	24	6.2
		GPSNkoldongo	22	6.2
		GPS Ekondoum	26	7.4
		GPS Mballa II	28	8
		GPS Nkolbisson	24	6.8
		GBPS Mvog-betsi	32	9.1
		GPS Etoug Ebe	32	8.2
		GPS Biyemassi A	25	7.1
		GPS Biyemassi B	36	10.2
		GPS Source	24	6.8
		GPS Bastos I	35	10
		GPS Ekounou	27	7.7
GPS Essos	28	8		
4	Training in CBA	Yes	180	46.4
		No	208	53.0

Source: Field data (2022)

Table 21 presents demographic information of the participants. Item 1 gender, 66 participants were males making 17.1 percent of the participants, 322 were females making 62.9 percent these constitute 100 percent participation. The large disparity between the number of male and female participants is visible. This was the results of the portion of female to male teachers we met in the female which simply depict the 21<sup>st</sup> century society in which more women than men choose the teaching profession. Moreover, more female teachers were patient to take out ample time from their schedules to participate in the study, meanwhile most men were rush off their fits and busy all through.

Table 21 also presents demographic information of the participants. On item 2, longevity in service, 50 participants had been in service from 1 to 5 years, making 14.3 percent of the participants, 225 participants had been serving for 6-10years, making 64.3 percent, 113 participants have been teaching for more than 10 years, making 29.3. These constitute 100 percent participation. These long serving teachers however, experience lots of challenges with the constant changes in the teaching and evaluation methods but more seminars are being organized to keep them with the present. They have considerable experience in view of the new CBA.

Table 21 presents demographic information of the participants. On item 3, training on CBA, 180 participants have so far received effective training making 46 percent of the participants, 208 have not had any effective training on CBA making 54 percent these constitute 100percent participation. Although the state orgainses trainings on CBA on different subjects, some primary school teacher's still do not feel the change, some who have been in service for a very long time fear change and are adamant to change.



**Figure 13: Histogram on background data**

Source: Field Study, (2022)

#### 4.2. Presentation, Analysis and Interpretation of Variables

In this section we present, analyses and interpret the results of quantitative data collected from the field with help of a questionnaire and the findings of the qualitative data collected with the help of an interview guide.

#### 4.2.1. Presentation of Findings from Feedback

**Table 21: Descriptive Statistics on Feedback and English language competence acquisition**

No	Items	Modalities	Frequency	Percent
1	I praise my learners when they answer questions correctly	Strongly Disagree	63	18.0
		Disagree	67	19.1
		Agree	93	26.6
		Strongly Agree	127	36.3
2	I determine learners level of understanding from active participation by answering questions	Strongly Disagree	37	10.6
		Disagree	39	11.1
		Agree	78	22.3
		Strongly Agree	196	56.0
3	Results of learners participation in class makes me to sometimes repeat that part of the lesson	Strongly Disagree	63	18.0
		Disagree	73	20.9
		Agree	96	27.4
		Strongly Agree	110	31.4
4	Feedback sometimes makes me to modify my learning approach	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	54	15.4
		Strongly Agree	193	55.1
5	Feedback sometimes makes learners to determine what their abilities on the lesson	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	72	20.6
		Strongly Agree	175	50.0
6	I use verbal feedbacks like very good, excellent to motivate learner	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	175	50.0
		Strongly Agree	72	20.6
7	I use feedback to provide information to the learners that will reduce the gap between current performance and the desired goal	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	161	46.0
		Strongly Agree	86	24.6
8	I use feedback as consequence of teaching and as a response to learners performance	Strongly Disagree	50	14.3
		Disagree	52	14.9
		Agree	90	25.7
		Strongly Agree	158	45.1
9	I also use feedback to call my attention to errors and lapses in my teaching method so that I can change to suite my learners interest	Strongly Disagree	50	14.3
		Disagree	51	14.6
		Agree	88	25.1
		Strongly Agree	161	46.0
10	I use feedback to motivate and satisfy the learners	Strongly Disagree	52	14.9
		Disagree	65	18.6
		Agree	83	23.7
		Strongly Agree	150	42.9
11	I use feedback to enable learners to develop self-regulatory learning skills	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	141	40.3
		Strongly Agree	106	30.3
12	I use body language feedback such as stern or unhappy face to refuse learners response to formative assessment	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	72	20.6
		Strongly Agree	175	50.0

Source: Field data (2022)

According to table 21 on the item “I praise my learners when they answer questions correctly”, 64 participants strongly disagreed that they praised their learners when they answer questions correctly, this makes 18 % participation. 67 participants disagreed that they praised their learners when the answer questions correctly, making 19 percent participation, 93 participants agreed that they always praise their learners when they gave positive response to questions in class, making a 26.6 percent participation and 127 participants strongly agreed that they praised their learners when they answer questions correctly in class. These make up 100% participation in their study.

According to table 21 on the item “I determine learners level of understanding from active participation by answering questions”, 37 participants strongly disagreed that they determine learners level of understanding from active participation by answering questions”, this makes 10.6 % participation. 39 participants disagreed that they determine learners level of understanding from active participation by answering questions”, making 11.1 percent participation, 78 participants agreed that they determine learners level of understanding from active participation by answering questions”, making a 22.3 percent participation and 196 participants strongly agreed that they determine learners level of understanding from active participation by answering questions”, making 56% participation. All these make up 100% participation in their study.

According to table 21 on the item “I use feedback to provide information to the learners that will reduce the gap between current performance and the desired goal”, 50 participants strongly disagreed that they I use feedback to provide information to the learners that will reduce the gap between current performance and the desired goal”, this makes 14.3 % participation. 53 participants disagreed that they I use feedback to provide information to the learners that will reduce the gap between current performance and the desired goal”, making 15.1 percent participation, 161 participants agreed that they I use feedback to provide information to the learners that will reduce the gap between current performance and the desired goal”, making a 46 percent participation and 86 participants strongly agreed that they I use feedback to provide information to the learners that will reduce the gap between current performance and the desired goal”, making 24% participation. All these make up 100% participation in their study.

According to table 21 on the item “I use feedback to help learners adjust their thinking and behaviours to produce improved learning outcomes”, 50 participants strongly disagreed that they use feedback to help learners adjust their thinking and behaviours to produce improved learning outcomes”, this makes 14.3 % participation. 53 participants disagreed that

they use feedback to help learners adjust their thinking and behaviours to produce improved learning outcomes”, making 53 percent participation, 123 participants agreed that they use feedback to help learners adjust their thinking and behaviours to produce improved learning outcomes”, making a 35.1 percent participation and 124 participants strongly agreed that they use feedback to help learners adjust their thinking and behaviours to produce improved learning outcomes”, making 35.4% participation. All these make up 100% participation in their study.

According to table 21 on the item “I use feedback as consequence of teaching and as a response to learners’ performance”, 50 participants strongly disagreed that they use feedback to help learners adjust their thinking and behaviours to produce improved learning outcomes”, this makes 14.3 % participation. 52 participants disagreed that I use feedback as consequence of teaching and as a response to learners’ performance, making 14.9 percent participation, 90 participants agreed that they I use feedback as consequence of teaching and as a response to learners’ performance, making a 25.7 percent participation and 158 participants strongly agreed that they I use feedback as consequence of teaching and as a response to learners’ performance, making 45.1% participation. All these make up 100% participation in their study.

According to table 21 on the item “I also use feedback to call my attention to errors and lapses in my teaching method so that I can change to suite my learners’ interest”, 50 participants strongly disagreed that they also use feedback to call their attention to errors and lapses in their teaching method so that they can change to suite their learners interest”, this makes 14.3 % participation. 51 participants disagreed that they also use feedback to call their attention to errors and lapses in their teaching method so that they can change to suite their learners interest, making 14.6 percent participation, 88 participants agreed that they also use feedback to call their attention to errors and lapses in their teaching method so that they can change to suite their learners interest’ making a 25.1 percent participation and 161 participants strongly agree that they also use feedback to call their attention to errors and lapses in their teaching method so that they can change to suite their learners interest, making 46.0% participation. All these make up 100% participation in their study.

According to table 21 on the item *I use feedback to motivate and satisfy the learners.* 52 participants strongly disagreed that they also use feedback to motivate and satisfy the learners. This makes 14.9 % participation. 65 participants disagreed that they also use feedback to motivate and satisfy the learners, making 18.6 percent participation, 83 participants agreed that they also use feedback to motivate and satisfy the learners, making a 23.7 percent participation and 150 participants strongly agreed that they also use feedback to

motivate and satisfy the learners, making 42.9% participation. All these make up 100% participation in their study.

According to table 21 on the item I use feedback to enable learners to develop self-regulatory learning skills. 50 participants strongly disagreed that they also use feedback to enable learners to develop self-regulatory learning skills, this makes 14.3 % participation. 53 participants disagreed that they also use feedback to enable learners to develop self-regulatory learning skills, making 15.1 percent participation, 141 participants agreed that they also use feedback to enable learners to develop self-regulatory learning skills, making a 40.3 percent participation and 106 participants strongly agreed that they also use feedback to enable learners to develop self-regulatory learning skills, making 40.3% participation. All these make up 100% participation in their study.

According to table 21 on the item, I use body language feedback such as stern or unhappy face to refuse learners response to formative assessment. 50 participants strongly disagreed that they use body language feedback such as stern or unhappy face to refuse learners response to formative assessment, this makes 14.3 % participation. 53 participants disagreed that they use body language feedback such as stern or unhappy face to refuse learners response to formative assessment, making 15.1 percent participation, 72 participants agreed that they use body language feedback such as stern or unhappy face to refuse learners response to formative assessment, making a 20.6 percent participation and 175 participants strongly agreed that they use body language feedback such as stern or unhappy face to refuse learners response to formative assessment, making 50% participation. All these make up 100% participation in their study.

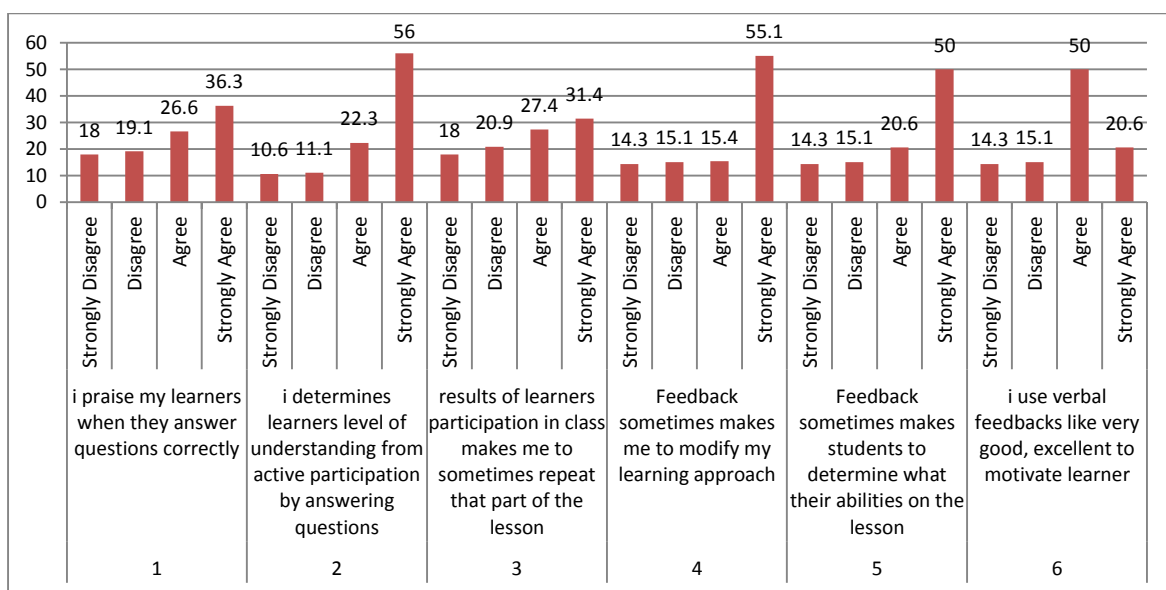
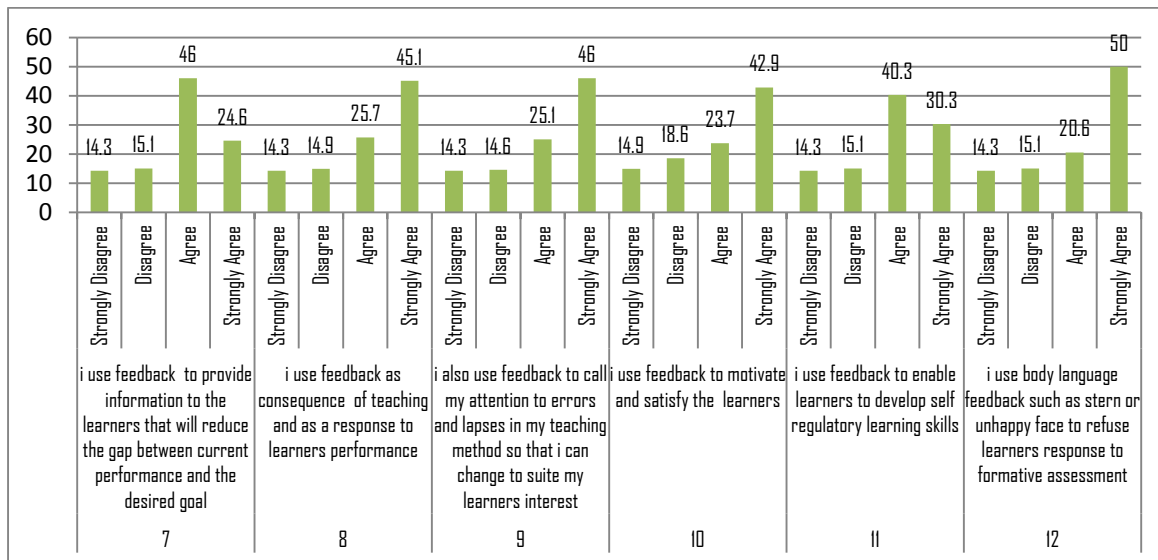


Figure 14: Histogram on feed back



**Figure 15: Histogram on feedback (Cont.)**

Source: Field data, (2020)

**4.2.2. Presentation of findings from Peer Assessment**

**Table 22: Descriptive Statistics on Peer Assessment and English language Competence Acquisition**

No	Items	Modalities	Frequency	Percent
1	my learners correct their friends when they try to do any activity like reading	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	159	45.4
		Strongly Agree	88	25.1
2	my learners peers congratulate them when they carry out any learning activities	Strongly Disagree	50	14.3
		Disagree	57	16.3
		Agree	174	49.7
		Strongly Agree	69	19.7
3	my learners peers sometimes laugh at them when they make mistakes in class	Strongly Disagree	52	14.9
		Disagree	63	18.0
		Agree	151	43.1
		Strongly Agree	84	24.0
4	I organise students to work in group so that they can learn from peers	Strongly Disagree	50	14.3
		Disagree	48	13.7
		Agree	162	46.3
		Strongly agree	90	25.7
5	I use peer assessment to encourage learners grade peers' work in class	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	90	25.7
		Strongly Agree	157	44.9

6	In my class positive peer assessment enhance motivation and achievement	Strongly Disagree	50	14.3
		Disagree	49	14.0
		Agree	108	30.9
		Strongly Agree	143	40.9
7	learners practice reading among themselves to see who does it better	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	107	30.6
		Strongly Agree	140	40.0
8	I have activated my learners as instructional resources for one another	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	106	30.3
		Strongly Agree	141	40.3
9	my learners criticize their peers to learn more	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	122	34.9
		Strongly Agree	125	35.7

**Source: Field data (2020)**

According to table 22, on the item my learners correct their friends when they try to do any activity like reading. 50 participants strongly disagree that their learners correct their peers when they make mistakes in language, making 14.3 percent. 53 participants disagreed on the fact that their learners correct their peers when they make language errors, making 15.2 percent, 159 participants agreed that their learners correct their peers when they make any language mistake, this made up 45.4 percent, meanwhile 88 participants strongly agree that their pupils always correct their peers in class when they make errors in English language, these make up 100% participation in the sampled population.

According to table 22, on the second item my learner's peers congratulate them when they carry out any learning activities. 50 participants strongly disagreed that their learner's peers congratulate them when they carry out any learning activities, making 14.3 percent participation, 57 participants disagreed that their learner's peers congratulate them when they carry out any learning activities, making 16.3 percent, 174 participants agreed that their learner's peers congratulate them when they carry out any learning activities, making a 49.7 percent participation, meanwhile 69 participant strongly agree that my learner's peers congratulate them when they carry out any learning activities, making 19.7 percent. all these culminate to 100 % participation by the sample.

According to table 22, on the item "my learners' peers sometimes laugh at them when they make mistakes in class" 52 participants strongly disagree that their learners peers sometimes laugh at them when they make mistakes in class, making 14.9 percent. 63

participants disagree to the fact, making 18.0 percent, meanwhile 151 participants agreed that their learners' peers sometimes laugh at them when they make mistakes in class, making a percent of 43.1 and 84 participants strongly agreed that their learners peers sometimes laugh at them when they make mistakes in class, making a 20.4 percent. This amounts to 100 % participation of the sample.

Looking at table 22, on the item I organise students to work in group so that they can learn from peers, 50 participant strongly disagreed that they organise students to work in group so that they can learn from peers, making 14.3 percent, 48 participants disagree that they organise students to work in group so that they can learn from peers, making 13.7%, meanwhile 162 participants agreed that they organise students to work in group so that they can learn from peers, making 46.3 % and 90 participants strongly agreed that they organise students to work in group so that they can learn from peers, this make up 100 % participation.

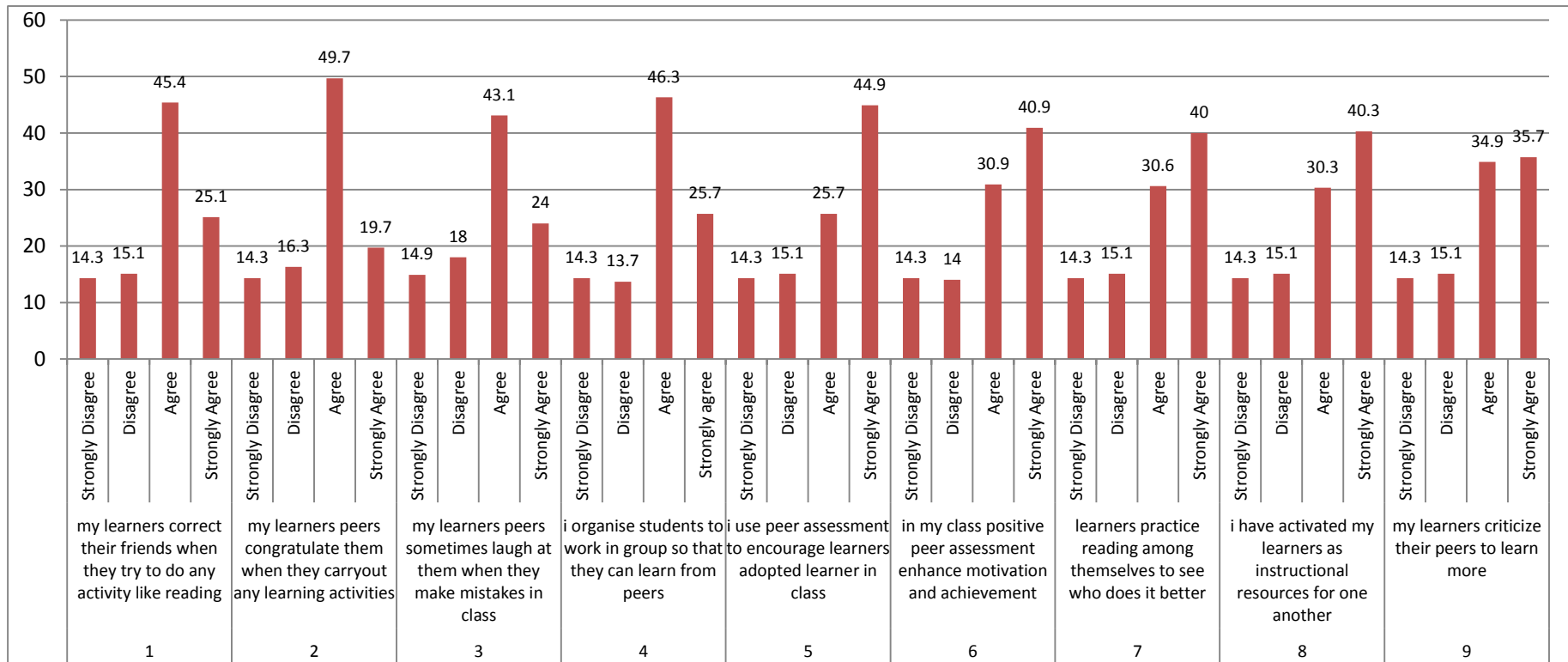
According to table 22, on the item that “i use peer assessment to encourage learners adopted learner in class” 50 participants strongly disagree that they use peer assessment to encourage learners adopted learner in class, making 14.3 percent, 53 participants disagreed that they use peer assessment to encourage learners adopted learner in class, making 14.1%, 90 participants agreed that they use peer assessment to encourage learners adopted learner in class, making 25.7 % and 157 participants strongly agreed that they use peer assessment to encourage learners adopted learner in class, making 44.9%, these culminate to 100% participation in the study.

Looking at table 22, on the item “in my class positive peer assessment enhance motivation and achievement”, 50 participants strongly disagreed that in their class positive peer assessment enhance motivation and achievement, making 14.3%, 49 participants disagreed that in their class positive peer assessment enhance motivation and achievement, making a 14.0%, meanwhile 108 participants agreed that in their class positive peer assessment enhance motivation and achievement, making 30% and 143 participants strongly agreed that in their class positive peer assessment enhance motivation and achievement, making 40.9 %, making up 100 % participation in the study.

According to table 22, on the item that learners practice reading among themselves to see who does it better, 50 participants strongly agreed that their learners practice reading among themselves to see who does it better, making 14.3 % participation, 53 participants disagree that their learners practice reading among themselves to see who does it better, making 14.1 % participation, 107 agree that their learners practice reading among themselves to see who does it better, making 30.6% and 140 participants strongly agreed that their learners practice reading among themselves to see who does it better, making 40%, all these makeup 100 % participation in the study.

According to table 22, on item that “I have activated my learners as instructional resources for one another”, 50 participants strongly disagree that they have activated my learners as instructional resources for one another, making 14.3%, 53 participants disagreed that they have activated my learners as instructional resources for one another, making 15.1%, 106 participants agree that they have activated my learners as instructional resources for one another, making 30.3%, and 141 strongly agreed that they have activated my learners as instructional resources for one another, making 30.3% participation. These make up 100% participation in the study.

Reading from table 22, on the item that “my learners criticize their peers to learn more”, 50 participants strongly disagree that their learners criticize their peers to learn more, making 14.3%, 53 participants disagreed that their learners criticize their peers to learn more, making 15.1%, 122 participants agreed that their learners criticize their peers to learn more, making 34.9% and 125 participants strongly agree that their learners criticize their peers to learn more, this makes 35.7%. These culminate to 100% participation in the study.



**Figure 16: Histogram on Peer Influence**

Source: Fieldstudy, (2020)

#### 4.2.3. Presentation of Findings from Questioning

**Table 23: Descriptive Statistics on Questioning techniques and English language Competence Acquisition**

No	Items	Modalities	Frequency	Percent
1	I usually give a quiz to learners to test their level of understanding	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	124	35.4
		Strongly Agree	123	35.1
2	I often use oral questions and the learners answer orally	Strongly Disagree	50	14.3
		Disagree	52	14.9
		Agree	123	35.1
		Strongly Agree	125	35.7
3	I usually elicit learners to speak out what they understand	Strongly Disagree	63	18.0
		Disagree	58	16.6
		Agree	149	42.6
		Strongly Agree	80	22.9
4	I used open ended questions to make learners express themselves in English language	Strongly Disagree	63	18.0
		Disagree	50	14.3
		Agree	68	19.4
		Strongly Agree	169	48.3
5	I usually use WH questions to get ideas from the groups	Strongly Disagree	50	14.3
		Disagree	47	13.4
		Agree	109	31.1
		Strongly Agree	144	41.1
6	I used closed ended questions to quickly get exact responses	Strongly Disagree	50	14.3
		Disagree	47	13.4
		Agree	126	36.0
		Strongly Agree	127	36.3
7	I usually give learners questions that need broader discussion and explanations	Strongly Disagree	50	14.3
		Disagree	71	20.3
		Agree	143	40.9
		Strongly Agree	86	24.6

Source: Field data (2020)

According to table 24, on item that “I usually give a quiz to learners to test their level of understanding”, 51 participants strongly disagreed that they usually give a quiz to learners to test their level of understanding, making 14.4%, 53 disagree that they usually give a quiz to learners to test their level of understanding, making 15.0 percent, 124 participants agree that they usually give a quiz to learners to test their level of understanding, making 36.4 % and 123 participants strongly agree that they usually give a quiz to learners to test their level of understanding, making 35.1%. These make up 100 % participation in the study.

Looking at table 24, on the item “I often use oral questions and the learners answer orally” 51 participants strongly disagree that they often use oral questions and the learners answer orally, making 14.4% participation, 52 participants disagree that they often use oral questions and the learners answer orally, making a 14.8percent participation, 123 participants agree that they often use oral questions and the learners answer orally, making 34.1% and 125 participants strongly agree that they often use oral questions and the learners answer orally, making 35.7%. These culminate to 100% participation.

Reading from table 23, on item that “I usually elicit learners to speak out what they understand”, 63 participants strongly disagree that they usually elicit learners to speak out what they understand, making 18.0 %, 58 participants disagree that they usually elicit learners to speak out what they understand, making 16.6 % while 149 participants agree that they usually elicit learners to speak out what they understand, making 42.6 % and 80 participants strongly agree that they usually elicit learners to speak out what they understand, making 42.6%. This makes up 100% participation.

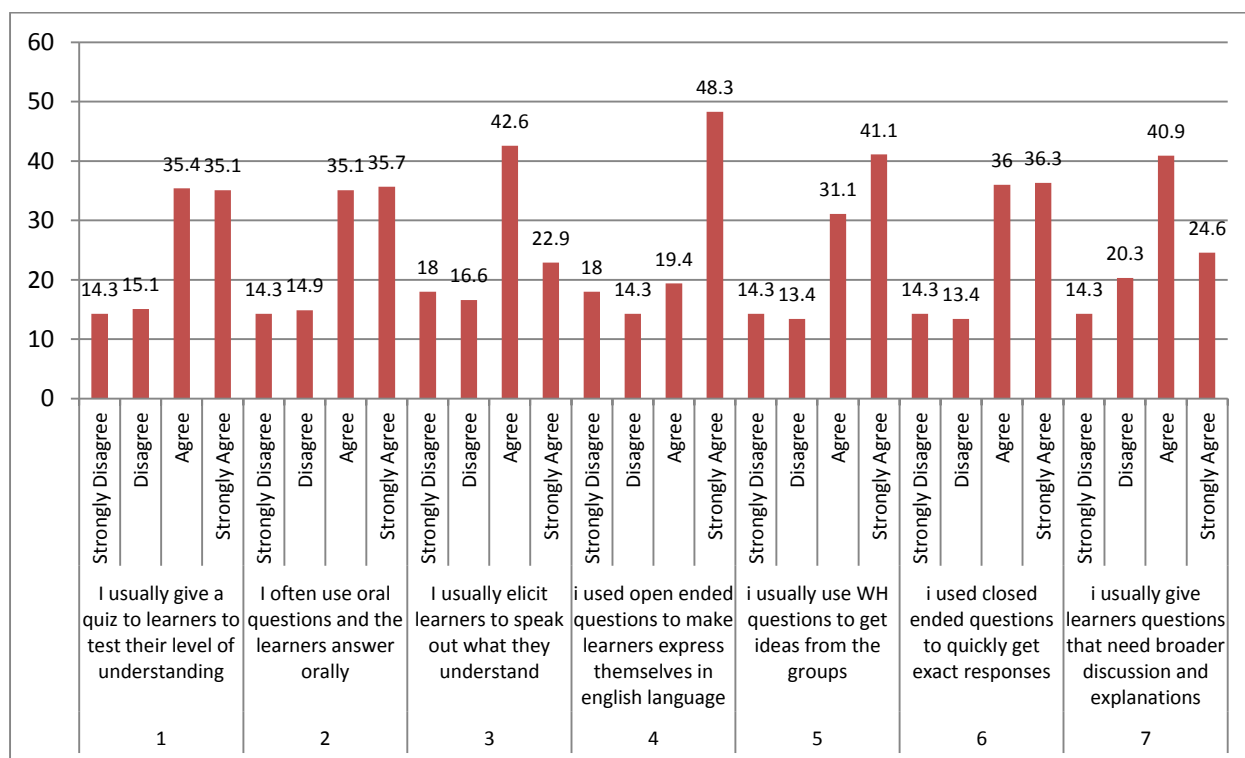
According to table 24, on the item that “I used open ended questions to make learners express themselves in English language” 63 participants strongly disagree that they used open ended questions to make learners express themselves in English language, making 18.0%, 50 participants disagree that they used open ended questions to make learners express themselves in English language, making 14.3 percent, 68 participants agree that they used open ended questions to make learners express themselves in English language, making 19.4, and 169 participants strongly agree that they used open ended questions to make learners express themselves in English language, making 48.3%. These makeup 100% participation in the study.

According to table 24, on the item “I usually use WH questions to get ideas from the groups”, on this item, 50 participants strongly disagree that they use WH questions to get ideas from the groups, making 14.3 %, 47 participants disagree that they use WH questions to get ideas from the groups, making 13.4%, meanwhile 109 participants agree that they use WH questions to get ideas from the groups, making 31.4% and finally, 144 participants strongly agree that they use WH questions to get ideas from the groups, making 41.1% participation. These gave a 100% participation in the study.

Reading from table 24, on the item that “I used to close ended questions to quickly get exact responses”, 50 participants strongly disagree that they used to close ended questions to quickly get exact responses, making 14.3%, 47 participants disagree that they used to close ended questions to quickly get exact responses, making 13.4%, 126 participants agree that they used to close ended questions to quickly get exact responses, making 36.0% and 127

participants strongly agree that they used to close ended questions to quickly get exact responses, making 36.3. These culminate to 100% participation in the study.

Again, according to table 24, on the item that “I usually give learners questions that need broader discussion and explanations”, 50 participants strongly disagreed that they usually give learners questions that need broader discussion and explanations, making 14.3%, 71 participants disagree that they usually give learners questions that need broader discussion and explanations, making 20.3%, 143 participants agree that they usually give learners questions that need broader discussion and explanations, making 40.9%. These make up 100% participation in the study.



**Figure 17: Histogram on questioning techniques**

Source: Field data (2020)

## 4.2.3. Presentation of findings from Sharing of Lesson Objectives

**Table 24: Descriptive Statistics on Sharing of Lesson Objectives and English language competence acquisition**

No	Items	Modalities	Frequency	Percent
1	I present lesson objectives at the start of the lesson	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	176	50.3
		Strongly Agree	71	20.3
2	My learners set personal objectives from the general lesson objective i give	Strongly Disagree	37	10.6
		Disagree	39	11.1
		Agree	197	56.3
		Strongly Agree	77	22.0
3	my learners question themselves each time they do not attain their aim	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	160	45.7
		Strongly Agree	87	24.9
4	my learners are able to identify why they could not get the right answer	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	178	50.9
		Strongly Agree	69	19.7
5	learners want to write and read the new lesson better than before	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	176	50.3
		Strongly Agree	71	20.3
6	I set SMART objectives at the learners reach	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	142	40.6
		Strongly Agree	105	30.0
7	I set objectives depending on the specific lesson	Strongly Disagree	50	14.3
		Disagree	53	15.1
		Agree	140	40.0
		Strongly Agree	107	30.6
8	I activate learners as the owner of their own learning, so they can assess themselves based on the objectives set	Strongly Disagree	37	10.6
		Disagree	39	11.1
		Agree	156	44.6
		Strongly Agree	118	33.7

Source: Field data, (2020)

Looking at table 25, on the item that “I present lesson objectives at the start of the lesson” 50 participants strongly disagree that they present lesson objectives at the start of the lesson, making 14.3 %, 53 participants disagree that they present lesson objectives at the start of the lesson, making 15.1%, 176 participants disagree that they present lesson objectives at the start of the lesson, making 50.3%, and 71 participants strongly agree that they present lesson objectives at the start of the lesson, making 20.3%. these culminate to 100% participation on the study.

According to table 25, on the item that My “learners set personal objectives from the general lesson objective I give”, 37 participants strongly disagree that their learners set personal objectives from the general lesson objective I give, making 10.6%, 39 participants disagree that their learners set personal objectives from the general lesson objective I give, making 11.1%, 197 participants agree that their learners set personal objectives from the general lesson objective I give, making 56.3% and 77 participants strongly agree that their learners set personal objectives from the general lesson objective I give, making 22.0%. These give a total participation of 100% in the study by the sample.

According to table 25, on the item that “my learners question themselves each time they do not attain their aim”, 50 participants strongly disagree that their learners question themselves each time they do not attain their aim, making 14.3 %. 53 participants also disagree that their learners question themselves each time they do not attain their aim, making 15.1% 160 participants agree that their learners question themselves each time they do not attain their aim, making 45.7% and 87 participants strongly agree that their learners question themselves each time they do not attain their aim, making 24.9%. these lead to 100% participation in the study.

According to table 25, on the “my learners are able to identify why they could not get the right answer” 50 participants strongly disagree that their learners are able to identify why they could not get the right answer, making 14.3%, 53 participants disagree that their learners are able to identify why they could not get the right answer, making 15.1 %, 178 participants agree that their learners are able to identify why they could not get the right answer, making 50.9 % and 69 participants strongly agree that their learners are able to identify why they could not get the right answer, making 10.7%. these makeup 100% participation by the sampled population.

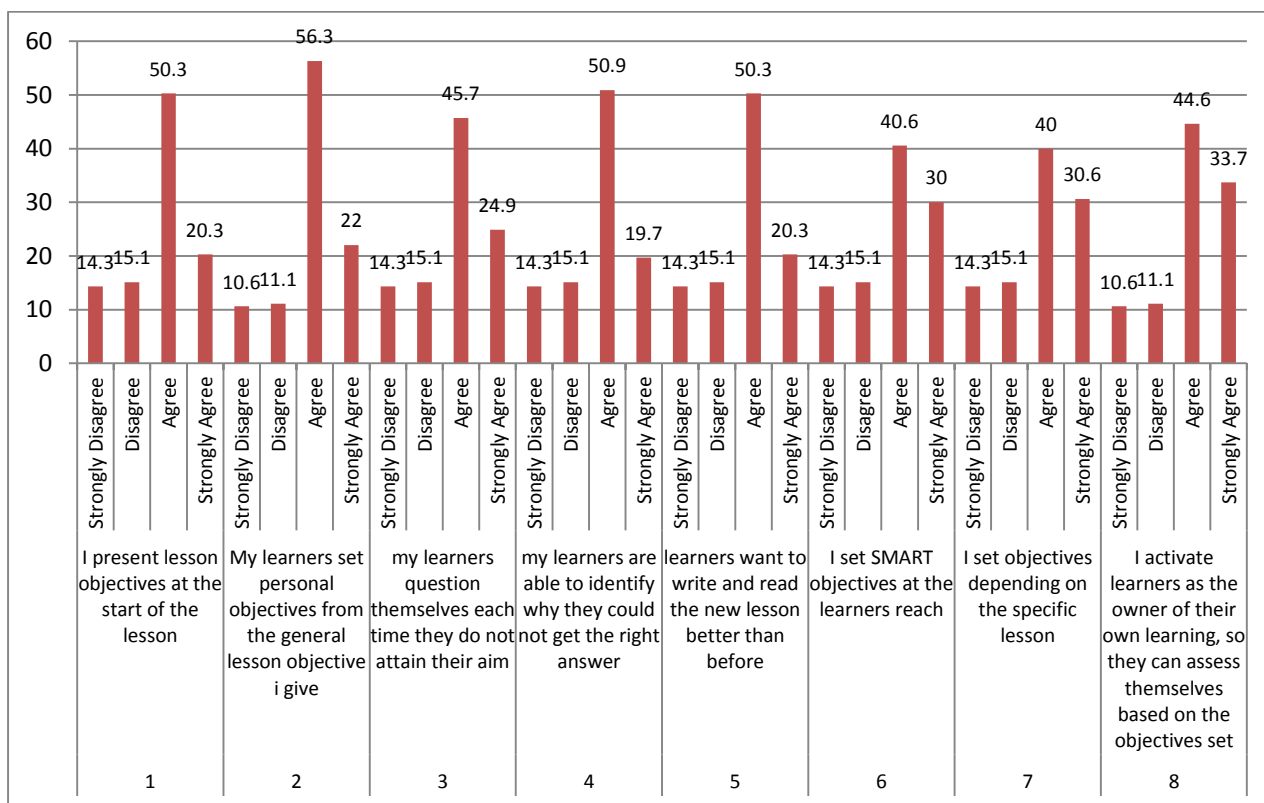
Reading from table 25, on the item that “learners want to write and read the new lesson better than before”, 50 participants strongly disagree that learners want to write and read the new lesson better than before, making 14.3%, 53 participants disagree that learners want to write and read the new lesson better than before, making 15.1 %, 176 participants agree that

learners want to write and read the new lesson better than before, making, 50.3% and 71 participants strongly agree that learners want to write and read the new lesson better than before, making, making 20.3%. These lead to 100% participation in the study.

According to table 25, on the item that “I set SMART objectives at the learners’ reach”, 50 participants strongly disagree that they set SMART objectives at the learners’ reach, making 14.3%, 53 participants disagree that they set SMART objectives at the learners’ reach, making 15.1%, 142 participants agree that they set SMART objectives at the learners’ reach, making 40.6%, 105 participants strongly disagree that they set SMART objectives at the learners’ reach, making 30.0%, this lead to 100% participation in the study.

Looking at table 24, on the item that “I set objectives depending on the specific lesson”, 50 participants strongly disagree that they set objectives depending on the specific lesson, making 14.3%, 53 participants disagree that they set objectives depending on the specific lesson, making 15.1%, 140 participants agree that they set objectives depending on the specific lesson, making 40.0%, and 107 participants strongly agree that they set objectives depending on the specific lesson, making 30.6%. these culminate to 100% participation.

According to table 25, on the item that “I activate learners as the owner of their own learning, so they can assess themselves based on the objectives set” 37 participants strongly disagree that they activate learners as the owner of their own learning, so they can assess themselves based on the objectives set, making 10.65, 39 participants disagree that they activate learners as the owner of their own learning, so they can assess themselves based on the objectives set, making 11.1%, 156 participants agree that they activate learners as the owner of their own learning, so they can assess themselves based on the objectives set, making 44.6% and 118 participants strongly disagree that they activate learners as the owner of their own learning, so they can assess themselves based on the objectives set, making 33.7%. These give 100% participation in this study



**Figure 18: Histogram on Sharing of lesson Objectives**

Source: Field data (2020)

**4.2.5. Presentation of Findings from Competence Acquisition**

**Table 25: Descriptive Statistics on Competence Acquisition**

No	Items	Modalities	Frequency	Percent
1	learners improve in writing when i use formative assessment strategies	Strongly Disagree	54	15.4
		Disagree	61	17.4
		Agree	159	45.4
		Strongly Agree	71	20.3
2	Learners acquire speaking competences when i use formative assessment strategies	Strongly Disagree	67	19.1
		Disagree	68	19.4
		Agree	162	46.3
		Strongly Agree	48	13.7
3	Learners acquire effective reading competences when i use formative assessment strategies	Strongly Disagree	54	15.4
		Disagree	61	17.4
		Agree	159	45.4
		Strongly Agree	71	20.3
4	Learners acquire effective listening competences when i use formative basement assessment strategies	Strongly Disagree	54	15.4
		Disagree	61	17.4
		Agree	178	50.9
		Strongly Agree	52	14.9

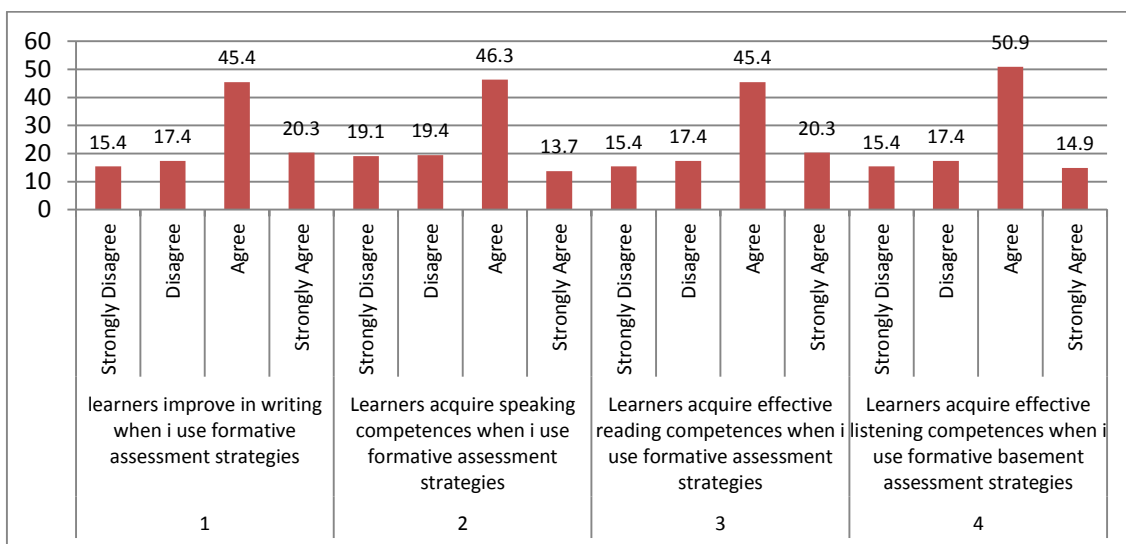
Source: Field data (2020)

Reading from table 26, on the item that “learners improve in writing when I use formative assessment strategies” 54 participants strongly disagree that the learners improve in writing when they use formative assessment strategies, making 15.4 %, 61 participants disagree that the learners improve in writing when they use formative assessment strategies, making 17.4 %, 159 participants agree that the learners improve in writing when they use formative assessment strategies, making 45.4% and 71 participants strongly agree that the learners improve in writing when they use formative assessment strategies, making 20.3%. These culminate to 100% participation in the study.

According to table 26, on the item that “Learners acquire speaking competences when I use formative assessment strategies”, 67 participants strongly disagree that learners acquire speaking competences when they use formative assessment strategies, making 19.1%, 68 participants disagree that learners acquire speaking competences when they use formative assessment strategies, making 19.4, 162 participants agree that learners acquire speaking competences when they use formative assessment strategies, making 46.3% and 48 participants strongly agree that learners acquire speaking competences when they use formative assessment strategies, making 13.7%. this make up 100% participation in the study.

According to table 18 on the item that “Learners acquire effective reading competences when I use formative assessment strategies”, 54 participants strongly disagree that learners acquire effective reading competences when they use formative assessment strategies, making 15.4%, 61 participants disagree that learners acquire effective reading competences when they use formative assessment strategies, making 17.4%, 159 participants agree that learners acquire effective reading competences when they use formative assessment strategies, making 45.4% and 71 participants strongly agree that learners acquire effective reading competences when they use formative assessment strategies, making 20.3%. These lead to 100 % participation by the sample.

According to table 26, on the item that “Learners acquire effective listening competences when I use formative basement assessment strategies” 54 participants strongly disagree that Learners acquire effective listening competences when they use formative assessment strategies, making 15.4%, 61 participants disagree that learners acquire effective listening competences when I use formative basement assessment strategies, making 17.4%, 178 participants agree that Learners acquire effective listening competences when they use formative basement assessment strategies, making 50.9% and 52 participants strongly agree that Learners acquire effective listening competences when they use formative basement assessment strategies, making 14.9%. This led to 100% participation in the study.



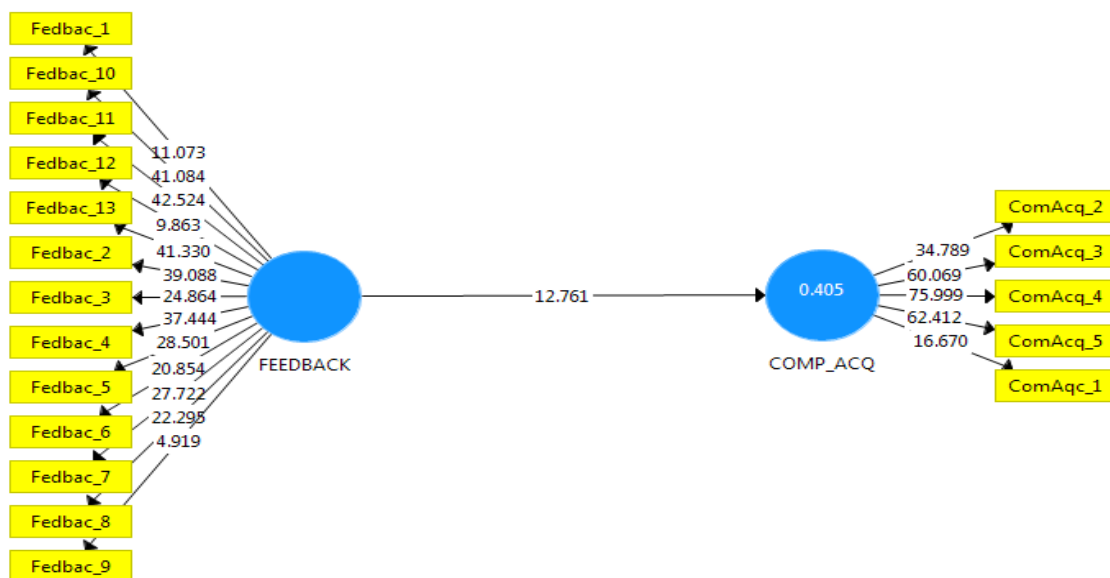
**Figure 19: Histogram on competence acquisition**

Source: Field data (2020).

**Verification of Hypothesis via the Structural Equation Modelling (SEM)  
Inferential Hypotheses**

**Hypothesis one**

**Ha1:** Feedback has an effect on learners’ acquisition of English Language competences in government primary schools in Mfoundi Division.



**Figure 20: Model for feedback Influence and Competence Acquisition**

Source: Field data (2020)

**Table 26: Outer loadings**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
ComAcq_2 <- COMP_ACQ	0.907	0.910	0.026	34.789	0.000
ComAcq_3 <- COMP_ACQ	0.925	0.926	0.015	60.069	0.000
ComAcq_4 <- COMP_ACQ	0.950	0.950	0.013	75.999	0.000
ComAcq_5 <- COMP_ACQ	0.935	0.936	0.015	62.412	0.000
ComAcq_1 <- COMP_ACQ	0.785	0.784	0.047	16.670	0.000
Fedbac_1 <- FEEDBACK	-0.644	-0.646	0.058	11.073	0.000
Fedbac_10 <- FEEDBACK	0.886	0.885	0.022	41.084	0.000
Fedbac_11 <- FEEDBACK	0.880	0.881	0.021	42.524	0.000
Fedbac_12 <- FEEDBACK	0.637	0.636	0.065	9.863	0.000
Fedbac_13 <- FEEDBACK	0.890	0.888	0.022	41.330	0.000
Fedbac_2 <- FEEDBACK	0.878	0.876	0.022	39.088	0.000
Fedbac_3 <- FEEDBACK	0.821	0.821	0.033	24.864	0.000
Fedbac_4 <- FEEDBACK	0.895	0.892	0.024	37.444	0.000
Fedbac_5 <- FEEDBACK	0.879	0.875	0.031	28.501	0.000
Fedbac_6 <- FEEDBACK	0.813	0.806	0.039	20.854	0.000
Fedbac_7 <- FEEDBACK	0.831	0.831	0.030	27.722	0.000
Fedbac_8 <- FEEDBACK	0.825	0.823	0.037	22.295	0.000
Fedbac_9 <- FEEDBACK	0.444	0.440	0.090	4.919	0.000

**Table 27: Path coefficient**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
FEEDBACK -> COMP_ACQ	0.637	0.645	0.050	12.761	0.000

### Interpretation of Qualitative Findings on Feedback

Looking at the outer loadings, we see that all the p-values are 0.00 and are less than 0.05. This shows that the indicators are a good reflection of the latent variables and are significant as well. Again, all the T-values are more than 1.96 thus indicating that the outer loading significantly represent the latent variables we are measuring.

According to the findings on feedback, the P-value of the path coefficient is  $0.00 < 0.05$  and the t statistics is  $12.761 < 1.96$ . These values permit us to conclude that Feedback has an effect on learners' acquisition of English Language competences in government primary schools in Mfoundi Division and it is a positive effect. Also the value of 0.405 indicates that feedback is responsible for the variations that occur in competence acquisition by 40.5%. This means that any improvement in feedback activity in the teaching learning process improves learners' competence acquisition by 40.5%.

### Complementary Findings Qualitative Findings on Feedback

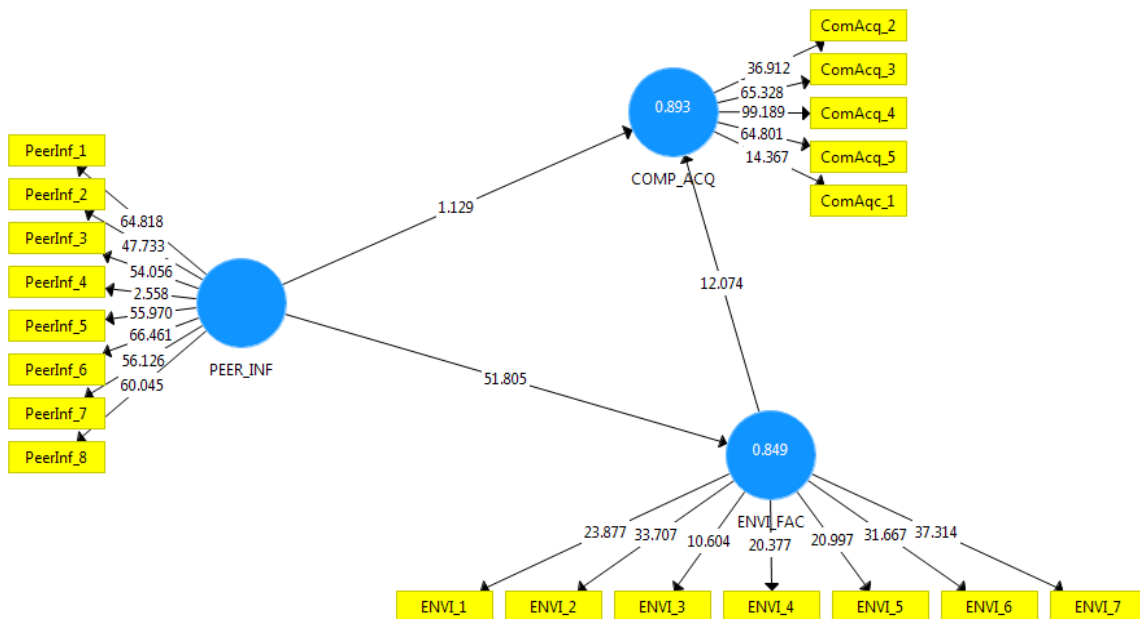
The quantitative findings on feedback can be complemented with the qualitative data from the interview by analyzing the question; *how do you react to your learners when they response to questions in English language or give their opinions in a class discussions?* And the follow up question; *How do you think your responses and reactions can help the learners in the learning process?* These questions were intended to guide the respondent to explain if the teachers use feedback, the various feedback techniques they use in English Language class, how they use feedback to correct or adjust learning and how feedback helps the learners in the acquisition of the English language competences. By extension, teachers would be able to say how they perceive and implement feedback.

To answer these questions, all the six respondents were of the same opinion with responses ranging from oral and written praises (good, very good, very good, and excellent) to applause from class to encourage them to work harder and reprimanding pupils who give wrong responses especially the noisy ones to make them steady and follow lessons. For instance; C-A1 says; *... praise pupils when they give good responses or score high in a test. = it triggers the learners to work harder. ... write some good remarks in their books when they score high in a written exercise... :::::(prolongation) their responses make me to verify if the learners were steady or not (emphasis).* In the same line of thought, C-1C says, *I give verbal praises to encourage them when they give the right answers. ...I use nice words to encourage them even if they give wrong answers.* According to C-1E, *I praise them saying; good, excellent etc. ... ask other children to clap for them. .. I repeat the part that children have not understood.*

Judging from the respondent views, we think that teachers understand the role of feedback as encouragement and reinforcement to spur learners in their learning process. They also use feedback sometimes for better class control and discipline. However, feedback needs to be effectively implemented by the teachers as a formative assessment strategy for learners' performance to improve in the acquisition of English language competences. These findings cause us to conclude that feedback has a positive influence on learners' acquisition of English language competences in public primary schools in Mfoundi Division.

### Hypothesis Two

**RH2:** Peer Assessment has an impact on learners' acquisition of English Language competences in government primary schools in Mfoundi Division.



**Figure 21: Model for Peer Assessment and Competence Acquisition**

Source: field data (2020).

**Table 28: Outer Loadings**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O /STDEV)	P Values
ComAcq_2 <- COMP_ACQ	0.912	0.911	0.025	36.912	0.000
ComAcq_3 <- COMP_ACQ	0.928	0.928	0.014	65.328	0.000
ComAcq_4 <- COMP_ACQ	0.955	0.955	0.010	99.189	0.000
ComAcq_5 <- COMP_ACQ	0.937	0.938	0.014	64.801	0.000
ComAqc_1 <- COMP_ACQ	0.772	0.771	0.054	14.367	0.000
ENVI_1 <- ENVI_FAC	0.865	0.863	0.036	23.877	0.000
ENVI_2 <- ENVI_FAC	0.875	0.874	0.026	33.707	0.000
ENVI_3 <- ENVI_FAC	0.684	0.678	0.064	10.604	0.000
ENVI_4 <- ENVI_FAC	0.801	0.800	0.039	20.377	0.000
ENVI_5 <- ENVI_FAC	0.793	0.794	0.038	20.997	0.000
ENVI_6 <- ENVI_FAC	0.869	0.870	0.027	31.667	0.000
ENVI_7 <- ENVI_FAC	0.884	0.885	0.024	37.314	0.000
PeerInf_1 <- PEER_INF	0.920	0.920	0.014	64.818	0.000
PeerInf_2 <- PEER_INF	0.914	0.912	0.019	47.733	0.000
PeerInf_3 <- PEER_INF	0.929	0.928	0.017	54.056	0.000
PeerInf_4 <- PEER_INF	0.245	0.271	0.096	2.558	0.011
PeerInf_5 <- PEER_INF	0.922	0.921	0.016	55.970	0.000
PeerInf_6 <- PEER_INF	0.938	0.938	0.014	66.461	0.000
PeerInf_7 <- PEER_INF	0.927	0.927	0.017	56.126	0.000
PeerInf_8 <- PEER_INF	0.919	0.917	0.015	60.045	0.000

Source: Field data (2020)

**Table 29: Path coefficient**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
ENVI_FAC -> COMP_ACQ	1.043	1.044	0.086	12.074	0.000
PEER_INF -> COMP_ACQ	-0.108	-0.109	0.095	1.129	0.260
PEER_INF -> ENVI_FAC	0.921	0.921	0.018	51.805	0.000

Source: Field data (2020)

### **Interpretation of Findings on Peer Assessment**

Looking at the out loads, we see that all the p values are 0.00 and are less than 0.05. This shows that the indicators are a good reflection of the latent variables and are significant as well. Again all the T values are more than 1.96 thus indicating that all the outer loadings for Peer influence, Environmental factors and competence acquisition are significant represent the latent variables we are measuring.

From the path coefficients table, we have three major paths to assess. The first path shows that there is a significant relationship between environmental factors and competence acquisition while the second path indicates that there is low significant relationship between peer influence and competence acquisition. Lastly, peer assessment has a direct influence on environmental factors. Looking at the model above we can conclude that there is weak direct relation between peer assessment and competence acquisition (P. value=0.260); however, there is an indirect significant relationship between peer assessment and competence acquisition through environmental factors. (p. Value=0.00<0.05). Looking at the model, 84.3 percent of the changes on environmental factors are caused by peer assessment which is equally responsible for 89.3 percent of the changes that occur in competence acquisition in primary education. This indicates that Peer Assessment has an indirect positive impact on learners' acquisition of English Language competences in government primary schools in Mfoundi Division, thus retaining the alternative hypothesis.

### **Complementary Findings Qualitative Findings on Peer Assessment**

The quantitative findings on Peer Assessment can be complemented by the qualitative data from the interview by analyzing and interpreting the questions; *How do you organize peer assessment and how often do you organize this in your English language class?* And the follow up question; *How do you think this peer assessment can help learners in English language lessons?*

These questions were intended to guide the respondents to explain how they perceive peer assessment, if they organize peer assessment in their English language classes, the regularity, how they do this and how the practices of peer assessment help learners acquire competences in the language.

Four out of the six respondents answered the question on peer assessment negatively saying they rarely organize peer assessment in their English language classes because it makes the overcrowded classes they have, too noisy. However, their responses link up with those of the other respondents to the followed question affirming that peer has a positive influence on learners as seen below. C-2A says, *I rarely, because the children are many in class and it brings disorder* (Emphasis). Another respondent C-2B says, *Peer::: (speech prolongation) assessment eemeh, (audible inhalation) ...exchange books and mark... no time to mark books.* From C-2C; *Not very often but I sometimes make children to exchange their books ... too many children in class and time is limited. Sometimes I appoint children to correct wrong answers from friends.* From C-2F we get, *eeeh ::: (speech prolongation) I don't really think I do peer assessment but ...children exchange books and mark ... can help the learners because those that fail can feel inferior before their friends and will want to work harder.*

Meanwhile C-2E says he practices peer-assessment very often with the following techniques; *...always exchange their books and mark and ... engage the children into competitive activities...others criticize and appreciate ... work in groups and in pairs. ... they, collaborate, criticize and correct one another and learn better.*

Another respondent C-2D says; *class becomes too noisy when they exchange books and mark..... children to correct wrong answers given by others...do group work they exchange ideas criticize and correct their peers.*

Data presented from C-2A, C-2B, C-2C and C-2F to the questions on peer assessment demonstrate that teachers do peer assessment rarely and when peer assessment is carried out, it is limited to learners exchanging their exercise books and marking because of large numbers in the class and limited time. But they join the other respondents to affirm that peer-assessment can develop a spirit of competition in learners who will want to work harder for fear of being laughed at by their peers. Meanwhile C-2E and C-2D are of the view that they organize peer assessment in their English language classes using group work discussions, criticism of one another, correcting one other work, exchanging books and marking and engaging learners in competitive activities.

The responses from the respondents demonstrate that teachers do carry out peer assessment in their English language classes. Some like C-2E and C-2D consciously plan and

do peer assessment but the others limit peer assessment to the exchange and marking of books. To the latter, the objective of exchanging books to be marked by peers is to catch up with time for the next class, not to enhance learning. However, on the follow up question, respondents claim that peer assessment could be helpful for learners' acquisition of competences because it can arouse competition among them, wake up slow learners who may be shamed being mocked at by their peers.

Also, the finding from the quantitative data can be complemented by data from the interview by analyzing and interpreting the question; *what challenges do you face assessing English language in the CBA context?* This question was intended to verify any extraneous variables that could alter the findings according to the hypothesis. From this question we got the emerging category, we got sub-themes. One of them was *environmental factors* which we term; an extraneous variable. E-a says; *How can you even practice CBA in such an environment? The respondent here is referring to the non-conducive environment. According E-d, the children are always too DISTRACTED (loud voice), just the surrounded by a market and the main road on the other side ↓, (lowering tone) only noise pollution can be of great danger.*

Talking about the school and overcrowded classroom environment which is infrastructure and didactic material ill-equipped, all the respondents expressed the same views. These views were made with lots of speech mannerism like rising tone, shouting speech breaks, emphasis, speech prolongation and audible inhalation (according Jefferson model of transcription) that indicate deep emotions and worries about the subject matter questioned as seen in the abstracts below.

E-a opines that; *... no infrastructure ... lack of practice materials=(break) especially when it needs some object manipulation::::(prolongation) so sometimes, I turn to play along with the learners (Emphasis). E-b says; *... see how many of them occupy a short bench, already at a dilapidating stage. ... we don't have didactic materials to work with.=(break) object of manipulation::::(prolongation). E-f says; they do not have text books and other didactic materials to use. (.) (brief pause). ...school does not provide infrastructure and didactic material ..., ↑(rising tone) ... E-d opines that, [The focus is practice, pupils are at the centre, CBA, but the question is,] (overlapping speech) where are the infrastructure? the didactic material and workshops to practice?(with emphasis)**

Judging from the qualitative finding above and looking at the quantitative finding, peer assessment has an impact on learners' acquisition of English competences and the impact is

positive. This positive impact is justified by the following; first, in the quantitative findings peer assessment is directly linked to environmental factors, and the environmental factors are directly linked to learners' acquisition of English language competences. This shows an indirect link between peer assessment and learners' acquisition of English language competences as mentioned above.

Second, findings of the interview conducted on peer assessment reveal that peer assessment has a relationship with learners' acquisition of English language competences. This relationship may seem weak since some of the respondents opine that they rarely practice peer assessment, yet it remains positive due to the fact that all respondents affirm that peer assessment boosts learning. This therefore implies that teachers do not sufficiently implement peer assessment in the classroom but if teachers improve their perception (knowledge and practice) of peer assessment, it will be a useful formative assessment strategy for learners' acquisition of English language competences.

Lastly, the respondents raised environmental challenges faced with organising peer assessment in the classroom. These changes range from noise pollution, lack of infrastructure, overcrowded classrooms, lack of didactics materials, to limited space for practical work. This correlates with the findings from quantitative research which indicate a significant relationship between environment factors and learners' acquisition of English language competences. Thus, if the environment challenges are solved, teachers could effectively implement peer assessment in the classroom, building a stronger positive relationship between peer assessment and learners' acquisition of English language competences.

### **Hypothesis Three**

**RH3:** Questioning has an influence on learners' acquisition of English Language competences in government primary schools in Mfoundi Division.

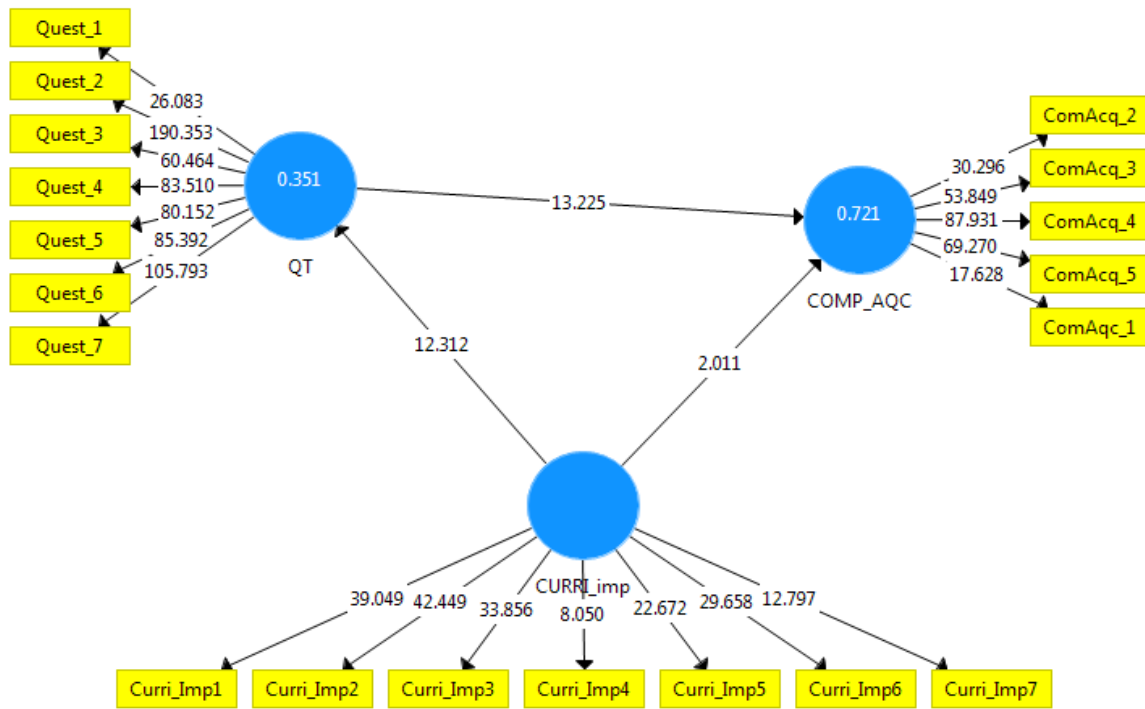


Figure 22: Model for questioning and Competence Acquisition

Source: Field data (2020)

Table 30: Outer Loadings

	Original Sampl...	Sample Mean (...	Standard Devia...	T Statistics ( O...	P Values
ComAcq_2 <- COMP_AQC	0.903	0.903	0.030	30.296	0.000
ComAcq_3 <- COMP_AQC	0.921	0.921	0.017	53.849	0.000
ComAcq_4 <- COMP_AQC	0.951	0.951	0.011	87.931	0.000
ComAcq_5 <- COMP_AQC	0.938	0.938	0.014	69.270	0.000
ComAcq_1 <- COMP_AQC	0.789	0.786	0.045	17.628	0.000
Curri_Imp1 <- CURRI_imp	0.896	0.896	0.023	39.049	0.000
Curri_Imp2 <- CURRI_imp	0.906	0.905	0.021	42.449	0.000
Curri_Imp3 <- CURRI_imp	0.859	0.859	0.025	33.856	0.000
Curri_Imp4 <- CURRI_imp	0.599	0.598	0.074	8.050	0.000
Curri_Imp5 <- CURRI_imp	0.843	0.845	0.037	22.672	0.000
Curri_Imp6 <- CURRI_imp	0.855	0.856	0.029	29.658	0.000
Curri_Imp7 <- CURRI_imp	0.733	0.736	0.057	12.797	0.000
Quest_1 <- QT	0.883	0.882	0.034	26.083	0.000
Quest_2 <- QT	0.973	0.973	0.005	190.353	0.000
Quest_3 <- QT	0.929	0.929	0.015	60.464	0.000
Quest_4 <- QT	0.941	0.940	0.011	83.510	0.000
Quest_5 <- QT	0.949	0.949	0.012	80.152	0.000
Quest_6 <- QT	0.946	0.946	0.011	85.392	0.000
Quest_7 <- QT	0.955	0.954	0.009	105.793	0.000

Source: Field data (2020)

**Table 31: Path coefficient**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O /STD...)	P Values
CURRI_imp -> COMP_AQC	0.142	0.148	0.071	2.011	0.045
CURRI_imp -> QT	0.592	0.599	0.048	12.312	0.000
QT -> COMP_AQC	0.757	0.752	0.057	13.225	0.000

### Interpretation of Findings based on Questioning

According to the findings on Questioning, all the p values are 0.00 and are less than 0.05. This shows that the indicators are a good reflection of the latent variables and are significant as well. Again, all the T values are more than 1.96 thus indicating that all the outer loadings for questioning and competence acquisition are significant, representing the latent variables we are measuring. Moreover, from the path coefficients table, we have three major paths to assess. The first path shows that there is a significant linkage between curriculum implementation and competence acquisition while the second path indicates that there is a significant link between curriculum implementation and questioning technique. Lastly, questioning techniques has a direct influence on competence acquisition. This indicates that questioning has a positive influence on learners' acquisition of English language competences.

### Complementary Findings Qualitative Findings on Questioning

These quantitative findings can also be complemented by the qualitative findings on questioning by analyzing and interpreting the interview data based on the responses given by the respondents on the questions; *how do you ask questions in English language lessons and what type of questions do you ask?* And the follow up question, *what do you hope to achieve using the various techniques?* These questions were intended to guide the respondents to talk about their questioning skills and techniques used in enhancing learners' acquisition of competences.

Similar responses were got from all six respondents affirming that they ask questions in their English language classes. The questions include, subjective, objective, structural, open and close ended etc. These questions take the form of verbal questioning as well as written and may require oral or written responses. Also, questions are asked throughout the learning process and at the evaluation of competences. The extracts below represent the views of the respondents on questioning techniques they use in their English classes.

According to C-3A

... using question words like, what, how many, how much, why, when etc. ... using auxiliary verbs. At all stages of the lesson... oral questions ... introduction to revise the previous lesson. ... at the presentation to make the learners participate in the lesson, and at the evaluation stage to evaluate the lesson objectives.

According C-3B,

... questions that they answer by saying TRUE or FALSE, MCQ, or STRUCTURAL (loud speech)  
 hmmm.....! Ok, eemeh,(audible inhalation) ...to revise the previous lesson or check their previous knowledge ... oral questions at this stage. At the presentation, present a didactic material, state a real life situation, present a text, it also depends on a lesson you are teaching. The questions can then be asked from what you have presented. ... can also put the children to work in groups.

Another respondent, C-3D says that,

I ask questions with WH and H words like, why, what, who, how many, how much, which etc. sometimes we ask questions for children to answer, YES or NO, TRUE or FALSE, MCQ ... ask questions at the introduction to test entering behavior ... This is mostly done orally. At the presentation stage we sometimes present a didactic material, a problem situation, a reading text, a story, a diagram concrete objects or whatever we have that can help facilitate the lesson, then we ask questions on it. Then at the evaluation stage we usually give written work.

All the respondents had the same point of view using questioning as a formative assessment strategy to for the acquisition of competences in the English Language. From their responses we get that teachers do oral questioning to revise a previous lesson or and entering behavior (previous experience on the lesson at hand) at the stage of introduction. At the presentation stage, they may generate letters, words, and sentences, present a text from the course book, a didactic material or a real life situation (if they have one), or a text from learners' course book to read and answer questions orally or in writing. At the evaluation stage they give written or oral exercises to test the level of attainment of objectives.

Answering the questions on how these techniques can help learners acquire competences, respondents equally had similar views as seen in the abstracts below.

C-3C says;

Orally questioning help them listen and speak meanwhile written questioning help them read and write. We ask questions with “WH” and “H” question words to make children speak and write. ...questioning helps the teacher and the learners to advance with the lesson and attain the objectives.

*C-3D says; .... orally or written ... get children participate or involve in their own learning ...These help build skills of listening, speaking and writing. C-3E says ... to test if lesson objective are attained. Meanwhile C-3F says ... to know if objectives are attained ... This helps them build the competences of the language in them.*

Judging from the qualitative finding above and looking at the quantitative finding, questioning has an influence on learners’ acquisition of English language competences and the influence is positive. This positive influence is justified from two perspectives; the original variables (independent and independent variables) analysed and the extraneous variable.

First, findings from the original variables based on the quantitative study show that questioning techniques is directly linked to learners’ competences acquisition. Meanwhile finding from the original variables based on the qualitative study also show a positive of questioning techniques on learners’ acquisition of English language competences as indicated by data analysed and interpreted from the interviews.

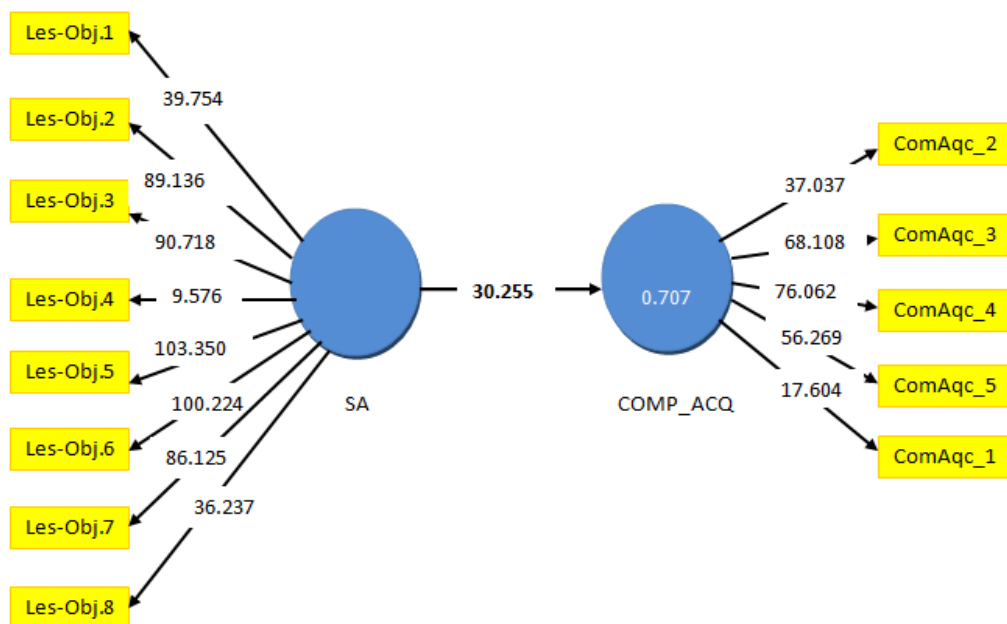
Second, curriculum implementation which is an extraneous variable in the quantitative study has a significant relationship with learners’ acquisition of English language competences and also with questioning techniques. Also, in the qualitative study, curriculum implementation emerges as an extraneous variable. The finding on curriculum reveal that curriculum implementation is a challenge since the teachers have not received sufficient training to be implement the curriculum based on CBA. This means that teachers do not sufficiently implement the CPSC.

By implication questioning strategy as a formative assessment strategy is challenged. This suggests that if these challenges (lack teachers’ in-service training and professionalization, teachers’ quality) are solved, the teachers will become more effective in the implementation of the CPSC, subsequently and improvement on questioning skills and techniques as a formative assessment strategy. This correlates with the findings from quantitative research which indicate a significant relationship between curriculum implementation and questioning techniques, and another significant relationship between curriculum and learners’ acquisition of English language competences. Conclusively, questioning has a positive influence on learners’

acquisition of English language competences in government primary schools in Mfoundi Division.

**Hypothesis four**

**RH4:** Sharing of Lesson Objectives has an effect on learners’ acquisition of English Language competences in government primary schools in Mfoundi Division.



**Figure 23: Model for lesson objective and Competence Acquisition**

Source: Field data (2020)

**Table 32: Outer Loadings**

	Original Sample(O)	Sample Mean(M)	Standard Deviation (STDEV)	T Statistics(I0/STDEV)	P values
ComAcq_2 ← Latent Variable	0.908	0.908	0.025	36.767	0.000
ComAcq_3 ← Latent Variable	0.926	0.925	0.016	58.010	0.000
ComAcq_4 ← Latent Variable	0.950	0.950	0.012	77.079	0.000
ComAcq_5 ← Latent Variable	0.934	0.934	0.016	58.576	0.000
ComAcq_1 ← Latent Variable	0.785	0.789	0.044	17.921	0.000
Les_Obj1 ← COM_ACQ	0.880	0.879	0.023	38.896	0.000
Les_Obj2 ← COM_ACQ	0.942	0.942	0.012	81.931	0.000
Les_Obj3 ← COM_ACQ	0.943	0.942	0.011	84.627	0.000
Les_Obj4 ← COM_ACQ	0.301	0.131	0.052	5.826	0.000
Les_Obj5 ← COM_ACQ	0.957	0.956	0.010	94.193	0.000
Les_Obj6 ← COM_ACQ	0.951	0.950	0.011	90.464	0.000
Les_Obj7 ← COM_ACQ	0.947	0.946	0.012	97.978	0.000
Les_Obj8 ← COM_ACQ	0.873	0.872	0.024	36.219	0.000

Source: Field data (2020)

**Table 33: Path Coefficient**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (I0/STDEV)	P Values
COMP_ACQ -> Latent Variable 2	0.841	0.845	0.028	30.112	0.000

### Interpretation of Sharing of Lesson Objective

Looking at the outer loadings, we see that all the all the p values are 0.00 and are less than 0.05. This shows that the indicators are a good reflection of the latent variables which are significant as well. Again all the T values are more than 1.96 thus indicating that the outer loading significantly represent the latent variables we are measuring.

The P value of the path coefficient is  $0.00 < 0.05$  and the t statistics is  $30.112 < 1.96$ . These values permit us to conclude that there is a significant relationship between the lesson objective and the acquisition of competences in the primary school. Also the value of 0.707 indicates that feedback is responsible for the variations that occur in competence acquisition by 70.7%.

### Complementary Findings Qualitative Findings on Sharing of Lesson Objectives

The quantitative findings can be complemented with the qualitative data from the interview by analyzing the question; *how often do you share lesson objectives with learners and how do you do this?* And the follow up question; *what do you hope to achieve doing this in your English Language class?* These questions were intended to guide the respondents explain if they do share lesson objectives in their English language classes, the techniques used and how the sharing of lesson objectives helps the learners in the acquisition of the English language competences.

To answer these questions, three out of the six respondents were of the same opinion stating that they rather announce lesson titles as seen in the extracts below.

C-4B states;

I'm sure I don't often announce lesson objectives, > (lowering tone) what I announce is the title of the lesson.....(prolongation)... can help to attain the objectives of the lesson because pupil will understand that is expected of them by the end of the lesson and maintain a focus.

C-4C says, *I always announce the lesson, not the objectives. But I think doing that will help the learners to understand and set targets for themselves.* Meanwhile C-4E *hmmmm.....;(audible inhalation and prolongation) I hardly do this.... I announce the lesson title .... But I think if the teachers announces lesson objective to learners it spurs them and creates awareness on what is expected of them by the end of the lesson.*

The respondents in their declarations claim that they only announce the lesson at hand, not the lesson objectives. Prolongation in expression and audible inhalation indicate a slowness, and deep thought or reflection on the question. Nevertheless, answering the follow up question on the effect of announcing lesson objectives on learners' acquisition of English language competences, they all are of the positive view that announcing lesson objective creates awareness in learners and spurs them to work toward the attainment of lesson objectives.

Meanwhile two of the three other respondents affirm that they announce lesson objective. C-4A says,

Lesson objectives are like the expected skills that the learners have to learn at the end of that lesson. In the context of CBA, the teacher announces the objectives. For example, if it's a pronunciation lesson, the teacher will either announce or write on the board that at

the end of the lesson, learners will be able to pronounce the words given. once I announce the objectives, learners become focused and of course with particular interest on the aspects of the objectives. So it improves their learning ability.

From C-4D,

...hmmm, eeeh (audible inhalation) madam I do sometimes. But I usually announce the lesson title. However, I think announcing lesson objective will help build competences in the lesson because learners will be focused on the lesson and it lead to the attainment of lesson objectives.

While C-4F says; the last respondent seems to master the strategy of sharing of lesson objectives sufficiently.

*... If a teacher does not announce the lesson objective from the start, then it will be very difficult to evaluate that lesson. It also helps the learners to understand and set targets for themselves ...WITH THE COMING OF CBA, (increase volume) ... it is primordial for all teachers to announce and even copy the lesson objectives on the board for learners to get it first... I do this quite often. It spurs the learners and creates awareness on what is expected of them by the end of the lesson.*

Judging from the respondent views, sharing of lesson objective is an essential aspect of the process and permits the teacher and learners to work towards the attainment of lesson objectives as affirmed by all the respondents in their views. Even if three respondents out of the six interviewed do not share lesson objectives, three others do. Those that use this strategy confirm that it is primordial for all teachers to share lesson objectives.

These qualitative findings coupled with the quantitative findings cause us to conclude that sharing of lesson objectives has a positive effect on learners' acquisition of English language competences in public primary schools in Mfoundi Division.

The results presented in this chapter help us to answer the research questions well conveniently. It is articulated here to enable us understand the problem from within as it is broken into variables to enable its view from various angles. We notice that in the first hypothesis, provision of feedback influences competences acquisition in the primary education by 40.5%. In the second hypothesis, peer assessment does not directly influence competences acquisition but it only has a significant link to competence acquisition as environmental factors primary education are manipulated. Thirdly, questioning techniques functions with curriculum implementation to create a significant link with competence acquisition in primary education. In the last place, announcing lesson objective affects competence acquisition positively by 70.7%.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

This chapter discusses the findings presented and interpreted in chapter four above. In this chapter, we answered the research questions and discussions based on the hypotheses. We further substantiated with the views of other authors and relevant theories used in the work. Here we bring out the meaning, importance and relevance of the results. Lastly, we propose a model formative assessment for English language learning in the Primary School in Cameroon and make suggestions for further studies.

#### **5.1. Discussion of findings according to Theories used in the Study**

This study was conducted using Socio- cultural Cognitive learning theories, the Didactic Theories, and the Context, Input, Process and Product Model of evaluation by Daniel Stufflebeam to analyse the work.

Sociocultural theory focuses on the interactive influence of the social and cultural contexts on human development and on learning appropriation through participation and interaction with the social world (Tsui et al., 2009). Using this theory, the learner is viewed as an agent in social interaction. This therefore entails that teaching, learning and assessment approaches should be interactive. This is to say that classroom communication between the teacher and learners, learners and learners, learners and the environment in which they live and learner and other people in the community all became agents of learning.

Following the sociocultural perspective, learning is mediated by other people and social artifacts. The mediating role of the teacher and other people is reflected more specifically through Vygotsky's theory of the Zone of Proximal Development (ZPD), and is further expanded in Rogoff's idea of "guided participation" in communities of practice. To Vygotsky, the ZPD is "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adults' guidance (who may be the teacher) or in collaboration with more capable peers". This suggests that learners are limited when acting on their own, but can do much more in collaboration with and guidance by knowledgeable peers.

According to the socio-cultural cognitive theory of learning, learning is seen as a situated process. Lave and Wenger, (1991) describe learning as “an integral and inseparable aspect of social practice” and further, that “learning, thinking and knowing are relations among people in activity in, with, and arising from the socially and culturally structured world”. That is, learning is shaped by the social, cultural, and historical contexts (Bruner, 1996) in which the structure and characteristics of a particular cultural activity impact on the participants and their identity formation (Rogoff, 2008). For example, students are now exposed to many different perspectives of knowledge, compared to those who were at their age in the past, because they are living in a global and open world characterised by a rapid change of information and communication technologies.

This sociocultural perspective suggests that the social and cultural setting of learning needs to be taken into consideration when assessing learners learning. This is because both social level (institutions, technologies, and norms) and classroom environments (the classroom culture and cultural artifacts in the classroom) can affect learning positively. This suggests that the teachers’ formative assessment strategies used in the classroom should be drawn from local realities, cultural artifacts, and the social environment as a whole.

The findings of the study correlate with the socio-cultural cognitive perspective of learning theory. From the findings, formative assessment strategies (feedback, peer assessment, questioning and sharing of lesson objectives) have a positive influence on learners’ acquisition of English language competences listening, speaking, reading and writing). This suggests that when English language learning activities expose the learners to their socio-cultural environment, when the learning process is well prepared and guided by the teacher, and when learners work in collaboration with their more knowledgeable peers, they are able to develop their capacities. Thus, learning is enhanced and the acquisition of English language competences by learners is facilitated.

Vergnaud, (1982) in the didactic theory, opines that knowledge emerges from problems to be solved and situations to be mastered. To this author, it is essential for teachers to be aware that they cannot solve the problem of teaching by using mere definitions, no matter how good they may be, students' conceptions can change only if they conflict with situations they fail to handle. So it is essential for teachers to envisage and master the set of situations likely to oblige and help students to accommodate their views and procedures to new relationships. By doing this students will analyse things more deeply and review or broaden their conceptions.

Vergnaud further affirms that solving problems is the source and criterion of operational knowledge. In this regards, teachers should be able to offer learners situations aiming at extending the meaning of a concept, and at testing learners' competences and conceptions. Obviously, this view leads to practical considerations in English language and to practical goals of CBE. For instance, teaching of a vocabulary requires that the learner should use the knowledge learned in doing something practical. It could be writing a report, writing an application for a job, writing an invitation card or reading a text with such vocabulary found in it and answering questions to show comprehension. According to Vergnaud a variety of situations are necessary to give a concept meaning. Equally, a class of situations cannot be analyzed with one concept alone. Rather, several related concepts are required to understand any situation. Conceptual fields consist of such clusters of situations and concepts. The learning of different properties of the same concept develops over several years. According to Vergnaud, a concept cannot exist independently of other concepts. Knowledge can only be achieved through the use of concepts that give life to the concept in focus.

In idea of a variety of situations necessary to give meaning to a concept correlate with class of situation or family of situation in the context of CBA. The class of situations is a set of similar situations that may belong to the same category because they share the same characteristics or they have many things in common. The family or class of situations to be addressed is used to develop the competency aimed at, in the teaching learning process. In the teaching and learning of the English language, if the teacher intends to develop the speaking competence in class five learners, he should be able to determine the context (which could be a feature of integrated learning theme for the month), the content which may include vocabulary, grammatical expressions, pronunciation etc. (related to the context). These various concepts put together would facilitate the realization of speaking lessons like dialogue, poems, conversations, rhymes etc. In evaluating the speaking competence at the end of the pedagogic month, the teacher is expected to use assessment format that will enable the learners to mobilise resources from the components (as mentioned above) gathered during the pedagogic month to solve the problem posed.

Formative assessment devices with feedback, peer assessment questioning and sharing of lesson objective therefore provide the framework needed by teachers to adjust and enhance learning in order for learners to attain leaning outcomes or acquire the required competences envisaged by the end of a learning period. This is because these strategies help learners in problem-solving and to develop their capacities of critical thinking, creativity, initiative and

innovation which are necessary for the acquisition of knowledge, skills and attitudes required by CBE.

This study was equally conducted using the Context, Input, Process and Product (CIPP) evaluation model as a comprehensive framework for conducting formative and summative evaluations of projects, personnel, products, organizations and evaluation systems. Each component of the CIPP model refers to a specific form of evaluation, that is, the context evaluation, the input evaluation, process evaluation and product evaluation (Ogula (2002).

Context evaluation refers to an attempt to assess the settings or environment within which the educational activity is taking place. Ogula, (2002) emphasizes that the purpose of input evaluation is to provide information for determining how to utilize resources to achieve project objectives. Therefore, in this study, it was important to assess the level of teacher's knowledge in implementing formative assessment strategies in the context of CBA as the insufficient use of formative assessment strategies by the teacher is likely to affect learning. The process evaluation provides an opportunity to assess the potential approaches and help formulate a responsive plan. Product evaluation on the other hand is carried out to measure and interpret attainments not only at the end of the project cycle, but as often as necessary during the project term.

Findings of this study showed that the context or the environment is a significant relationship with learners' acquisition of competences in the English language. This suggests that a conducive environment and one with available good infrastructure and didactic resources is necessary for learning. Second, drawing learning experiences and activities from learners' socio-cultural environment enhances learning. Thus, the context or setting within which learning takes plays an essential role on assessment and the acquisition of English language competences.

Input evaluation in this model is use to provide information for determining how to use resources to achieve learning outcomes. Formative assessment strategies in this study highlight the use of resources and didactic materials in the assessment for learning. The findings correlate with this model showing that the effective use of the appropriate resources in planning and execution of English language lessons enhance learners' acquisition of competences.

In teaching and learning process, evaluation or assessment practices are essential in order to report on its effectiveness so that necessary measures can be taken for improvement. This explains why feedback, peer assessment, questioning and the sharing of lesson aims are essential formative assessment strategies to report on learners' learning, progress and improvement. It is therefore imperative that teachers effectively use these formative assessment

strategies to verify that learning is efficient. This could be achieved by effective planning, and execution as well as evaluation.

According to the CIPP model, product evaluation is carried out to measure and interpret attainments not only at the end of the project cycle, but as often as necessary during the project term. This product evaluation correlates with the evaluation of competences to be acquired at the end of a learning period. The effective application of formative assessment strategies before, during and after the pedagogic month sums up to the acquisition of the required or envisaged competences.

The CIPP encourages assessment at each stage as an object of evaluation and allows the assessment to be carried out at every stage of the lesson. Since this model applies a cyclical approach, feedback is continuously provided to decision makers about the context, input, process and product. Assessing learning at every stage permits the teacher to keep track of learners' level of acquisition of competences and make adjustments when and where necessary.

The findings of this study equally correlate with Victor Vroom's Expectancy Theory. The theory explains motivation as an essential factor in performance. This means that the strength of a learner to work harder and acquire the required competence(s) depends on the strength of the expectation or motivation from his teacher. Also, for the teacher to achieve expected outcomes of English language lessons at the end of a pedagogic month he or she, should plan lessons effectively. Effective planning will involve mobilising didactic resources that include formative assessment strategies. The sharing of lesson objective(s) firstly is a motivational factor for the learners since it this strategy holds learners attention and keep them focus on what is expected of them at the end of the learning exercise. Secondly, the application of didactic resources that will get the learners into a question and answer session, getting feedback from learners and giving them feedback, and peer collaboration initiate full participation and create a motivational force for learners at every stage of the lesson.

Therefore, the Expectancy Theory inspires both the teacher and the learner as it is used in this study to show that if the teacher designs lessons to include recognition (positive feedback), compensation (some material awards e.g marks) they become strategies that promote and improve learners' motivation to work harder. This would impact their performance positively leading to the acquisition of competences in the English language.

## **5.2. Discussion of Findings According to Literature Review**

A large body of literature supports teachers in articulating a theoretically sound approach to formative assessment (Andrade and Heritage, 2018). More specifically, theory and

practice in formative assessment have emphasized the key aspects of collecting, evaluating and using evidence of learners' learning (McMillan et al., 2013). Over the years, a focus has been on strategies purposed to integrate formative assessment into the process of teaching and learning. In this perspective, William and Thompson, (2008) proposed a framework in which various formative assessment practices are categorized into five key strategies such as; clarifying and sharing learning intentions and criteria for success, engineering effective classroom discussions, questions, and learning tasks, providing feedback that moves learners forward, activating students as instructional resources for one another, activating students as the owners of their own learning (William and Thompson, 2008).

This framework was used in the current study to guide scale development due to two reasons. First, this framework provides a unifying basis for understanding formative assessment practices. It covers a wide range of essential formative assessment aspects, especially the active role of students in formative assessment, which is a current trend of formative assessment research. Second, this framework provides a clear structure to support item development.

Classroom assessment has received increased attention from the measurement community in recent years. Since teachers are primarily responsible for evaluating instruction and student learning, there is a widespread concern about the quality of classroom assessment. Literature on classroom assessment has delineated the content domain in which teachers need to develop assessment skills (Airasian, 1994).

As teachers are primarily responsible for evaluating instruction and learning in the classroom, there is an extensive concern about the quality of formative assessment strategies used and how effective it has been proven by several researchers. Literature on formative assessment has delineated the content domain and the respective strategies which teachers need to develop assessment skills (Airasian, 1994). The empirical review in this work examined literature on feedback, peer assessment, questioning and sharing lesson objectives.

Formative assessment strategies, specifically feedback, questioning, and peer-assessment, sharing of learning objectives have a clear positive effect on students' linguistic development. Teachers and students show a positive attitude to these strategies too. Moreover, peer-assessment is a useful but risky approach (Butler and Zeng, 2014) because it is hard to achieve high levels of equality and mutuality in peers' interactions, particularly when a task places a heavy cognitive burden on young learners. Such burden may be beyond learners' abilities.

Most studies have used self-developed instruments to assess teachers' formative assessment practices. For example, McMillan and his colleagues (2010) used 7 items to assess teachers' use of formative assessment. Their instrument focused on providing feedback (3 items), but the other items were more like general descriptions of formative assessment (e.g., assessments that were used to guide further instruction) rather than concrete assessment practices. Furthermore, students' involvement in formative assessment was largely neglected. Similarly, Song and Koh, (2010) used a questionnaire to assess different assessment modes teachers adopted for formative purposes. These studies did not report a formal process of development and validation for the instruments and, more importantly, they lack an explicit underlying theoretical framework. These shortcomings limit the more generalized use of those instruments.

Compared to surveys, direct observation appears more popular in assessing teachers' formative assessment practices (Wylie and Lyon, 2020). Observation protocols have been very useful to broadly understand formative assessment practices and to support teachers' reflection on formative assessment practice improvement (Heritage and Wylie, 2020). However, these attempts to capture formative assessment practices raise different concerns in terms of reliability and validity. Moreover, the lack of comparative studies using the same instrument and the difficulties in using these instruments with large samples (OECD, 2012) negatively impact the conceptualization of formative assessment practices, as well as on the quality of teacher professional development. Given the need for more research on the implementation and scalability of formative assessment, this paper reports a study aiming to develop and validate a scale that can clearly identify observable aspects of formative assessment strategies.

The findings of this study connect with the various review of related indicating that feedbacks, peer assessment, questioning and sharing of lesson objectives have a positive influence on learners' acquisition of English language competences. Written corrective feedback is mainly used to correct grammar and spelling mistakes in language classes. Oral corrective feedback is an essential element in language classrooms. It provides a platform through which teachers can interact with students in a way that improves their language skills. Oral corrective feedback has several sub-divisions which are recast, repetition, clarification request, and explicit correction. Each of these plays a critical role in the correction of learners' mistakes in the classroom set up. As stated by Eriksson, Llinares and Lyster, the teachers play a pivotal role in competency-based language teaching (CBLT) in supporting learning, education on feedback as an assessment strategy to enhance learners' acquisition English Language competences is imperative.

From the various findings, peer-assessment is an integral part of learning and if well-organized can affect learning positively. Musfirah, (2019) opines that the teacher needs to develop trust among students, emphasise on giving scores to peers and raising the learners' motivation to conduct peer assessment. From the works reviewed peer assessment can enhance the acquisition of learners' English language competences, not only in the primary school but also at higher levels of learning the language.

As mentioned in this study, questioning is a major formative assessment strategy and if well applied can enhance learners' acquisition of English language competences. This is confirmed by the related works reviewed in this study on questioning as a strategy in the classroom enhances learning indicate. In this light, Mualida, (2020) suggests that teachers should be more aware of their questioning skills and use them to improve the students' engagement in EFL classroom.

### **5.3. Discussion of Findings According to Research Hypothesis and Research Questions**

In this section, the findings are discussed according to the specific research questions and the research hypothesis of the study.

#### **5.3.1. Feedback and Learners' Acquisition of English Language Competences**

- **Research Question 1:**

How does feedback influence learners' acquisition of English Language competences in government primary schools in Mfoundi Division?

- **Research Hypothesis 1**

Feedback has an influence on learners' acquisition of English Language competences in Public Primary Schools in Mfoundi Division.

Looking at the results of the hypotheses, the alternative hypothesis was retained, while the null hypothesis was rejected. This indicates that there exists a significant relationship between feedback and learners' acquisition of English Language competences. Better still, feedback has a positive influence on learners' acquisition of English language competences.

According to the results the P-value of the path coefficient is  $0.00 < 0.05$  and the t statistics is  $12.761 < 1.96$ . These values permit us to conclude that there is a significant relationship between the provision of feedback and the acquisition of competences in the Government English Primary Schools in Mfoundi Division. Also the value of 0.405 indicates that feedback is responsible for the variations that occur in competence acquisition by 40.5%. This means that any improvement in feedback activity in the teaching learning process improves learners' competence acquisition by 40.5%. In the qualitative data of this study,

feedback is characterized by *Feedback sometimes makes me to modify my teaching approach; Feedback makes learners to determine their abilities on the lesson among others*. Meanwhile, competences in this study involve writing, reading, listening, and speaking English.

The results confirm, we also agree to the relationship between feedback and learners acquisition of competences in English language. Feedback is vital to formative assessment, but not all feedback is effective. Feedback needs to be timely and specific, and include suggestions for ways to improve future performance. Good feedback is also tied to explicit criteria regarding expectations for learners' performance, making the learning process more transparent, and modeling "learning to learn" skills for learners as stated in the review of the English-language Literature and History by Black and William, (1998). The fact that consistent improvement in feedback during English lessons can improve pupil's competences acquisition is the original intention of this study. This result is acceptable from the statistics shown and its fitness to the findings from other researchers. Therefore, this results is not standing alone, other researchers have conducted research and had nearly related results. Among the several researchers we studied, we took special note on the relationship our results have with some researchers. For instance, Cema in 2019 conducted a related study on feedback and acquisition of competences, the findings showed a positive influence between feedbacks and the acquisition of competences. This study examined a number of controversies relating to how Corrective Feedback (CF) has been viewed in SLA and language pedagogy. Again, Ranta and Ray in 1997 conducted another study on the related field. The study presents a feedback and learners commitment. The findings indicate an overwhelming tendency for teachers to use recasts in spite of the latter's ineffectiveness at eliciting student-generated repair. Four other feedback types lead to student-generated repair more successfully and are thus able to initiate what the authors characterize as the negotiation of form. These earlier research works enables a convenient ground for the findings of this study.

This finding is strengthened by socio-cultural cognitive learning theory. Vygotsky in his theory of Zone of Proximal Development states that the teacher and other members of a community have a mediating role on the child's learning which is reflected in the ZPD. That is, the distance between the child's actual development as determined by his independence in problem solving and his level of potential development as determined through problem solving under the guidance of an adult or collaborator with more capability. It is established in this study that feedback comes from the teacher (adult who plays the role of a guide) in the form of praises, encouragement, care and corrections which spur learners to try harder. Feedback also comes from peers (collaborator) guided by the teacher in the form of encouragement praises

and peer to peer corrections. Thus, learners depend on these more knowledgeable others to for guidance, counseling and encouragement to re-establish their self-confidence and self-esteem in order to self-regulate and develop their capabilities, knowhow and attitudes.

This theory also lays emphasis on the process which takes place within the learners. For example, in the acquisition of language, emphasis is based on the internal and mental structure. This implies that the role of the teacher is to understand the position of the learners who have different experiences. Understanding the position of the learner entails planning worksheets and other resources which will help the teacher diagnose such position in terms of learners' previous knowledge and experiences. All these experiences will influence the learning outcome. It enables the learner to be an active processor of information and create in the learners the spirit of critical thinking.

English language learning requires that learners acquire the competences of listening/speaking, reading and writing. The teacher plays a mediating role through feedback techniques used to get learners master the skills and become competent in using them. Rogoff confirms this idea as he states that individuals can learn through interaction with experienced members of the community by observing and performing a task under the guidance of a more skilled person. The teacher relates to the child's sociocultural environment first, and then to the child's developmental level. This also explains the reason for the CBA as integration pedagogy where real life situations of learners' socio-cultural environment are integrated into learning. The English language teacher who is seen as an engineer in the field is considered more skilled to guide learners to acquire competences of the language.

The finding is equally strengthened by the didactic theory. In Vergnaud's theory of interactive conception of concept formation, problem-solving is an essential aspect in the acquisition of skills. Equally, in the CBA context of learning, problem solving is one of the major techniques used in the learning process. It therefore entails that when teachers construct a problem solving situation in presenting English Language lessons, learners will be situated to real life problems to solve, using the knowledge, skills and attitudes acquire in specific lessons and within a specific learning period, thus, the evaluation of competences. Problem solving at independent lessons presentation encourages the use of questioning, feedback, peer collaboration and sharing of lesson objectives. It also motivates learning and learners' creativity, initiative and imagination will help them appropriate knowledge, skills and attitudes in the learning of the discipline.

Vergnaud, (1982) in his theory of conceptual fields affirms that solving problems is the source and criterion of operational knowledge. In this regard, teachers should be able to offer

learners situations aiming at extending the meaning of a concept, and at testing student's competences and conceptions. Obviously, this view leads to practical considerations in English language and to practical goals of CBE. For instance, teaching of a vocabulary requires that the learner should use the knowledge learned in doing something practical. It could be writing a report, writing an application for a job, writing an invitation card or reading a text with such vocabulary found in it and answering questions to show comprehension. The feedback teacher gets from learners after such an activity with help the teacher to use necessary corrective feedback the will help learners to self-regulate their learning.

Martinand, (1991), in Tochon (1999) sees the didactician (teacher) is a specialist of a discipline. His primary role in a lesson situation is to unlock the reality to the child by presenting it in such a way that the child will be stimulated and learning will be spontaneous. The teacher is therefore involved with the child directly. He continuously checks on the child's mistakes through feedback from the child and corrects, assess understanding, repeats areas not well understood, allows the child to rehearse certain activities etc., in order to ensure steady improvement. Accompanying the child the acquisition of competences in the English language should therefore be the role of the English Didactician in his expertise.

Brousseau, (1986), in the "The Didactic Contract" says that the teacher and the learner have a mutual obligation toward each other. This implies that the teacher must teach and the learner must learn. Once the teacher teaches and the learners do not learn, by implication the contract is broken. As an expert the teacher should use his expertise for learners to learn. Brousseau talks about "Didactic Obstacle" which refers to the difficulty that may occur in keeping the contract. When the obstacle comes from a new knowledge that is different from the existing knowledge the teacher may acquire initial training or the teacher continuous training because the obstacle requires the teacher's competences to overcome it.

Learning difficulty may be at the level of understanding a new approach, breaking down knowledge from curriculum into a more simplified teaching content, the model presented by the teacher, type as of school manuals, the student learning style, and the teacher's teaching style. In the case of an obstacle, the teacher should rephrase questioning model, use feedback strategies or go back to the objectives and create a new lesson.

This explains why feedback as formative assessment strategy plays a primordial role in the acquisition of English Language competences. It compels the teacher to observe the learner continuously, check and corrects his/her mistakes, repeat some areas of the lesson, change teaching styles and techniques, change questioning techniques or create a new lesson entirely.

The finding is further strengthened by the Expectancy Theory. Expectancy Theory is a theory that says that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. The positive influence that exist between feedback and competence acquisition is indicated in the expectancy theory, holding that the more the teacher motivate learners' actions in class the more motivated the learners become and consequently giving feedback as required. The teacher expects feedback, while the pupils expect motivation or better still reinforcement to act. This relationship is also expressed as the value the teacher gives to the work outcomes (feedback from the pupils). As the findings state, the theory recognizes that learners' morals are boosted only when their reasonable expectation will lead to a desired goal. Victor Vroom called this "Expectance theory" which emphasizes performance and outcome. Motivation is a function of the expectancy in attaining a certain outcome in performing a certain act increased by the value of the outcome for the performance. Expectancy theory has two outcomes. First, outcome that are highly valued, and have high expectations of being realized will direct a person to make a greater effort in his taste. Secondly, outcome with high expectations, which are less highly valued or even dislike will reduce the effort expected (Redmond, 2013).

Feedback as vital tool in the application of formative assessment in the context of CBA but up till date is still not effectively used by many teachers in primary schools. The CBA was introduced in Cameroon since 2008 and till today, many pupils still leave the primary school with little or no competences in acquired. This explains why most Form one, students still have challenges in the communicative competences of listening/speaking, reading and writing in English language. The performances in English language test are still unsatisfactory all blamed on the fact that feedbacks are not sufficiently put into consideration.

According to Hattie and Timperley, (2007), feedback is 'information provided by an agent regarding aspects of one's performance or understanding. Tomlinson, (2014), describes feedback as an ongoing exchange between a teacher and his or her students designed to grow as vigorously as possible and to help teachers contribute to that growth as fully as possible. It is clear that for successful learning, feedback needs to be generated and sorted as well as delivered quickly and also in a form that 'feeds forward' to inform further learning (Black et al., 2003). Black and Wiliam, (1998), assert that feedback should be given regularly and while still relevant to the task. McGregor, et al, (2012) emphasize the need for this feedback to be timely, meaningful and specific.

These findings hold the same with the qualitative results, as seen in the interviews in which respondents confirm that feedback is very essential in formative assessment. Feedback centers on the result of the strategy use when you ask questions using any method and the learners answer it well you are able to get from the results of each of them and determine if they are understanding or not they are focused or not so feedback is very essential as it makes us to ascertain the position of each learner in the class. All the class teachers say, the importance of feedback cannot be overemphasized because the teacher needs to know if all what he has been teaching has been going to them or not sometimes the feedback makes you the teacher to rephrase your questions change the way you are teaching and maybe repeat the entire lesson for some slow learners” these among others help to demonstrate a positive relationship that exist in feedback and pupils acquisition of competences in English language as proven in quantitative and supported and emphasized in the qualitative analysis.

The lack of competences in English language is also attributed to poor application of feedback technique in teaching following the CBA in Cameroon primary schools. The feedback effect is a catalyst for the application of formative assessment. Meaning in the context of CBA for formative assessment to conveniently assess what it intends to assess, the feedback must be appropriately implemented. From the demographic information, we gather that many teachers had look warm attitude in learning CBA as a new skills, about 53% of the participants (teachers) do not recognized having had any effective training on CBA. This is further encouraged by the lack of interest to engage on the effective use of CBA.

It is in view of these situations that today many pupils are penalised. They lack language competences and ability to speak, read, write and even listen to English language appropriately. This lack of competences has considerable effect on the pupils, their entourage and the community at large. This is based on the fact that when pupils leave primary school, not all of them are opportune to reach secondary schools. Those who register into form one have challenges in language and even register poor performances, meanwhile those who follow other ways of life have severe difficulties in self-expression. They cannot write, read or even speak English and this problem becomes even worse as they grow in life. This increases illiteracy and low productivity in the society.

### 5.3.2. Peer Assessment and Learners' Acquisition of Competences in English Language

- **Research Question 2:**

How does Peer Assessment impact learners' acquisition of competences in English Language in Public Primary Schools in Mfoundi?

- **Research Hypotheses 2:**

Peer assessment has an impact on learners' acquisition of English language competences in primary schools in Mfoundi division.

Looking at the results of the hypotheses, the alternative hypothesis was retained, while the null hypothesis was rejected. This indicates that there exists a significant relationship between peer assessment and learners' acquisition of English Language competences in Mfoundi Division. Better still, peer assessment has a positive impact on learners' acquisition of English language competences in Primary schools in Mfoundi Division.

The first path shows that there is a significant linkage between environmental factors and competence acquisition while the second path indicates that there is no significant link between peer influence and competence acquisition. Lastly, peer influence has a direct influence on environmental factors. Looking at the model above we can conclude that there is no direct link between peer influence and competence acquisition (P. value=0.260); however, there is an indirect significant relationship between peer influence and competence acquisition through environmental factors. (p. Value=0.00<0.05). Looking at the model, 84.3 percent of the changes on environmental factors are caused by peer influence which is equally responsible for 89.3 percent of the changes that occur in competence acquisition in primary education.

In this study, we examine peer assessment with the help of basic characteristics like:

learners correct their friends when they try to do any activity like reading, learners peers congratulate them when they carry out any learning activity well, learner's peers sometimes laugh at them when they make mistakes in class, organise students to work in group so that they can learn from peers, positive peer-assessment enhance motivation and achievement among others.

The findings confirm a relationship between peer assessment and acquisition of competences in English language in primary schools in Mfoundi Division. Indicating that the fact the teacher permits pupils to assess their peers, permit them to mark their books (home work), classroom exercise and correct each other improves the acquisition of competences in English Language. This result is acceptable from the statistics shown and its fitness to the findings from other

researchers. Among the several researchers we studied, we took special note on the relationship our findings have with the results of other researchers and the controversies therein.

Among the several research works from earlier researchers, we have; the study conducted by Mohamed, (2017). The study aimed at finding out the effect of peer assessment on the evaluation process of students. The hypothesis underlying this study is that assessment is an integral part of the learning process, which should play an important role in the educational model, the findings of the study showed that Findings show that there is a statistically significant relationship between the assessment of peers to each other, as well as between peer assessment and teacher assessment. Moreover, another study was conducted by James and Jai in 2010. Using a sample of 221 undergraduate students enrolled in human resource management courses taught in a business school, this study checked for sex and race/ethnicity effects in peer ratings of classroom presentations. Findings showed no consistent tendency by students to favor student presenters from their own groups. Frequency of participation by presenters in classroom discussions turned out to be a better predictor of student ratings of presentations by peers than any of the other factors studied. Fathi, (2020), demonstrate that the beneficial role of peer-assessment as the sub-categories of alternative assessment in second language (L2) has received much attention in the existing literature. The findings indicated that both self-assessment and peer-assessment activities significantly contributed to reducing the writing anxiety of the participants. Further analyses, however, revealed that the students' writing anxiety in the peer-assessment group was significantly higher than that of the self-assessment group on the post-test, suggesting that peer-assessment activities were more effective in reducing writing anxiety of the participants.

The findings of the study from the interview showed a positive effect on peer assessment on competency acquisition in English Language. Just like the CBA itself, it has weak and strong points. Pupils assess their friends is good but in some cases it can instigate cheating, too much competition, jealousy and create enmity among children. However, because the pupil know that their works will be corrected by their class mates, and the results will be communicated, they turn to focus more and by so doing learn more. This idea was supported by a class teachers who demonstrated that “Yes, in the process of peer assessment, learners have to mark their friend’s books and point out the wrongs. This process makes the learners to acquire skills in diverse ways. The marker learns and the peer also learns”. These views and others give a positive effect of peer assessment on learner’s competence acquisition in English language in primary schools in Mfoundi division.

This finding walk in close collaboration with the CIPP assess model by Daniel Stufflebeam, (1969). Context, Input, Process and product (CIPP) evaluation model is a comprehensive framework for conducting formative and summative evaluations of projects, personnel, products, organizations and evaluation systems (Stufflebeam and Shinkfield, 2007). Each component of the CIPP model refers to a specific form of evaluation, that is, the context evaluation, the input evaluation, process evaluation and product evaluation (Ogula, 2002). Peer-assessment is to help the pupils to prescribe the easier way by which to reach the right answers by their peers (Griffith et al, 2011).

Also, the finding links with César, (1998) claim that the didactic contract can improve academic achievement. The didactic contract has a deep impact on the self-esteem of the students and their behaviour. The didactic contract spells out what both pupils and teachers expect from each other. The interactions between teachers and learners, as well as between learners, which occur in the ZPD for them to have a positive effect (César, 1998). For positive peer interaction to occur, the teacher needs to create a suitable didactic contract for classrooms. Basically the teacher had to explain to the class how to effectively collaborate in solving a problem. In addition, Ogula, (2002) emphasizes that the purpose of input evaluation is to provide information for determining how to use the right answers provided to achieve personal and general lesson objectives as presented in class. Therefore, in this study, it was important to assess the level of pupil's knowledge in acquisition of competences in relation to formative assessment in the process of implementing CBA in Cameroon primary schools.

From the findings, we hold that the lack of competences in English language by primary school leavers in most Cameroon primary schools is blamed on the inefficiency of implementation of peer-assessment. The new pedagogic strategy CBA warrants that the formative assessment is employ to test learners' acquisition of competences as they progress in each lesson. Unfortunately, most class teachers are still adamant to change. They still resist the new pedagogic method for different reasons. According to them, many think they had not had enough effective training on CBA, some long-serving teachers find it difficult to change their teaching style meanwhile others just perceive it negatively. However, the teachers are not to be totally held responsible especially with the present environment. The CBA demands more practical and bringing the reality to the classroom. But most primary school environment has adverse conditions to CBA. The classroom is not adapted to the taste of CBA, there are too many pupils per class making it challenging to organize group work, and sometimes the teacher is unable to reach every individual learner to determine their learning capacity.

The lack of peer-assessment in the formative assessment in CBA that perturbs learners' acquisition competences in the context of CBA has considerable negative influence on pupils lives. When children complete primary schools without having acquired the required competences in English language, they face a lot challenges. For those who continue to secondary schools, they get to face a bulk of secondary school disciplines which require that must have mastered the English Language competences before being able to handle them effectively. For those that engage in petit trades and some occupations, they equally require these competences to be able to succeed. It becomes very challenging when these children cannot communicate effectively. This explains why several form one students have problems in writings, reading and speaking English appropriately. Those who did not continue secondary education constitute the bulk of illiterate in our community. These situations need to be put to check in the 21<sup>st</sup> century.

### **5.3.3. Questioning and Learners' Acquisition of English Language Competences**

- **Research Question 3:**

How does questioning influence learners' acquisition of competences in the English Language in Government Primary Schools in Mfoundi?

- **Research hypothesis 3**

Questioning has an influence on learners' acquisition of English Language competence in Government Primary Schools in Mfoundi Division.

Looking at the results of the hypotheses, the alternative hypothesis was retained, while the null hypothesis was rejected. This indicates that there exists a significant relationship between questioning and learners' acquisition of English Language competences in Mfoundi Division. This is based firstly on the outer loads, we see that all the p values are 0.00 and are less than 0.05. This shows that the indicators are a good reflection of the dormant variables and are significant as well. Again all the T values are more than 1.96 thus indicating that all the outer loadings for questioning and competence acquisition are significant represent the latent variables we are measuring. Moreover, from the path coefficients table, we have three major paths to assess. The first path shows that there is a significant linkage between curriculum implementation and competence acquisition while the second path indicates that there is a significant link between curriculum implementation and questioning technique. Lastly, curriculum implementation has a direct influence competence acquisition.

The findings corroborate with the works of several earlier researchers like Rosenshine, (1971) who identified three correlational studies relating probing and redirection to pupils' competence achievement. In two studies (Soar, 1966; Spaulding, 1965), these behaviors were found to correlate positively with pupils' competence achievement in school. Moreover, The Regional Educational Laboratory, (2017) recently conducted a review of twenty-three different studies to determine the impact of questioning in the formative assessment process and student learning. In this thorough review of studies, it was determined that, "On average across all the studies, assessment had a positive effect on pupils' academic achievement. The results equally tie with the findings of Nkemleke and Belibi, (2018) who establish that the use of more communicative approach in CBA language teaching in the classroom, situated within the local context and cultures has a positive impact on learners' acquisition of competences. This implies that questioning during a language class should be carried out through techniques like role play, games, collaborative learning, dramatization, visual aids storytelling, songs etc.

This finding is further reinforced by the socio-cultural cognitive learning theory. The cognitivists see learning as an active process wherein the learner is able to form new ideas based on their current as well as past knowledge which is activated by the process of questioning. Also, this theory sees learning as a continual movement from the current intellectual level to a higher level that approximates the learner's potential. This movement occurs in Vygotsky's Zone of Proximal Development (ZPD) as a result of social interaction. Drawing illustration from real life, stating problem situations in the context of learning are some of the techniques through which questioning can be done. This theory emphasises on teaching method as reciprocal teaching peer collaboration, cognitive apprenticeships, problem-based instructions and other methods that involve learning with others. It stresses learners' own version of truth that is influenced by his or her background, culture or knowledge of the world, learners' social interaction with knowledgeable members of the society.

As a facilitator, the teacher acts as the more knowledgeable and provides guidelines and creates the appropriate environment for the learners to arrive at his /her own answers. The learning environment in this process supports and challenges learner's thinking through appropriate questioning techniques. It gives learners ownership of the problem and solution process. It helps the learner to become an effective thinker. Questioning props into the psyche of the learner to remember and response to the question based on the knowledge acquired previously. Bruner, (1996) emphasises on this view as he explains that the teacher should focus his or her resources towards helping the learner to discover the main principles on their own. Bruner, (1996) in his discovery theory of instruction is suggesting that teachers should provide

problem situations; make use of questioning techniques or didactic materials that will the learners discover ideas by themselves through an active dialogue with the learner.

Hasib et al., (2021) further strengthen the socio-cultural cognitive point of view in their study which shows that among the different elements that effect competence acquisition in English language is the cultural role in individual cognition. There is an implication in this study that pupil, although living in the same country and attending the same school under the same teacher, embrace different value due to the exposure of technology that connects people and therefore result to individual different cognitive needs to certain learning setting.

In this study, the researcher wanted to figure out the connection between acquiring language competences in the formative assessment process as one of the challenges that pupils face in English, as well as ways of helping those pupils. It was thus imperative to seek the views of teachers to confront these problems, since adopting their ideas would help to better grasp the real situation from a qualitative stand point. In addition, at the start of a lesson, there is a need to verify understanding of previous knowledge, here questioning comes into play. A teacher opined that, *from the questions posed during the lesson, we also have questions during exercises and test or even examination questions. Just the awareness that the teacher will question them after the lesson, the learners become focused on what they are learning for fear of failure.*

From the results, we observed that the lack of competences in English language among primary school pupils is largely blamed of the lack of appropriate questioning techniques used by teachers in the formative assessment process. It is evident that pupils' deficiencies in English have arisen because they are unable to speak the language and because their comprehension and comprehension abilities are underdeveloped (Minshar, 2020). Not only is this problem limited to comprehension and spoken expression, but also to pupils' written work. This results to a rise in learners' English language acquisition difficulties, and a considerable effect on their future as learners' social and professional life, as well as psychological stability, is compromised. However, the teachers are not to be entirely blamed in this situation given that other aspects like environment, peers pressure, infrastructure, and didactic material are other possible intervening variables in the process.

According to Minshar, (2020), there is another very big problem that teachers face during the implementation of competency-based language teaching which is the lack of resources to teach those classes since lots of classroom infrastructure and material preparation is required.

The finding also tie with the view of Brousseau, (1997) one of the advocates of the didactic theory. He states that a didactic situation is where the intention of teaching is hidden from the learner and he has to build his own knowledge by trying to get situation or solve a problem. This is in line with the socio-constructivists who believe that the child learn by building knowledge from the social environment where he finds himself. The didactic situation presented during a lesson helps the learner to be able to use knowledge out of the classroom or where the teacher is not present.

Questioning using a real life situation through visual aids, storytelling, cooperative learning etc., helps the learner to construct his own knowledge from critical thinking and responding to questions asked in such situations. The didactic theory spells out that learning is achieved and directed by a meaningful problem. The teacher plans a specific learning activity in the teaching situation and tries to formulate a problem that will bring the child's social and cultural environment together with his intellectual level into play in the course of solving it, in this way, learning is facilitated. The teacher must therefore question the child's relevant prior knowledge in such a way that the child starts asking questions to try to rectify his inadequate knowledge by solving the problem. So stating a problem situation serves as a functional introduction to the teaching activity as well as examining the circumstances in which to effectively launch the lesson.

In this study therefore, we realize that, in order to identify and resolve the core issues surrounding learners' problems with English language, it will be imperative to discover the root causes of such difficulties. According to Al-Zoubi, (2018) if the performance of pupils in the early stages of studying English is not good enough to acquire the required language skills, the pupils will encounter difficulties mastering the language competences in future. As a result, it is important to understand the different factors that are contributing to pupils' learning difficulty in English Language. From the findings, lack of appropriate questioning strategy is one of them. This argument suggests that English plays a key role in accomplishing educational goals, because it is critical for people to succeed in both scientific and practical pursuits. Al-Arifi, (2020) stresses that English is used by a variety of nations and cultures for dialogue and interaction because it is the preferred language for public, political, and scientific events and organizations, as well as scholarly conferences and peer-reviewed journals, especially in technical and medical subjects.

The relevance of the present finding lies in the contribution that English language has made to individual development. Learning the language has helped people grow both scientifically and practically. Thus, a study into the connection between language competences

acquisition and the causes of English language learning problems may be a key to discovering solutions to the issues in formative assessment. To have fewer kids in primary schools with English language competence acquisition difficulties, we need to address this now in order to prepare the pupil for a better future. The finding is significant because it begins with the elementary stage, which is the initial stage of the educational system's new cycle, based on the quality and progression of pupils' academic achievement.

#### **5.3.4. Announcing Lesson Objectives and Learners' Acquisition of English Language Competences**

- **Research Question 4**

How does the announcing of lesson objectives influence learner's competence acquisition in English Language in Government Primary Schools in Mfoundi Division?

- **Research Hypothesis 4**

The sharing of lesson objectives has an effect on learners' acquisition of English Language competences in public primary schools in Mfoundi Division.

Looking at the outer loadings, we see that all the all the p values are 0.00 and are less than 0.05. This shows that the indicators are a good reflection of the latent variables and are significant as well. Again all the T values are more than 1.96 thus indicating that the outer loading significantly represent the latent variables we are measuring. The P value of the path coefficient is  $0.00 < 0.05$  and the t statistics is  $30.112 > 1.96$ . These values permit us to conclude that there is a significant relationship between the lesson objectives and the acquisition of competences in the primary school. Also the value of 0.707 indicates that lesson objectives are responsible for the variations that occur in competence acquisition in English language by 70.7%.

Learning outcomes is the traditional way of designing courses, lesson or study either for a group or for learners in a classroom situation. Teachers decided on the content that they intended to teach and planned how to deliver this content in the form of specific lessons. International trends in education show a shift from the traditional teacher-centred approach to a student-centred approach. This latest model focuses on what the pupils are expected to be able to do at the end of the course or study day. Hence, this approach is commonly referred to as an outcome-based approach. Statements called "intended learning outcomes", commonly shortened to "learning outcomes", are used to describe what the pupils should be able to do at the end of the learning period. So learning outcomes can give the lesson participants a clear

indication of what is expected of them in terms of quantity and quality of learning. Such learning outcomes of aims per lesson are essential as it places the learners at the center of the lesson and make them feel involved as they begin a lesson by setting up self-expected levels of understanding based on the objectives (Wilson, 2008).

This finding corroborate with the findings of earlier researchers in the domain. For instance, a related study was carried out to examine the effects of sharing lesson aims before the formative assessment practices on students' achievement goals. Qualitative and quantitative analysis of the students' responses show their positive attitudes towards this type of assessment. The study ends up with a set of recommendations and suggestions to improve assessment for learning practice and to make it more effective in a Sudanese setting. Moreover, the findings are confirming by the expectancy theory. According to the expectancy theory, the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. The teacher is expected to announce the lesson's objectives in which case the learners will bear in mind in the learning process. The theory recognizes that people's moral are boosted only when their reasonable expectation will lead to a desired goal. Victor Vroom called this "Expectance theory" which emphasizes performance and outcome. According to Redmond, (2013) the first component of the Vroom's Expectancy theory is expectancy which is described as the belief that higher or increased effort will yield better performance. This concept can be explained by the thinking of *if I work harder, I will make something better*. Conditions that enhance expectancy include having the correct resources available, having the required skill set for learning, and having the necessary support to learn, and motivated by the right outcome announce at the start of the lesson.

The findings equally corroborate with formulation of learning objectives in the CBA which outline clearly the competences that the learners are to develop. These objectives are stated in terms expected outcomes of learning in the short run as well as the long run taking into consideration the content. They are most often objectives that focus on understanding, problem solving and metacognitive skills. The CBA is an approach that helps to develop targeted competences in the English Language (Reading, writing, listening and speaking) by facilitating their acquisition. To achieve these objectives, Cognitivists build learning networks by imagining relationships that may exist between different types of knowledge, that connect knowledge from one aspect to another. This goes from experiences of the learner with his social environment to new knowledge in a well-structured or organised.

The finding of this study incidentally fall in line with the findings we got from the qualitative tools, the interview guide. The findings hold with as the respondents C-4A expresses that:

Lesson objectives are like the expected skills that the learners has to learn at the end of that lesson. In the context of CBA, the teacher announces the objectives. For example, if it's a pronunciation lesson, the teacher will either announce or write on the board that at the end of the lesson, learners will be able to pronounce the words given. As a teacher like me, once I announce the objectives, learners become focused and of course with particular interest on the aspects of the objectives. So it improves their learning ability.

According to him, announcing the lesson objectives highly improve learners' competence acquisition in English. Other participants did not go out of this line of thought and experience as other respondents also supports the first ideas that: lesson objectives are very important and all teachers are expected to state that to the learners at the start of the lesson. *This become the learner's area of focus, and by so doing, they become more interested and will acquire the skills stipulated in that objectives.* This is very important as most of the aims are expressed in the form of competences which are learned during the lesson.

Looking at the various findings from the tools constructed for this study, we agree that lesson objectives highly improve learners' competence acquisition in English Language. This implies that the lack of competences in English language by primary school pupils is highly blamed on teachers who fail to announce objectives at the start of the lesson. To implement the formative assessment in the CBA context, all teachers are called upon to primarily announce the lesson objectives. These objectives are expected to be SMART and in the form of skills or competences which the learners have to acquire at the end of the lesson.

With the adoption of competency-based approach in primary education in Cameroon, the Primary School Curriculum became carefully structured in a manner to achieve the CBA goals. Firstly, CBA to education in Cameroon is based on building already defined competences the learners will acquire by the end of a given learning period. The Primary School Curriculum as well as that of other levels of the school system in Cameroon outlines competences to be built in the learners within specific learning periods and achievable through objectives or learning outcomes.

When the teachers fail to announce lesson objectives, it the learners get lost and mixed up in the lesson. They are unable to situate themselves and get ready for testing at the end of the lesson. This culminate to their lack of acquisition of requisite competences like reading,

writing, speaking and daily usage of English language in their personal life, given that language is the first skill that leads to all the mastering of all other subjects in life.

Learning objectives are inherently testable. The findings further falls within the view of taxonomy of learning objectives. Quoting Bloom (1956), Srikant, (2010) explains the taxonomy of learning objectives in the cognitive, affective and psychomotor domains. Teachers are expected to focus on the three domains in order to create a holistic form of education. In the Cognitive domain, six stages are identified, in an ascending order of lowest to the highest; knowledge, comprehension, application, analysing, synthesis and evaluation. In the affective domain; the taxonomy describes the emotional reaction of learners in four stages; receiving learners' attention, responding to questions or participating actively in the learning process, attaching value to what is learned, organising information, ideas and values learned within their own schema, characterising values or beliefs which could influence the behaviour. Meanwhile in the psychomotor domain, the taxonomy describes the ability to manipulate instruments physically through three stages; attentiveness, the realisation of projects and the autonomy to create and initiate.

Blooms taxonomy of hierarchical model of cognitive thinking seems to be illustrated in the importance that the Competency Based Approach accords to the mobilisation of knowledge and skills, their gradual integration at higher levels (from level 1- level 6), their application to new situations of learning, the integration of new knowledge and skills and finally the evaluation of the process. When this is accomplished, we could talk of the evaluation of competences.

By the very way lesson objectives are written, there ought to be some obvious way to determine if the learner actually is able to perform the task. To that end, learning objectives often contain words like: write, calculate, solve, identify, match, compare, sort, list, underline, construct etc. If your objectives are not apparent to the pupils, the approach they must use for learning will not be apparent either. This places a considerable gap between the pupil and education.

#### **5.4. Discussion According to the responses from the Demographic information**

This research work makes use of demographic information as presented in table 20. This information was carefully gathered following its relevance to the research objectives. Demographic information provides data regarding research participants and is necessary for the determination of whether the individuals in a particular study are a representative sample of the target population for generalization purposes (Salkind, 2010). The characteristics of the

respondents used here were gender, age range, academic qualification and employment status. These gave the required information needed to qualify as a participant.

On Gender, the participants were made up of male (66) and female (322). This research involved both sexes in order to enable the full participation of two sexes that make up the society. They had both been involved in the primary schools teaching and learning process in one way or the other. According to Arensbergen et al., (2014), the differences in gender performance in different educational practices are minimal or non-existent. In most situations, there are more female primary school teachers than male in the Cameroon primary schools. Given that we had to involve both male and female participants in the study as proclaimed in the Millennium development goal four (gender equality), we used the number available.

Advancing gender equality is critical to all areas of a life, from reducing poverty to promoting health, education, protection and the well-being of the society, thus they become vital participants in this research study. We have a reduced disparity between the number of men and the number of women, with women being 322 given that many more women than men choose the teaching profession especially at the basic education. Also, women were more open and ready to sacrifice time during the research. However, the number that presented is acceptable as it gave the required sample.

Looking at longevity in service, many teachers have been serving for a very long time and some had just started. In this study, 50 participants had been in service from 1 to 5 years, making, 225 participants had been serving for 6-10years and 113 participants have been teaching for more than 10 years. These long serving teachers however, experience lots of challenges with the constant changes in the teaching and evaluation methods but more seminars are being organized to keep them abreast with the present changes. Considerably, they should have experiences in view of the new CBA. However, the newly posted who had served for just 5 years was considered to have more insight and techniques in the application of CBA. This is based on the precept that they were thought the use of CBA in their training schools, but they equally show insufficient practice of formative assessment like the others. The conferences and seminars organized were considered as added advantages, while other who had been in the field before the institution of CBA got knowledge of it only via the conferences and training seminars.

Moreover, training on CBA, 180 participants have so far received effective training, 208 have not had any effective training on CBA. Although the state organizes trainings on CBA on different subjects, some primary school teacher's still do not feel the change, some who have been in service for a very long time fear change and are adamant to change. This

information is important to the results of this study. This large number who acknowledge that they have not attended any effective training on CBA draw the understanding where many learners still have challenges in acquiring competences. It is understood that many teachers perceive CBA negatively, some have decided to stay in the objective based, and others just pretend to move along but not executing the approach as it ought to be done. The long serving teachers especially, are not ready to learn another new skill.

Table 34: Summary of Findings and Results

Research Hypotheses/ Research Questions	Research Objectives	Summary of Findings	Interpretation	Validation of Hypotheses
<p><b>RH1.</b> Feedback has an influence on learners' acquisition of English language competences in public Primary Schools in Mfoundi Division</p> <p><b>RQ1.</b> How does feedback influence learners' acquisition of competences in English Language in government schools in Mfoundi Division</p>	<p>-To investigate how feedback influences learners' acquisition of English Language in government primary schools in Mfoundi Division.</p>	<p>-teachers have deficiency in the way manage feedback. They praise learners who give correct responses to questions but do not motivate learners whose are not up to expectation. Teachers do not allocate time to remediate gaps after wrong responses,</p> <p>-Feedback makes learners determine their ability on learning among their peers.</p> <p>-Feedback helps teachers modify their approach</p> <p>-feedback has a positive influence on learners' acquisition of English language competences.</p>	<p>-Improvement in feedback activities in the learning process, improves learners' acquisition of competences.</p> <p>-</p>	<p><b>-Ha1</b> retained <b>-Ho1</b> rejected</p>
<p><b>RH2.</b> Peer assessment has an impact on learners' acquisition of English language competences in public primary schools in Mfoundi Division.</p> <p><b>RQ2.</b> How does Peer Assessment impact learners' acquisition of competences in English Language in government primary schools in Mfoundi?</p>	<p>-To analyze how peer assessment impact learners' acquisition of English Language competences in Mfoundi Division</p>	<p>-There is no significant link between peer assessment and learners' acquisition of competences in English Language.</p> <p>-There is a significant relationship between environmental factors and learners' acquisition of competences in English Language</p> <p>-there is a direct linkage between peer assessment and environmental factors.</p> <p>-There is an indirect relationship between Peer assessment and learners'</p>	<p>-Re-in forcing Peer assessment especially through cooperative learning (class team work, pair work, class discussions, homework etc.) will enhance learner's acquisition of English Language competences.</p> <p>-Encouraging learners to appreciate peers' work positively creates self-esteem and enhances the acquisition on E.L. competences</p> <p>-guiding and encouraging learners to assess peers' work will enhance the acquisition of competences.</p>	<p><b>Ha2</b> Retained <b>Ho2</b> Rejected</p>

		<p>acquisition of competences through environmental factors.</p> <ul style="list-style-type: none"> <li>-Peer assessment makes learners, collaborate, criticize and correct one another and learn better.</li> <li>-Peer-assessment develops a spirit of competition and hard work.</li> <li>-Peer-assessment has a positive impact on learners' acquisition of English language competences.</li> </ul>	<ul style="list-style-type: none"> <li>-an environment void of pollution and distractions enhances learners' acquisition of English language competences.</li> <li>-a school environment with sufficient infrastructure and didactic resources facilitate peer assessment and enhances the acquisition of English language competences.</li> </ul>	
<p><b>RH3:</b> Questioning has an influence on learners' acquisition of English Language competences in public primary schools in Mfoundi</p> <p><b>RQ3:</b> How does Questioning influence learners' acquisition of competences in the English in government primary schools in Mfoundi? Division.</p>	<p>-To investigate how questioning influence learners' acquisition of competences in some Government English Primary Schools in Mfoundi Division</p>	<ul style="list-style-type: none"> <li>- there is a significant linkage between curriculum implementation and competence acquisition</li> <li>-there is a significant link between curriculum implementation and questioning technique.</li> <li>-questioning has a direct influence on competence acquisition.</li> <li>-questioning make learners to listen, speak, read and write</li> <li>- questioning creates awareness and brings focus</li> <li>-questioning helps to evaluate lesson objectives</li> <li>-questioning helps teacher readjust teaching methods.</li> <li>-questioning has a positive influence on learners' acquisition of competences in English Language.</li> </ul>	<ul style="list-style-type: none"> <li>-An improvement on questioning skills and techniques applied in the learning process will improve learners' participation and enhance the acquisition of English Language competences.</li> <li>-Sufficient training and the effective implement the curriculum based on CBA enhances the acquisition of English language competences.</li> <li>-using the learner's social and cultural environment in questioning improves learners' acquisition of English Language competences.</li> </ul>	<p><b>Ha3</b> Retained <b>Ho3</b> Rejected</p>

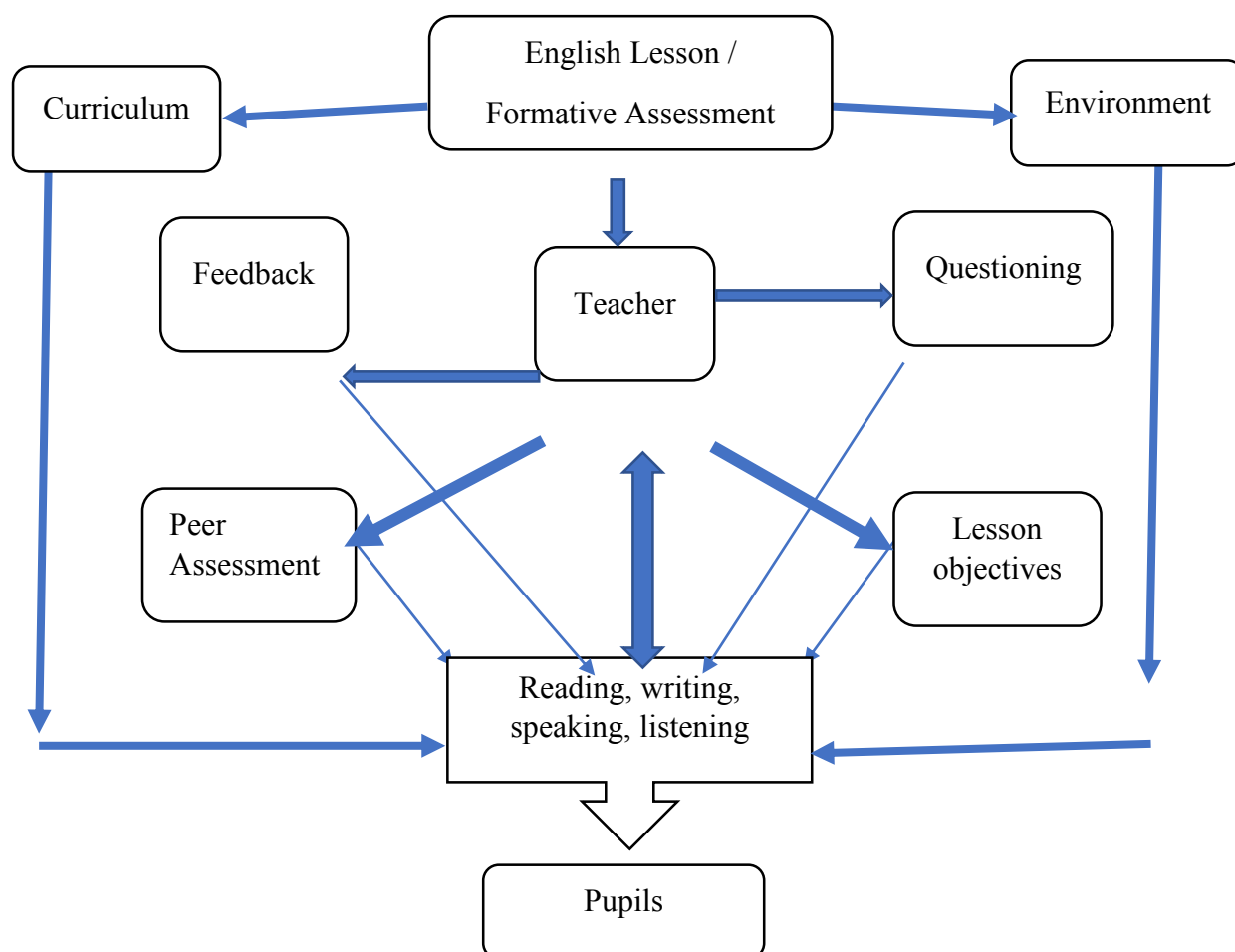
<p><b>RH4:</b> Sharing of lesson objectives has an effect on learning acquisition of English language competences in public primary schools in Mfoundi Division.</p>	<p>-To examine how the sharing of lesson objectives affects learners' competence acquisition in English Language competences in some Government Primary Schools in Mfoundi Division</p>	<p>-there is a significant relationship between the sharing of lesson objectives and the acquisition of competences in the primary school.          -Sharing objectives lead to learner-focus and interest and it improves on learning ability          -Sharing of lesson objectives has a positive effect on learners' acquisition of English Language competences.</p>	<p>- Adapting the culture of announcing lesson objectives at the beginning of every lesson will situate learners and get them ready for testing by the end of the lesson.          - Setting lesson objectives in line with SMART will enhance the acquisition of E.L. competences.</p>	<p><b>Ha4</b> Retained <b>Ho4</b> Rejected</p>
<p><b>RQ4:</b> How sharing of Lesson Objectives an affect learners' competences acquisition in English Language in government primary schools in Mfoundi Division?</p>				

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## 5.5. Proposed Model and Proposals for Further Studies

### 5.5.1. Model for CBA Formative Assessment Strategies and Learners' Competences Acquisition in English Language

Here we describe the formulation of a model of formative assessment and pupil's acquisition of competencies through a series of collaborative research reviewed and development activities between teachers and pupils.



**Figure 24: Formative Assessment in CBA and Competency Acquisition Model**

Source: This study 2022

The aspiration is to articulate our emerging understanding of a complex set of interacting factors in an integrated and coherent manner. Though necessarily tentative, the model will serve to guide our future research activities as well as offering a perspective on the research of others. A specific approach to conceptual change is at the heart of the model, which attempts to infer from earlier models of formative assessment in learning to its applications in future studies. Our approach integrates domain-specific elements – hypothesized conceptual

trajectories that re-occur in science learning – with domain-general elements. The latter describe recurring cycles of interaction between teachers and learners that might occur but with influence from environment and curricular.

The model proposed is known as the “Formative Assessment Strategies and Learners’ Competence Acquisition Model”. This model as presented begins from the lesson in which the formative assessment takes place. The teacher draws the lesson with specific objectives in such a manner that they will employ the feedback, lesson objectives, peer assessment and questioning in the process of teaching and assessing in order to successfully use the formative assessment in the course of the lesson. These elements are influenced by the curriculum and the environment or classroom where the lesson takes place. The teacher combines all the above strategies to paddle the formative assessment process. During this lesson the teacher is able to exploit these strategies to enable the learners acquire the desire competence(s) testable within a learning period.

Below, is a proposed Model Lesson Plan and Sample Lesson Plans on formative assessment strategies in the CBA context. (See Appendix for other sample lesson notes on this proposed model).

**Table 35: Model Lesson Plan**

**Model Lesson Plan with Formative Assessment Strategies in English Language**

ILT:	Resources:
Topic:	Reference:
Lesson:	Name of Teacher:
Expected Learning Outcome(s):	School:
Specific Objective(s):	Level:
Entry Behaviours:	Class:

Table 36: Sample Lesson Plan

Stage	Intermediary Objective/Rational	Content / matter	Facilitating activities	Learners' Activity	Duration	Formative Assessment Strategies (F.A.S.)
<b>1.Introduction</b>	Getting learners' background knowledge. (From life experiences or previous lesson)	-presenting the content which should tie with the integrated learning theme	-assessing, based on the content presented	Learners' opinion		Formative assessment strategy and its impact on learning.
<b>2.Didactic situation/Research (presentation of problem situation)</b>	Discovering lesson objective. And the problem situation	- Presenting the lesson objective Presentation of didactic resource/ a problem situation that is real	-Presents the problem solving situation through statements, drawing, questions, actions, mimed, a story etc. Ensures that everybody understands the problem. -Gives instructions.	-Get acquainted with the situation by reading or by listening -Ask questions if any.	10 Munities	Sharing lesson objectives with learners, getting feedback and re-adjusting learning gaps
<b>Verification and Validation</b>	-To present -To justify the results To validate findings -					Communication reinforced through the learning of new vocabulary. -Team work, individual work and pair to build personal and interpersonal competences

<b>Consolidation</b>	-To formulate the new knowledge		Generalizes one case -Identifies new knowledge -Introduce new vocabulary (concept)	-Use what they already know to come up with new knowledge -appropriate new knowledge for knowhow	-methodological, lifelong competences to achieve KSA
<b>Partial Integration</b>	-To put together the new knowledge and know how to solve a complex problem situation	Assessment exercises	-Gives exercises (written or oral) to verify if objectives have been attained -Gives complex problem solving situations to verify the level of development of the skill.	-Get used to new knowledge by using it accordingly -Get acquainted (more familiar) with the new leanings and use them in solving real life problems	-Feedback from written work for remediation -Building the spirit of autonomy and initiative. Lifelong learning and communication competences
Remediation	-To tackle cases of incomprehension		-Explains over and over that which was not understood.	Discover their errors and rectify them.	Reinforce learning to achieve objectives and bring all learners to the same level.

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**Table 37: Sample Lesson Notes using Formative Assessment Strategies**

**INDIVIDUAL LESSON PLAN ON ENGLISH LANGUAGE**

ILT: Village/Town

Topic: Reading

Lesson: Reading Comprehension: Shopping in a Supermarket.

Expected Learning Outcome: Learners will;

- buy In Supermarkets and other town markets using appropriate vocabulary and polite expression to communicate,
- buy and sell in markets exercising the spirit of entrepreneurship.

Specific Objectives: Learners will read a given text within the context of a Super Market and answer questions based on it correctly

Entry Behaviours : Learner can identify some Markets and give their opinion about them.

Resources: Worksheets, Pictures, chalkboard, etc.

Reference: Cambridge Primary English Book 6, Curriculum etc.

Name of Teacher:

School:

Level:

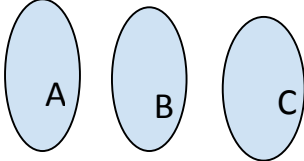
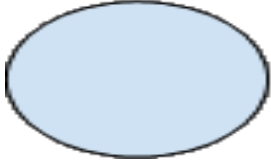
Class:

No on Roll:

Average Age:

Time:

Duration:

Stage	Intermediary each objective rational	Content / matter	Facilitation activities	Learners' Activity	Duration	Formative Assessment Strategies (F.A.S.)
<b>1.Introduction</b>	To get learners' background knowledge	 <p>1. Identify and name each of the markets on the picture.</p> <p>2. How does each of them operate?</p>	-Asks questions based on different kinds of market and how they operate.	Answer questions orally	3 Minutes	Questioning and getting feedback from pre-requisite and communication competence
2. <b>Didactic situation/Research (presentation of problem situation)</b>	-To discover lesson objective. -To discover the problem situation	 <p>(Picture of a supermarket)</p> <p><b>Questions</b></p> <p>1. Look at the picture and say which type of market you think it is.</p> <p>2. Look again and say how it is organized</p> <p>3. Who are some of the people that work in a super market</p>	-presents lesson objectives -Presents didactic material -Asks questions	Gets lesson objectives Get acquainted with the situation by observation, and listening	5 minutes	Sharing lesson objectives with learners, getting feedback and re-adjusting learning gaps

**Cooperative learning**

4. In groups of 5 each match the words in column A to their correct meanings in column B

A	B
-Supermarket	-Someone who works in a shop and sells goods to
-Attendant	

Pre-Reading

To build a vocabulary on super market

related to the answer  
 didactic questions  
 situation orally  
 -moves Ask  
 round questions if  
 guiding in necessary  
 the groups  
 -Identifies -Arrange 10  
 gaps from themselves in Munities  
 feedback and groups  
 corrects -Select group  
 -Forms secretary  
 working Work in  
 groups groups  
 -Gives -Calls  
 instructions teacher's  
 -Moves attention if  
 round need be  
 guiding

-Peer assessment through cooperative learning and building personal and interpersonal skills and communication competences.  
 Knowledge , skills and attitude building.

- Customers People
- Sale assistant -A small cart with four wheels
- Trolley
- Beverages -Food stored in tin cans so that it can stay for long
- Canned goods
- toiletries -Things you can use to clean your self
- Arranges class in groups specific
- Assign specific task to each group
- Goes round guiding learners in their groups and recalling instructions
- Work in groups
- Appoint group secretary
- Call teachers attention for any clarification

Leadership skills and self-esteem building

**3.Verification and validation**

- To present group work
- To justify results
- To validate finding
- Supermarket: A big shop which sells lots of food and goods
- Attendant: someone who helps customers in a shop
- Customers: people who go into a shop to buy things
- Trolley: a small cart with four wheels used to carry goods in a shop
- Beverages: liquids you can drink
- Canned food: food store in tins can so that it can stay a long time
- Toiletries: things you use to clean yourself
- Sales assistant: someone who works in a shop and sale goods to customers
- Recalls institution again
- Puts away wrong answer and retains justifiable answers which tie with objectives
- Rehearses the words with learners (pronunciation, stress, etc.)
- Present the result 5 minutes comparing findings
- Validate the findings together with teacher

Communication reinforced through the learning of new vocabulary.

<b>4. Institutionisation and formation of new knowledge</b> (During reading)	To understand the text	<p><b>At the Supermarket</b></p> <p>It was Bih's first trip to Bamenda. She was visiting her aunt. She was very excited when her aunt took her to the Supermarket...When She tasted the ice cream, she enjoyed it so Much that She wished she could live in the city forever</p> <p><b>Questions</b></p> <p>Choose the Correct answer from lose in the list (text question 1 -5)</p>	-Presents reading text -Gives instructions	-Read silently -Answer questions orally	15 minutes	-Feedback to adjust learning checking -Lesson objectives and acquisition of communication skills
<b>5. Consolidation</b>	-To check accuracy and fluency -To correct and fill gaps from feedback -To use new knowledge	(same text as above)	Corrects they reading	Read aloud individually, in pair, or as a class	7 minutes	Re-enforcing reading competence through feedback
<b>6. Partial Integration</b>	-To assess objectives -To put together new knowledge and know how to solve a complex	(same text as above) Write answers to the questions below; 1. Why do you think Bih wishes lives in the city. 2. Apart from a Super market what	-Given problem solving situation to verify level of development of reading skills -Collect books	-Do written work individually -Get their books marked	10 minutes	-Get feedback from written work to remediate Communication, lifelong, Spirit of initiative encourages

situation other things can we find in a city and mark that cannot be found in the village  
 3.If you are Bih, will you want to remain in town or go back to live with your parents in the village, give reasons

7. <b>Remediation</b>	-To fill gaps in cases of incomprehension -Bring learners to the same level	Areas of witnesses by individual learners	-Explains over what has not been acquired	Discover errors and rectify them	5 mins	Listening speaking reading and writing competence reinforced
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### **5.5.2 Proposals for Further Studies**

Another study could be conducted in the same topic but on pupils in a different locality like Bamenda 1 subdivision. It may have different findings giving that environmental factors keep influencing the occurrences.

Another researcher could assess the importance of summative and diagnostic assessment in competence acquisition in another subject in a different locality.

Another study could also be conducted on formative assessment strategies in the English Language in secondary schools in Mfoundi division.

Equally, another study could be conducted in the same topic using lay private primary schools. Besides, and an additional, research could be conducted on formative assessment strategies acquisition of competences in Mathematics in public primary schools in Mfoundi Division.

### **5.5.3 Difficulties Encountered During the Research Process**

Such a research venture could not go through successfully without challenges. Among these challenges, the most significant cases were:

#### **Documentation**

It is not always easy to find documents for a piece of research work like this one. Getting scientific works, documents, books, articles, or even thesis written by Cameroonians on formative assessment in Primary Education in Cameroon. Very few operational documents and writings on CBA were found at the Ministry of Basic Education and other libraries. The lack of scientific documents and text books written by Cameroonians in this field delayed the smooth running of the research process. It was also so hard getting to authorities in the ministries in charge of education in Cameroon to get documents that could permits have access to statistics and facts that could enable the researcher justify statements or claims.

#### **The Corona Virus**

The national and international disease that surfaced in 2019 is still very highly feared today. During data collection process, the fear of COVID-19 was a stiff stumbling block to the progress of this research work. We had to put on face-mask and in some cases, show prove of vaccination to some of institutions before we were given access to the classroom. Even at that during some interviews some interviewees were not comfortable. This situation delayed the process of the interview and subsequently the research process.

### **Administration of the Instruments**

The researcher sent out about 429 teachers' questionnaires only about 388 of them were retrieved. It took the researcher months to retrieve this number of questionnaires. Some of the selected class five and six teachers for the interview were not willing or available, so the researcher had to replace them with others in the school complex and in consultation with the head teacher. This could not have been successfully done without lots of motivation. Getting inspectors and head teachers and teachers for the focus group discussion was an easy task. It took us about three months to be able to bring this team of educationist together.

## GENERAL CONCLUSION

In view of the various changes that have occurred in education in the 21<sup>st</sup> century, skill and competence acquisition from the basic academic ladder is the most important force that learners use to navigate through higher ladders and life in general. Schools around the world – Cameroon inclusive decided to introduce the competency based approach as a means of inculcating the competences on learners so that upon graduation, they will have the required competences to get employment. In the CBA context, the concept and practice of formative assessment is a strong force that teachers use to activate learners' competences. In line with this, educators from various contexts are beginning to pay a particular attention to formative assessment because; it serves as a reliable instructional tool for raising learners' achievement (Wei, 2010). Formative assessment and the procedures that are associated with it are now strongly advocated for use in educational interventions such as classroom instructional practices and teacher professional development (Wei, 2010). The goal is to address the gap between learners' current performance and the expected performance in order to achieve accountability standards (McMillan et al., 2013).

Formative assessment strategies have been widely explored. Tran, (2019) discusses the teaching and learning situation in Vietnamese higher education, and she has explored the role of formative assessment strategies in innovative teaching practices. Her study starts with establishing learning goals, planning for assessment tasks, selecting appropriate learning materials, strategies for motivating learners, pedagogical skills such as presenting topics, questioning, engaging learners' providing feedback, generating a positive learning climate and culture, and promoting interaction and relationship. Other researchers have discussed different strategies of formative assessment based on its various definitions. Most focus on the teacher's pedagogies, feedback, self-assessment and peer assessment. However, this study discusses perspectives from Heritage, (2010), William, (2010) and Ruland, (2011), etc. on strategies of formative assessment.

Broadfoot et al., (1999) cited five factors promoted by the Assessment Reform Group (from United Kingdom) which are needed in using assessment results in moving learning forward. These factors include: providing effective feedback to learners; actively involving learners' in their own learning; adjusting teaching to take into account the assessment results; recognizing the profound influence assessment has on learners' motivation and self-esteem, both of which are crucial influences on learning; needing pupils to be able to assess themselves and understand how to improve. This model has focused on the role of both teachers and

learners in their responsibilities in teaching, learning and assessment. However, strategies introduced in two different studies by Leahy et al., (2005), and Wiliam and Thompson, (2007), share similar principles when specifying five strategies to implement formative assessment: clarifying and sharing learning intentions and criteria for success; engineering effective classroom discussion, questions, and learning tasks; providing feedback that moves learners forward; activating students as the owners of their own learning; activating learners as instructional resources for one another.

Formative assessment has focused on the process and distinctive roles of teachers and learners and the use of learning evidence. This requires teachers and learners to make a change in their practices in engaging and integrating formative assessment in a constructive way in a collaborative and respectful learning environment. There are also five core practices proposed from the revised definition; Clarifying learning goals and success criteria within a broader progression of learning, Eliciting and analysing evidence of learners' thinking, engaging in self-assessment and peer-feedback, providing actionable feedback and using evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps.

Practically, formative assessment in the study, considering its geographical, political, and economic factors of Cameroon, the formative assessment influences on practical classroom practices like feedback effects, peer assessment, questioning and announcing practical lesson objectives. These classroom practices have been proven effective in the use of formative in classroom. By practising any of the above strategies, the teacher is drilling the learner to competences acquisition. This study finally affirms the importance of formative assessment as a stronger tool in acquisition of competences in English language. Teachers are therefore called upon to make proper use of formative assessment in classrooms. Formative assessment occurs during a learning situation. For example, while reading a short story, a teacher might want to check for understanding by asking questions focused on the topic of concern. Formative assessment implies ongoing communication between the teacher and students, in the form of observations, questioning, and discussions. These interactions provide valuable feedback about students' communication skills, social skills, and level of achievement. Classroom interactions are rich sources of information, and certain techniques can help make the most of these opportunities for assessment.

Irrespective of the importance of formative assessment in competence acquisition among learners of English in primary schools, there are constraints such as lack of training; resistance from parents and students to innovative formative assessment strategies; lack of

instructional leadership; the school's culture and organisation; along with teacher preparedness and lack of resources may be reasons for infrequent use of formative assessment strategies by trained teachers as well as untrained teachers (Volante and Beckett, 2011). It could also be that teachers have difficulties in using the assessment strategies as purported by Volante, (2010), Volante and Beckett, (2011) and Wei, (2010). The unremitting tension between formative and summative assessment may also be affecting the frequent use of formative assessment strategies (Volante and Beckett, 2011). It is argued by some instructors that it is a complex process and difficult to implement because of its time-consuming feature. They may also complain about its different strategies, tools, and techniques (Wei, 2010) in which its applicability is contingent on its purpose with every strategy for a specified objective.

Considering the immeasurable importance of language in our contemporary society, we observe that language is one of the attributions that sets humans apart from all other creatures and binds humans together across all geographic barriers. A word can cause to sink into the deepest despair or lift us to inspired action. Language can be the tool for great achievement in any discipline. Good understanding of the capabilities and needs of the individual child and a sound knowledge and belief in the goals of language program are vital factors in successful individualization of instruction

The theories of Piaget, Vygotsky, Chomsky, Skinner Kemp, Coleridge etc. debate the exact functions of language. Yet its role as a tool in conceptual thinking is undesirable. Language is the vehicle of discretion means the peculiar mode of transfer and transmits the intended message to the receiver. Every one as human beings make utilises it. Language is purely human and non-instinctive method of communicating ideas, emotions and desire by means of system of voluntary produced symbols. The importance of the role of language in the learning process cannot be overestimated. Language plays a key role in unifying a vast and complex nation and in providing individuals with outlets for developing diverse skills and abilities. It is English that stands at the very center of the global language system. It has become the lingua franca par excellence and continues to establish this supremacy in a self-reinforcing process. It has become the central language of communication in business, politics, administration, science and academia as well as being the dominant language of globalized advertising and popular culture, (Held et al., 1999).

At the same time the balance of emphasis in the use of English as a common cross-border language has shifted from a primary focus on written communication to continued written communication plus a growing emphasis on oral communication. Linguistic globalization which is driven by more and closer cross-border ties in business, education and

other sectors becomes manifest in intensified communication and travel. Increased spoken voice interactions and English language exposure in media have placed a growing importance on listening and speaking skills. Then people need English competence for their practical life- and in nearly all professional and business domains in every nation English is more and more necessary they often need oral skills. This is especially the case if they are working in sectors involving international dealings or actually crossing national borders themselves. Speaking skill is very crucial for students learning English language as ESL or EFL when you develop a good level of communication skills this helps to better understanding English language and then you can make the best use of your learning endeavours.

Grounded on the research objectives and the major findings and conclusions drawn with respect to the influence of formative assessment strategies in the context of CBA and competence acquisition among pupils in public primary schools in Mfoundi division, the following suggestions are made some suggestions could be made.

There is a need for Education planners to strengthen school monitoring and assessment mechanism of teachers so as to improve their usage of recommended teaching methods. Training and re-training of teachers in the CBA learning strategies should be intensified so as to empower these teachers on teaching and learning that enhance pupils' English language skills. Teachers seem to have insufficient knowledge on formative assessment strategies. We think that effective professional programmes should be carried out so as to upgrade these competences. This is because the use of new pedagogies could upgrade learners' competence acquisition.

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## APPENDICES

### APPENDIX 1: QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

RÉPUBLIQUE DU CAMEROUN  
 PAIX-TRAVAIL-PATRIE  
 \*\*\*\*\*  
 UNIVERSITÉ DE YAOUNDE I  
 \*\*\*\*\*  
 FACULTÉ DES SCIENCES DE  
 L'ÉDUCATION  
 \*\*\*\*\*  
 DÉPARTEMENT DEDIDACTIQUEDES  
 DISCIPLINE  
 \*\*\*\*\*



REPUBLIC OF CAMEROON  
 PEACE-WORK-FATHERLAND  
 \*\*\*\*\*  
 THE UNIVERSITY OF YAOUNDE I  
 \*\*\*\*\*  
 FACULTY OF EDUCATION  
 \*\*\*\*\*  
 DEPARTMENT OF DIDACTICS OF  
 DISCIPLINES  
 \*\*\*\*\*

#### Questionnaire for Primary School Teachers

Dear respondent,

This questionnaire is designed to collect information for a Ph. D thesis at the Faculty of Education of the University of Yaoundé I, department of Didactics (option: Didactics of English). It is aimed at examining the influence of formative assessment on learner's acquisition of competences in English language. Kindly respond objectively to this questionnaire as your responses are very instrumental to this research endeavour. The responses you provide are strictly for academic purpose. Your privacy is duly guaranteed according to the Cameroon law N° 91/023 of 16 December 1991.

#### **Part I: Demographic information.**

*Fill in the appropriate response*

1. Gender:
2. Longevity in service:..... years
3. Have received training on CBA: YES [ ], NO [ ]
4. School:..... class thought .....

**PART II: Items on variables**

Please tick (✓) in one of the boxes that best suits your opinion: Strongly disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA).

<b>SECTION A: RH1 – feedback – competence acquisition</b>		<b>SD</b>	<b>D</b>	<b>SA</b>	<b>A</b>
<b>5</b>	I praise my learners when they answer questions correctly				
<b>6</b>	I determine learners level of understanding from active participation by answering questions				
<b>7</b>	Results of learners participation in class makes me to sometimes repeat that part of the lesson				
<b>8</b>	Feedback sometimes makes me to modify my teaching approach				
<b>9</b>	Feedback makes students to determine what their abilities on the lesson				
<b>10</b>	I use verbal feedbacks like very good, excellent to motivate learners				
<b>11</b>	I use feedback to provide information to the learners that will reduce the gap between current performance and the desired goal.				
<b>12</b>	I use feedback to help learners adjust their thinking and behaviours to produce improved learning outcomes.				
<b>13</b>	I use feedback as consequence of teaching and as a response to learners performance				
<b>14</b>	I also use feedback to call my attention to errors and lapses in my teaching method so that I can change to suite my learners' interest.				
<b>15</b>	I use feedback to motivate and satisfy the learners				
<b>16</b>	I use feedback to enable learners to develop self-regulatory learning skills				
<b>17</b>	I use body language feedback such as turn stern or unhappy face to refuse learners response to formative assessment.				
	<b>RH2 – Peer assessment- acquisition of competences</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
<b>18</b>	My learner's correct their friends when they try to do any activity like reading				
<b>19</b>	My learners peers congratulate them when they carry out any learning activity well				
<b>20</b>	My learners peers sometimes lough at them when they make mistakes in class				
<b>21</b>	I organise students to work in group so that they can learn from peers				
<b>22</b>	I use peer-assessment to encourage learners adopted learner in class				
<b>23</b>	In my class positive peer-assessment enhance motivation and achievement				
<b>24</b>	Learners practice reading among themselves to see who does it better				

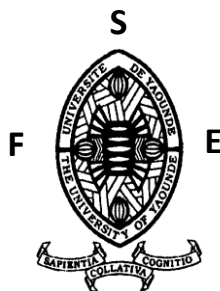
25	I have activated my learners as instructional resources for one another.				
26	My learners criticize their peers to learn more				
	<b><i>RH3 – Questioning</i></b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
27	I usually give a quiz to learners to test their level of understanding				
28	I often use oral question and the learners also answer orally				
29	I usually elicits to evoke learners to speak out what they understand				
30	I used open ended questions to make learners express themselves English language				
31	I usually us WH question to get ideas from the groups				
32	I also use Closed ended questions to quickly get exact responses				
33	I usually give learners questions that need broader discussion and explanations.				
	<b><i>RH4- Lesson objective sharing</i></b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
34	I present lesson objects at the start of every lesson				
35	My learners set personal objectives from the general lesson objective I give				
36	My learners question themselves each time they don't attain their aim				
37	My learners are able to identify why they could not get the right answer				
38	Learners want to write and read the new lesson better than before				
39	I set SMART objective at the learners reach				
40	I set objects depending on the specific lesson				
41	I activate my learners as the owners of their own learning, so they can assess themselves based on the objectives set				
	<b><i>Dependent Variable – Competence Acquisition</i></b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
42	Learners improve in writing when I use formative assessment strategies				
43	Learners acquire speaking competences when I use formative assessment strategies				
44	Learners acquire effective reading when I apply formative assessment strategies				
45	Learners acquire effective listening competences when I apply formative basement strategies				
	<b><i>Questions on Extraneous Variables</i></b>				
	<b><i>Curriculum</i></b>				
46	I own a copy of CPSC, (2018) and other teachers' didactic materials and I exploit them for my lesson planning in English language				

47	The CPSC 2018 stipulates the competences learners should acquire at each level				
48	Formative assessment is highlighted in the CPSC as an essential tool to boost learning				
49	I master the curriculum and implement it easily in my English language class				
50	I state a competency statement and present a real life situation in my lessons				
51	I use formative assessment strategies to check and adjust learning at every stage of my English language lessons				
52	Learners' acquisition of English language competences have improved enormously since I started implementing CBA				
	<b><i>Environment</i></b>				
57	The curriculum portray the reality of my learner's environment				
58	The pupils have enough space and comfortable sits in the class				
59	The classroom environment permits me to organise team work successfully				
60	The school environment permits me to organise practical work for pupils in school				
61	The school has a well- equipped library and a computer room for pupils				
62	I have didactic material and charts in my classroom and I use them during my English lessons				
67	My pupils are always in possession of their writing materials and fully participate in the learning process.				

**Thanks for collaboration**

## APPENDIX 2: INTERVIEW GUIDE

**RÉPUBLIQUE DU CAMEROUN**  
*PAIX-TRAVAIL-PATRIE*  
 \*\*\*\*\*  
**UNIVERSITÉ DE YAOUNDE I**  
 \*\*\*\*\*  
**FACULTÉ DES SCIENCES DE**  
**L'ÉDUCATION**  
 \*\*\*\*\*  
**DÉPARTEMENT DE CURRICULA ET**  
**EVALUATION**  
 \*\*\*\*\*



**REPUBLIC OF CAMEROON**  
*PEACE-WORK-FATHERLAND*  
 \*\*\*\*\*  
**THE UNIVERSITY OF YAOUNDE I**  
 \*\*\*\*\*  
**FACULTY OF EDUCATION**  
 \*\*\*\*\*  
**DEPARTMENT OF CURRICULUM**  
**AND EVALUATION**  
 \*\*\*\*\*

1. How long have you been teaching class six pupils?
2. How do you assess the learning of English Language in your class?
3. How do you react to your learners when they give answer to questions in English language or give their opinions in class discussions? How do you think your responses can help the learners in the learning process?
4. How do learners correct their peers and how often do you organize this peer assessment in your English language class? How do you think these corrections help learners in English language lessons?
5. How do you ask questions in English language lessons and what do you hope to achieve using the various techniques?
6. How often do you share lesson objectives with learners and how do you do this? What do you hope to achieve using this strategy?
8. What challenges do you face using assessing English language in the CBA context of learning?

**APPENDIX 3: CODIFICATION OF INTERVIEW DATA**

<b>CONGRUENTS CATEGORIES</b>			<b>EMERGING CATEGORIES</b>		
<b>Code Names</b>	<b>Codes</b>	<b>Themes</b>	<b>Code Names</b>	<b>Codes</b>	<b>Sub-themes</b>
C-1A/ C-1B/ C-1D/ C-1E/ C-1F	-oral and written praises (good, very good, very good, excellent) -applause from class to encourage them to work harder. -reprimanding pupils who give wrong responses especially the noisy ones to make them steady and follow lessons.	<b>Feedback and the acquisition of English language Competences</b>	E-a/ E- b/ E-c/ E-d/ E-e/ E-f	-The time allocated to teach one subjects is limited and there many subjects to teach -The time allocated too for that lesson does permit the use CBA - too many children and makes the implementation of CBA impossible	<b>Time factor/Class Size</b>
C-1C	-Verbal praises to encourage them when the give the right answers. -use nice words to encourage the even if they give wrong answers.		E-a/ E- b/ E-c / E-d/ E-d/ E-e	-limited bad state of infrastructure, - the biggest challenge CBA of teaching is lack of infrastructure and didactic materials	<b>School Infrastructure/ and didactic materials</b>
C-2A	-rarely because the children are many in class and it brings disorder.	<b>Peer assessment and the Acquisition of English</b>	E-a/ E-b/ E-d/ E-e/	-difficulty to understand and implement the curriculum -challenges in constructing a real life or problem situation in	<b>The Curriculum</b>

		<b>Language Competences</b>	E/f	-difficulties constructing a competency statement	
C-2B/ C-2C/ C-2D/ C-2E/ C-2F	- they exchange books and mark. - appoint children to correct wrong answers given by their friends. -it set them into hard work since they won't like their friends laugh at them for performing poorly.		E-a/ E-b/ E-e	-no effective training on CBA. -teachers were supposed to undergo some perfect in-service training before CBA - the government should take time to train teacher, already in the field - teacher works under terrible conditions without a good salary -teachers are not motivated to work -little pay package and unfavourable working conditions.	<b>Teachers' professionalization and remuneration</b>
C-3A/ C-3B/ C-3C/ C-3D/ C-3E C-3F	-use of question words like, what, how many, how much, why, when, - the use of auxiliary verbs. -questioning at all stages of the lesson -use of questioning formats of MCQ, and structural - Oral questioning help them listen and speak	Questioning and the Acquisition of English Language Competences	E-b/ E-d/ E-f	- All decisions involving the teachers are only imposed from above. -I keep wondering is why government policy on education cannot also be conceived with the teachers inclusive. -No one asks the opinion of teachers when conceiving a new approach.	<b>Teacher's Role in Policy making</b>

	-written questioning help them read and write.				
C-4A/ C-4B/ C-4C/ C-4D/ C-4E/ C-4F	- rarely share lesson objectives - usually announce the lesson title, -announcing lesson title to create awareness. -it's a new phenomenon but if a teacher does this it could help attain the set objectives of the lesson.	Sharing Lesson Objectives and English Language Acquisition	E-c/ E-d/	- can you even practice CBA in such an environment? - overcrowded classes - school, just surrounded by a market and the main road -only noise pollution can be of gracious danger	<b>Environmental Factors</b>

## APPENDIX 4: TRANSCRIPTION OF RECORDED INTERVIEWS

### Transcript 1 (Audio track 1)

**Place of the interview:** On the school campus

**Class:** In class six

**Date:** Tuesday 25<sup>st</sup> February, 2020

**Time:** From 12:15 to 12:38pm

**Participant:** 1 teacher and the research team

**Environment:** calm and conducive

**Interviewer:** Good morning madam.

**Teacher A:** *Good morning ladies and welcome.*

**Interviewer:** Thank you so much for freely expressing your interest to be part of this study. As you must have seen on the interview guide, our first preoccupation is, kindly tell us, how long have you been teaching class six pupils?

**Teacher A:** *It's a pleasure, Hmmmmm, I have been teaching primary six for::::: close to, ..... yeah it's my sixth year, but not only in this school oh, I started since in Bamenda. So I, I have made only let's say (.) two years in this school and with level six pupils. ::::::: as for class six learners.*

**Interviewer:** Ok madam, thank you very much. Meaning that you have been teaching following the CBA so, how do you assess English language lessons in your class?

**Teacher A:** *YES, OFCOURSE? I do, I::::: always evaluate. Sometimes during the lesson, in fact there are so many ways that I in particular I use, especially considering the new CBA (.), I mostly do it orally, especially with large classes it more practical in CBA. (.1) It depends on the lesson I'm teaching. THERE ARE DIFFERENT TYPES OF ASSESSMENTS the teaching – learning process (.) I mostly ask oral questions from the beginning and in the middle of the lesson. At evaluation I sometimes give written work.*

(.2)

**Interviewer:** thank you madam. Another question is, what do you hope to achieve using these techniques?

(.1)

**Teacher A:** *(hhh). It just to make sure the pupils are following the lesson being taught and to also to be able to attain the lesson objectives. I lay more emphasis on that via questions in*

*diverse forms depending on the objective of the lesson, the day, the period and nature of the class.*

**Interviewer:** the next question is, how do you react to learners when they response to questions or give their opinion during a class discussion?

(.2)

**Teacher A:** *No doubts about that (.) it does = principally, we the teachers praise pupils when they give good response or score high in a test. = it triggers the learners to work harder. I also write some good remarks in their books when they score high in a written exercise. But I those lazy ones I sometime scold them so them to wake up. ::::: Moreover, their responses make me to verify if the learners were steady or not. If the learners are steady, you present a situation to them and in tend ask them to do the same as practice, they will do it, > but those who were not steady, fidgeting behind will not do the right thing<.*

*(.2) so, I praise them for correct answers by saying good, very good, excellent etc. sometimes I ask the rest of the class to clap for the learner who give a correct answer. I think praises encourage the do better, leading to good performance.*

**Interviewer:** Thank you for expressing your view, madam. Another preoccupation is, how do learners assess their peers and how often do they do it?

**Teacher A:** *Hmmm....sometimes. But rarely because the children are many in class and it brings disorder. I would really like to use this strategy but it's very difficult to control the children in such an enrolment. So personality I avoid giving pupils works to their classmates to evaluate them. Some turn to mock them if they fail.*

**Interviewer:** Another preoccupation is, how do you carry out questioning in an English language class?

**Teacher A:** *We ask questions to involve learners in the lesson. The CBA has to do with child-centred learning so the child must participate in the learning process though it sometimes difficult to involve the children in all lessons because of their numbers. The only way to make all children participate is to ask them questions. Questioning makes them listen and speak, read and write.*

**Interviewer:** How do you get the questions, madam?

**Teacher A:** *The questions? They are prepared while others pup up along the line. Others come from the learners::::::::::*

**Interviewer:** At what stage of the lesson do you ask questions and what questioning techniques do you use, madam?

**Teacher A:** *At all stages of the lesson, madam. Concerning the questioning techniques, I ask questions using question words like, what, how many, how much, why, when etc. I also ask questions using auxiliary verbs.*

**Interviewer:** could you explain a little more how you handle questioning at the different stages of the lesson, please?

**Teacher A:** *of course, madam. I always ask oral questions at the introduction to revise the previous lesson. Then I ask question at the presentation to make the learners participate in the lesson, and at the evaluation stage to evaluate the lesson and see if the objectives are attained.*

**Interviewer:** Do you use any prompts like a didactic material or stating a problem or real life situation for your questioning, sir?

**Teacher A:** *eeeeh, sometimes. Madam, it's not an easy task, I'm telling you. It's true that with CBA we are expected to use didactic materials, state a real life situation and so on but you need to understand that it's not like we don't want to do those things. Like I mentioned before we have so many problems practicing these things in the classroom. The CLASS SIZE, see how many children are sitting on one short bench, no didactic materials. I don't think with the chicken feed salary that I have as a teacher; I can afford to buy didactic materials. You equally need to understand that even the CBA thing; some of us do not yet master it well. What effective training have we got to practice this CBA? When they us to teach using real life situations it's good but it not easy bringing a real life situation in all subjects and every lesson. We just do what we can do, oh.*

**Interviewer:** Alright, madam, how often do you share lesson objectives to your learners and how do you do this?

**Teacher A:** *hmmmm.....eh..eh... ok; sharing lesson objectives with learners! I don't actually do this, madam. I usually announce the lesson title.*

**Teacher A:** *not very often. In fact; I don't think I have been doing that. What I usually do is announce the lesson title.*

**Interviewer:** What do you do when learners or some of the learners do not perform up to expectation after an assessment, madam?

**Teacher A:** *We normally do corrections after and exercise so that children who fail in some areas can be corrected and we progress. We also give home work. After the monthly test, we also do remediation.*

**Interviewer:** How do you remediate, madam?

**Teacher A:** *Remediation is when you revise the exam questions with pupils. Everyone in the class participates in the corrections. This helps them to identify their areas of weaknesses and correct them.*

**Interviewer:** Thank you very much sir, what challenges do you face assessing English language in the CBA context of learning.

**Teacher A:** *Alright oh. It is but normal that every action in normal life and even in classrooms must have some drawbacks ↓. > in my class, the most profound challenges when I use assessment is how to correct for individual pupils <. The number of learners in class is always too many to facilitate things, and the time allocated to teach one subjects is not that much. Also, there is no infrastructure, see how children are packed on one bench. So it becomes very challenging going through assessment. Some children spend cheating and you really control that because of the numbers. Moreover, pupils lack focus. And the lack of practice materials = especially when it needs some object manipulation::: so sometimes, I turn to play along with the learners so that I don't get depressed. Another major challenge is the issue of stating a competency statement. It is very challenging. Understanding the curriculum is very challenging. We need to make schemes of work, from it we need to draw up weekly plan before lesson notes, all of that is very challenging.*

**Interviewer:** madam, thank you so much for your time, we are grateful for the sacrifice.

**Teacher A:** *I hope it helps, you are welcome anytime.*

- **End of interview track 1, audio track 1** -

**Transcript 2 (Audio track 2)**

**Place of the interview:** On the school campus

**Class:** In class five corridor

**Date:** Tuesday, 25<sup>th</sup> February 2020

**Time:** From 01:10pm to 01:35 pm

**Participant:** 1 teacher and the research team

**Environment:** calm and conducive

**Interviewer:** Hello sir, Good morning and thank you for accepting to be part of this research work.

**Teacher B:** *Good morning to you, you are welcome. It's a pleasure.*

**Interviewer:** As you saw on the interview guide sir, our first preoccupation is, how long have you been teaching class five pupils?

**Teacher B:** *Ok thank you madam. It is normally called third level. Well:::;, it's been ten years or so, ..... yeah it's my tenth year, BUT NOT ONLY IN THIS SCHOOL, NOT EVEN IN YAOUNDE, I started since in Dschang. So I, I have made = uhhhhh, let's say (.) three years in this school and with class four and five pupils. ::: as for class five learners, I think I have a great deal of experience teaching and them.*

**Interviewer:** Alright sir, thank you very much, just to know more. Meaning that you have been teaching class five following the CBA and evaluating them normally, especially conducting the assessment. How do you conduct assessment in your English language lessons?

**Teacher B:** *Alright, [OF COURSE] assessment is very important in every lesson, madam, otherwise, how are learners' learning ability and understanding of the new lesson be measured? I::: always evaluate at the end of the lesson and sometimes during the lesson, in English language teaching, there are so many ways that a normal teacher in a particular lesson can employ to, considering the new CBA (.) for example, I always do it either orally, especially [with populated classes it is more practical in CBA]. At the end of every pedagogic month we equally evaluate learners using written work. In CBA it is called evaluation of competences. It is always IMPORTANT to be >verifying and we fill their records<.*

**Interviewer:** Thanks for that more elaborate response sir, what are the competences you evaluate?

**Teacher B:** *eeeeeh::: we evaluate all what we have taught within that month.*

**Interviewer:** Ok sir, thank you once more. The next question is, how do you react to learners responses to questions and opinions during English language lessons?

**Teacher B:** *Ok! (.) Learners responses to questions = principally, the teachers ask questions and learners give answers. The answer may be correct or wrong = when the answers them correct I can praise them by::: asking the class to clap, or I use words like good, perfect, very good excellent, etc. but the answer are not correct, and I use expressions; like wrong, not correct, try again and so on. Sometimes the pupils are so distracted that when you call them up to answer a question they are lost. You may even lose your mind and just insult that kind of pupil<.*

**Interviewer:** How do you think your responses help them in the learning process?

**Teacher B:** *I think that are those that are serious, when you praise them they are happy and will always raise their hands up to answer questions. Some of them are just indifferent. They just spent time playing in class and that is why we sometimes have to call them to order through punishment.*

**Interviewer:** our next question is, how do learners assess their peers and how often do they do this, in English Language?

**Teacher B:** *Peer::: assessment eemeh, learners do assess their peers when they exchange books and mark. That is what I do. Simply because there is no time to mark books since they are too many in the class.*

**Interviewer:** How often do you do peer assessment in your class?

**Teacher B:** *Always, especially in English and Mathematics because these are subjects we must evaluate at the end of the lesson. Since there are many children in the class and I cannot make all the books all the time, they exchange their books and mark.*

**Interviewer:** How does this practice help learners?

**Teacher B:** *I think it can help the learners because those that fail can feel inferior before their friends and will want to work harder. But I mostly carry out this practice because the class in too large and I can't cope marking all the books myself.*

**Interviewer:** Thank you sir, could you tell us how you ask questions in your English language class and how that helps learners, please?

**Teacher B:** *Ok madam, children answer questions orally or written, when they right answer you praise them and when they give wrong answers you correct them. I equally make them repeat the right answers in some cases. Through the corrections repetition the skills taught are reinforced. Orally questioning help them listen and speak meanwhile written questioning help them read and write.*

**Interviewer:** At what stage of your lesson do you question and what questioning techniques do you use?

**Teacher B:** *I question at all the stages, madam. You know the teaching learning process is a continuous process and with the CBA, learners are at the centre of learner, so they have to participate from the beginning to the end. Concerning the questioning techniques, we ask questions with WH and H, question words to make children speak and write and we also ask questions with auxiliary words. Sometimes we ask questions that they have to answer by saying TRUE or FALSE, MCQ, or STRUCTURAL.*

**Interviewer:** That's great! Sir, could you briefly explain how you do the questioning at various stages of your lesson?

**Teacher B:** *hmmmm.....! Ok, eeemeh, at the introduction the teacher is supposed to revise the previous lesson or check their previous knowledge on the lesson at hand. So we give them oral questions at this stage. At the presentation, the teacher can decide to present a didactic material, state a real life situation, present a text, it also depends on a lesson you are teaching. The questions can then be asked from what you have presented. Sometimes you can also put the children to work in groups.*

**Interviewer:** Which of these do you usually apply, sir?

**Teacher B:** *madam you know that this CBA is really not easy, it takes a lot of time and we have many subjects on the time table to teach each day. You can even see the number of children in the class. If we have to do those things the way they tell us, we can't cope with the work. I mostly do oral questioning in order to meet up with time. The curriculum itself is a problem to understand and break it down into teachable lessons. Sometimes with the help of the course textbook, we just move on. Normally, questioning helps the teacher and the learners to advance with the lesson and attain the objectives.*

**Interviewer:** Great sir, you are the best, please can you tell us how often you share lesson objectives at the beginning of a lesson and how this practice helps the learners in English language?

**Teacher B:** *I'm sure I don't often announce lesson objectives, >what I announce is the title of the lesson. .... but I think it can help to attain the objectives of the lesson because pupil will understand that is expected of them by the end of the lesson and maintain a focus.*

**Interviewer:** What do you do when learners or some of the learners do not perform up to expectation after an assessment, madam?

**Teacher B:** *I usually do correction after every assessment. That is, after marking the books, I go back to the board we together we the children we give answers to the questions.*

**Interviewer:** Thank you very much sir, another preoccupation is, what are the challenges you face assessing English language in the CBA context?

**Teacher B:** *madam, you see ::::: I hope this study will contribute seriously to the function and applicability of the so call CBA in our schools (.). First of all we live in a country where the teacher represents nothing. All decisions involving the teacher are only imposed from above. The teacher works under terrible conditions without a good salary, not even enough to feed some other civil servants' dogs, what do you expect from such a worker? The challenges are bound to be there ↓. > In my classes, the most profound challenges with assessment is how to correct for individual pupil<. The number of learners in class ARE ALWAYS TOO MANY TO FACILITATE THINGS, see for yourself how many of them occupy a short bench most of which are already at a dilapidating stage. Even the time allocated to teach one subjects is not that much. So it becomes very challenging going through such an assessment. Moreover, children lack of focus. We don't have didactic materials to work with. = especially when it needs some object manipulation::::: so sometimes, I turn to play along with the learners so that I don't get depressed. It could be very discouraging at times, especially when you took time and prepare a lesson when, any interruption in implementation gets me really crossed.*

**Interviewer:** We are grateful for your participation sir. It's been so interesting to hear from you.

**Teacher B:** *You are welcome.*

- End of interview track 2, audio track 2 -

**- End of interview two – audio track two**

**(Transcription 3, audio tract 3)**

**Place of the interview:** On the school campus

**Class:** on the corridor of class six

**Date:** Wednesday, 26<sup>th</sup> February, 2020

**Time:** From 9:00 to 09:42 am

**Participant:** 1 teacher and the research team

**Environment:** Calm and conducive and relaxed

**Interviewer:** Good morning madam, thank you for accepting to participate in this recorded interview. As you know, our first question is that, how long have you been teaching, especially class six pupils?

**Teacher C:** *Thank you, (.) yes I went through the guide already. Hmmm ::::::::::: Practically, I have been teaching class six for nine years ↓. For this school ↑, I have been teaching for about 15 years now. Here in this school I have been serving for just four year (.) I< mean as a class six teacher. So, as of now, I can confidently say, I master the learners of this class, its teaching style and the nature of their exam>. hahahah*

**Interviewer:** Wao, so interesting madam, indeed, you have a great deal of experience. Our second preoccupation is that; how do you assess learning in your English language class?

**Teacher C:** *As for how I evaluate teaching, :::::::I give written exercise at the end of the lesson to test if the lesson objectives of have been attain. > Then have the end of month evaluation that we do. < Sometimes the children do projects and we evaluate on it. So many different strategies exist, depending on the (.) subject, context and even time of the lesson. With this one, children answer multiple choice questions by choosing A, B, C or D. THESE ARE ALREADY PREPARED QUESTIONS AND SOME OF COURSE MAY BE CONCEIVED IN THE PROCESS. With this strategy, the pupils respond to questions or prompts at the beginning of the lesson. >That is, you give question for reflection, ::::::::::: the students will have it in mind as you take them into the lesson. When you arrive at that particular point, they answer the question. It helps them to sort out the answer from what you are presenting. I present images and ask questions on it↓.*

**Interviewer:** I'm grateful madam, another preoccupation is; what do you want to achieve using this strategy

**Teacher C:** *I wish to remind you that we are talking in the context of COMPETENCY BASED APPROACH. So this strategy is a way of achieving the goal of CBA. During the::: English lessons, I employ this strategy in order to test learners understanding that will permit me to progress with the lesson. ↓.*

**Interviewer:** Very impressive madam, that's extra mastery, thank you for that. Our next preoccupation is; how do you react when the children answer questions or give the opinion in a class discussion in the teaching-learning process?

**Teacher C:** *Ok, You know that learners are at the center of all lessons, especially now that we are talking about competence based approach. It is::: basically putting the learner at the core of the lesson and even making them participate 70% during the teaching –learning process.*

*I give verbal praises to encourage them when they give the right answers. Sometimes we use nice words to encourage them even if they give wrong answers.*

**Interviewer:** ok madam. In your opinion, how do learners assess their peers and how often do they do this in English language lessons?

**Teacher C:** *Not very often but I sometime make children to exchange their books and mark since they are too many in class and time is limited. Sometimes I appoint children to correct wrong answers given by their friends*

**Interviewer:** How can this help children learn the English language skills?

**Teacher C:** *When you get pupils to assess their peers, it sets them into hard work. They won't like their friends laugh at them for performing poorly. It's true that some pupils' turn to mock others if they fail, where as we still need to encourage them even when they fail...*

**Interviewer:** Thank you madam. Our next question is, how do you question learners during English language lessons?

**Teacher C:** *hmmmm.....it's getting more interesting. I will tell you that questioning in a lesson is very important in the lesson. It permits you to brainstorm from the beginning to the end of the lesson. You get to test entering behavior through questioning; you get feedback from the lesson through questioning. .... You can choose to question orally or written.*

**Interviewer:** Could you give more details about your questioning techniques following the different stages of the lesson (introduction, presentation and evaluation), please?

**Teacher C:** *Okay madam, at the introduction, we usually choose to do oral questioning to revise what was previously taught. At the presentation we can question on a text read from the course text book, we can question from a didactic material (that's if you have one), you can question on a topic of discussion, you question from letters, words, or sentences written on the*

board, depending on the lesson and on the specific objectives of the lesson. It can also be a real life situation. Meanwhile at the evaluation stage we usually give written work.

**Interviewer:** How do you think all what you have mentioned helps the learner?

**Teacher C:** *OF COURSE, it will. When the teacher asks these questions orally, children respond orally and the listening and speaking competences are enhanced. When we give written work, we are helping to build children's reading and writing competences.*

**Interviewer:** Another question is, how often do you share lesson objectives at the beginning of a lesson how do you think this can help the learners?

**Teacher C:** *I always announce the lesson, not the objectives. But I think doing that will help the learners to understand and set targets for themselves.*

**Interviewer:** What do you do when learners or some of the learners do not perform up to expectation after an assessment, madam?

**Teacher C:** *I usually do correction with the children after assessment to make sure the children get the right knowledge. Even after every end of month exams. It is a routine. We have to do that so that the children get correct answers to the questions they answered wrongly.*

**Interviewer:** Okay madam, thank you so much. Our very last but not the least preoccupation is, what challenges do you face assessing learning in your English Language class?

**Teacher C:** *Ok, You and I know that we have the biggest challenge in our schools<sup>↑</sup> in the CBA process which is lack of infrastructure and didactic materials. The case is [very disturbing as the school does not procure and the learners too do not buy, so we both remain the theoretical context as formally]. Sometimes I begin to wonder if we can actually even implement this curriculum our classrooms. We find a lot all difficulties putting into practice this CBA, eeeh. Maybe the government should take time to train teacher, especially those of us already in the field. When they explain these things in seminars, they remain in theory because they are lots of challenges practicing them in the classroom. Normally, the classroom is supposed to ::::::::::: contain a lot of the didactic material such that once you turn from the theory, you could ask learners to pick up the material or object for practice. But the case is very different, we still have to draw, demonstrate, dance, or even shout out for learners to imagine what we are (.) talking about. They ask us to write a competency statement, it's very difficult and takes a lot of time to conceive one. From what I have read about CBA, the school is normally supposed to be equipped with good infrastructure, a good library and so on. I don't even want to talk about that but just look at the children's desks; not enough and in terrible conditions. How can you even practice CBA in such an environment? Apart from that, madam, the class size, our own CBA practice has this challenge of large class sizes, it's terrible. <sup>↑</sup> I, teacher in*

*classes with more than 70 pupils and you know these little ones who are always agitating. It is not possible to follow-up and make sure all of them understand you. The time allocated too for that LESSON DOES NOT EVEN PERMIT ME TO CHECK on 25 pupils' works.*

**Interviewer:** I see. That's serious madam.

**Teacher C:** *I AM TELLING YOU, IT IS NOT EASY WITH US, and you know how teachers in Cameroon are not even motivated in their work. I (.) always realize that eeeehhhh ::::::: pupils from the last benches are involved in one challenge or the other, they keep fidgeting and sometimes I am forced to STOP TEACHING and use a reasonable part of the time to solve their problems. So during assessment, the experience is always that the learners are found distracted, and many do not answer the questions I give, so it tells me the majority are not following.*

**Interviewer:** Oh my God. Alright madam, thank you so much for your time and the knowledge you have impacted in me and my team.

**Teacher C:** It's always a pleasure.

**-End of Interview 3- audio track three**

**(Transcription 4, audio tract 4)****Place of the interview:** In a government primary school**Class:** Inside class six**Date:** Wednesday 26<sup>th</sup> February, 2020**Time:** From 10:30am to 10:55 am**Participant:** 1 teacher and the research team**Environment:** Calm and conducive

**Interviewer:** Good morning madam, thank you for accepting to participate in this recorded interview. As you know from the guide we gave you yesterday, our first question is that, how long have you been teaching, especially class six pupils?

**Teacher D:** *alright madam, thank you for the question. I started teaching in 2006. MAKING IT 15 YEARS TODAY. I actually started teaching class one when I just graduated from teachers training college. In Buea, I thought for ten years in one school. [So my experience and trust from the head teacher made her to send me to class five]. When I was transferred to Yaoundé ↑ here, that's when I began teaching primary six since 2015 academic year. ((So from that time till now I handle the class six of this school)). ALTHOUGH IT WAS OBJECTIVE BASED, but we got a lot of training to switch from objective based to what we now use, (.) the competency based approach ↓.*

(.2)

**Interviewer:** Wow! That's really impressive madam. Thank you so much ma. Our next preoccupation is that; you know assessment is one of the essential aspects of teaching, how do you assess learning?

**Teacher D:** *Thank you for the question madam, eh:::.....:in teaching specifically the English language, I usually assess the lesson at the evaluation stage of the lesson. I just use some ((I actually give written work at this stage)). The children can fill blank spaces in sentences, underline words, do multiple choices, write sentences and answer questions from a passage, depending on the lesson.*

**Interviewer:** How often do you assess learning?

**Teacher D:** *eehem.....it depends I assess in most English lessons but most often we do it in the form of (.) revision in this class. The children will be writing their Common Entrance and First School Leaving exams in a few months ahead, so we have to do a lot of revision with them.so we work with lots of exercises and past questions (.2)*

**Interviewer:** Alright, thank you madam. Our next preoccupation is, how do you respond to your learners when the answer questions or give their opinions to class discussions?

**Teacher D:** *Interesting question. [You see madam the researcher, teaching-learning process in a whole cycle, a chain and no part of it is supposed to be cut off]. SO WHEN LEARNERS ANSWER QUESTIONS YOU NEED TO ENCOURAGE them, you need congratulate them with words like good, excellent, wonderful, etc. (.) you need to ask the class to clap for them.*

**Interviewer:** How does that help them?

**Teacher D:** *This appreciation makes feel happy and would want to continue:..... to answer questions. Moreover, feedbacks can help even the learners too to identify their strengths and weaknesses and target areas that need work. This can actually influence the lesson in so many ways ↑ it can help the teacher to re-enforced the lesson by repetition, change of techniques etc.*

**Interviewer:** Ok madam. Our next preoccupation is, how do your learners assess their peers and how often do you organize this peer assessment in your English language class?

**Teacher D:** *I must tell you that the class becomes too noisy when you ask children to exchange their books and mark. Some want to see how their friends are making their books, some want to influence the marking, persuading their friends to mark what is wrong right or to correct the wrong answers and give a thick. There are many problems with this strategy. I only apply it sometimes to catch up with time since the time allocated for each subject is very limited and there are many children in the class. Another thing I do is I call on other children to correct wrong answers given by others.*

**Interviewer:** How do you think peer assessment can help learners?

**Teacher D:** *Yes for sure, a great deal, madam. Peer assessment is assessment among peers. When you get pupils to assess their peers, it makes them to engage into hard work. They won't like their friends laugh at them for performing poorly. So peer assessment is good and should be encouraged. It's true that some pupils' turn to mock others if they fail, where as we still need to encourage them even when they fail...*

**Interviewer:** Thank you madam, our next question is, how do you ask questions in your English language lessons?

**Teacher D:** *hmmmm.....it's getting more interesting. I will tell you that questioning in a lesson is very important in the lesson. It permits you to brainstorm from the beginning to the end of the lesson. You get to test entering behavior through questioning; you get responses*

*from the lesson through questioning. You even test lesson objectives by questioning.... You can choose to question orally or written.*

*Questioning is the most common strategy a teacher uses, in order to get children participate or involve in their own learning since CBA is about child centered learning. We question orally and in written form. These help build skills of listening, speaking and writing.*

**Interviewer:** what are some of the questioning techniques you use at the various stages of the lesson?

**Teacher D:** *Thank you for that question, madam. There many different techniques of questioning and the teacher vary her questioning techniques for the lesson objectives. When we want the children to explain something, I ask questions with WH and H words like, why, what, who, how many, how much, which etc. sometimes we ask questions for children to answer, YES or NO, TRUE or FALSE, MCQ questions and others. About the stages of the lesson, we are expected to ask questions at the introduction to test entering behavior; that is revising a previous lesson or experience. This is mostly done orally. At the presentation stage we sometimes present a didactic material, a problem situation, a reading text, a story, a diagram concrete objects or whatever we have that can help facilitate the lesson, then we ask questions on it. Then at the evaluation stage we usually give written work.*

**Interviewer:** Thank you for the explanation madam. Another question is, how often do you share lesson objectives of English language lessons to your learners and how do you think doing this will help them?

**Teacher D:** *hmmm. I hardly announce lesson objective, eeeeh madam. I have never thought of it. I usually announce but the lesson title.*

**Interviewer:** What do you do when your people do not perform up to expectation after an assessment, madam?

**Teacher D:** *ok, madam. When I give an assignment, I mark it and after marking it I do correction with the children so that they can identify where they made errors and do corrections. That will help them understand the lesson better.*

**Interviewer:** I agree with you madam, thank you so much. Our very last but not the least preoccupation is, what are the major challenges or barriers you face assessing learning in the CBA context?

**Teacher D:** *((That is where the crux of the matter is my dear sister)). [The challenges we face as teachers in primary schools, understanding the CBA curriculum in use now are enormous. I don't know if it's important to bring CBA in the primary school in this manner. Teachers were not effectively trained for CBA. The few seminars held do not permit us to transform the*

system the way they think. The challenges overshadow the advantages ↓. > in my almost all the classes, the most profound challenges when we employ formative assessment is how to correct for individual pupils <. [The number of learners in class is always too many to facilitate things, and the time allocated to teach one subjects is not that much]. So it becomes very challenging going through such a assessment in such overcrowded classes. The number of pupil per class and even per bench are already against the dictates of the CBA entirely not to::: mention the t a strategy of competence based approach. Moreover, (.) pupils lack of focus; the children are always too DISTRACTED. For instance, this school, just surrounded by a market and the main road on the other side ↓, only noise pollution can be of gracious danger. And lack of practice material = especially when it needs some object manipulation::: so sometimes, I turn to play along with the learners so that I don't get depressed. It could be very discouraging at times, especially when you took time and prepare a lesson when, **ANY INTERRUPTION IN IMPLEMENTATION GETS ME REALLY CROSSED.** (.2)

**Interviewer:** Thank you madam, if I get you clearly, it means that the introduction of CBA did not bring any modification of the environment and the infrastructure that can enable assessment?

**Teacher D:** *EXACTLY, it did not. [The focus is practice, pupils at the centre, competence, but the question is,] where are the infrastructure? the didactic material and workshops to practice.? So my sister, we just manage and go along with the state.*

**Interviewer:** alright madam, thank you very much for your contribution, your time and the patience, we are grateful.

**Teacher D:** *alright ooo you are most welcome. I hope I will see the results of the research. I am interested in the outcome.*

**Interviewer:** alright, you will obviously see it Mme. Thanks again.

- **End of interview 4 audio track 4**

**(Transcription 5, audio tract 5)****Place of the interview:** In a government primary school**Class:** In front of class five**Date:** Tuesday, 3<sup>rd</sup> March, 2020**Time:** From 12:30 to 01:55 pm**Participant:** 1 teacher and the research team**Environment:** Calm and conducive

**Interviewer:** Good morning madam, thank you for accepting to participate in this recorded interview. As you know from the guide we gave you last Tuesday, our first question is that, how long have you been teaching, especially class five pupils?

**Teacher E:** *Alright madam, thank you for the question. ::::::::::: It's been really long since I started teaching oh. I started teaching since 1997; I am an old teacher HAHAAH. I started teaching class one when I was not yet trained. I taught for about four years' part time before going for training. I graduated from GTTC in the year 2000. I taught for 13 years in Bamenda, and was transferred to the center region, Ntui and after about six years there that I was now sent here. A majority of this time, I was teaching classes five and six. [when I got here my experience made my head teacher to trust me and sent me to class five]. ((So from that time till now I handle the class six of this school)). As for that time we were using the OBJECTIVE BASED, but we got a lot of training to switch from objective based to what we now use, (.) the competency based approach ↓.*

(.2)

**Interviewer:** Wow! You have really great experience there Madam. So you have been teaching as a trained teacher for twenty yes now, haven't you?

**Teacher E:** *yes, you are right.*

**Interviewer:** Madam, our next preoccupation is that, assessment is an integral part of learning, how do you assess the learning of English language lessons?

**Teacher E:** *Alright madam, actually there exist different methods assessing learning. Some common methods that I usually use, depending on the lesson, the nature of the class and material available are oral questioning, paper-pen, homework and practical work.*

**Interviewer:** How regular do you assess learning?

**Teacher E:** *I assess in every lesson and at the end of every month.*

**Interviewer:** It is very important. Thank you, on our next preoccupation, how do you react to learners when they answer questions in an English language lesson and how do you think these reactions help them?

**Teacher E:** *Yeaah, uhmmm,.....: ok, Again, one of the greatest strength is assessing pupils progress during the lesson and when teachers provide quality feedback to learners. We use it to MODIFY THE LESSON, readapt to the realities of the class, (.) the children and their environment.*

**(1)** *When children give a correct answer, I praise them saying; good, excellent etc. sometimes are ask other children to clap for them. When it's a wrong we tell them that it's not correct. That will make the child try harder to find the right answer. Sometimes I repeat the part that children have not understood. Sometimes I have to reprimand those who stand up and say nothing, probably because they spent time making noise and have nothing to say when they are called up to speak.*

**Interviewer:** Understood madam. Our next preoccupation is, how do learners correct their peers in your English Language class and how often do you organize peer assessment?

**Teacher E:** *eeehem, Very often. The children always exchange their books and mark and I just check. The time to teach and evaluate a lesson is too short. So most often I make the children to exchange their books and mark.*

**Interviewer:** How do you think this helps the learners, please?

**Teacher E:** *I think it gets them into hard work. It brings a spirit of competition. Those who do badly would want to do better next time so that their friends wouldn't laugh at them.*

**Interviewer:** Thank you madam. Our next question is, how do you ask questions in your English Language class and what do you hope to achieve using such techniques?

**Teacher E:** *hmmmm.....it's no doubt. I will tell you that questioning in a lesson is very important in the lesson. It permits the children to listen, speak, read and write and these are the skills they need to acquire. I ask questions mostly ask oral questions when I'm teaching and the evaluation stage. I give written exercises depending on the lesson I'm teaching I can ask them to make sentences, underline words fill gaps, classify answer true or false, Yes or No and so on. We do all this to test if lesson objective are attain.*

**Interviewer:** Thank you madam. Another question is, how often do you announce Lesson Objectives to your learners in English language class and how do you do this?

**Teacher E:** *hmmm! I always do announce but lesson tittle, oh madam. I hardly announce lesson objectives. It's a new thing I'm learning.*

**Interviewer:** What do you do when learners do not meet up to expectation after an assessment?

**Teacher E:** *The children usually do correction after a class exercise and after writing their monthly exams.*

**Interviewer:** Thank you again Madam, on to our next question. What are the challenges or barriers you face assessing learning in the context of CBA. (.2)

**Teacher E:** *The challenges are many, to begin with, some of us have not yet mastered the curriculum very well. Even when they explain in seminars breaking the content down into teachable units is not easy. The seminars take place for a few days and I don't that is enough to understand a whole curriculum on a new approach. Then, looking at the nature of classroom, they do not inspire any practical lesson, looking at the quality of the didactic material, we don't even have, the school provide very little, [look at the number of learners I have in class six,] 87, imagine in just 1 hour how can I Follow 87 Learners up to Make Sure Everyone Is learning effectively. =It is not easy, the challenges are terrible, (.) we have pupil who manage to pay fees and forget about text book, books, and even pens, so we just keep struggling with the new system. They ask us to bring a real life situation, bringing a real life situation in every lesson and every subject in the primary school is not easy. Even that they call competency statement when evaluating learning every month is not easy ((you will agree with me that from the challenges mentioned above)), it is very difficult to have a successful competence acquisition exercise. Competence acquisition depend on the wellbeing::::::::::::::::::::::::::::::::::::: Even the teachers are not motivated to looking at their pay package and unfavourable working conditions.*

**Interviewer:** so great madam. We wish to appreciate you for the time and knowledge ditch out to enable this study go through. We remain grateful to you.

**Teacher E:** *you are welcome. Courage in your research work, madam.*

**-End of Interview 5 -**

**(Transcription 6, audio tract 6)****Place of the interview:** In a government primary school**Class:** In class five classroom**Date:** Friday 6<sup>th</sup> March, 2020**Time:** From 08:30 to 09:25 am**Participant:** 1 teacher and the research team**Environment:** Calm and conducive

**Interviewer:** Good morning sir, thank you for accepting to participate in this recorded interview. As you know from the guide we gave you last Wednesday, our first preoccupation is, how long have you been teaching, especially class five pupils?

**Teacher F:** *Good morning madam. Thank you for the question. I have been in the teaching field for 5 years. As for level III I have been teaching level III for 3 years now. So for now I have just three years' experience in class five.*

**Interviewer:** Ok sir, thank you so much. How do you assess the learning of English Language in your class?

**Teacher F:** *hmmmm::: I would love to say that assessment is very important in learning because you need to know if the children are succeeding or not. [Since we are in the context of CBA], we usual assess at the evaluate stage of of every lesson and at the end of every pedagogic month. eeeeh::: well every lesson needs to be evaluated, and there are different ways with different reasons for using them. (.) It depends on the lesson you are teaching = I use oral questioning mostly, because of time constraints and because there are too many children in the class. ↑ Children answer questions verbally. They children usually do written exercise do the evaluation stage of lessons, equally during their end of month evaluations (2)*

**Interviewer:** Alright sir, very interesting and straight to the point. So another question is, how do you react to the responses of learners to question or their opinion in a class discussion?

**Teacher F:** *ok madam. [Actually, the whole idea of asking questions or engaging learners in a discussion is to let children participate in the lesson. when they give responses,::: it enables me to ascertain which learner is steady, focused and learning something new or not, it enables me to either repeat, modify (.) change or even accelerate the pace of teaching since the learners may know everything or are understanding faster. So when they give positive*

*responses I encourage them by praising them eeh ..... I usually use expressions like good, well done, excellent. But with the noise makers who just disturb the class and can't even say anything good I reprimand them and sometimes ask their friends to shame them. That teaches that to be steady in class.*

**Interviewer:** In your opinions, how do learners assess their peers in your English language class and how often do you organize peer assessment in your class?

**Teacher F:** *If I have understood you well, I can say is that I do peer assessment when children assess their peers. eeh .....I don't really think I do peer assessment but what I do is make children exchange books and mark since there are too many children in the class.*

**Interviewer:** The next question is, how do you ask question in your English language lessons and how do you think your techniques of asking questions help the learners?

**Teacher F:** *Okay, madam, questioning is commonly used in the teaching-learning process and it is a very important technique as far as CBA is concern because everything you do you ask questions. For example for teacher wants to know if objectives are attained, he needs to ask questions either orally or written. When you ask questions the children can either speak or write. This helps them build the competences of the language in them.*

**Interviewer:** You are right sir, could you throw more light on the questioning techniques you use at the various stages of the lesson and how you do that?

**Teacher F:** *uuuh! eeeemeh! Since we are in the context of CBA let me just give a general view of what it obtains. We are supposed to question from the beginning to the end of the lesson in order to get the learners involved in the lesson. So at the stage of introduction, we question the learners on what they have learned previously to revise the previous lesson. At the presentation stage, we question on whatever we have presented to exploit for the lesson. it could be a didactic material (concrete or semi concrete), a problem or real life situation, a reading text etc. in fact, questioning cuts through the whole lesson process. And we give written work at the evaluation using various techniques, too.*

**Interviewer:** How often do you share lesson objectives with your learners in English Language and how do you do this?

**Teacher F:** *hmmmm:::;, I hardly do this. You see, what I do is announce the lesson title to learners to create awareness. But I think if the teachers announces lesson objective to learners it spurs them and creates awareness on what is expected of them by the end of the lesson.*

**Interviewer:** That's very impressive sir, Thank you so much. Our last preoccupation is this, what do you do when learners do not meet up to expectation after an assessment?

**Teacher F:** *uuuh! eeeemeh! After every evaluation exercise we do corrections and even after the monthly evaluations or exams we do remediation.*

**Interviewer:** ok sir just being curious, how do you do remediation?

**Teacher F:** *Yes madam, we do corrections from question to question since you may have children who have done well on some parts of the exams but not on other parts. We also involve the children in the corrections as they suggest answers to the exercises. Where they fail to give the teacher gives.*

**Interviewer:** Our last question is; what challenges do you face assessing English Language in the context of CBA in your class?

**Teacher F:** *The challenges are many. >They challenges faced occupy the whole process of using the approach <. [let me start from the actors.] The learners are too many in class and are CONSTANTLY AGITATING, MAKING NOISE AT SINCE THEY ARE TOO PACKED, there is no way to reach them right behind, it sometimes takes about 30 minutes to resolves problems or handle issues of indiscipline. Moreover, they do not have text books and other didactic materials to use. (.) The school does not provide infrastructure and didactic material so we both remain the theoretical school. Still on challenges, look around, look well, have you seen any work shop, any empty area where we can practice anything? Look at the classroom, ↑ see the way learners are packed can we practice anything here that warrants people to understand and be able to do elsewhere? ((So you see that we are mostly just taking about CBA but on ground it is not there)), the curriculum itself is not first easy to work with. Then the issue of setting a competency statement and a real life situation in lessons, it not just easy, madam! Besides, teachers just get in instructions on what to do, yet they say we are active partners in education. No one asks the opinion of teachers when conceiving a new approach. All they ask is for us to implement without even considering the challenges we already face in the field, hmmm! ↑ There no space to practice language sound for pronunciation, the whole class of about 68 learners cannot be allowed to count 1-150 ((during formative assessment it takes too long)).*

**Interviewer:** Thank you very much sir, we have come to the end of the interview. I must say I'm grateful. It's a whole lot of knowledge I have received from you for this study. Thank you again.

**Teacher F:** *you are most welcome. Good luck*

- **End of interview track 6- audio tract 6 -  
Final End of Interview**

## APPENDIX 5: OBSERVATION CHECKLIST FOR TEACHERS AND LEARNERS

**RÉPUBLIQUE DU CAMEROUN**  
*PAIX-TRAVAIL-PATRIE*  
 \*\*\*\*\*  
**UNIVERSITÉ DE YAOUNDE I**  
 \*\*\*\*\*  
**FACULTÉ DES SCIENCES DE  
L'ÉDUCATION**  
 \*\*\*\*\*  
**DÉPARTEMENT DE CURRICULA ET  
EVALUATION**  
 \*\*\*\*\*

**REPUBLIC OF CAMEROON**  
*PEACE-WORK-FATHERLAND*  
 \*\*\*\*\*  
**THE UNIVERSITY OF YAOUNDE I**  
 \*\*\*\*\*  
**FACULTY OF EDUCATION**  
 \*\*\*\*\*  
**DEPARTMENT OF CURRICULUM  
AND EVALUATION**  
 \*\*\*\*\*

School.....Class.....subject.....time...

Class teacher:.....N<sup>0</sup> of pupils .....

**KEY:** Effective= **E**, Less Effective =**LE**, Very Effective = **VE**, Absent =**A**

S/N	ACTIVITIES	MEASURING MODE				COMMENTS
		VE	E	LE	A	
<b>A</b>	<b><i>Feedback – competence acquisition</i></b>					
1	Review previous knowledge/experiences					
2	Praise pupil when they answer questions					
3	Initiate effective class discussion and give task					
4	feedback move the lesson forward					
5	makes teachers to modify teaching approach					
6	Use body language feedback such as stern looks or unhappy face to pupil disturbing and wrong response to questions.					
<b>B</b>	<b><i>Peer assessment- acquisition of competences</i></b>					

7	learners correcting their friends when they are wrong					
8	learners peers congratulate them when they carry out any learning activity well					
9	Makes learners to work in group and exchange ideas with peers					
<b>C</b>	<b><i>Questioning – competence acquisition</i></b>	<b>VE</b>	<b>E</b>	<b>LE</b>	<b>A</b>	<b>COMMENTS</b>
10	give a quiz to learners to test their level of understanding at introduction					
11	used open ended questions to make learners express themselves English language					
12	Ask questions progressively as the lesson unfolds					
13	Use open ended questions					
14	Use close ended questions					
	<b>Sharing lesson objectives</b>	<b>VE</b>	<b>E</b>	<b>LE</b>	<b>A</b>	
15	present lesson objects at the start of every lesson					
16	Help pupil understand the objectives					
17	Objectives are SMART					

**APPENDIX 6 : INDIVIDUAL LESSON PLAN ON ENGLISH LANGUAGE I**

ILT: Village /Town

TOPIC: Grammar

Lesson: Adjectives

Expected Learning Outcome: Learners will;

-Use correct adjectives to qualify and quantify names of things in villages/towns.

Specific Objective: Learners will complete information in a text using the correct adjectives chosen from a list

Entry Behaviour: Learners can make simple sentences with some words related to market

Resources: Concrete objects, Chalkboard, Worksheets

References: Cambridge Primary English 6, The Curriculum, Schemes of work

Name of Teacher:

School:

Level:

Class:

Stages	Intermediary pedagogic objective	Content /Main Points of Matter	Facilitators Activities	Learners Activities	Duration	F.A.S
<b>Introduction</b>	<ul style="list-style-type: none"> <li>-To activate prior knowledge</li> <li>-To get back ground information</li> <li>-To get objectives of the lesson</li> </ul>	<p>Make short sentences with the following words</p> <ul style="list-style-type: none"> <li>● Super market</li> <li>● Customer</li> <li>● Trolley</li> <li>● Beverages</li> <li>● toiletries</li> </ul> <p>How does the supermarket look like</p>	<ul style="list-style-type: none"> <li>-Presents expressions</li> <li>-Instructs learners</li> <li>-Gives lesson objectives</li> </ul>	<ul style="list-style-type: none"> <li>-Construct sentences with words to provide background information</li> <li>Gets lesson objectives</li> </ul>	5 minutes	<ul style="list-style-type: none"> <li>-Prompting by questioning to get feedback from previous knowledge</li> <li>-Using previous knowledge to show know- how</li> </ul>
<b>Didactic situation(Problem solving situation)</b>	<ul style="list-style-type: none"> <li>-To get lesson objectives</li> <li>-To discover problem situation</li> </ul>	<p>Text: <b>At the super market</b></p> <p>It was Bih's <b>first</b> trip to Bamenda she was visiting her aunt...the shop was <b>huge...</b>with <b>little</b> huts</p> <p>When she tested the ice cream she enjoyed it so well that she wished she could live in the city forever</p>	<ul style="list-style-type: none"> <li>-Presents the problem situation through text worksheets to ensure that learners understand the problem</li> </ul>	<ul style="list-style-type: none"> <li>-Read the text</li> <li>-Ask questions where necessary</li> </ul>	5 minutes	<ul style="list-style-type: none"> <li>-Sharing lesson objectives to build new knowledge to ensure communication competences</li> </ul>

		<p>Tasks: (Cooperative Learning) Read the text and select words from the bolded that describes the nouns on the table</p> <table border="1" data-bbox="757 488 1283 1166"> <thead> <tr> <th data-bbox="757 488 981 571">Adjectives/</th> <th data-bbox="981 488 1283 571">Nouns</th> </tr> </thead> <tbody> <tr> <td data-bbox="757 571 981 655">1</td> <td data-bbox="981 571 1283 655">Shop</td> </tr> <tr> <td data-bbox="757 655 981 740">2</td> <td data-bbox="981 655 1283 740">Customer</td> </tr> <tr> <td data-bbox="757 740 981 825">3</td> <td data-bbox="981 740 1283 825">Costumers</td> </tr> <tr> <td data-bbox="757 825 981 909">4</td> <td data-bbox="981 825 1283 909">Noise</td> </tr> <tr> <td data-bbox="757 909 981 994">5</td> <td data-bbox="981 909 1283 994">Market</td> </tr> <tr> <td data-bbox="757 994 981 1078">6</td> <td data-bbox="981 994 1283 1078">Huts</td> </tr> <tr> <td data-bbox="757 1078 981 1166">7</td> <td data-bbox="981 1078 1283 1166">People</td> </tr> </tbody> </table>	Adjectives/	Nouns	1	Shop	2	Customer	3	Costumers	4	Noise	5	Market	6	Huts	7	People	<p>-Shares class into groups -Recalls task -Forms groups -Gives out work sheets Gives instructions -Guides the different groups and motivates them</p>	<p>-Form groups -Appoint secretaries - Work in groups -Call teachers attention when necessary -Propose solutions</p>	<p>10 minutes</p>	<p>Using feedback peer assessment to build personal and Inter personal competences. Lifelong learning and communication competences</p>
Adjectives/	Nouns																					
1	Shop																					
2	Customer																					
3	Costumers																					
4	Noise																					
5	Market																					
6	Huts																					
7	People																					
<p><b>Verification and Validation</b></p>	<p>To present group findings, justify</p>		<p>Recalls instructions</p>	<p>-Present their answers</p>	<p>5 minutes</p>																	

	<p>results and validate</p>	<table border="1"> <thead> <tr> <th data-bbox="757 209 981 293">Adjective</th> <th data-bbox="981 209 1272 293">Nouns</th> </tr> </thead> <tbody> <tr> <td data-bbox="757 293 981 378">1. huge</td> <td data-bbox="981 293 1272 378">Shop</td> </tr> <tr> <td data-bbox="757 378 981 462">1. many</td> <td data-bbox="981 378 1272 462">Customers</td> </tr> <tr> <td data-bbox="757 462 981 547">2. Quiet</td> <td data-bbox="981 462 1272 547">Customers</td> </tr> <tr> <td data-bbox="757 547 981 632">3. Much</td> <td data-bbox="981 547 1272 632">Noise</td> </tr> <tr> <td data-bbox="757 632 981 716">4. Small</td> <td data-bbox="981 632 1272 716">Market</td> </tr> <tr> <td data-bbox="757 716 981 801">5. little</td> <td data-bbox="981 716 1272 801">Huts</td> </tr> <tr> <td data-bbox="757 801 981 885">6. lots</td> <td data-bbox="981 801 1272 885">People</td> </tr> </tbody> </table>	Adjective	Nouns	1. huge	Shop	1. many	Customers	2. Quiet	Customers	3. Much	Noise	4. Small	Market	5. little	Huts	6. lots	People	<p>Puts away wrong answers and retain justifiable answers which tie with objectives</p>	<p>(solution) -Justify their answers -Get the teachers opinion</p>		
Adjective	Nouns																					
1. huge	Shop																					
1. many	Customers																					
2. Quiet	Customers																					
3. Much	Noise																					
4. Small	Market																					
5. little	Huts																					
6. lots	People																					
<p><b>5. Consolidation</b></p>	<p>To formulate new knowledge</p>	<p><b>Adjectives</b> are words that tell us how something is or how a person looks. They describe a noun using quantity, quality and also classify nouns in order.</p> <table border="1"> <tr> <td data-bbox="757 1254 920 1339">Adjective</td> <td data-bbox="920 1254 1099 1339">Adjective</td> <td data-bbox="1099 1254 1279 1339">Adjective</td> </tr> </table>	Adjective	Adjective	Adjective	<p>-Identifies new knowledge -Introduces new vocabulary to do with adjectives -Questions to</p>	<p>-Get new knowledge -Add to the new knowledge</p>	<p>15 minutes</p>	<p>Using question and feedback to build the spirit of initiative and checking lesson objectives</p>													
Adjective	Adjective	Adjective																				

		<table border="1"> <thead> <tr> <th>of quality</th> <th>of quantity</th> <th>of order</th> </tr> </thead> <tbody> <tr> <td>beautiful</td> <td>Many</td> <td>First</td> </tr> <tr> <td>Kind</td> <td>little</td> <td>Second</td> </tr> <tr> <td>good</td> <td>lots</td> <td>Last</td> </tr> </tbody> </table>	of quality	of quantity	of order	beautiful	Many	First	Kind	little	Second	good	lots	Last	<p>get learners opinion</p>			
of quality	of quantity	of order																
beautiful	Many	First																
Kind	little	Second																
good	lots	Last																
<p>6. <b>Partial Integration</b></p>	<p>To put together the new knowledge and know how to solve a complex problem situation To get feedback on the specific objectives To identify areas of weaknesses.</p>	<p>Chose the objective in the box to complete the gaps in the paragraph below</p> <table border="1"> <tr> <td>First, fresh, nice, many, green, beautiful, cotton, metal, few</td> </tr> </table> <p>Bih’s aunt collected a ____ trolley and they filled it with ____ items, they bought some beans, ____ oil and spices. Then they got a ____ toiletries for themselves at the clothes section, they got a ____ dress</p>	First, fresh, nice, many, green, beautiful, cotton, metal, few	<p>-Gives a complex problem solving situation -Instruct learners -Moves round and marking</p>	<p>-Do writing work individually -Ask questions if necessary -Get their exercise book</p>	<p>15 minutes</p>	<p>-Feedback from written work for remediation -Building the spirit of autonomy and initiative. Lifelong learning and communication competences</p>											
First, fresh, nice, many, green, beautiful, cotton, metal, few																		

		and a ____ hand bag for Bih. At the daily section they bought ____ meat and ice cream. It was the ____ time Bih was seeing a shop with so many things in it.				
<b>7. Remediation</b>	To fill gaps in learning	Areas with gaps	Re-adjust learning where necessary and bring learning's to the same level	Discover their errors and rectify them	5 minutes	Re-in forcing learning listening speaking reading and writing competences re-enforced

**APPENDIX 7: INDIVIDUAL LESSON PLAN ON ENGLISH LANGUAGE II**

ILT: Village/Town

Topic: Writing

Lesson: Informal Letter

Expected Learning Outcomes: Learners will,

-Address letters to friends and family relative living in town or village using the appropriate informal style and expression

-Think critically and appreciate lifestyle in the contexts of village or town in letter writing.

Specific objectives: Learners will rearrange sentences correctly to build up a letter to a friend.

Entry Behaviour: Learners can answer expression their opinion on forms of writing.

Resource: worksheets.

References: The Curriculum, Schemes of Work, Cambridge Primary English 6.

Name of Teacher \_\_\_\_\_

School: \_\_\_\_\_

Level: \_\_\_\_\_

Class: 5

No on Roll \_\_\_\_\_

Stages	Intermediary Pedagogic Objectives	Content/Matter	Facilitators Activities	Learners activities	Duration	Formative assessment strategies
<b>Introduction</b>	-To activate prior knowledge -To get lesson objective	1.Name various forms of writing you know 2. After Bih visited her aunt in the city and had a good time with her how do you think she should appreciate her aunt? 3. What form of writing would she write?	-Asks prompt learners with oral question -Motivates and appreciates lessons responses	Learn and answer questions orally Get lesson objectives	5minutes	-Questioning feedback and motivating instinctively. -Linking old knowledge to introduce new knowledge
<b>Didactic Situation</b>	To get the problem situation	Here is the letter Bih wrote to Aunt Aleah when she returned to the village <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">(1) G.S. Aningdoh, P.O.Box 47, Bamenda.</p> <p style="text-align: center;">(2)2<sup>nd</sup> February, 2022</p> <p>(3) Dear Aunt Aleah</p> <p>(4) Thank you...</p> </div>	-presents lesson objective -Presents problem situation (sample latter) -Instruct learners	-Scan and skim through the letter	3 minutes	Lesson objective to build within competence and encourage the spirit of initiative personal competence of

		<div style="border: 1px solid black; padding: 5px;">                 (5) Lots of love                  (6) Bih             </div>	to read through			reading
<b>Research</b>	To verify hypothesis	Cooperative learning  Task  1.How many parts has the letter got?  2.Classify the parts using the following expressions:  <ul style="list-style-type: none"> <li>● Message</li> <li>● Opening salutation</li> <li>● Date</li> <li>● Addresses address</li> <li>● End salutation</li> <li>● signature/name</li> </ul> 1. _____ 2. _____ 3. _____ 4. _____	-Shares class into working groups  -Gives task  -Moves around guiding and motivating	Work in groups  Calls teacher's attention if need be.	10 minutes	Questioning,  Peer assessment,  Feedback and to build knowledge, skills and attitudes in the building of broad based and core competences

		5. _____ 6. _____				
<b>Verification and validation</b>	To present group work, justify results and validate	1. Addressee's address 2. Date 3. Opening salutation 4. Message 5. End salutation 6. Signature / name	-Discard and retain justifiable answers	-Present solutions <ul style="list-style-type: none"> <li>• Justify their answers</li> <li>• Get teacher's opinion</li> </ul>	5 minutes	Feedback and peer assessment to encourage the spirit of communication (speaking), initiative
<b>Consolidation</b>	To formulate new knowledge	<div style="border: 1px solid black; padding: 5px; width: fit-content;">The letter</div> <p>Addresser's address and date at top right section of the writing sheet</p> <p>Use of polite words in your letter</p>	-Intensifies new knowledge by emphasizing on form and words use	-Get new knowledge <ul style="list-style-type: none"> <li>-Add to new knowledge</li> </ul>	10 minutes	Questioning lesson objectives feedback and questioning to build new expression for writing competences

<p><b>Partial Integration</b></p>	<p>To put together new knowledge and know-how and attitude</p> <p>To get feedback and identify gaps</p>	<p>Rearrange the following expressions and sentences to build up a letter to your best friend telling her about your visit to the city.</p> <p>-I am writing to tell you about my visit to your aunt Abah</p> <p>-Best wishes</p> <p>-20th march 2020</p> <p>-P.O. Box 34, Ntarche</p> <p>-We visited the airport and saw many airplanes some landing and others taking off</p> <p>-Lastly aunt Abah took me to a birthday party where I ate lots of food and drank juice and ate ice cream</p> <p>-I loved the visit and wish I can always spend my holidays with aunt Abah</p> <p>-Ndoh</p>	<p>-Presents a complex problem solution</p> <p>-Instructs learners</p> <p>-Moves round and guiding and marking</p>	<p>-Arrange phrases and sentences to build informal letter</p> <p>-Do written work individually</p> <p>-Get exercise books marked</p>	<p>15 minutes</p>	<p>Feedback from written work to assess level of acquisition of competence, communication interpersonal lifelong learning</p>
<p><b>Remediation</b></p>	<p>To fill gaps in the</p>	<p>Areas with gaps reinforced</p>	<p>-Uses feedback to re-adjust learning</p>	<p>-Discover errors and</p>	<p>5 minutes</p>	<p>Reinforcing the acquisition of</p>

	<p>learning process</p>	<p><b>Homework:</b> Write a letter to your grandparents in the village telling them that you will like to spend the next summer holiday with them.</p>	<p>where there are gaps</p> <p>-Re-instruct learners on already conceived project.</p>	<p>rectify them</p> <p>-mobilize resources to write letter in an autonomous manner</p>		<p>Writing and others competencies</p>
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## APPENDIX 8: READING COMPREHENSION TEXT

### At a supermarket

It was Bih's first trip to Bamenda. She was visiting her aunt. She was very excited when her aunt took her to the supermarket. Bih had never been to a **Supermarket** before. There was no such thing in her village.

The **attendant** at the door of the Supermarket took their bags and gave them a card with a number. Then they entered the Supermarket and Bih could hardly believe her eyes.

The shop was huge, and spread over two floors. There were many **customers**, but they were all quiet, so there was not much noise. Bih thought about the small market in her village with all the little huts and lots of people shouting at the top of their voices. Her aunt called, "Bih! Come along!" Bih said, "I'm coming." Bih could not take her eyes off the shelves. Each section had a different **sales assistant**, who was ready to help the customers.

Her aunt collected a **trolley**. They went to the **Beverages**, canned goods, **Bakery** and **Toiletries** sections. Her aunt put her goods into the trolley. Finally, Bih's aunt took her to the dairy section for ice cream.

It was magic to her! When she tasted the ice cream, she was sorry that her parents had decided to live in the village!

### Task

**Choose the correct answer for these questions.** Bih was visiting

- A. her aunt
  - B. a supermarket
  - C. an ice cream shop
1. Bih was excited because?
    - A. she loved going to supermarket.
    - B. her aunt promised to buy her something
    - C. she had never been to a supermarket before
  2. The number the attendant gave them was
    - A. to play the lot
    - B. to get their bag back afterwards

- C. to go inside the supermarket
3. The shop was;
    - A. crowded but quiet
    - B. empty and huge
    - C. full of many people and much noise
  4. The village market at Bih's home
    - A. is noisy with lots of people
    - B. is small with lots of people
    - C. is orderly and quiet
  5. Toiletries are
    - A. things to clean a toilet
    - B. toilets
    - C. personal cleaning products

### **Problem Situation**

#### **At a supermarket**

It was Bih's **first** trip to Bamenda. She was visiting her aunt. She was very excited when her aunt took her to the supermarket. Bih had never been to a Supermarket before. There was no such thing in her village.

The attendant at the door of the Supermarket took their bags and gave them a card with a number. Then they entered the Supermarket and Bih could hardly believe her eyes.

The shop was **huge**, and spread over two floors. There were **many** customers, but they were all **quiet**, so there was not **much** noise. Bih thought about the **small** market in her village with all the **little** huts and **lots of** people shouting at the top of their voices. Her aunt called, "Bih! Come along!" Bih said, "I'm coming." Bih could not take her eyes off the shelves. Each section had a different sales assistant, who was ready to help the customers.

Her aunt collected a trolley. They went to the Beverages, canned goods, Bakery and Toiletries sections. Her aunt put her goods into the trolley. Finally, Bih's aunt took her to the dairy section for ice cream.

It was magic to her! When she tasted the ice cream, she was sorry that her parents had decided to live in the village!

### Partial Integration Assessment Exercise

#### Task

Choose the correct adjectives from the boxes below to fill the gaps in the sentence so that the story makes meaning.

Metal	Cotton	Huge	Lots	green
First	Fresh	Nice	Beautiful	many

Bih's aunt collected a \_\_\_\_\_ trolley and they filled it with \_\_\_\_\_ items. They bought \_\_\_\_\_ beans, carrots and some plantain. Then they went to get a few toiletries for themselves. They bought Irish potatoes and a bottle of \_\_\_\_\_ oil. Finally, they went to the clothing section and bought a \_\_\_\_\_ dress and a \_\_\_\_\_ hand bag for Bih. At the daily section they bought \_\_\_\_\_ meat and ice cream

She had never seen such a \_\_\_\_\_ building with \_\_\_\_\_ of things in one shop before, because it was the \_\_\_\_\_ time she was visiting a supermarket.

#### Completed version

Bih's aunt collected a **metal** trolley and they filled it with **many** items. They bought **green** beans, carrots and some plantain. Then they went to get a few toiletries for themselves. They bought Irish potatoes and a bottle of **cotton** oil. Finally, they went to the clothing section and bought a **beautiful** dress and a **nice** hand bag for Bih. At the daily section they bought **fresh** meat and ice cream

She had never seen such a **huge** building with **lots** of things in one shop before, because it was the **first** time she was visiting a supermarket.

#### Writing: Informal Letter

#### Didactic Situation

Here is the letter that Bih wrote to her aunt to thank after her visit to the city.

30 River Road

2 February 20 17

Dear Aunty Aleah

Thank you very for the holiday I spent with you. I really enjoyed it. I had much fun. It was very exciting to go to the supermarket. I have never seen so many things in one shop Also, thank you again for the lovely dress and nice handbag you bought me. I also enjoyed the ice cream. I hope to see you again soon.

Lots of love

Bih

## APPENDIX 9: DIAGNOSTIC ASSESSMENT

**Pre-testing Questions for Class 5**

**27/03/2020**

### WRITING

Plastic bottles and bags cause lots of health problems to people living in Yaoundé and other places in Cameroon. Andrew a class 5 pupil in GBPS Etoug-Ebe, contributes in his own little way to solve this problem by recycling plastic waste in jewellery.

*Complete the dialogue between Andrew and Rose by using questions that corresponds to the responses.*

Rose: \_\_\_\_\_

Andrew: I'm making jewellery

Rose: \_\_\_\_\_

Andrew: I'm using recycled plastics

Rose: \_\_\_\_\_

Andrew: I collect them from landfills and from the streets.

Rose: \_\_\_\_\_

Andrew: Oh yes! I wash them with soap and hot water.

Rose: \_\_\_\_\_

Andrew: I sell my jewellery at markets. Some shops also buy it too.

Rose: \_\_\_\_\_

Andrew: I give the money to my parents and they use it to buy my school needs.

Rose: \_\_\_\_\_

Andrew: Yes, I love what I am doing very much.

Rose: \_\_\_\_\_

Andrew: Because it gives me money and I learn a craft from it. I also help in cleaning the environment by picking up the plastic waste from the environment and recycling them.

Rose: \_\_\_\_\_

Andrew: I will advise young people like me to also find a way to reuse or recycle plastic waste so that together we can keep the environment clean and live healthily.

Rose: \_\_\_\_\_

Andrew: you are welcome.

**Pre-testing Question for Class 6 pupils**

27/03/2020

**WRITING**

You invited your friend to your birthday party but he could not attend because he/she was sick. He/she wants to know how you celebrated your birthday. Write a letter that you will send to him/her describing the event.

You may use the following guidelines;

- Your address
- Date
- Opening salutations
- When my party took place
- Where I organized my birth day party
- What I wore during my birthday party
- Who attended my party
- The things I did during my birthday party
- The things people ate, and drank during my birthday party.
- The things people did during at my birthday party
- What happened at the end
- End salutations, signature and name

**Grammar and Vocabulary****1. Complete the sentences with correct articles for them to make sense. (1.5mks)**

- a) She is wearing \_\_\_\_\_ Ox-blood dress.
- b) There is \_\_\_\_\_ rice in the pot. Do you want to eat?
- c) \_\_\_\_\_ Mobile phone facilitates communication.

**2. Write the correct form of the adjective in brackets in the space provided. (1.5marks)**

- a) I think the village is a \_\_\_\_\_ (good) place to live in than a city.
- b) A snake is the \_\_\_\_\_ (dangerous) animal I know.
- c) Is mount Cameroon \_\_\_\_\_ (high) than mount Everest?

**3. Fill the blanks with the correct form of the verb in brackets so the sentence makes sense. (2.5marks)**

- a) She \_\_\_\_\_ for a walk before the rain started. (has gone, went, had gone)
- b) He \_\_\_\_\_ his yesterday after about 10 years of no communication. (saw, seen, has seen)
- c) My father was \_\_\_\_\_ by the noise from the TV. (awaken, awoken, awaking)
- d) Mr. Tabe \_\_\_\_\_ his food when we arrived. (is eating, has eaten, was eating)
- e) Aunt Rosa: Where is your mother?  
Susan: she \_\_\_\_\_ to the village. (has travelled, had travelled, has been traveling)

**4. Complete the statements with correct question tags. (2.5marks)**

- a) Your head teacher is a lady, \_\_\_\_\_
- b) The teacher doesn't like noise, \_\_\_\_\_
- c) We must be polite to everybody, \_\_\_\_\_
- d) You gave your mother the money,-----
- e) They aren't in your class,-----

**5. Change the following sentences either to PASSIVE OR ACTIVE VOICE. (2marks)**

- a) A politician bought this house.-----  
-
- b) Roads are constructed by Road-Engineers.

**6. Change the sentences to DIRECT OR INDIRECT speech. (2marks)**

- a) "Today is a bright day". Yvonne said.-----  
-----

b) The princess said that she had travelled to USA the year before last.-----  
-----

**7. Complete these sentences by choosing the correct preposition below (under, up, over, along, across). (5marks)**

- a) On my way home there were so many people..... the street  
 b) A man is climbing..... the hill.  
 c) Planes fly.....many cities and high up in the sky to get to their destinations.  
 d) The children looked for their ball until they found it..... the bed.  
 e) My father ran..... the field searching for his goats.

**8. Insert the words in brackets in their proper places in the sentence.(3marks)**

1. It is not----- to speak ----- in class.  
(allowed, aloud)  
 2. The ----- admitted that she had ----- a mistake. (made, maid)  
 3. I saw him ----- at the man on the -----(stair, stare)

17/05/2021

**English Language Test for Form 1 Students**

Time Allowed: 2 Hours.

**GENERAL INSTRUCTIONS:**

*Read the instructions carefully before attempting to answer the questions.*

- 1) Answer all the questions in sections **A, B** and **C**.  
 2) In sections where you have to choose one out of four possible answers A, B, C and D, only one of them is correct. Put an **X** over the letter corresponding to the correct answer.  
 3) In case you change your mind and wish to change your choice, put a circle round the already crossed letter. Only one letter with the clear **X** over will be accepted.

**SECTION A: GRAMMAR AND VOCABULARY (30 marks),**

*Fill the blanks in the sentences below, using the correct tenses, prepositions, vocabulary, adjectives, adverbs, comparisons, pronouns and punctuations. Put an X over the letter that corresponds to the word or phrase that best fills the blank.*

**I- Each question carries 1/2 mark.**

- 1) The slow boy \_\_\_\_\_ to do his homework.  
A) felled B) fell C) fail D) failed A B C D
- 2) \_\_\_\_\_ shall you go for holidays?  
A) Were; B) What; C) Which; D) Where A B C D
- 3) The widow was left alone with \_\_\_\_\_ to look after her.  
A) someone; B) anyone; C) no one; D) not one A B C D
- 4) Edwin likes playing football so \_\_\_\_\_ Paul.  
A) do; B) does; C) is; D) none of these A B C D
- 5) \_\_\_\_\_ told you my name`?  
A) What; B) Who; C) Which; D) Whom A B C D
- 6) The taxi was going \_\_\_\_\_ full speed before it crashed.  
A) on; B) with; C) at; D) in A B C D
- 7) \_\_\_\_\_ the President came to Buea, many people went to see him  
A) While; B) If; C) When; D) Before A B C D
- 8) Nathalie is the \_\_\_\_\_ of the twins.  
A) Tallest; B) more tall; C) tall; D) taller A B C D
- 9) The crook \_\_\_\_\_ everyone and made away with the money.  
A) deceived; B) deceive; C) deceives; D) deceives A B C D
- 10) Douala is the economic capital of Cameroon, \_\_\_\_\_?  
A) Is it; B) isn't it; C) not so; D) didn't it. A B C D
- 11) The distance \_\_\_\_\_ Yaounde and Buea is long enough to last five hours.  
A) among; B) between; C) to D) none of these A B C D
- 12) Did you notice the \_\_\_\_\_ of cars at the wedding ceremony?

- A) bunch; B) fleet; C) array; D) group A B C D
- 13) The air in this room is polluted. Someone has \_\_\_\_\_.  
A) fatted; B) fasted; C) fart; D) farted A B C D
- 14) Her niece fell and hurt \_\_\_\_\_  
A) herself; B) itself; C) himself; D) themselves A B C D
- 15) The monk is to the monastery as the soldier is to the \_\_\_\_\_  
A) prison; B) church; C) barracks; D) ail of these A B C D
- 16) Slaves were carried to Europe in \_\_\_\_\_  
A) chips; B) sheeps; C) ships; D) sheep A B C D
- 17) Jacob \_\_\_\_\_ at work but he went shopping.  
A) may be; B) must be; C) will be; D) should have been A B C D
- 18) We haven't \_\_\_\_\_ yams to sell today.  
A) any; B) some; C) no; D) abit; A B C D
- 19) There is a smaller chair \_\_\_\_\_ the back of the hall.  
A) in; B) on; C) at; D) to A B C D
- 20) It is not an accident. He did it \_\_\_\_\_  
A) extremely; B) lately; C) deliberately; D) not intentionally A B C D

II) *Write the nouns below in the right column. Each answer has 1 mark.*

**Chair, rice, bottle, air, wind, picture, shadow, joy, book, truth**

ABSTRACT NOUNS	CONCRETE NOUNS

III - *Circle a word from each set whose underlined sound is different from the rest. Each correct answer earns 1 mark.*

- a) ship      Sheep      Chip      shift  
b) arm      Art      Aunt      ant

- c) scent      Sent              Saint              cent  
 d) stool        Blood              Food              fool  
 e) Tall          Shall              Fall              ball  
 f) dull        pull              put              full

## SECTION B: READING COMPREHENSION (20 marks)

*Read the passage below carefully and answer all the questions that follow.*

### Environment in danger!

Our environment is increasingly becoming unsafe. The air we breathe, the water we drink, the seas we fish in, the soils we farm, and the animals and plants around us are all in danger. Today, many places which were known to be cold are becoming very hot, the desert is advancing and consuming more fertile lands and the industries are polluting the air as more and more gases and wastes escape from the factories. The forests, which give us timber and paper are being destroyed causing soil erosion and making wildlife homeless.

The richer countries of the world are greatly responsible for industrial pollution. In developing countries, poverty is causing people to overgraze grasslands, cut down trees for new lands, human habitation, firewood and lands to farm on.

Large areas of forests disappear every year. Trees are cut down for timber, furniture, paper and fuel. Trees, however, have many important uses. They protect the land from heavy down pour of rain, as such preventing erosion.

Some of them are medicinal and provide homes to animals. All these are being destroyed at alarming rates.

### QUESTIONS

*Answer the following questions in the spaces provided below.*

1. Identify four things indicated in the passage that show that the environment is in danger (2 **marks** each).

- i) \_\_\_\_\_  
 ii) \_\_\_\_\_  
 iii) \_\_\_\_\_  
 iv) \_\_\_\_\_

2. The forest is very important to its environment. Write down two important uses of the forest as mentioned in the passage above (2 marks each).

- i) \_\_\_\_\_  
 ii) \_\_\_\_\_

3. Identify two types of industrial pollution mentioned in the passage (2 marks) each.

- i) \_\_\_\_\_

ii) \_\_\_\_\_

4. In the passage, we are told the destruction of the forest makes the "wildlife" homeless. What is the meaning of wildlife? (2 marks)

\_\_\_\_\_

5. Why do you think the environment is said to be in danger? (2 marks)

\_\_\_\_\_

6. The passage above tells us of the importance of the forest to its environment. In your opinion, state two ways in which the forest can be protected (2 marks each).

i) \_\_\_\_\_

ii) \_\_\_\_\_

### SECTION C: WRITING (20 marks)

A) Plastic bottles and bags cause lots of health problems to people living in Yaoundé and other places in Cameroon. Andrew, a class 5 pupil in GBPS Etoug-Ebe, contributes in his own little way to solve this problem by recycling plastic waste into jewelry.

*Complete the dialogue between Andrew and Rose by writing questions that correspond to the responses. Each correct sentence earns 1 mark*

#### Dialogue

Rose: Good morning Andrew.

Andrew: Hello, Rose.

Rose: \_\_\_\_\_

Andrew: I'm fine, thanks.

Rose: \_\_\_\_\_

Andrew: I'm making jewelry.

Rose: \_\_\_\_\_

Andrew: I'm using plastics waste.

Rose: \_\_\_\_\_

Andrew: I collect them from landfills and from the streets.

Rose: \_\_\_\_\_

Andrew: Oh yes! I wash them with soap and hot water.

Rose: \_\_\_\_\_

Andrew: I sell my jewelry at markets. Some shops also buy it too.

Rose: \_\_\_\_\_

Andrew: I give the money to my parents and they use it to buy my school needs.

Rose: \_\_\_\_\_

Andrew: Yes, I love what I am doing very much.

Rose: \_\_\_\_\_

Andrew: I would advise other young people to do like me so that our environment can be clean and healthy.

Rose: \_\_\_\_\_

Andrew: of course I can offer you a pair of earrings.

B) You invited your friend to your birthday party but he could not attend because you were sick. He/she wants to know how you celebrated your birthday. Write a letter that you will send to him/her describing the event.

You may use the following guidelines;

- Your address and date
- Opening salutations
- When my party took place
- Where the party was organized
- What you wore during the party
- Who attended the party
- The things you did during the party
- The things people ate, and drink during my birthday party.
- The things people did during at the party
- What happened at the end
- conclusion

Imagine that you visited your uncle in Douala during the summer vacation. Then, you went out for sightseeing to some interesting places in the city but got missing. A stranger took you to a police station. At the police station you need to talk about yourself in order to guide the police take you back home.

In five sentences, talk about yourself while taking note of the following;

- Greetings, name, age, where you come from, where you stay etc etc.

## APPENDIX 10: THE JEFFERSONIAN TRANSCRIPTION NOTATION

Symbol	Name	Use
[ text ]	Brackets	Indicates the start and end points of overlapping speech.
=	Equal Sign	Indicates the break and subsequent continuation of a single interrupted utterance.
(# of seconds)	Timed Pause	A number in parentheses indicates the time, in seconds, of a pause in speech.
(.)	Micro pause	A brief pause, usually less than 0.2 seconds.
. or ↓	Period or Down Arrow	Indicates falling pitch.
? or ↑	Question Mark or Up Arrow	Indicates rising pitch.
,	Comma	Indicates a temporary rise or fall in intonation.
-	Hyphen	Indicates an abrupt halt or interruption in utterance.
>text<	Greater than / Less than symbols	Indicates that the enclosed speech was delivered more rapidly than usual for the speaker.
<text>	Less than / Greater than symbols	Indicates that the enclosed speech was delivered more slowly than usual for the speaker.
°	Degree symbol	Indicates whisper or reduced volume speech.
ALL CAPS	Capitalized text	Indicates shouted or increased volume speech.
Underline	Underlined text	Indicates the speaker is emphasizing or stressing the speech.
:::	Colon(s)	Indicates prolongation of an utterance.
(hhh)		Audible exhalation
? or (.hhh)	High Dot	Audible inhalation
( text )	Parentheses	Speech which is unclear or in doubt in the transcript.
(( italic text ))	Double Parentheses	Annotation of non-verbal activity.

Source: *G. Jefferson, (2004)*

## APPENDIX 11: STATISTICS AND TEST SCORES

### Diagnostic Test scores for form I

**Lycee de Etoug-Ebe 17/05/2021**

<b>Serial No</b>	<b>Marks obtained</b>		<b>Serial No</b>	<b>Marks obtained</b>	<b>Serial No</b>	<b>Marks obtained</b>
001	08		021	07	040	11
002	12		022	08	041	07
003	08		023	06	042	09.5
004	11		024	15	043	07.5
005	07.5		025	08.5	044	08.5
006	09		026	07	045	14
007	06		027	07	046	12
008	05		028	10	047	06.5
009	05		029	12	048	08
010	10		029	11	049	08
011	08.5		030	13	050	13
012	11		031	09		
013	10		032	14		
014	09		033	09		
015	13		034	10		
016	14		035	09		
017	08		036	12		
018	06		037	10.5		
019	11		038	12		
020	08		039	10		

No sat: 50

No passed: 2. Percentage passed: 46%

### Diagnostic Test scores for class 6

#### CGBPPS GR. I Yaounde

Serial No	Marks obtained		Serial No	Marks obtained		Serial No	Marks obtained
001	07		021	08		040	13
002	12		022	15		041	05
003	14		023	13		042	05
004	09		024	11		043	08
005	08		025	09		044	09
006	14		026	07.5		045	09
007	10		027	10		046	01
008	07		028	06.5		047	09
009	06		029	16		048	09
010	10		029	00		049	07
011	13		030	03		050	06
012	08		031	03		051	10
013	00		032	08		052	11
014	06		033	09		053	03
015	05		034	08		054	14
016	12		035	17		055	04
017	05		036	10			
018	06		037	10			
019	07		038	12			
020	09		039	07			

No sat: 55

No passed: 19

Number failed: 34    Percentage passed: 35%

### Diagnostic Test scores for class 6

#### CGBPS GR.2 Yaoundé

Serial No	Marks obtained	Serial No	Marks obtained	Serial No	Marks obtained
001	12	021	11	040	10
002	05.4	022	08	041	04
003	8.5	023	16	042	14
004	08	024	07	043	04
005	14	025	08	044	05
006	08	026	08	045	05
007	10	027	05	046	05
008	09	028	06	047	07
009	07.5	029	18	048	13
010	0.75	029	08	049	07
011	09	030	08	050	06
012	02	031	12	051	13
013	06	032	05	052	16
014	06	033	12	053	02
015	10	034	11	054	07
016	08	035	13	055	07
017	09	036	03	056	09
018	16	037	07	057	10
019	06	038	04	058	06
020	07	039	04.5		

No sat: 58

No passed: 21

Number failed: 40

Percentage passed: 31

**Diagnostic Test scores for class 6 GBPS BIYEM ASSI GR 2 A)**

<b>Serial No</b>	<b>Marks obtained</b>		<b>Serial No</b>	<b>Marks obtained</b>		<b>Serial No</b>	<b>Marks obtained</b>
001	13		021	06		040	08
002	14		022	03		041	06.5
003	06		023	11		042	04
004	10		024	08		043	05
005	15		025	11		044	10
006	14		026	13		045	09
007	10		027	05		046	0
008	08		028	10		047	04.5
009	07		029	06		048	06
010	10		029	08		049	02
011	07		030	07		050	09
012	06		031	09		051	06
013	05		032	06		052	12
014	08		033	06		053	01
015	11		034	01		054	12
016	08		035	02.5		055	07
017	03		036	03		056	15
018	14		037	08		057	15
019	14		038	03		058	04
020	09		039	06		059	04

No sat: 59

No passed: 19

Percentage passed: 32%

**Diagnostic Test scores for class 6 GBPS BIYEM -ASSI GR. 2B**

<b>Serial No</b>	<b>Marks obtained</b>		<b>Serial No</b>	<b>Marks obtained</b>		<b>Serial No</b>	<b>Marks obtained</b>
001	06		021	10		040	15
002	09		022	04		041	06
003	00		023	05		042	04
004	10		024	08		043	09
005	12		025	04		044	07
006	05		026	10		045	08
007	04		027	05		046	03
008	11		028	16		047	02
009	08		029	07		048	04
010	14					049	12
011	06		030	05		050	06
012	05		031	07		051	08
013	04		032	07		052	7.5
014	12		033	13		053	
015	04		034	05		054	
016	11		035	06		055	
017	11		036	08		056	
018	03		037	03		057	
019	06		038	02		058	
020	11		039	13		059	

No sat: 52

No passed: 15

Percentage passed: 28%

### Diagnostic Test scores for Form 1

#### Reading comprehension

Serial No	Marks obtained		Serial No	Marks obtained		Serial No	Marks obtained
001	10		021	08		040	00
002	04		022	04		041	02
003	02		023	10		042	04
004	08		024	04		043	06
005	10		025	08		044	08.5
006	02		026	04		045	06
007	04		027	00		046	00
008	06		028	06		047	07
009	06		029	14		048	04
010	04					049	14
011	09.5		030	14		050	06
012	00		031	04		051	
013	06		032	05		052	
014	04		033	00		053	
015	04		034	04		054	
016	00		035	08		055	
017	16		036	08		056	
018	04		037	00		057	
019	04		038	12		058	
020	03		039	08		059	

No sat: 50

No passed: 7

Percentage passed: 14%

**Diagnostic Test scores for Class 5 GBPS BIYEM-ASSI GR. 2B**

<b>Serial No</b>	<b>Marks obtained</b>	<b>Serial No</b>	<b>Marks obtained</b>	
001	07	021	09	
002	09	022	06	
003	10	023	12	
004	10	024	07	
005	18	025	04	
006	05	026		
007	00	027		
008	09	028		
009	13	029		
010	19			
011	11	030		
012	10	031		
013	00	032		
014	02	033		
015	04	034		
016	07	035		
017	11	036		
018	08	037		
019	08	038		
020	05	039		

No sat: 25

No passed: 9

Percentage passed: 36%

**Test Scores for Class 5 GBPS BIYEM-ASSI GR. 2 A**

27/03/2020

<b>Serial No</b>	<b>Marks obtained</b>	<b>Serial No</b>	<b>Marks obtained</b>	<b>Serial No</b>	<b>Marks obtained</b>
001	16	021	05	040	01
002	12	022	16	041	08
003	10	023	10	042	00
004	05	024	01	043	01
005	01	025	05	044	01
006	03	026	02	045	12
007	08	027	01	046	05
008	00	028	14	047	11
009	16	029	12	048	06
010	01			049	00
011	17	030	06	050	01
012	04	031	14	051	01
013	14	032	11	052	
014	14	033	0.5	053	
015	16	034	00	054	
016	08	035	16	055	
017	11	036	11	056	
018	03	037	15	057	
019	01	038	05	058	
020	00	039	01	059	

No sat: 51

No passed: 19

Percentage passed: 37%

### Test Scores for Class 5 GBPS ESSOS II

Serial No	Marks obtained	Serial No	Marks obtained	Serial No	Marks obtained
001	13	021	08	040	06
002	07	022	09	041	13
003	07	023	14	042	09
004	04	024	09	043	08
005	14	025	07	044	07
006	07	026	10	045	14
007	04	027	05	046	11
008	05	028	11	047	
009	04	029	08	048	
010	10			049	
011	08	030	08.5	050	
012	04	031	08.5	051	
013	07	032	10	052	
014	02	033	06	053	
015	08	034	05	054	
016	11.5	035	09	055	
017	17	036	05	056	
018	06	037	10	057	
019	07	038	01	058	
020	13	039	00	059	

No sat: 46

No passed: 15

Percentage passed: 32%

Percentage failed: 68

**Test Scores for class 5 GBPS ESSOS I**

<b>Serial No</b>	<b>Marks obtained</b>		<b>Serial No</b>	<b>Marks obtained</b>	<b>Serial No</b>	<b>Marks obtained</b>
001	13		021	02	040	08
002	16		022	06	041	09
003	14		023	09	042	13
004	10		024	07.5	043	05
005	07		025	04	044	13
006	04		026	09	045	08
007	06.5		027	04	046	16
008	04		028	09	047	05
009	16		029	09	048	08
010	04				049	11
011	14		030	06	050	
012	00		031	18	051	
013	14		032	04	052	
014	08		033	03	053	
015	04		034	14	054	
016	06		035	02	055	
017	11		036	16	056	
018	06		037	08	057	
019	10		038	10	058	
020	06		039	17	059	

No sat: 49

No passed: 18

Percentage passed: 37%

## APPENDIX 12: AUTORISATION FOR RESEARCH

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*  
 \*\*\*\*\*  
 UNIVERSITY OF YAOUNDE I  
 \*\*\*\*\*  
 FACULTY OF EDUCATION  
 \*\*\*\*\*  
 DEPARTMENT OF DIDACTICS

Le Doyen

*The Dean*

N°...../19/UYI/VDRC

### AUTORISATION DE RECHERCHE

Je soussigné, **Professeur Moïse MOUPOU**, Doyen de la Faculté des Sciences de l'Éducation de l'Université de Yaoundé I, certifie que l'étudiante **NDIFOR Roseline FUHTUNG**, matricule **91M569**, est inscrite en thèse Doctorat PhD à la Faculté des Sciences de l'Éducation, Département : **DIDACTIQUE DES DISCIPLINES**, option : **Didactique de l'Anglais au cours de l'année académique 2017/2018**.

L'intéressée doit effectuer des travaux de recherche en vue de l'obtention de son diplôme de Doctorat. Elle travaille sous la codirection du **Pr. NKEMLEKE Daniel** et du **Pr. MGBWA Vandelin**. Son sujet porte sur : « *ASSESSING ENGLISH LANGUAGE FROM THE PERSPECTIVE OF COMPETENCE BASED APPROACH IN PRIMARY SCHOOLS IN MFOUNDI DIVISION - YAOUNDE* ».

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

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

Fait à Yaoundé, le..... **19 FEB 2020**...

**Pour le Doyen et par ordre**  
  
 Maitre de Conférences

REPUBLIQUE DU CAMEROUN  
PAIX-TRAVAIL-PATRIE  
\*\*\*\*\*  
MINISTRE DE L'EDUCATION DE BASE  
\*\*\*\*\*  
DELEGATION REGIONALE DU CENTRE  
\*\*\*\*\*  
DELEGATION DEPARTEMENTALE DU  
MFOUNDI  
\*\*\*\*\*  
INSPECTION D'ARRONDISSEMENT  
DE YAOUNDE VI  
\*\*\*\*\*

Tél. 222317519



REPUBLIC OF CAMEROON  
PEACE- WORK-FATHERLAND  
\*\*\*\*\*  
MINISTRY OF BASIC EDUCATION  
\*\*\*\*\*  
REGIONAL DELEGATION FOR THE CENTRE  
\*\*\*\*\*  
DIVISIONAL DELEGATION FOR THE  
MFOUNDI  
\*\*\*\*\*  
SUB – DIVISIONAL INSPECTORATE OF  
YAOUNDE VI  
\*\*\*\*\*  
PHONE OFFICE : 222317519  
10 FEB 2020

Yaoundé le, .....  
The

MADAME L'INSPECTEUR D'ARRONDISSEMENT DE L'EDUCATION  
DE BASE DE YAOUNDE VI

A

MESSIEURS LES DIRECTEURS ET DIRECTRICES DES ECOLES  
MATERNELLES ET PRIMAIRES PUBLIQUES ANGLOPHONES DE  
SON RESSORT DE COMPETENCE.

**Objet :** Autorisation de recherche

Dans le cadre de ses travaux de recherche sous le thème : « Assing English Language in the Perspective of Competence Based Approach in Primary School in Mfoundi Division- Yaoundé »,

J'ai l'honneur de vous demander de bien vouloir permettre à l'Etudiante NDIFOR ROSELINE FUHTUNG inscrite in Department of Didactics of Discipline at the Doctoral unit of Research and Training in Science of Education and Educational Engineering, university of Yaoundé I, de procéder à la collecte des données relatives à son étude, dans vos écoles respectives.

Il demeure bien entendu que l'intéressée devra au préalable vous expliquer dans les délais sa méthode de collecte des données afin d'arrêter de commun accord, les modalités pratiques y relatives et éviter par conséquent la perturbation des enseignements au sein des écoles concernées.

Je sais pouvoir compter sur votre sens de collaboration.

**Ampliations :**

- DDEB/MFDI
- DIRECTEURS D'ECOLES CONCERNES
- Archives/ chrono

L'INSPECTEUR,



*Mme Bissouth née  
Bissind-Anna Christina  
Professeur des Ecoles Normales d'Institut*

Telephone: 654770426/677989699

Email:ndiforroseline@yahoo.com

13<sup>th</sup> February 2020

The Head teacher

GPS Biyem- Assi Yaoundé GR. I

Dear Sir,

#### PERMISSION TO CONDUCT RESEARCH

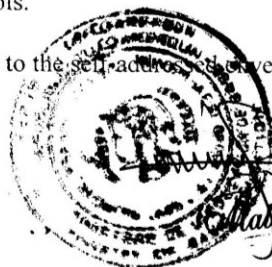
My name is **NDIFOR ROSELINE FUHTUNG**; I am currently enrolled in the **Department of Didactics of Discipline**, at the **Doctoral Unit of Research and Training in Science of Education and Educational Engineering, University of Yaoundé I**. I am carrying on a research for my PhD (Doctoral) theses titled; *“Assessing English Language from the Perspective of Competence Based Approach in Government Primary Schools in Mfoundi Division-Yaoundé VI*. This research is being carried out under the supervision of Professor Nkemeleke Daniel, Head of Department of English, and Pr. Pr. Mgwba Vandelin, university of Yaoundé-1.

I am hereby seeking your consent to approach class 5 and 6 teachers and pupils to provide participants for data to complete the research. I hope that the school administration will permit me to observe class 5 and 6 in their natural classroom setting (especially during English lessons) from the month of February to June. I also intend to be an active participant in the classrooms while observing assessment of English Language lessons. I hope from time to time to have some lessons and evaluation with the pupils, while on the other hand I hope to have some interviews with the teachers, observe them teach, and also observe their classroom documents.

Sir/Madam, the observation findings will be pooled for the thesis' project and individual findings will remain absolutely confidential and anonymous. Your approval to conduct this research would be highly appreciated. I am ready to answer any question or concern that you may have. I have enclosed other supplementary documents herewith, to affirm my candidacy and authorisation to carry on research in schools.

If you approve kindly sign below and return it to the sender in an envelope.

Yours sincerely



20 FEB 2020

*Madame Ayo Ezyony*  
I.E.G



19 JAN 2020

Telephone: 654770426/677989699

Email: ndiforroseline@yahoo.com

13<sup>th</sup> February 2020

The Head Teacher

GPS Biyem- Assi Yaoundé GR. II

Dear Sir,

### PERMISSION TO CONDUCT RESEARCH

My name is **NDIFOR ROSELINE FUHTUNG**; I am currently enrolled in the **Department of Didactics of Discipline**, at the **Doctoral Unit of Research and Training in Science of Education and Educational Engineering, University of Yaoundé 1**. I am carrying on a research for my PhD (Doctoral) theses titled; *“Assessing English Language from the Perspective of Competence Based Approach in Government Primary Schools in Mfoundi Division-Yaoundé VI*. This research is being carried out under the supervision of Professor Nkemele Daniel, Head of Department of English, and Pr. Pr. Mgwba Vandelin, university of Yaoundé 1.

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Sir/Madam, the observation findings will be pooled for the thesis' project and individual findings will remain absolutely confidential and anonymous. Your approval to conduct this research would be highly appreciated. I am ready to answer any question or concern that you may have. I have enclosed other supplementary documents herewith, to affirm my candidacy and authorisation to carry on research in schools.

If you approve kindly sign below and return it to the self-addressed envelope.

Yours sincerely

## APPENDIX 13: ANTI-PLAGIARISM CHECK REPORT



RC/YAO/2023/B/996

**Slogan:** e-Governance paves the way for good governance

Rue 1. 640, Nouvelle Route Bastos, Yaoundé-Cameroon

Tel: (+237) 672 510 768, 697 571 507 BP 23 Cameroon E-mail: [egovgis@egovgis.org](mailto:egovgis@egovgis.org)

### ANTI-PLAGIARISM CHECK RAPPORT

#### Introduction:

This is to attest that the Thesis of **Madam NDIFOR ROSELINE FUHTUNG** admitted in Ph.D., Postgraduate School for the Social and Educational Sciences of the University of Yaoundé I during the academic year 2017/2018, matricule 91M569 on the topic entitled: **FORMATIVE ASSESSMENT STRATEGIES IN THE CBA CONTEXT AND LEARNERS' ACQUISITION OF ENGLISH LANGUAGE COMPETENCES IN CAMEROON PUBLIC PRIMARY SCHOOLS**. The report provides an analysis of potential instances of plagiarism found within the document and offers recommendations for addressing and rectifying any identified issues.

#### Plagiarism Results:

The analysis revealed the following findings regarding potential instances of plagiarism in the Ph.D. thesis: **Plagiarism Percentage: 15%**

#### Recommendations:

In light of the plagiarism findings, the following recommendations are provided for addressing and rectifying the identified instances of plagiarism:

- Revise the plagiarized sections by rephrasing the content and ensuring proper citation and referencing.
- Consult with the thesis advisor or committee members for guidance on addressing plagiarism concerns.
- Follow the institutional guidelines and regulations to ensure academic integrity.

#### Notes:

The plagiarism report highlights the importance of upholding academic integrity and the ethical responsibility of producing original work. It is essential to address the identified instances of plagiarism in order to maintain the scholarly integrity of the Ph.D. thesis. The bibliography and preliminary pages sections were excluded from the plagiarism check.



*Daniel Elambo Atonge*  
Chief Technology & Research Officer



Submission ID: 2134982867

PAPER NAME	AUTHOR
Ph.D. THESIS OF NDIFOR_ ROSELINE_ FUHTUNG_.pdf	-

WORD COUNT	CHARACTER COUNT
981, 83 Words	546, 267 Characters

PAGE COUNT	FILE SIZE
271 Pages	2.55M

SUBMISSION DATE	REPORT DATE
22-Jul-2023 07:58AM (UTC-0700)	22-Jul-2023 07:58AM (UTC-0700)

### 15% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 15% Internet database
- 6% Publications database

### Excluded from Similarity Report

- Bibliographic material
- Quoted material
- Cited material
- Small Matches (Less than 20 words)



## APPENDIX 14: ARTICLE PUBLICATION CERTIFICATION



IJRIS

The Board of  
International Journal of Research and  
Innovation in Social Science  
ISSN: 2454 -6186

Is hereby awarding this certificate to  
**NDIFOR ROSELINE FUHTUNG**

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In recognition of the publication of the paper entitled  
**Multiple Choice Questions (MCQ) As Assessment Tool In Primary Schools: Perceived Influence On Students Writing  
Skills In Secondary Schools In Yaounde VI.**

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Chief Editor



International Journal  
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Innovation in Social Science  
A Unit of Research and  
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