LEARNING STRATEGIES AND EXPERIENCES IN AN ENGLISH MEDIUM INSTRUCTION CONTEXT: THE CASE OF SELECTED SCHOOLS IN THE YAOUNDE MUNICIPALITY

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CERTIFICATION

This is to certify that the dissertation entitled "Learning Strategies in an English Medium Instruction Content in some selected schools in the Yaoundé Municipality" and submitted by Fule Rebecca Esie is the original research project for an award of Master's Degree in Curriculum and Evaluation, in the Faculty of Education, in the University of Yaoundé I. Also, it is certified that the discussions present an independent research work of the student and have not been submitted for an award of any other degree.

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DECLARATION

We hereby certify that **FULE REBECCA ESIE** carried out this work in the Department of Curriculum and Evaluation in the Faculty of Education at the University of Yaoundé I.

DEDICATION

To

My parents, Mr Esie Daniel and Mrs Sarah Esie.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATION

C.B.A : Competences-Based Approach.

C.B.E.T : Competency-Based Education and Training

C.B.L : Competency-Based Learning

C.B.P : Competency-Based programme

C.G.E.P.S : Central Government English Primary School.

C.L. : Collaborative Learning.

C.V.I : Coefficient of Validity Index.

M.L : English Medium Instruction.

E.P.A : Ecole Publique d'Application.

E.M. : Evaluation Methods

GP : Group.

L1 : First Language

I.M. : Instructional Materials.

O.B.A : Objective Based Approach

P.T.A : Parent Teachers' Association.

T.L.A : Teaching / Learning Activities.

UNESCO : United Nation Education Scientific and Cultural Organization.

ABSTRACT

This study aims at determining how learning strategies and experiences in an English medium instruction context will enhance language development skills in Cameroon basic education. The work sets out to evaluate the dynamics between learning strategies indicators such as learning activities, collaborative learning, instructional materials and evaluation methods in Cameroon basic education institutions in selected schools in the Yaoundé Municipality. Learning strategies and experiences are factors that enable learners to interact in order to acquire skills, knowledge, and altitude. The Creswell (2014) design was adopted for data collection and analysis involving observation, questionnaire and unstructured interviews. They were chosen for both quantitative and qualitative data to provide a comprehensive analysis of the research problem. In this method, the researcher typically collected both forms of data simultaneously and interpreted them to get overall results. The data were analysed using descriptive statistics and hierarchical multiple regression for quantitative statistics to determine the predictability potential of the indicators using the SPSS statistical analysis. The theoretical framework is an eclectic model comprising cognitivism, constructivism and *****pragmatism. The findings reveal a significant influence of learning strategies and experiences on English Medium instruction and the predictability potential of variables. The results also show a significance of 0.001 of all teachers with 0.521 and 0.426 respectively, then the null hypothesis for all the four models is rejected and the alternatives retained. Qualitative results showed a positive perception of the implication of learning strategies and experience indicators toward developing English language proficiency in primary schools in the Yaoundé Municipality. Thus, the effective and efficient implementation of learning strategies and experience indicators in primary schools in Cameroon will influence the English medium instruction context, enhance knowledge, skills and attitude of the learner's proficiency, and improve the country's Bilingual nature.

Key concepts: Learning, Strategy, Learning Strategy, Experiences and English Medium Instructions.

RESUME

Cette étude a pour but de déterminer comment les stratégies et les expériences d'étude dans un contexte de milieu d'éducation anglaise peuvent accroître les compétences dans l'éducation de base au Cameroun. Le travail vise à évaluer la dynamique entre les indicateurs de stratégies d'étude tels que l'étude collaborative, le matériel didactique et les méthodes d'évaluation dans l'éducation de base au Cameroun dans des écoles de la municipalité de Yaoundé. Les stratégies et expériences d'étude permettent aux apprenants d'interagir afin d'acquérir des compétences, la connaissance et l'altitude. Il est centré. La méthode de Creswell (2014) pour la collecte et l'analyse de données implique l'observation, le questionnaire et les interviews non structurées. Ce choix résulte du fait que des données quantitatives et qualitatives permettent une analyse complète du problème de recherche. Le chercheur rassemble typiquement les deux formes de données en même temps et les interprète pour obtenir des résultats globaux. Les données analysées en utilisant des statistiques descriptives et la régression multiple hiérarchique des statistiques quantitatives déterminent la prévisibilité potentielle des indicateurs et l'analyse statistique SPSS. Le cadre théorique de travail est un modèle éclectique qui comprend le cognitivisme, le constructivisme et le pragmatisme. Les résultats indiquent une influence significative des stratégies et expériences d'étude sur un milieu d'éducation anglaise et la prévisibilité potentielle des variables. Ils montrent aussi une signification de 0,001 de tous les enseignants avec respectivement 0,521 et 0,426, le rejet de l'hypothèse nulle des quatre modèles et le maintien des alternatives. Les résultats qualitatifs montrent une perception positive de l'implication des stratégies d'étude et indicateurs d'expérience vers le développement de l'anglais dans les écoles primaires de la municipalité de Yaoundé. Ainsi, l'implémentation effective et efficace des stratégies d'étude et indicateurs d'expérience dans les écoles primaires au Cameroun influencera le milieu d'instruction et améliorera la connaissance, les qualifications et l'altitude de la compétence de l'apprenant, et la nature bilingue du pays.

Mots clés : Étude, stratégie, stratégie d'étude, expériences et milieux d'éducation anglaise.

GENERAL INTRODUCTION

The researcher can coherently state that strategies of primary education are anchored to the learning strategies and experience paradigms. "Learning strategies" is not simple and easy. There are many definitions of learning strategies. According to the Longman Advanced American Dictionary, the word "Learning" means knowledge gained through reading and study and "strategy" means well-planned actions for achieving an aim (2007 p.980, Pg 1573). In this research, the learning strategies used by the learners become the researcher's concern. The writer mainly focuses on how they study, such as doing different tasks, time management, self-encouragement, teaching aid and other aspects that encourage them to have good achievement proficiency skills. Also, the implementation of appropriate learning strategies is related to the learner's self-evaluative behaviour, which should be encouraged by pedagogical designs. These operations employed by learners will aid in acquiring, storing, retrieving and using information (Oxford, 1990, p. 8). In this light, learning strategies are intentional behaviour and thoughts that learners use during learning to help them better understand, learn or remember new information. These learning strategies include focusing on certain aspects of new information, analysing and organizing information during learning to increase comprehension, and evaluating learning to see if further action is needed. Richard, Plat (1998, p.261) states that learners will learn how to get information to enhance their proficiency in English and knowledge through people, media or other sources, as well as learn how to solve the problem that might come from learners themselves or other matters.

The study focuses on learning strategy and experience in an English medium instruction context in the Yaoundé Municipality, in the primary sector. There is a need to implement learning strategies for instructional innovation to improve learners' knowledge and proficiency skills in society and the country. Learning strategies were not taken into consideration from the onset because it was teacher's centred, but the new approach strategy has become an important component in the learning process. This policy was implemented to give the learners the right to come out with learning activities that will help them comprehend the past and apply it. This explains the choice of evaluating the efficiency and effectiveness of learning strategies in primary schools in the Yaoundé Municipality. The theoretical framework used is within the cognitive models, constructivism by Vygotsky and pragmatism by John Dewey.

The research project comprises the background problem statement and a mixed methodological framework, the qualitative and quantitative approaches. The mixed method is a pluralistic pragmatic research philosophy which enables the researcher to use different phenomena. This work is divided into five chapters, as seen below.

Chapter one comprises the definition English medium instruction, background to the study, statement of the problem, study objectives, research questions, research hypotheses, the significance of the study, justification of the study, the scope of the study and delimitation.

Chapter two deals with the conceptual, theoretical and empirical review of literature of literature.

Chapter three comprises research methodology, study area, research design, study population, sample size and techniques of the research instrument, instrument validation, methods of data collection, method of data analysis, variables of the study, operationalization of variables and conclusion.

Chapter four is data presentation, interpretation and analysis; these involve descriptive and inferential statistics.

Chapter five focuses on the discussion of finding. Therefore the work sets to evaluate "how learning strategy and experiences indicators influence English Medium Instructions as the promoter of knowledge and proficiency skills in primary schools in the Yaoundé municipality".

CHAPTER ONE:

GENERAL BACKGROUND OF THE STUDY

1.1. Background of study

This chapter presents the background of the study, the statement of the research problem, the objectives of the study, the research questions and hypothesis, the scope of the study, the significance and justification of the study.

1.2. Historical background

Cameroon is a multilingual country made up of 279 ethnic groups, (Ethnologies 2005), lingua Franca (Pidgin English) and two official languages, which are French and English. These official languages are thus the inheritance of Franco-British colonial rule in Cameroon between World War I and independence. On the contrary, the heterogeneous language situation does not facilitate linguistic communication but handicaps it because of the absence of a nationwide lingual Franca. Historically, language questions in Cameroon can be traced as far back from the colonial period and the post-colonial era.

1.2.1. Language policy in Cameroon during the colonial era. (1884-1960 161)

Before the colonial era, there were some indigenous languages in the country. Such is the case of Bamum language that Sultan Njoya standardized for teaching long before the arrival of German missionaries, and the Fulfulde was also used for Islam in the three northern regions. Indigenous languages like Bassa, Bulu, Duala, Mungaka and Ewondo were also used for communication and instructions.

During the colonial period, colonial administrators (1884-1916) under German rule encouraged the use of German, but the German mission and the American Presbyterian preferred indigenous languages for teaching and evangelization (Mbuagbaw, 2000.135). Thus, the missionaries controlled the language situation since they had a severe stronghold on the school system. Throughout World War I and the defeat of Germany by the British and French, respectively and the Peace Settlement (1914-1922), the language policy of Cameroon witnessed new changes due to the arrival of new colonial masters that are Britain and France (Leke Tambo, 2023-forum).

The British practised indirect rule policy in her jurisdiction, whereby indigenous languages were used as the medium of instruction. This was done with the help of the

traditional authorities. This part of the country was divided in two: the northern and the southern part of Cameroon were administered as Eastern part of Nigeria. Under the British mandate, indigenous languages like Duala, Mungaka, Kenyan and Bafut were used to teach alongside English in schools. Education in British Cameroon was left in the hands of private and religious organizations.(Leke Tambo(2003))

In French-speaking Cameroon, the language situation during the colonial era was mounted with the conflict between the missionaries and the French colonial administration. The missionaries persisted in using the indigenous language to teach in schools, while the French wanted their language French as the medium of instruction. French took measures to relegate indigenous languages to the background, thereby promoting the French language in schools. In 1917, the French gave subventions to schools so that French would be used as a medium of instruction. On the contrary, schools where indigenous languages were taught were closed down. This is seen in a public decision on 1st October 1920 and 28 December 1920 where 47 schools opened by king Njoya in the Bamum region, (where Bamum was the language of education) were closed down. Also, in 1922, 1800 schools run by American Presbyterian missionaries where the Bulu language was used suffered the same fate. This practice continued until French became the sole language of education.

Notwithstanding, indigenous languages continued to serve IN evangelization and widespread communication. This systematic linguistic persecution was carried out with vigour, until French became the sole language for education and communication. In contrast, indigenous language was used for communication in church, market places, cultural celebrations, rituals, and at home (Julius Ngoh, (1987).

Language policies put in place by the German, British and French colonial masters did not favour the emergence of indigenous languages that could serve as national languages at independence.

1.2.2. Language policy in post-colonial Cameroon (1961-1972)

After the plebiscite on the 11th of February 1961, British West Cameroon, administered as part of the Eastern region of Nigeria, opted to join French Cameroon, which had its independence on the 1st of January 1960, forming the Federal Republic of Cameroon. During the Foumban Conference of 17-21 July 1961, both languages (French and English) were made official languages of Cameroon and with equal status. The referendum held on the

20th May 1972 in which Cameroon became a Unitary State, where in the bilingual policy of English and French was confirmed and reinforced (Kouega, 2018).

With the coming to power of President Paul Biya in 1984, the United Republic of Cameroon changed to the Republic of Cameroon with both languages remaining the two official languages. On account of Cameroon's colonial inheritance of English and French languages of administration and formal education, the first constitution states that:

The official languages of Cameroon shall be English and French, both languages having the same status. The state shall guarantee the promotion of bilingualism throughout the country (part 1:1-3) Tambo (2003). This was reiterated by law No 98/004/ of 14th April 1998, section three (03), that "the state shall institute bilingualism at all levels of education as a factor of national unity and bilingualism".

To this effect, the government instructed the teaching of English and French in Primary, Secondary schools and Universities. On May 15 1996, ministerial order No 2/E(59), law No 62/C/13/ MINEDUC/CAB of the MGE introduced English as a compulsory subject for francophone speakers on the 4th of January 2002.

Cameroon consists of ten (10) regions in which two (02) are English-speaking while the other eight (08) are French-speaking. The larger francophone population is not at all interested in English, the dominant international language in the world today (Echu, 2004). With the administrative and economic capitals in the francophone cities of Yaoundé and Douala, respectively, Anglophones are bound to spend much time learning French to cope with the language situation wherever they find themselves in the territories (Kuchah, 2016). It is well known that to succeed in any office or company in the country, one must know French (Yango, 1975; Ceuiklitch, 2011). This dominance of French over English has bred attitudes that hinder some francophone students from learning English. However, with the growing strength of the English language in the world, coupled with the numerous advantages associated with the English language, many parents of francophone origin now enrol their children to study in the English subsystem of education, thereby promoting bilingualism in Cameroon and search for better opportunities (Kuchah, 2016).

1.2.3. Multilingual and language policy

Apart from English and French, official languages, Cameroon have about 279 indigenous languages spoken all over the territory, with a population of about 22 million people. (Echu, 2004; Ethnologies, 2002) other scholars (Kouega, 2007, Lewis et al., 2016)

have stressed on the importance of the national language. According to Mbassi-Manga (1964:140), *the link between the child's home and himself is a Cameroonian language. English and French are vehicles of international cultures.*

The attempt to promote the use of national languages in Cameroonian schools has yielded limited fruits due to the influence of English and French and the non-officialization of a Cameroonian indigenous language as a medium of communication and instruction.

Since the indigenous languages virtually had no place in the early years of the post-independence era, and the silence on the part of the government, different organizations such as the "Programme de Recherche Opération pour l'enseignement des Langues au Cameroun (PROPELCA)", work for the promotion of mother tongues since 1977. Others include sic Cameroon, the Cameroon Association for Bible Translation and Literacy (CAPTAL) and the National Association of Cameroonian Language Committees (NACALCO). These groups contribute tirelessly to the standardization of some indigenous languages.

Notwithstanding, the revised constitution of 18 January 1996 guaranteed the implementation of official bilingualism and natural language policies, confirming both languages as important components of the Cameroonian cultural heritage (Tambo, 2003). Also, Paul Biya (1984s p.104) stressed the need to "encourage the development of the national languages which, according to him, are the privileged medium of ethnic cultures". Unfortunately, this development was not taken into effect by the majority of French-speaking Cameroonians regarding English.

Also, Pidgin English as a language spoken in Cameroon is unrecognized. This language is widely spoken in the South West, North West, Littoral and Western Regions of Cameroon by people from different ethnic groups and between Anglophones and francophone. Kouega (2016) recommends using a national language in the country on the neutral grounds. The five varieties of Pidgin English recognized in Cameroon are:

i) Liturgical kamtok- spoken by Catholics, especially when reading the bible or liturgy.
ii) Grafi kamtok- also known as "Grafi talk" it is spoken in the North West Region of Cameroon.
iii) Limbe kamtok- spoken in the South West region of Cameroon, especially along the Limbe sea port.
iv) Bororo kamtok- spoken by Bororo cattle traders, especially those who travel through Nigeria and Cameroon.

v) Francophone kamtok- spoken in francophone big towns to Anglophone who does not speak French. Cameroon Pidgin English is based crane language.

Camfranglais, Francanglais.

Camfranglais or Francanglais is a vernacular language of Cameroon. It contains grammatical and lexical elements from Cameroonian French, Cameroonian English, and lexical contributions from various indigenous languages of Cameroon. The language blend is common among lingua franca.

Alobwede (1998-54) carried out a survey on the acquisition of English and Pidgin English as a first language in some major towns in Cameroon and presented the following statistics. The towns chosen for this study program are Bamenda, Mamfe, Kumba, Buea, Limbe, Douala and Yaoundé, all located in the southern part of the country.

Table 1: Acquisition of English and Pidgin English

Town	English	Pidgin
Bamenda	3.5%	24%
Mamfe	1%	25%
Kumba	3%	22%
Buea	13%	28%
Limbe	9%	30%
Douala	6%	10%
Yaoundé	8%	15%

From the above table, it is clear that Cameroon Pidgin English (CPE) is more popular than English. It means that many people find it a more convenient mode of expression and communication. Considering the functions (used for commercial transactions, cultural ceremonies, arts and music science technology) and spread (used by different people in different places even across the boarders) of the language therefore, it positions itself as the language par excellence for the dissemination of local culture, science and theology in a complex multilingual and multicultural state like Cameroon.

1.2.4. Place of indigenous languages

In Cameroon, the official languages used are English and French, which made the indigenous languages to be reserved as their importance is mostly felt in rural family circles and oral tradition, as Bitya's Kody (2001) aptly remarks:

Les langues nationales sont réduites à un usage oral, grégaire et familial. Leur fonction emblématique n'est exploitée qu'à des campagnes électorales. Aucune de ces langues n'est utilisée ni dans l'enseignement formel, ni dans les campagnes d'alphabétisation financées par le budget de l'Etat. (Indigenous languages are reduced to usage in oral, rural and family content. Their emblematic function is exploited only for sporadic political ends during electoral campaigns).

These languages are not used in the written media, administration, publicity, national television, formal education or in sensitization campaigns financed by the state budget.

The rejection of these languages threatens their existence today, especially as more and more young people tend to use official languages from childhood. This is backed by the findings of Kody (2001), who revealed that 37% of young people between 10 and 17 years old in Yaoundé do not speak any Cameroonian indigenous language but French as the only language of communication. The author affirms that the population is bound to increase in the coming years, given that Cameroonians will not be able to communicate in indigenous languages with their children.

Due to the fear of extinction of indigenous languages in Cameroon, following law N° 98/004 of April 1998 section (5) (N° 4), a law was enacted to promote national languages in Cameroon. With this, 40 schools were chosen in Yaoundé municipality as pilot schools and some teachers were also selected and trained to teach pupils in the mother tongue. Following the findings in a multilingual and inclusive government primary school in Yaoundé, 150 children aged five to eleven years old learned how to count in Ewondo in the Centre and South regions. The pupils were also taught to sing the national anthem and patriotic songs in Cameroon's national languages (Moki Edwin Kindzeka/ VOA February 21 2020). And since then, February 21st is set aside by Cameroon's education systems, especially the Basic Education as an International Mother tongue Language day which is celebrated each year.

Contextual background

From this point of view, this work examines the different learning strategies teachers, and pupils (learners) will use to enhance their competencies that exhibit the quality of education. According to Leke Tambo (2003), indigenous education existed before the German Annexation of Cameroon in 1884. This governs the lives of the indigenous people or community. Indigenous society education used formal methods to transmit a message from elders to children before formal education. Three (3) methods were used: communalism, preparation and parennialism.

Communalism: This was used by parents to raise their children according to the norms of the community. While parennialism as a method made children prepare to assume certain societal roles such as cultural roles. Parennialism is a philosophical approach which requires learners to learn in order to perpetuate culture. Children were taught also how to hunt, fish and do farming.

The introduction of the C.B.A in primary education is the main reform in the educational system in recent years. It aimed at improving learning outcomes in learners, through teaching practices. Mih/2017. The state considered education as the government first priority; that is why many laws were signed or ratified to promote education, the country Cameroon being a member of UNESCO since 1945 (E none. M, 1960, p. 73). In the year 2000, UNESCO launched the Education for all initiative. Sustainable development goal number four ensures inclusive and equitable quality education and ensures lifelong learning opportunities for all.

Also, UNESCO, UNICEF and World Bank jointly organized a world forum on Education 2015 at Inchon (Republic of South Korea) from 19 to 22 May 2015, where they adopt a declaration for education 2030 which defines the new visions of education for 15 years. Their goal was to promote equal, inclusive, quality education and lifelong learning.

Furthermore, law N° 98/004 of 14th April 1998 set guidelines for education in Cameroon as stated in section 2, article 7, which said that education shall be a top priority of the Nation and has the budget. This shows how education is expensive to run by a country. It is agreed that learning teaching strategies bring greater output and achievement.

Besides, law N° 2004/022 of 22 July 2004 lays down rules that govern the organization and functioning of private education in Cameroon. The GESP constitutes the new reference framework for the period 2020-2030. This is in line with the implementation of

the economic and financial programme with the IMF under the extended credit Facility (ECF). Following the fluctuation in prices of raw materials, including oil, the evaluation of GESP indicated the educational sector with messed population pressure; she should meet an increasingly strong demand in all educational approaches.

The gross pre-school enrolment rate in basic education rose to 36.8% in 2018. The completion rate in primary cycle increased from 73% in 2012 to 76.7% in 2017. In the education and training sector, the government's vision is to promote an educational system where young graduates will be integrated, bilingual and competent to contribute to the country's development. The important aim here is to ensure access to primary education for all school-age children, achieve a 100% completion rate at primary level, and reduce regional disparities in infrastructure and teaching staff.

The CBA curriculum was introduce in august 2012 by ministerial order was all approach, seeking to make learning meaningful to learners. The Competency-Based Approach (CBA) is an emerging concept in Cameroon educational system. Cameroon's educational paradigm shift in teaching/learning has propelled the gradual move from the Objectives Based Approach (OBA), also called the Communicative Approach (CA), to the CBA over the years. The CBA is used in various public primary schools. According to Tabe (2019) this current trend from OBA to CBA should go alongside alteration of the syllabus approach, course objectives materials designing and, more significantly, instructional material development, which many researchers like Henrichsen (1983) and Treffgarne and Mbaye (1993) recognised to be trivial and a problem area for teachers. These new concepts give no defined definition of this term under operation. The important thing is that CBA is learner-centred and that learners should actively participate in all aspects of knowledge acquisition, skills development and professional behaviours that need to be demonstrated and practiced in a specific discipline.

According to Bashar (2013), CBA may also be viewed as Competency-Based Education (CBE), Competency-Based Education and Training (CBET), Competency-Based Learning (CBL), Competency-Based Instruction (CBI) and Competency-Based Program (CBP). It is also used interchangeably with the Performance Based Approach (PBA), Competence. According to Garavan and Mcguire (2001), it is an action behaviour or outcome that a person should be able to demonstrate. This focuses on the output of a person. Kirshner et al. (1997) view competence as the ability to choose and use attitudes, knowledge and skills needed for a performance at a desired level. Kouwenhoven (2003) sees competency as the

capability to choose and use an integrated combination of knowledge, skills and altitudes with the intention to realize a task in a certain context while personal characteristics such as motivation, self-confidence and will power are part of that context.

The Cameroon Ministry of Basic Education (2004) distinguishes three main components of competences to be taught: Subject competence (Knowledge), transversal competence (Knowledge resulting from all the subjects in a child's learning) and life competence which results from the development of the subjects in a child's learning and life competence which results from the development of the right altitudes, behaviour and problem solving skills for real life situation. Richard (2000), on his part, identifies the nature of objectives according to the CBA. To him, the objectives are broken into narrowly focused sub-objectives so that teachers and students can clearly see progress. Richards and Rodgers (2001) further opine that such approach needs specific teaching materials to realize the aim of the U.S foundation. Therefore, for the implementation to the classroom, they supply learners with real exposure to the target language and meet the learner's needs. The CBA advocates the learner-centred approach in which the learning process is central. Field and Drysdale (1991) out some of the aspects of a learner-centred approach, such as the use of individualized materials flexible learning time, and continued feedback in this regard; the implementation of CBA ensures that all aspects of learner-centred approach are included in the learning process. The learning environment in the CBA is thus directed towards developing competencies at the end of any study program (Kirschner et al., 1997).

In the CBA, the focus is to enable learners to master the knowledge, skills and altitudes needed for the world of employment and general life. According to Rogers (2004), the CBA relies on three fundamental objectives: Firstly they emphasize the competencies that the learners must master at the end of each school year and at the end of compulsory schooling, rather than stressing what the teacher must teach. Secondly, they are to organize the learning outcomes best to bring their students to the expected level. Thirdly, they entrust the responsibility for learning to the learners who was to build his/her own knowledge through means made available by the teachers. According to Boutin (2004), learners must suggest ideas first, have the desire to know and learn, organize work using new technologies assimilating new learning methods and look for new information. The new role of the teacher consists of encouraging the learners to acquire the knowledge, which must be facilitated but not mechanically transmitted and entrusting the preparation of certain tasks to students. In CBA, a teacher is supposed to switch from an expert who transfers knowledge to a coaching

role of facilitating and guiding the learning process (Biemans et al., 2004). This means teachers implementing this approach encourage learners to be creative, ensure the planning and organization of activities and suggest ideas without imposing them on the learners. The teacher is required to be active in supporting the learning process rather than transferring contents. According to Zineb et al. (2017) in implementing the CBA, the teacher should use a didactical approach based on the facilitation of active learning including group work, presentation and self-study. According to Anane (2017), CBET or CBA demands a different teaching approach, assessment, and certification. For, conceptually, CBA is different from the traditional system. It is based on defined competency standards which are industry oriented. The education and training is more learner-centred. Anane (2017) further highlights various facilitation methods employed for the CBET programmes: direct instruction, discussion, small group, workshops, and research.

Challenges of effective implementation of CBA

Mahamat (2011) studied the implementation of CBA in some primary schools in Kousseri in the Far North Region of Cameroon and realized that the approach is not being implemented effectively due to its novelty in the educational system and the teachers' indifference to the new visions and competence. His learners' respondents comment that most competence in their learning is irrelevant to their socioeconomic insertion. He further states some of the challenges: most teachers continue to use the explanation method, large class sizes impede the individualization of instruction and assessment strategies and the lack of adequate didactic materials.

According to Makunja (2015), the ideal CBA class size is currently between 40 and 50 learners. In most schools, the average class size is a hundred learners and above, which restrains teachers from attending to individual needs. Samia and Nadia (2012) studied problems facing teachers in implementing the CBA in teaching writing under the CBA as participants argue that teaching writing under CBA is a hard task.

Hatmanto (2011) adds that implementing CBA is ineffective for lack of readiness among learners and teachers. The ideal condition of CBA is that facilitators and learners should be ready to undergo the teaching and learning process in class, but the opposite condition happens. According to him, some learners and teachers are not ready to learn and teach, respectively rendering the full implementation of CBA difficult. Another challenge in

Msuya (2016) is that students attending the competence-based curriculum class are proactive; unfortunately, some students still remain passive learners.

Assessment is also a big issue the facilitators face during implementation of the CBA. Assessing students' performance in the CBA class is more difficult than in conventional class. This might be due to the class size or the number of learners per class. Hatmanto (2011) argues that in the conventional class, premium is given to the students' hard skills through the fixed examination mechanism, but in the CBA, teachers assess both hard and soft skills of learners. Using learners' assignments, projects, student self-assessments, portfolio, tests and examination of skills and altitudes seem to challenge facilitators. Hatmanto (2011) emphasizes that the hard skills of learners can only be accessed through their daily learning tasks, which is really time-consuming.

Another challenge of implementing the CBA is on the side of the teacher's changing roles. It can easily be overlooked how much the role of the teacher and learner changes when CBA is implemented (Jellema, 2003). In this paradigm shift, the teacher is supposed to switch from an expert role to transfer knowledge towards a coaching role and guiding students, learning processes. Learners are supposed to take self-responsibility for their learning, whereas the teachers become facilitators. This requires different altitudes for both parties, perhaps even on a paradigm shift related to professional development. Anane (2003) holds that unless initial training and follow-up assistance are provided for these facilitators on periodic bases, there is a tendency for teachers to teach as they were taught. In this case CBA trainers quickly slip back into the role of traditional teachers. This is because the same teachers handle the two systems; traditional and CBA switching from one role to the other might pose a serious challenge for some teachers.

Although there is rich literature on the CBA worldwide, its application in Cameroon is still wanting; from state of the art in research on the CBA, it is evident that many researchers have attempted to clearly expatiate on the CBA and some of the challenges to implementing it in the school system effectively. On this basis, the paper aims to determine how teachers in primary schools in Cameroon, specifically in the Yaoundé municipality, acquire knowledge and skills using CBA to enhance the teaching-learning process to determine learners proficiency skills in English language .

1.2.5. Theoretical background

The theoretical background of this study is the explanation of the phenomenon studied. This explanation is grounded in theories developed by researchers and prominent theories. Fegic (1984) says a theory is an assumption from which a large set of empirical laws can derive by purely local procedures. Oladele (1987 p.51) explains "a theory represents general laws or principles or causes of observed or known events". Ceutie a good number of theories seek to explain the whole concepts of language development.

1.2.5.1. Cognitive models Jean Pigiet (Jean Piojet(124) 1950)

More recently, behaviourist frameworks benefited from the inclusion of cognitive models based on the teachers and learners' abilities to connect new learning with prior knowledge or understanding evolving into metacognition models that emphasize the learners' participation in the creation of meaning and comprehension. Metacognition refers to the learners' awareness of their own learning and thinking processes (Itope et al., 2010 p.52).

1.2.5.2. Constructivism by Vygoiskyls (1978)

Constructivists promote the view that knowledge is created in relation to the already-established web of knowledge. The world is interpreted from a network of previous understanding and knowledge is "constructed" by each learner in terms of his or her perceptions of the world and the learners' mental model (0' Banion, 1997 p.83) as cited in Boroch et al. (2010 p.52). This statement means that learners' learning related to their prior knowledge which encourages them to have the need of active learning strategy in order to gain information. By having it, the learners have their perception and afford to understand the world knowledge. In a nutshell, this theory deals with social interaction and collaborative order group learning, which help in the learning process. This is seen through the use of instructional materials, and collaborative learning helps motivate learners and increase their learning experiences.

1.2.5.3. Theory of pragmatism by John Dawey (1952)

This theory is in line with the teaching methods and how it should change from a traditional teacher focused method to learners' centred. Learners learnt more from guided experience than from authoritarian instruction. In this vein the teacher needs to vary his or her method of teaching so as to awaken the mind of learners and thus improve their performance.

1.2.5.4. Statement of the problem

Irrespective of the fact that the Government has taken in to consideration, English as a medium of instruction in schools as a mediume of instruction in schools,they have tried to create awearness through English language leraning programs in schools such as listerning ,speaking redaing ,eriting ,grammar and vocabulary but we still have a wild at 2m1 is art effective and dosent take into consideration the effective implementation of the communicative role of the language .

Infact this work seeks to examine how the different technigues or strategies such as teaching learning activities , colaburative leraning ,instructional materials and evaluation methodes will help improve leraners proficiercy in leraning the English language. Thus these leraning techecnigues will enable learners practicalise these skills into effective comunication as a result be excellent even in their interaction in the society and their community problem solvers .

 1.2.5.5. Research objectives

There are expectations of the researcher at the end of this study. For clarity, the researcher has come out with the following objectives:

- To investigate access to teaching / learning activities as a determinant of learners proficiency skills in English language through an E.MI context.

- To access the effect to which collaborative learning will enhance learner's proficiency skills in English Language through an E.M.I context.

- To find out how the use of instructional materials will influence learners proficiency skills in English language through an E.M.I content

- To investigate how the evaluation will improve learners proficiency skills in English language through an E.M.I context.

1.2.5.5.1. Research questions

From the research objectives already stated above, the following research questions below have been formulated:

- To what extent does the teacher's use of teaching/learning activities in E.M.I content influence learners' proficiency in English language learning throuhg all E.M.I contact

- How does the teacher's use of collaborative learning in E.M.I content affect learners' proficiency skill in learning English through E.M.I contact

- To what extent does the teacher's use of instructional materials in an E.M.I context influence learner's proficiency skills in learning English?

- How will the method of evaluation will improve learners proficiency skills in learning English though E.M.I contact

1.2.5.5.2. Research hypothesis

Following the research questions, these hypotheses have been formulated as such:

- Hypothesis 1 posits that a teacher's teaching / leaning activity has no significant effects on learner's proficiency skills in English.

- Hypothesis 2 posits collaborative learning has no significantly influences learners' proficiency skills in learning English.

- Hypothesis 3 posits teacher used of instructional materials has significant effects on learner's proficiency skills in learning English.

- Hypothesis 4 posits teacher's methods of evaluation have significant influence on learner's proficiency skills in English.

1.2.5.5.3. Significance of research

According to Amin (2005 p.2) research is "a critical and exhaustive investigation or experimentation whose aim is the discovery of new facts and their correct interpretations, the revision of accepted conclusions, and theories in the light of newly discovered facts".

This research is important to the entire educational community (teachers, educative teams, policymakers, future researchers etc.). Objective education fosters the physical, moral and intellectual development (such as transmitting knowledge, skills and values), and moral standards of the learner. To the government, teachers and learners .

This work aims at bringing out the relationship between teaching competencies and exercise of classroom teaching by teachers of Basic Education in the Mfoundi Division. Teachers are expected to have a good mastery of English in an E.M.I context and be able to use it during the pedagogic action. They are called upon to use the language that learners understand best to teach the lesson in English with the help of instructional materials. Again, in the case of a mixed classroom, teachers should be able to use translingual method to

enhance both language skills and comprehension in learners. Another aspect is the use of the micro teaching techniques. They make learners work in group, present their work to others and accept criticism. This will help to improve their bilingual proficiencies in both languages.

a.   To policy makers

This work is good for all stakeholders in charge of developing and analysing educational policies and their implantation in centralized and decentralized levels. It will enable them to look at the curricular for teaching English in an E.M.I context by institutionalizing the use of the Li and English in teaching/learning materials in lessons preparation, micro-teaching technique and translingual strategy. This will help to facilitate the use and practice of bilingualism and upon graduation, learners will be able to express themselves in both languages. Policy evaluators can easily assess the implementation, use and practice of English medium instruction in the classroom. In this way, they shall be ready to implement appropriate an effective teaching strategies to be used at each level of the educational system that shall ensure a proper implementation, use and practice of the E.M.I policy at school level.

b. To school administration and teachers

This research will enable them understand techniques and strategies used to promote E.M.I in the classroom. Also, most shall be introduced to the English models and how to apply each in a classroom situation. It also proposes to initiate certain patterns of teaching through transligual and micro-teaching techniques to acquaint learners with the pedagogic action and ameliorate their real life teaching competence and skills. Furthermore, seminars should be organized to improve on the exercise a classroom transliquilism in English. This will help teachers change their mentality towards teaching using both official languages. With this the school will preserve our national cultures, unity and integrity. The direct application of the administrative staff will enable the state to provide equipment and structures that will promote success of this policy in line with societal demands. For example, the state needs bilingual teachers from primary to higher education who can promote national integration, being deeply enrooted in our culture and perfectly translingual, yet open to the world.

c. To learners

As teachers use this world and its findings, they will encourage the learners to understand the essence of translingual games use of English in lesson preparation as they move from theory to practice. Micro-teaching practice enables learners to build up their

learning and comprehension competencies, making them more competent in language upon their completion from primary school.

d. To future researchers

The research will be interested in the pedagogic functioning and exercise of classroom teaching especially by teachers of primary schools. It will make them to understand what the translingual game and micro-teaching are all about.

1.2.6. Scope of the study

Geographical scope

✓ The said study is done in the Mfoundi division of the center region of Cameroon . The Mfoundi division covers an area of 297km sq and as of 2005 had a total population of 1881876. It forms the Yaounde capital and gretaer area. Institut National de la statistique p.47 (July 21.2012). This division was created by law no 74/193 du 11 march 1974 and was seperated from the Mefou division which is today known as Mefou and Afamba.

✓ This research has been carried in three primary schools in the Mfoundi division-Yaounde that is center English Primary Schools group 1,2 and 3 respectively .

1.2.7 Thematic scope

The thene of the study is learning strategigies and experiences in an English meliun instruction conttext : The case of some selected schools in the Yaounde Municipality .

This study looks at how teaching /leraning activities or determine learning proficiency skills in English language. The researcher secks to see how collaborative leraning will enhance leraners proficiency skills in English Language in Mfoundi division and Cameroon in General. This is also to be able to investigqte how the method of evaluatio will improve leraners proficiency skills in English language through an English medium instruction context.

1.2.8 time scope

This study runs from 2020-2022. This is a period where Cameroon has gone through alot of pandemic stituation and peace crises which has called for a great revolution in the educational system. Leraners are being encouraged and stimulated to leran new 21st century skills such as collaborative leranig and critical thinking which will go a long way to save the problem of the society .

1.2.9. Justification of the study

This piece of work entitled "learning strategies and experiences in an English medium instruction context" came about the fact that during the researcher's internship, she observed that despite all the measures put in place to increase learners' proficiency in English by the government; it is still not working in many primary schools. She discovered that using teaching/learning activities, collaborative learning, instructional materials and evaluation methods negatively affected learners' productivity. This is a serious problem because the absence of all these facilities in the school environment will lead to a decrease in teacher's pedagogy and competences thus affecting learners' proficiency. When this happens, all stakeholders are affected negatively. For instance, learners will have to repeat the class while parents will repay school fees for the learner who failed or repeated the same class, thus a waste of resources by the parents and the government. Meanwhile, in schools where there is adequate use of teaching/learning activities, collaborative learning, instructional materials and evaluation methods, the working environment is positively affected, leading to increased productivity. All these observations motivated the researcher to come out with a research question "To what extent do learning strategies and experiences in E.M.I complex determine learners' proficiency in English?

1.2.9. Conceptual background

This subsection provides a definition of key concepts such as learning strategies, learning experiences, English medium, instruction, first language, mother tongue, official languages and Camfranglais.

1.2.9.1. Learning

Learning is "a process that leads to a change, which occurs as a result of experience and increases the potential for improved performance and future learning" Ambrose et al. (2010 p.3). Armand (2003) sees learning as a relatively permanent change due to past behaviour, mental or association experience. That is, learners get the experience from observing someone exhibit an action (Overt) and or get experience from associating the two. Learning is both formal and informal.

1.2.9.2. Learning experience

Learning experience refers to any interaction course, program or other experience in which learning takes place, in traditional academic settings (school classroom) or non-traditional setting (outside of school) location (outdoor environment) or whether it includes

traditional educational interactions (learners learning from teachers) or non-traditional interactions (learners learning through games and interactive software applications) described by Tambo (2012).

1.2.9.3. Learning strategy

A learning strategy is an individual way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school and non-academic settings (Shumaker and Deshier, 1992). Learning strategy also focuses on strategies that facilitate the active learning process by teaching learners how to learn and use what they have learnt to solve problems and succeed.

1.2.9.4. Medium of instruction

The medium of instruction used in teaching may or may not be the official language of the country or territory. If the students' or learners' first language (Li) is different from the official language, it may be used as the medium of instruction for part or all of schooling. Bilingual or multilingual education may involve using more than one language of instruction. This description ties up with the definition of Dearden (2014), who sees E.M.L as "the use of the English language to teach academic subjects in countries or jurisdictions where the first language of the majority of the population is not English".

According to Karakas (2016), the Bologna declaration of 1996 began to establish new English Medium Instruction (EMI) in universities in 2001, which aimed at increasing close relations with institutions and creating a borderless education setting. EMI refers to "the use of English Language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (Li) of the majority of the population is not English" (Macaro 2018 p.19). EMI in Higher Education has grown rapidly over the past two decades due to the increasing dominance of English in intensifying internationalization of Higher Education (Cerman, 2006); Jiang and Zhang; Zola; Macaro, 2018). Deardon (2015) conducted a survey of EMI in 64 countries worldwide and repeated an accelerating expansion of EMI courses and programs in higher education on a global scale. The various propelling forces for the increased popularity of EMI, including altercating international students and staff (Jensen and Thoggerson, 2011); Lei and Hu, 2014), boosting institutional Internationalization and competitiveness (Hu, 2009; Joe and Lee, 2013), enhancing students' mobility. Coyle (2013), securing better jobs for students (Hu and Lei, 2014), and developing English proficiency without a detrimental effect on content learning. This is why most parents are conscious, and

they cause their children to learn English with globalized increase in the world of EMI programmes in different forms.

Some are delivered in fully bilingual programmes or dual-lingual programmes, teaching in all or most of the subjects in the curriculum in English: for example, the content and language and teach English as a foreign language (EFL). There is increased interest in offering extended hours of English, drawing on an EMI approach. In this context, although the objectives of English instruction are still oriented towards language learning, teachers now incorporates topics from content areas across the curriculum to enrich the learning of English.

The pedagogical goals of EMI are to teach the English language and mainstream curriculum (or part in it) simultaneously. This is based on the theory and research that language teaching is effective, contextualized and integrated with meaningful and motivating content for the learner. EMI schools aim to meet the dual objectives of developing English language proficiency and curriculum knowledge by combining English teaching with subject teaching.

Although increasingly being discussed, the impacts of EMI on English learning remain unclear to what extend learning strategies and experience used by a teacher in an English medium instruction context will enhance learners' knowledge or proficiency in learning language. To address this problem or gap, the present study investigates different methods or strategies used by EMI teachers to relate to pupils' academic outcomes.

1.2.9.5. Teaching methods

Teaching strategies involve the planning of lessons, implementation, evaluation and feedback (Tchombe, 2004). Tambo (2012:216) postulates that generally, teaching strategies represent "the most general way teachers behave when interacting with students or learners". They are classified into five main categories: direct teaching strategy, indirect teaching strategy, interactive teaching strategy, experiential teaching strategy and independent study strategy. With these, there are no clear distinctive methods that a teacher uses during the act of teaching; the essential is to provide an enabling environment where the learners can learn either consciously or unconsciously. Teaching strategies expose the teacher's means, organization and styles used to facilitate the teaching-learning process to ensure that the entire program is understood and used by the learner to resolve life situations.

1.2.9.6. First language/mother tongue

A first language, native language or mother/father/parent tongue (also known as arterial language or Li) is a language that a person has been exposed to, from birth or within the critical period. In Cameroon, the term native language or mother tongue refers to the language of one's ethnic group rather than one's first language (Kouage, 2007).

Cameroon served as a colony of Britain and France between 1916 and 1960. Though the country is now independent, the two official languages are English and French. Eight (08) out of ten (10) regions of the country, with a percentage of about 83%, are French-speaking, while the remaining 17% of the population is English-speaking. Thus, Cameroon is a member of both La Francophone and the Commonwealth of Nations. The Cameroon government has set up several bilingual schools to encourage learning both languages. However, very few Cameroonians can express themselves in both languages (Dishimaya, 2017), hence, the saying that the country Cameroon is bilingual and not the Cameroonians.

1.3. Conclusion

This chapter has examined the background of the study, statement of the research problem, significance, scope of the study and justification. This was to lay the groundwork for investigating the impact of learning strategies and experiences in an E.M.I context on learners' proficiency.

CHAPTER TWO
LITERATURE REVIEW

2.0. Introduction

This chapter focuses on the conceptual literature, theoretical framework and empirical literature review. The essence is to bring to light the result of previous research and present the theoretical framework suitable for examining and exploring the problem under study. The empirical literature gives an insight into the phenomenon and places worth into the perspective of different learning strategies.

2.1. Conceptual Framework

A conceptual framework can be defined as a set of broad ideas and principles taken from relevant field of enquiry and used to structure subsequent presentation (Reichel and Ramey, 1987), as cited by Paul Ntungwe Ndue (2017).

Demarco (2020) also said that the conceptual framework represents the relationship one expects to see between the variables or the characteristics or properties one wants to study. Conceptual frameworks can be written or visual and are generally developed based on literature review of existing studies about the topic.

2.1.1. Concept of learning

2.1.1.1. Definition of learning

Ormand (2003) sees learning as a relatively permanent change due to past experience in either behaviour or mental or association. That is, one gets experience from observing someone exhibiting an action (overt) or from some mental exercise (covert) and or getting experience from associating the two. According to Kimble and Garmezy (1963: 133) quoted in Brown (1987: 6) "learning is a relatively permanent change in behavioural tendency and is the result of reinforced practice". Brown (1987: 6) states that learning is the fact of acquiring or getting knowledge or a skill from study, experience or instruction. The main objective of school as institute is to bring changes in the behaviour of learners through learning. The definition of learning is different due to the various theories developed by psychologists. This is seen in two perspectives: learning as a construct and as a process.

2.1.1.2. Learning as a construct

A construct is an idea or image that cannot be observed like electrons and genes that come or emanate from an action of organisms called behaviour. Also a construct is defined as a skill attribute or ability based on one or more established theories. Constructs exist in human brains and are not observable e.g intelligence, motivation, anxiety, and fear (James Linder et al., 2021).

2.1.1.3. Learning as a process

Learning as a process starts at the embryonic level in which the major body system emerges as an individual in the womb till death. Some schools of thoughts like existentialists hold that learning stops at 60 years old and those human beings' cognitive levels also stop at this stage. For examples some statesmen Mandala and Jomo Kenyatta of South Africa and Kenya respectively were meant to rule not by their cognitive levels but by their past experiences. While the cognitive says that learning is a continuous process from conception till death. From these two definitions, Brown (Ibid) brings out the characteristics of learning**:**

- Learning is acquisition or "getting".

- Learning is retention of information or skill.

- Retention implies storage systems, memory and cognitive organization.

- Learning involves active, conscious focus on and acting upon events outside or inside the organism.

- Learning is relatively permanent but subject to forgetting.

- Learning involves some form of practice, perhaps reinforced practice.

- Learning is a change in behaviour.

2.1.1.4. Types of Learning

Learning is a long term change in behaviour caused by practice in general. Learning and performance should not be confused, learning is an inferred state of the organism and performance is a natural state of the organism. Learning events are made up of stimuli people who develop from these stimuli and how they respond to them. "The conditions of learning" by Gagne highlights the hierarchy of learning broadly. There are eight types of learning which start with the easiest and work their way up to the hardest (Anagha Valikat, 2022).

- **Learning through signals**

Behavioural psychologist Pavlou used the term "Primitive learning" to refer to concepts like classical conditioning. The subject understands how to react certainly when they receive stimuli. For example, a dog responds to a ringing bell before the food gets served. Here two stimuli, the ringing of bell and the arrival of food occur together and the dog becomes conditional to believe food will arrive when the bell rings. The bell does not correlate with food yet incites such a response due to the method of classical conditioning.

- **Stimulus response learning**

To understand this method, one can employ a method known as operant conditioning. This is a form of signal learning where rewarded and reinforced behaviours are encouraged while punished behaviours are discouraged. Skinner came up with this type. For instance, consider a dog and his master. When the master pulls the leash, the dog receives a stimulus. This dog is trained to slow down or sit down in response to the pulled leash. As a result, the dog pats him to appreciate his response. Here also, the puzzle box experiments on cats by Thorndike also explain this type of learning. He placed a hungry cat in a box and a dish of food outside the box. For the cat to come out of the box, it has to manipulate lever within the box response that is instrumental in producing the reward food, and for this reason the lever is called Instrumental or Operant Conditioning.

- **Learning through chaining**

At this stage, one gains the ability to link two or more stimulus response relationships which connect the acquired knowledge with their pre-existing knowledge. For example when one has to identify the right key from a bunch, the subject merges their observation of the lock with the keys present to find the right one. The two types of chaining are motor and verbal.

  o Verbal chaining.

Verbal chaining connects two or more sequences previously learned stimulus response (S"s R"s). For instance our language is filled with such chains of verbal sequences as "Horse and Buggy", "boy meet girl". Here the first member of the sequence seems firmly tied to the second.

  o Motor chaining.

Motor chaining can be seen by driving. The task of driving a motor consists of several learned chains of motor activities. This can be described as a process where a child unlocking

the door who has not learnt the sequences of unlocking operations. The stimulus response connection of unlocking the door is a follows, key in hand facing the lock, checking the right key side up, inserting the key until the stop is reached, turning it until another stop is reached and pushing the door open. It should be noted that a chain cannot be established unless the individual is capable of performing the individual link tasks.

- Learning through verbal association.

In this stage, one identifies objects through language. Assembling words is essential to develop language skills. A baby associates the words ball with the object ball. A teenager may identify the same as a red ball depending on their knowledge. Children can link what they hear from people, television and other sources with real world items. Their ability to identify these objects precisely is dependent on their level of exposure and learning. Gagne coined the term translation responses to describe another prevalent verbal association reaction.

- Learning through discrimination

Learning through discrimination is about learning appropriate (different) responses to similar but fundamentally dissimilar items. One learns to respond to situations that are initially difficult to comprehend. The pupil develops the ability to distinguish between previously taught motor and verbal chains. According to Gagne, teachers employ discrimination learning when they devise a method for addressing each student in the class by their correct name. For example, when two learners have similar names Ram and Rame": the letter 'e' becomes an essential difference.

- Learning through concepts

It involves identifying objects by putting them into a class or category. When we hear or see anything, we do not consider exact wave length or intensities, we focus on the abstract features of what we see and hear and in doing so, we can learn new things about them. For example, when we speak about the sun we frequently correlate the term with its colour (yellow), shape (circle, sphere) and location (sky) to facilitate basic comprehension.

- Learning through rules

We can use a rule to connect two or more things. People regard rules as a collection of concepts. For instance, when one learns the rule for generating an adverb to modify an adjective, they recognize that the modifier must include the suffix "LY". Since the subject is familiar with the rule, they can apply it to an entire class of words instead of memorizing the

adverbial for each adjective. Rules enable a class of things to be responded to be a class of performances.

- Learning through solving problem

Learning through solving problem is the highest degree of thought in Gagnes' hierarchy of learning. In this stage one develops the ability to create complex rules and algorithms and apply them to similar situations. When people encounter difficulties in achieving a goal they seek out guidelines that will assist them in resolving them. Once done, the learner gains new knowledge and can perform new tasks. When two or lower order rules are combined, they form a higher order rule. For example, when we need to find the perimeter of a rectangle, we need to combine two operations addition and multiplication. The higher order rule is the equation to find the perimeters, combining both operations 2x (length + breath or width).

Benefits of learning

Learning is a continuous process that happens throughout a life time. It encourages people to acquire knowledge and develop new skills. It is important to try to foster the habit of reading, learning and asking questions. Curious mind are the best as they lead one to new and changing horizons (Nina Smith, 2021). Below are the benefits of learning:

- Practical Applications

Most adults go back to the university to earn a degree as mature students because of practical application learning. Even those who previously struggled in an academic sitting have managed to excel thanks to the help of online tutor providers.

- Income and status

Continuous learning is a great asset in one's professional career. It can be a sure way to increase your income and status. It enhances on the desire to get into the job market as well as allowing you to find jobs that suit you better. The desire to learn is innate but following through that desire is a skill anyone can develop with enough determination. Learning prompts personal development, which leads to professional development.

- Opportunities

Learning expands your mind and allows you to pursue your full potential. Learning plays an important role in one's life due to what you study. As individuals learn new experiences that will enable him or her to be open to new opportunities. The knowledge and skills acquired have a direct impact on what you will offer both professionally and personally.

- Self Confidence

Learning instils self-confidence in someone. This is seen when a person desire to learn and make progress. Learning helps to build confidence in him or her. In other words, learning can help to fulfil one's emotional needs. Also learning is a necessary fuel for creativity ideas. It comes to the forefront and connections are made.

- Growth

Learning is a guiding force in most people's lives that directly facilitates their growth and development. Learning aids in making connections that are extremely advantageous in the future. Learning is a long process, which greatly increase a person's sense of pride and accomplishment. Learning also helps a person to grow as individual, creating a good base for developing knowledge and improving their circumstances both personally and professionally.

- Personal and Professional development

Learning helps to ignite one's progression. Learning also boosts one to know how to fulfil their ambitious. Learning helps someone to acquire new ideas to meet up with the constant changes in technology.

- Goal Attainment

Developing your ability to learn is highly beneficial to someone. And if it is well utilized, it will have a direct impact on achieving your goals. Learning is a means by which knowledge and skills are attained to help reach your goals either directly or indirectly.

2.1.1.5. Learning experiences

There are many appellations, approaches and definitions given to the concept of learning experiences. This study focuses on relevant definitions that are linked to learning experience in some selected schools. In due course one will develop a working definition that helps to explain our perspective and the interconnectedness between learning strategies and experiences in some elementary schools.

Learning experience can be viewed as any activity that the learner engaged which resulted in a change in behaviour. Dominic (2016) says that some researchers ask that learning experiences and activities are related opportunities created and provided to learners for the purpose of achieving the desire change found in the educational objectives.

Learning experiences are activities that enable learners to interact to acquire skills, knowledge and attitudes. They should be learner centred because the learner is at the centre of the learning process. Furthermore, the essence of providing learning experiences is for the learner to concretize learning taught and progress to a state of knowledge and skills acquisition. The interaction between the learner and the external environment can be both physical and mental. Physical activities include painting, playing, drawing and writing, while mental activities include thinking, questioning, discussing to name a few (Linde, 2021).

2.1.1.6. Basic principles of learning experience

Learning is as a process that has some basic principles which are:

- Participation.

Learning should permit and encourage active participation of the learners. Learning improves motivation and apparently engages more sense that reinforces the learning process. As a result of participation, learners learn more quickly, and are able to bring out what they have retained and that lasts much longer. For example, most learners do not forget how to ride a bicycle because they actively participated in the learning process. The learning activities should be experiential rather than just informational. Therefore, teachers should arrange the physical surrounding to facilitate small group interaction and promote the sharing of ideas.

- Repetition

An important principle of learning is to provide the learners with the opportunity for practice and repetition. To gain the full benefits of training learned, behaviours must be over learned to ensure smooth performance and minimum of forgetting at a later date. Proficiency in learning and retaining new skills is improved when learners find themselves performing the new behaviour.

- Relevance

Learning helps when the material to be learned is meaningful. The learning should be problem centred rather than content centred. Learners are motivated to learn when training is immediately relevant to help them solve a current problem. Learning something just because someone says "It is important" is not as motivating.

- Transference

Because training occurs in a special environment, an important question to ask is whether learning will transfer to the actual job situation. Transfer of training occurs when

trainee (learners) can apply the knowledge and skills learned on training course to their jobs. If learning in one setting does not transfer to the actual job situation, the training has failed. Below are the three transfers training situations:

- Positive transfer when training activities enhance performance in the new situation;

- Negative transfer when training activities deter performance in a new situation;

- No observation effect of training;

- Feedback.

Feedback gives learners information on their progress performance necessary. Feedback is a prerequisite for learning. Feedback improves performance not only by helping learners correct their mistakes but also by providing reinforcement of learning. Knowledge of results is a positive reinforcement itself. Learning activities have more intrinsic interest if the feedback is available. Nevertheless, performance feedback should do more than inform learners whether they were right or wrong. Merely informing the trainee that they were wrong is not as effective as telling them why they were wrong and how they can avoid making mistakes in the future. In general, knowledge of results is an essential feature of learning and this knowledge comes after the learner's response.

2.1.1.7. Criteria for the selection of learning experiences

- Validity

Learning experience is valid when its related objectives are in any of the three domains: cognitive, affective and psycho-motor. Learning experience must be holistic to involve all the domains. Validity refers to the authenticity to the subject matter or content you selected. Make sure that the topic is not obsolete.

- Self-sufficiency

To help learners attain maximum self-sufficiency at the most economical manner is the main guiding principle for subject matter or content selection (Scheffler, 1970) as cited by Bilbao et al. (2008). Economy of learning refers to less teaching effort and less use of educational resources, but pupils gain more results. They are able to cope up with the learning outcomes effectively. This means that learners should be given a chance to experiment, observe and do field study and this allows them to learn independently.

- Significance

The subject matter or content is very significant, selected and organized for the development of learning activities, skills, processes and attitude. It also develops the three domains of learning namely the cognitive, affective and psychomotor skills, and considers the cultural aspects of the learners. Particularly if the learners come from different cultural backgrounds and races, the subject matter must be culture - sensitive.

- Interest

This criterion is true to learner centred curriculum. Learners learn best if the subject matter is meaningful, if they are interested in it. But if the curriculum is subject centred, teachers have no choice but to finish the pacing schedule religiously and teach only what is in the book. This may somehow explain why many fail in the subject.

- Utility.

Another criterion is the usefulness of the content or subject matter. Learners think that a subject matter or some subjects are not necessary to them. They view it as useless as a result they do not study.

- Learn ability.

The subject matter or content must be within the schema of learners and within their experiences. Teachers should apply theories in the psychology of learning to know how subjects are presented, sequenced and organized to maximize learners' learning capacity.

- Feasibility.

Feasibility means the full implementation of the subject matter; it should consider the school real situation, the government and society in general. Learners must learn within the available. Here learning experience must not be very simple or complex; rather it should be suitable for the age or level of the learners and for the content which it is meant for.

2.1.1.8. Types of learning experience.

A good reason behind the growing adoption of learning experience within academic curricular is the flexibility they offer to teachers across subjects and grades. There are several sources of learning experiences that teachers can leverage to drive the message home for their learners that respond better to cooperative learning and acquire knowledge just as quickly as those that prefer visualization-based learning (Kavita Pademawas, 2016). Let us explore the different types of learning experiences that teachers can adapt to their classrooms:

- Direct experience**:** this involves first-hand experience with various objects or symbols. It also includes perceptual learning. Perceptual learning applies to experiences dependent upon seeing, hearing, testing, smelling, feeling, handling and manipulating things in different ways.

- Indirect learning of experience is an experience through which one acquires the learning outcome without first-hand experience. It makes use of direct experience of others and includes activities looking at pictures, listening to lectures and discussions.

Such learning activities are very important since it is impossible for the learner to have all first-hand experiences. We must keep in mind that the ability of learners to profit from the experiences of the others, depends on the extent and adequacy of the previous or first-hand direct experience.

- Individual-level learning experiences.

Many learners respond better to learning experiences when studying individually and they prefer worksheets, written activities, storytelling and a range of simulative exercises. These individual-level experiences are critical to leverage, especially when one has a smaller classroom of learners that can spend time in an introspective environments. They also respond well to audio books, videos, journals, one-on-one time and other similar strategies.

- Group-level learning experiences.

Some of the top learners -centred learning examples emerge from the concept of group level learning experiences. Discussions classroom activities, team-based tasks and other collaborative initiatives can spark a sense of joy around complex subject areas. Ramifications and expressive learning strategies are highly recommended for learners in level three.

- Hybrid or blended learning experiences

Hybrid is one of the most effective types of learning experiences, as it focuses on blending various strategies to maximize potential impact. Classrooms emerge increasingly diverse, digitized and help engage learners across learning types by involving them in thinking, social engagement and knowledge application.

- Lexical syllabus approach.

While the previous two approaches focus more on the skills and competencies that learners need to develop, lexical syllabus approach focuses on content and what language they actually need to produce (Fluent, 2020). In particular, the actual words that learners need to

understand in order to conduct specific tasks are the focus of the class. This approach is based upon the core language that learners need to know accordingly to their needs. Learners need precise vocabulary used by different disciplines and professions.

- Meta-cognitive strategies

Meta-cognitive strategies are used to help learners become aware of their thinking process. They include thinking about of what the learners know before reading the assigned text. This helps ensure the reader has a full understanding of the material while reading. Learners need to ask themselves questions about how well they understand the material.

Importance of Meta-cognitive

- It is important to use met cognitive skills to teach learners because this shows the learners how to adapt to different learning situations. The pupils are not learning only the subject matter. Their learning skills are transferrable.

- The goal of teaching using meta-cognitive strategies is to faster the learners' ability to analyse what they know and understand. They gain an understanding of their strengths and weaknesses. It teaches students how to monitor their learning through reflection and how to make changes beneficial to their learning.

- More so, the goal of meta-cognitive teaching is to create independent, empower thinkers who have a toolkit of possible strategies to handle new problems for example self-reflection strategy. A teacher can teach the learners to reflect upon what they have learned and where they need to expand their learning. It also teaches learners to set a goal like, thus creating a plan to achieve the goal.

- Furthermore, journaling assignments are another way to teach meta-cognitive strategies. Learners can write about a topic and analyse what they have learned, what else they need to learn and how they can further their learning. It also increases individuals' problem. Solving skills using this strategy increases resilience and teaches the learners how to learn on their own.

Importance of learning experience for classroom success

Students of all ages face challenges in learning concepts that are not instinctive to them. Introducing learning experiences can open their cognitive horizon to more complex-level thinking activities such as field trip, group discussion, role-playing, experimenting and creative expression can bring out. So learning experience is not an end to itself but a means to

improve learners' engagement. This is an important component which combined with the self-efficacy of the learner, leads to better engagement.

It allows learners to apply concepts beyond the classroom. A good learning experience should be authentic, realistic and informative. An authentic learning experience consists of learning tasks to life outside the learning environment. The works should be connected to the ideas you are teaching, as well as to the real world. Also one should avoid using content that contains details for entertainment. By doing this, it will create emotional engagement among the learners and make them feel connected to the training.

It helps learners understand and appreciate new information. A great learning experience focused on increasing the value of learners. It should be purposeful and focused on the laser, to help learners understand concepts that they could not do on their own. This will make learners learn toward a clearly defined goal. It will be easier to justify time and effort spent on learning experience. Learners will most likely buy the idea and feel permanently, internally motivated and therefore increase their engagement of knowledge and practice.

It spurs learners' interactivity. An interactive learning experience is one that combines fascinating narrative, takes advantages of visual focal points, such as videos, flow charts, posters and flash cards to keep learners engaged. Visual content adds fascinating, aesthetic component to learning experience. Also if the visuals are interesting, relevant and meaningful, they add to the fun and make the learners feel good. As a result learners become attached to the lessons and often value the learning process as well as the results.

It encourages learners to work collaboratively. A mutual learning experience promotes a shared sense of ownership and responsibility among learners. It includes group activities that motivate learners to gain strength by working with others. You need more than luck to succeed in affiliate commerce. Multiple learning gives opportunity to learners to engage in activities where they will excel. Do not tie them to one objective. That is all learners' activities should be considered.

Comprehensiveness: the learning objective should be able to touch all the domains, the head-heart and hands.

Extended attention long-term: teachers using traditional methods of explanation and query resolution will find learning experiences refreshing. Through different activities, exercises and thought experiments, learners focus on the task-at-hand much longer and they

are more stimulated than passive reading. They are highly engaged in context rich learning exercises which improve their attention significantly.

2.1.1.9. Incorporating strategic learning experience in the classroom

There are many strategies that teachers can use to introduce learning experiences in class**.** The needs and interests of students should be contextualized with a highly customized teaching plan that can instantly engage them. Each class is unique; teachers should be able to develop effective plans for the semester term based on the knowledge level of their learners.

Teachers should also focus on what learning experience can impact their pupils best through experimenting different strategies. With a specific goal in mind for the days, teachers can work backward and develop an engaging approach to empower learners and make them more curious about the subject.

Potential of learners and school performances

Making learners fall in love with a subject: learners also tend to enjoy learning about a subject if it is taught in a non-traditional and interactive way. While this may be cumbersome to execute for each topic, a general subject can be taught with learning experience integrated into the course for example, when teaching word problems to class 5, teachers can use props, games, animation and cut-outs to help breakdown a problem into simple concepts.

Best approach for home-schooling.

Home-schooled kids proper learning through multiple mediums to expand their way of thinking about a problem statement. Through a blend of technology and paper-based tools, learners can be taught difficult subjects easily. An example of this is using puppets memory cards, games and other interactive mediums to teach kids about counting and addition.

Teaching how the students want to learn.

Why learning experiences are good at explaining topics? This is because they help teach learners the way they want to be taught. Some learners prefer reading while others learn through puzzles. Embedding learning experiences in the curriculum allows all learners to learn the way they prefer without feeling left out of the momentum of the session. Ultimately, the pupils benefits immensely as they are being stimulated through multiple media.

2.1.2. Benefits of learning experiences in the classroom

Several intrinsic advantages of learning experiences can drive better results for teachers working in complex digital and traditional environments, these benefits include:

Assimilation at different dimensions

Subject areas such as decimals, counting, and language comprehensive criteria require learning at different dimensions. Students get an opportunity to learn at a cognitive, emotional and behavioural level, for a well-rounded educational experience.

Application beyond the classroom

Another benefit implementing learning experiences offers learners, is the application of various subject areas. Through the lens of the end objectives with each lesson plan, teachers can introduce learning experiences with a focus on application. This can help connect different topics together, thus promoting more complex thinking when learning new subjects.

Focusing on multisensory stimulus strategies

Learners tend to participate more in activities that engage them in multisensory ways. Tools and techniques that allow indirect and group participation learning experience can activate the cognitive, affective and psychomotor domains of knowledge much better.

The result of this will be a more cognitive stimulation of the mind of the learners and logical reasoning. These skills are difficult to inculcate through instructional teaching and require learning experiences and hands on long-term engagement with learners.

Encouraging experiential learning in class

Teachers should encourage first-hand experiential learning when dealing with new subjects and difficult topics. Through various role-playing exercises, experiment and challenges, students can be asked to demonstrate the day's lessons in a fun and engaging way.

This improves the students understanding and application of the subject area while allowing teachers to analyse knowledge gaps. Learners also feel a sense of pride when they accomplish tasks by themselves, which improves information retention.

Eliminating barriers to learning in the classroom

Teachers can eliminate barriers to learning, by ensuring the following:

- Eliminating distractions to learning, whether online or in class

- Focusing on one activity or exercise at a time, to not over whelm learners

- Introducing clarity in objectives to avoid tangential tasks example saying this is our task for today, rather than being ambiguous about what the pupils will learn

- Collaborating with students on their learning experiences

- Ensuring autonomy in decision making during exercises

- Embedding multiple digital and paper-based tools, cards, games to ensure optimal learning

Boosting social learning and collaboration

By understanding topics and subjects areas closely, students are more confident in learning in groups as well. They can collaborate on problem solving based tasks and learn from other students in an engaging environment, open activities, groups' tasks and collaborative challenges can help spark new insights in students traditionally.

Identifying learning gaps quickly

Another essential reason that learning experiences are pivotal for modern classrooms is the ease with which gaps can be identified. There are different types of learning experiences teachers can use to gauge the level of understanding of certain topics. Through non-conventional testing via classroom tasks and interactive activities, teachers can find gaps within learning and address them instantly.

2.1.3. Learning strategies

According to Italtie and Donoghue (2016), "learning strategies" is a process learners use to enhance their own learning.

Owens (2016) claims it is learning in and outside school contexts, regardless of the content. Thus, blend of learning strategies is recommended in the learning and teaching of language in classroom or online learning settings and more informal learning environments.

Learning strategies are defined as a set of approaches that learners use to acquire information and knowledge, such as taking notes, organizing information, summarizing and coding (Muelas and Narorro, 2015). Learning strategies refer to learners' learning approaches in specific learning activities and learning situations (Wang and Xianojing, 2016). Just and Lopez (2010) identified seven (07) learning strategies that include the following:

Met cognitive strategies

Met acognitive is terms used for the methods that help learners understand how they learn. Also, met cognitive helps learners to be aware of their individual learning experience and the activities they involve themselves to fulfil their professional and individual growth.

Examples are planning how to perform a learning task, applying appropriate strategies and skills to solve a problem self-assessment and self - correction as a result of evaluating one's own progress toward completing a task. Met cognition is beneficial in learners' learning because it allows learners to reflect on what they know, who they are, what they wish to know and how they can reach that point. Teachers must reflect in their practice to meet their pupil's needs and evaluate their own growth and skills. Here, learners use these strategies to mobilize various consciousness and behaviours to participate in the learning process which can help them to effectively implement cognitive strategies (Obergriesser and Stoeger, 2020).

Significance of Metacognitive Strategies in Primary School

According to (Norman, 2016), Metacognitive knowledge must be built at an early age when children are gaining their primary education. This process entails planning, monitoring, evaluating and making changes to their individual learning behaviour. Metacognitive approach enables learner rather than instructors to take control of his own learning. Here the instructor plays an integral role in developing younger learners' metacognitive skills. For transforming primary learners into metacognitive, self-regulated learners, the instructor must:

- Set clear objectives of learning.

- Monitor and demonstrate learners metacognitive skills.

- Encourage and prompt their learners along the way.

That is, using graphic organizers would be an example of active reading strategies. These tools help learners to develop deeper meaning as they organize their ideas into comprehensive structures. This organizing of ideas will help them generate learning theory to create meaning by building comprehensive schemes.

- Elaborative strategies

This is used to establish connections between new materials and visual imagination or semantic knowledge can increase the meaning of new information (Wolterset et al., 2005). Organization strategies for establishing relationships between different parts of learning material can help pupils select and organize information (Obergriesser and Stoeger, 2020).

- Collaborative strategy

This involves explaining and describing ideas in details. It also involves making connections among ideas one is trying to learn and connecting the material to your own experiences, memories and day to day life. A specific form of collaboration linked to learning

is called Elaborative Interrogation. Here, learners, are presented with factual information they are prompted to respond to a 'Why' question connected to it. This then forces learners to build on the factual information by clarifying relationships with existing knowledge. However elaborative interrogation is not the only version of elaboration connected to learning. Here are some to try:

Elaborative questioning: It describes asking the 'Why' question as a follow up. Then asking another question starting and how that affects and then probably another two like that do.

Continuum: Wouldn't work in every subject but you can put whatever you like at either end and gets learners to place knowledge at point of their choosing along it. Make sure you ask for justifications.

Concept maps: This means different things to different pupils that is placing several chunks of knowledge on a page, for example quotes from various textbooks and then finding all the connections you can between them.

Explain it back to me: Give the correct answer and then ask learners to explain back to you why the answer is correct.

Different perspectives: Present the same information in a variety of different ways. For example, read a text aloud, look at some images connected to it and then watch a short video. Each format will encourage different connections to be made.

Use stories and analogies: When judiciously used, these will help learners to build the links to existing knowledge that will aid their elaborative interrogation.

Spaced practice: Spaced practice is the exact opposite of cramming. When one crams, you study for a long intense period of time close to an exam. When you space your learning you take that same amount of study time and spread it out across a much longer period of time. Doing it this way, that same amount of study time will produce more long - lasting learning. For example, five hours spread out over two weeks is better than the same five hours right before the exam spacing learning requires advance planning. In this strategy, learners apply this by creating a study calendar to plan out how they will review chunks of content and by carving out small chunks of class time every day for review.

How should one space learning

Start planning early: The beginning of the semester term or even earlier. Set aside a bit of time every day, just for studying even if your exams are months away. This may seem strange

at first, if you are used to cramming right before an exam; but it's just a new habit that you will get used to if you persevere.

Review information from each class but not immediately after class. A good way to do this is to reserve some time one day after each of your classes meet. For example, if one has classes every day, the information might be review the previous days.

Spacing your learning does not mean one will not be studying at all time before the exam but instead of only studying, then, spread it out so that one studies days or weeks before exams. Learners will spend less time and learn more, in the short term and in the long-term.

Retrieval practice

Practice brings information to mind without the help of materials. Here, learners think of studying by re-reading notes, textbooks or other materials but failing to know that all those materials put in place does not compel them to retrieve it from memory. Recalling information without supporting materials help learners to learn much more effectively.

Interleaving: It involves switch between ideals while you study. Common knowledge says to learn a skills, practice it over and over. This is done by mixing practice with skills.

Concrete examples**:** It concerns specific examples used to understand abstract ideals. During teaching, the teacher help learners to extend their understanding by coming up with their examples. This strategy can be applied by using concrete examples when teaching abstract concepts, then asking students to come up with their own correcting any examples.

Dual coding (combining words and visuals). Learners learn with the use or help of visual and verbal aid like image, a chart or graph or a graphic organizer. When learners are studying, they should make it a habit to attention to those visuals and link them to the text by explaining what they mean in their own words. Then students can create their visuals of the concepts they learn. This process reinforces concepts in the brain through two different paths, making it easier to retrieve later.

Cooperative learning**:** This means that students should support each other in working to reach a common result or goal. This happens in pair or group work. As a basic requirement for successful learning in such environments, certain conditions have to be fulfilled. That is, to create an enabling environment for learning but the teacher should not have the learners alone.

2.1.4. Types of learning strategies

Elaboration strategies

Elaboration strategies use different words or methods as associations for learning. They provide alternate pathways to retrieve information from memory. Memory aids is another name of this strategy. There are five different types of elaboration strategies: mnemonics, rewriting, note making, comparisons and self-questioning.

Mnemonics

This device is a learning technique that helps information retention. Mnemonics translates information into a form that human brain can retain easily. This is based on the observation that the human mind often remembers spatial, physical, humorous, relatable information, rather than more abstract information.

Rewriting

Rewriting includes paraphrasing and summarizing. Rewriting information in a student own words makes it more meaningful to them. To paraphrase means to restate the ideas in a text in your own words; it includes all the same information as the original source but is reworded. Summarize means to describe only the main ideas. It avoids specific details or examples and should be explicitly taught how to do each of these methods.

Note-making

Note-making means copying words for word, but note-making refers to organizing your notes in your own word, usually after reading or listening to a talk. The three purposes note-making help learners make sense of information, help them plan for an assignment and refresh their memory for assessments.

Comparisons

The fourth type of elaboration strategy is the use of comparisons that is metaphors, analogies and similes as a memory technique. Comparisons provide familiar images to connect ideas. They explain something unfamiliar by showing similarities to something familiar. For example, you could say a plant stems is a drinking straw for the plant. Comparisons also serve as a bridge between prior knowledge and new knowledge. They create imagery for long term retention, to use this in class. It is best to select a metaphor that is known but will relate to something new that you want learners to learn. Be sure to point out the need to use the metaphor and what it means. Then show similarities and differences and

ask process checking for understanding questions. For example, above we could ask how this passage is promoting understanding of the temperature.

Self-questioning

This last type of elaboration strategy is probably the most important, which is teaching the learners to do their own self-questioning as they study. Note that the key to thinking is asking questions, the better questions one asks the better thinking results, so teaching learners to actively think or question a text is critical, eventually this needs to become an ingrained skill and then they will be a lifelong learners. One way to teach this is to model the process for them and provide specific questions to get them started. For example you could give them a base of four questions:

- What was the main point of the lesson or text?

- What in the lesson or text did I find most interesting?

- What probable test question or application will come out of this lesson or text?

- What question do I want to ask my teacher?

2.1.5. Factors that influence learning strategy choice.

Personality traits**:** motivated pupils adopt positive attitude towards teaching and learning and this brings with it the practice of a series of particular strategies different from those to low motivated learners: Learners' expectations and learners' purpose for learning the language. Learners will adopt strategies according to their objective and subjective needs.

Sex: O'Malley (1985) states that learners resort different uses of strategies from that of their peers. Task requirements**:** some activities demand from learners many mental operations for their solution. In this, learners are expected to use larger number of strategies with complex language tasks and vice versa.

Ethno-cultural background national Strategies seem to be culturally bound although this has not been proving by research with hard data. Ethnographic studies of Riley's Kind (1981) follow this direction.

Age: Learners do not use the same strategies as adult.

Teachers' expectations and instruction**:** Teachers may constrain the learners' framework and use of strategies if they show a prescriptive attitude in their approach.

Stage of learning. O' Malley (1985) and Palacios (1994) prove that advanced learners tend to use different types of strategies for more elementary ones. There is a general trend toward a higher number of Metacognitive strategies as the learner progresses in their learning.

Cognitive style. It is quite reasonable to think that the manner, in which the learner perceives, monitors, conceptualizes and recalls linguistic information affects the learner's strategy choice. Consequently, language teachers should offer and promote a wide variety of strategies from offer which learners can choose according to their own learning style.

Ideals. Learners are held by their teacher to extend their understanding by coming up with examples of their own. This strategy can be applied by using concrete examples when teaching abstract concepts, then asking students to come up with.

2.2. Conceptual review

The Competences Based Approach (CBA) was introduced in Cameroon in 2012. It seeks to teach learners the basic skills they need in order to prepare them for situations they commonly encounter in everyday life. Richards (2006) is of the opinion that there are two (02) things to note about competency based instruction. First, it opts to build more accountability into education by describing what a course of instruction seeks to accomplish. Secondly, it shifts attention away from methodology or classroom processes, to learning outcomes. He says, in a sense, one can say that with this approach, it does not matter what methodology is employed, what matters is that fact that it delivers the learning outcomes.

2.2.1. Concept of teaching/learning activities

These are activities that the teacher puts forth during content presentation in order to make learners realize the stated objectives. There are variations and techniques required to bring about specific learning outcome.

Moreover, Tambo (2012) advances standard process or procedure that can be used by any qualified teacher in teaching more than one subjects of the school curriculum. In this study, teaching/learning activities are all the processes used in presenting subject matter, which facilitate learning and minimizes classroom indiscipline.

Learning activities are activities in which actual learners learning occurs. In designing learning activities, learners must take in account how they make sense of new information, acquire new skills and to develop new way of being (Bransford, et al, 2000). Learning activities should also be designed in a way that learning lead to the achievement of course and

program outcomes. Activity design is the process by which learning experiences are planned to systematically accomplish those two goals.

2.2.1.1. Characteristics of learning activities

Aligned with course outcomes, learning activities should support course outcomes and all course outcomes need to be supported by learning activities.

The aim of any learning activity is learners' learning. All components of the activity should be based on that goal. Lectures and reading should support the learning outcomes, identified for the activity. Teachers should not do anything for the learners that they can do for themselves (Weimer, 2002).

Compelling purpose. Activities cannot be successful if learners cannot recognize their value and importance, shared commitment and getting learners buy-in born address processes for communicating purpose of the activity to learners.

Have objectives. Each activity has the potential to provide a combination of information, solution methodologies and the opportunity to develop specific learning skills. These objectives need to be specifically identified.

Support the type of learning desired. The learning activity must be appropriate for the type of learning called learning objectives. Not all concepts, tools, processes, contexts or rules are served with the same types of learning activities.

Balance content and skill development. Learning objectives should specify the proper balance between content and skill development. When a learner is exposed to something for the first time, content will receive the attention. Then learners will want to focus on developing skills by applying this new content.

Support the needs of diverse learning styles. Learners have a variety of ways on how they learn new materials. When building an activity, it is good look for those that address the preference of multiple learning styles. It is also good to use different variety of learning activities to teach a lesson.

Assessment of learners' learning. If learners' learning is the goal of an activity, then assessment of learners' learning should be integrated into the activity itself (Wiggins and Tigue, 2005). An activity cannot be successful if it has not produced the targeted learner' learning. Learning must therefore be assessed based on predetermined performance criteria.

Assessment of the activity**.** Upon completion of an activity, facilitators and learners should assess the learning activity itself. This assessment's results should strengthen the activity's future development and application.

2.2.1.2. Types of learning activities

Learning activities as the name suggests are activities designed or developed by the teacher to bring about or create the conditions for learning (Maureen Ebanga Tanyi)

Guided-discovery learning**.** In guided-discovery activities, the instructor identifies key resources, model and background information, and provides critical-thinking questions that guide knowledge at the desired level.

Interactive lecture**.** The goal is to build a checkpoint during lecture in which learners test their knowledge of the techniques presented for generating interactivity. It includes a short quiz at the end of class, providing critical thinking questions processed during lecture.

Pupils teaching**.** These are education notes that those who teach learn fast and true test of understanding comes when a person is in a position to teach others. The more often learners are put in the role of teacher, the more responsibility they will feel for the important learning outcomes in the course. Assessing the performance of learners teaching should be based on the ability of learners to perform using the knowledge associated with the activity.

Problem solving. These activities require learners to apply knowledge to new contexts, integrating complex relationships with prior knowledge. Problem should be relevance, challenging and motivating. They should integrate knowledge gained in the class and should require the use of a problem solving methodology.

Projects**.** Projects involving team formation and development can promote the development of learning skills in the social and affective domains. An excellent way to celebrate project success is to create a poster session that is open to learners outside of the class.

Self-study. The nature of this activity is to meet the performance criteria. The facilitator's role is to provide the learner with a complete set of resources, performance criteria and assessment tools. When using the self-study technique, it is important to make sure that the scope of the activity is within the boundaries of the learner's performance capabilities. The activity is self-contained, with measures for assessing performance and the learner can apply the knowledge in a relevant context.

Reading. In this type of activity, learners are responsible for comprehending written material, but typically they do not understand what they are supposed to learn or what they should be able to do as a result of reading the material. Quizzes and short essay questions can be used to motivate learners to come to class better prepared when reading has been assigned.

Technology. Computer-based and internet learning systems called interactive learning system, offer an asynchronous environment in which leaner's interact with the computer and with classmates as they think through practice and synthesize new knowledge.

Role-playing. Students are encouraged to consider new perspectives and issues associated with a situation when they engage in role playing. The instructor creates a scenario, assigns appropriate roles, provides information and asks the groups to enact that scenario being faithful to their roles and using their knowledge of the subject.

2.2.1.3. Principles of selecting learning activities

Learning activities are related to teaching learning strategies or methods and the principles for selecting them are the same as those of selecting teaching learning activities (Leke Tambo, 2012). Learning activities should be selected to suit all the different categories of teaching learning strategies so as to help teachers use different activities in the classroom.

The learning activities selected should be suitable to the age of the learners concerned, the environment of the learners, the resources and time available as well as the competence of the pupil or students.

In order to encourage teacher creativity at the classroom level, learning activities should be indicated in a suggestive rather than in a prescriptive manner.

2.2.2. Concepts of collaborative learning

The word collaboration originates from 'colabre or co-labor' which means working together (Welch, 1998b, p.121). Snell and Janney (2005) stated working together means that positive interdependence exists among team members who agree to pool and partition their resources and rewards and to operate from a foundation of shared values (p.6). Wright (2001) as cited in Otoole & Kirkpatrick (2007) describe collaboration as 'intensive joint working practice' (p.343) while Carrel et al. (2005) define collaboration as 'a mutual effort to plan, implement and evaluate the educational program for a given student' (p.5)

Group work is a particularity of (CBA) which emphasizes that the participative teaching methods should be used to enhance interactive and integrative activities. In this

learners carry out autonomous practice making them become independent in the construction of their own knowledge. Much more attention is being laid on what you are capable of. This is your knowledge, capacity, ability, capability on performing a task. In this study we work with learners in primary school and to evaluate the level of proficiency development in them.

According toYasemin Godek (2016) group work is one of the learning activities used by teachers or learners who attempt to make learning more effective while collaborative work is an important aspect of group work ; even though group work is used by some teachers in their classroom, there is a considerable variation in the extent and nature of such work. In order to indicate their importance and the variable used in these techniques, collaborative work was defined and then its importance, purpose, benefits for both learners and teachers, and some problems that teachers confront in the classroom were also discussed. Secondly, Yasemin discussed on how the variation between the teachers using group work collaborative work and individuals or whole class work was explored and different kind of group work were also described. Finally, some recommendation for teachers in using group work and collaborative work were outlined; thus Yasemin concluded that group work is both organizational and curriculum learning based.

More so, Dignath (2016) looks at micro teaching in terms of self-regulation learning (SRL). Self-regulation learners are those who set themselves goals plan action to pursue these goals, monitor their learning and finally evaluate their learning process. She explained that carrying out micro teaching is good to promote self-regulating learning. The effectiveness of micro teaching depends on teachers competence expressed through the prediction of teachers self-report, altitude, knowledge and self-efficiency. She insists on the facts that to promote micro teaching, the teacher needs to use two means directly by providing knowledge and skills and indirectly by arranging the environment in a constructive manner so that learners can show case their learning.

Jennifer Morris outlined that collaborative learning is a learners-centred way of teaching that emphasizes group work , cooperation and teamwork. Also Rance Roney (2010) describes group work as a classroom practice where "learners work in teams to construct knowledge and accomplish tasks through collaborative interaction". Sometimes teachers use groups to work on short activities in an informal way. Still, a more formal structure to group work can provide many benefits for the learners as well. This interaction helps to develop language and social skills. During group work, learners are engaging with the task, increasing their confidence and becoming responsible for their own learning (Sajedi, 2014).

2.2.2.1. Principles of collaborative learning (CL)

Lin (2015) mention some principles of collaborative learning, they are as follows:

More language practice opportunities

Cl allows students to engage in the learning process as they work together towards a common learning goal. When they discuss or share ideas with others, they are automatically practicing their language competency. In the Efl class this is one of the challenge in which the learners are the main targeted goal. The problem will exist when then there are less capable learners than the expert ones. The teacher will need to switch his or her learning approach into the traditional one as he or she is trying to explain certain language focus to learners. The fact that learners are actually in needs of practicing the language on their own in certain amount of time will be reduced by the more capable pupils have no peers to practice the conversation since weak learners are unable to respond the English conversation meaningfully

Improve the quality of student talk

Zang (2010) explains that in traditional Efl classroom, discourse is set up by the teacher in an artificial setting, whereas CL can be designed to create social setting similar to real life situations in the way that language is used. It helps pupils to produce not only in its quantity, but also optimize the conversation by engaging themselves in requesting, clarifying and negotiating conversation during the CL. Furthermore as Long and Porter (1985) in Lin (2015) indicates in cli directed learning, language adjustment occurs as the learners try to make themselves understood. Consequently, they will also try to make others understand what is intended to say. They will speak in different ways to ensure others to listen to and comprehend what he or she is saying. By this learners are subconsciously accustomed themselves to use appropriate language.

Create a positive learning climate

Barfield (2003) in Lin (2015) states that language learning is an emotional and psychological experience to some extent when learners' psychological condition is troubled. Then the learning might not accomplished maximally to create situation in which learners feel more convenient and relax since there is no strict regulation of how they should learn. Learners are also free to talk and discuss with their peers of difficult points from the material given by the teacher. This is quite different with traditional learning approach, where the learners are afraid to make mistakes in speaking situation and enhance a further and deeper understanding of certain topics. Dinitto (2000) suggests that CL allows the negotiation of

meaning and therefore the learners' understanding is reshaped. Positive effective situation thereby improves the learners' learning and furthers the interaction.

Promote social interaction

In CL, the interaction between the learners and their peers are constructed through the discussion and sharing ideas between them. The interaction takes place in a very comfortable situation while at the same time, learners exchange different ideas and perceptions among them. Jiang (2009) claims this situation as improving learners' linguistics competence and communicative skills as well. This also promotes social interaction between the learners themselves through discussing, questioning, responding and organizing learning process.

Allow critical thinking

CL is believed to enhance learners' critical thinking when the students are discussing clarifying and evaluating peers' opinions. Tin (2015) on line with this as Johnston, James al. (2000) mentions, encourages critical thinking through problem solving process. Learners engage actively in the discus which fosters their mind to think critically of topics discussed.

How to carry out small groups in class
Table 2: Small group learning

Objectives	Preliminary steps	Leading the debate
Every learner, participate in the discussion and search for solutions.	Successful, small group work depends on three factors.	State clearly the task and the result expected.
Develop initiative and cooperation skills (common research of solution).	Clear instructions on the task to be accomplished.	Fix a time limit for the tasks to be results expected.
Share and expand ideals.	Time available.	Ask the members of the group to assign responsibilities, moderator, time keeper, and reporter.
Experience teamwork.	Imaginative and effective presentations to the large group. From small groups of learners following different criteria by the goals to attain, experiences they bring to particular activity, by gender, by whether they sit next to each other by ability.	Explain the task of the moderator and the reporter and help the learners to fulfil their role.
Assume leadership and responsibilities.	Students write down their ideals before sharing to formulate their own ideals before listening to those of others (co-construction).	Determine how the group will report the work of the small groups oral presentation, role play etc.
		Circulate within the groups; ask questions and follow-up the evolution of the work in groups.

Source: IGE/IPSS syllabus, 2014

Table 3: Dealing with difficulties in carrying out small group in class.

Difficulties	Benedication
Learners may not concentrate on the task or understand the instructions	Identify the cause of the disturbance and restate the objective or ask the learners to do that and write it on the chalk board
The members of the group are not able to reconcile their difference	Work with the group to come to a consensus
Some members may want to dominate the group	Remind them of the objectives of small group work and the importance of the contribution of each member in accomplishing the task
Cases where all the group are working on the same topic	Ask only one group to present the work , then the other groups will complete with what had not been said
Non participation of some members	Redistribute the tasks or responsibilities to those not participating; proceed to co-construction

Source: IGE / IP-SS (syllabus)

According to Inner Drive (2020), the use of group work in the classroom is one of the most widely research and implemented teaching approaches in the world. Numerous research studies have shown the benefit of collaborative learning on language, performance, communication skills and confidence, however, our understanding of how group work is effective in certain situations is still limited, and all teaching and learning activities the disadvantages need to be taken into considerations.

Amongst education, there is a growing debate surrounding the efficacy of group work due to the potential for laziness, unequal, workload, conflict between learners and a loss of focus on the task at hand so, they took a look at the pros and cons of implementing group work into the classroom to determined how effective and real it is .

New perspective. The phrase "two heads are better than one" or "one hand cannot tie a bundle" have some advantages. Researchers seeks that learners are able to work together, for example on language skills task, they are more likely to experiment with different techniques in order to try and come out with correct answers. They can also learn faster from positive and negative feedback learners by discussing and questioning. Opinions and reasoning allow them to develop different perspectives of how they can go about completing a task. This promotes cognitive restructuring; enhance academic, social and emotional learning.

Teamwork skills are a staple part of academic life and allow learners to explore complex tasks that they otherwise wouldn't have done, if they had been alone, enhancing both their individual and collective learning. For working in a group exposes learners to new perspectives styles of thinking and disagreement. This provides learners with an opportunity to improve their communication skills, collaboration and provides a larger capacity for brain storming different ideas. This not only contributes to a more holistic approach to learning but can help group productivity as well.

Personal satisfaction, working in a group can be tough, when learners are able to overcome all the conflict, stress and long hours in group assignments. The end result of getting a good grade can be extremely satisfying and motivating. This shows that learners who contribute to group discussion and engage in the assigned task are highly dedicated to the figuring out a solution. When they find the solution learners, report feeling extremely satisfied with their role in making that decision compared to learners who were not involved. This leads to a more positive depiction of their group learning experience.

Enhancing learning survey shows 97% of learners reported that group learning environment helped facilitate their learning and collaborative skills. Some learners suggested group work served as a learning process in itself, that is, they learnt by working in a group. Research also shows that learning in a group leads to better memory recall and understanding. This is because learners remember more from group discussions then if they listened to the same content in a more instructional format.

Positive interdependence attitude is organized such that learners work together in ways that makes learning more effective for one another. Learner develops and believes in their ability to contribute and learn from each other. Their relationship here is not for gives and receives but for mutual support which is also known as positive independence. This attitude of the learners helps them to understand the concept and the objectives of learning activities and enhance their academic performance and communicative skills.

Mixed - ability (heterogeneous) group. This type of learning is based on ethnicity gender, personality, talent and other social differences. In this respect learners begin to learn how to work with and to accept people of different races, tributes, languages, background religions and abilities. Such a foundation is important for nation building and integration.

Purposeful talk or dialogue is based on purposeful talking debate, discussion, question, explanation among group members. Such purposeful talking helps learners to think, explore ideas, clarify ideas and learn in a more meaningful way. Cooperative learning discourages role learning and memorization of meaningless definitions, concepts and principles.

Learn how to overcome conflict. Some teachers think conflict during group work can actually be a good thing as it is a representative of experiences learners will have in their future work task. By experiencing it in a more controlled setting, learners learn about communication skills and how to resolve interpersonal issues more safely. Group work also allows learners to develop a better understanding of themselves and how well they did on a task and how well they worked as part of the group. Learners are better equipped to evaluate their social skills, behaviour and proficiency.

Presence of conflict, when working with others, is natural that disagreement will arise due to differences in opinions. Some learners find it difficult to accept criticism from their peers and struggle to get on board with ideas that are not their own. Moreover learners who are quiet often have difficulty expressing their ideas in a group and may feel uncomfortable working with pupils that they do not normally speak to. As a result, they may be seen as lazy, creating conflicts. The presence of conflicts in group work can negatively impact the learners enjoyment of that class inhibit their individual learning and increase stress levels. This is because learners felt that comprising and coming to an agreement was an extremely difficult and draining process. This led many learners to develop a fear of conflict.

Avoiding the task. When working in group it is quite common for learners to go off topic especially, if the tasks involve discussion. Some learners may use that time to gossip, do other tasks. This results in the group work session being less effective and productive. As a teacher, it is difficult to make sure everyone is doing the task; they have to micromanage the task in order for the task to be effective, diminishing the purpose of working in a group.

Time consuming. Working in a team can be extremely time consuming as a learner. Not only meetings have to be scheduled outside of class hours but they have to coordinate with every ones' schedule. This is quite difficult argue whether the time consuming nature of group work made the strategy ineffective. As a result, more research emerges about where not to use group work in the classroom and suggests simpler tasks for learners.

Individual needs are dominated by those of the group. Not all learners are at the same pace; some need more time to understand the task and process the information being taught. On the flip side, some learners may grasp the material very quickly, therefore, when working as a group certain learners are either forced to hurry up their learning to the extent that they either learn nothing or resort to copying. Alternatively those who work faster may actually be too fast attempting to move into the next task before every one is ready. This can lead to conflict as learners may get frustrated by the learning process (Kate Jones et al., 2020).

2.2.2.2. Strategies for collaborative learning

Clarifying the group responsibilities: Before starting the assignment, it is better to define everyone's goals in the group which will later help them to take accountability for the tasks.

- Encourage open communications: Open and honest conversations and trust among the group members will help them understand the concepts better and learn thoroughly.

- Conduct a pre- test and post - test: The instructors can evaluate the students before and after the group learning sessions to understand the outcomes of collaborative learning.

- Assess the learning process: It is well known that the students grow and learn during the process of collaborative learning through discussions and arguments. Hence, they can be evaluated to encourage high - quality discussions.

- Use strategies like the Jigsaw technique: It involves sharing of knowledge and information obtained in the sessions to other teams. This allows one to become thorough in their subject and help others.

- Allow group activities to reduce anxiety: Allow some humour and entertainment learners in collaborative learning to reduce the tension and anxiety among the students. This will help in creating a friendly environment among the learners.

- Make use of real - world problems: Instead of creating artificial scenarios and issues, the learners can use real-life examples to find solutions. This will improve Project-based Learning among the pupils .

- Focus on enhancing problem - solving and critical thinking skills: Give assignments to students in such a way that they give provision for varied solutions and perceptions.

- Form diverse group: Group with mixed pupils from different background, genders and races gives scope for new ideas, varied talents and learning styles. Further, it helps the learners to expand their learning horizons.

- Makes use of technology for better learning outcomes: Integration of education with technology increases opportunities for learners to indulge in various teaching methods and helps them work efficiency.

2.2.2.3. Types of collaborative learning

- Think- pair - share: This is the most common types of collaborative learning in which the learners work independently before and then they, engage in discussions in such a way that exchanges information and ideas among them.

- Informal collaborative learning groups: In this type, the class is divided into groups and they are assigned projects to handle. This leads to spending less time on classroom lectures and improves the material retained by learners.

- Formal collaborative learning groups: the group members are required to stay together for weeks or months working on projects. Here learners study together and apply various approaches to working together.

- Problem- based learning: In this approach, a problem is given for learners in groups, to assess and solve. Here, the learners are required to understand a problem before proposing a solution.

- Collaborative base groups: Collaborative base organizations consist of group that is formed to last for at least a year. It includes teams with different perspectives and mind-sets so that they can contribute their ideas towards a project.

2.2.2.4. Importance of collaborative learning

- Collaborative learning enables development of communication and social skills among the learners. Here, as the learners work together as a group or team, they shares ideas through communication by expressing themselves and listening to one another and supporting each other no matter their different background. This also helps to show their sense of unity and national integration.

- It enables learners to learn and develop good habits and gain knowledge from their peers. In this way, learners tend to be focused and actively participate in the on-going task given to them by asking questions in areas that he / she has not understand and given his / her own opinion on what he/ she knows about the project .

- The learners are required to distribute responsibilities, work together and trust each other. With this, learners develop leadership qualities, a sense of belonging and

confidence among themselves while working as a group, thereby improving on their language proficiency and academic skills.

- Students become comfortable in sharing their ideas, discussing strategies and expressing themselves in a group.

- Further, it helps them to build a network of pupils in different fields. This could be in the form of inter- class competition or project day that will make the learners to showcase their talents and also to learners and share ideas with others.

- It helps the learners to gain confidence and develop important skills for the future.

2.2.2.5. Teachers' role in collaborative learning

- Forming groups, and helping learners with good environments and activities.

- Giving opportunities and tasks that promote collaborative learning.

- Structure the groups in such a way that it involves diversity.

- Offer resources and study materials to the learners.

- Conduct assessment of the learners in groups.

2.2.2.6. Benefits of collaborative learning

- Encourages peer learning: learners learn from their fellow learners. They explain new ideas and concepts to each other better than the teacher.

- Enables critical thinking: learners discuss ideas in group and give feedback to each other. Understanding and evaluating other ideas and opinions improve critical thinking among students.

- Enables problem solving: If a single problem is to be solved by a few people in collaboration, each one of them will be required to solve a part to complete the task, hence improving problem - solving abilities.

- Improves communication skills: Working together improves communication skills as the learners discuss opinions and ideas, conduct debates and speak their minds.

- Improves cultural awareness: Learners from different cultures are studying in school. They may have different ideas, beliefs and ways of working. This will increase learner's awareness.

To conclude, collaborative learning is gaining importance in various institutions as it helps to focus on various learning aspects of the learners. It helps them to improve team work, cognitive skills, public speaking skills, and critical thinking. Further, the learners are responsible for the ideas and concepts that they build along with better learning outcomes.

2.2.3. Concept of instructional materials

Faize and Dahan (2011) defined instructional materials as prints and non-print items designed to impact information to learners in the educational process. Instructional materials are defined as any device or object employed by teachers to facilitate the teaching process or brighten the classroom. These materials are mainly aimed at exploring the full potentials of the learners to the learners'. These include concrete and audio-visuals and other material that can improve the teaching and learning process more realistic, practical, appealing and interesting. It also makes active participation of both teachers and learners' and improves knowledge and skills acquisition, self-actualization and confidence. Instructional materials refers to all supports and equipment used or manipulated during the teaching or learning process that enables teachers to prepare and present lessons then permit students acquire knowledge. This is especially the case where textbooks influence the quality of classroom interaction and participation since they provide the content of a lesson and propose integrative activities thereby providing the format and ideas on how to plan and teach.

Thus means the use and adoption of instructional materials to the teaching or learning process is an important aspect of teacher's effectiveness and expression of his or her professional competence skills. Biljana and Jogoda (2016.13) in support of this consider a textbook as a resource as it contains a set of materials and activities available to the teacher from which one can choose. They define the role of textbooks as "An effective resource for self-directed learning and self-study, a valuable resource for presentation of materials, a source of ideas and activities for learners practice and communicative interaction or a reference source for learners, a support for less experienced teachers to gain confidence and demonstrate new methodologies". But they insist on its use by the teacher who has to adopt it to suit a particular teaching methods, cunning worth. The abovementioned authors (Idem, 2016:139) say no course book will be analysed suited to a particular teaching situation. The teacher will find his own way of using it and adopting it if necessary'. Teachers are called upon not to look for perfect course books which will meet all pedagogic and policy implementation requirements but rather for the best possible to fit between what the course

book offer and what both teachers and learners need. A teacher is supposed to adapt the course book to a particular learning situation.

Teaching and learning materials are endowed with mediatised intervention of various pedagogic approaches supportive (actualization of the prescription of the syllabus and development of competences), referential (allocation of tasks) activities demonstrated through the use of strategies, style, attitude and cultural training programmes and integration of cultural norms functions or attributes.

Every aspect of the teaching and learning process requires both the supportive and referential functions of instructional materials. Referential textbooks provide the teaching content, learning activities and approaches that influence the exercise of specific competences and skills necessary both in and out of a classroom situation. In teaching the teacher could adapts activities in a textbook to the lesson so that learners can easily identify themselves with the language of instruction and learning objectives; he can equally put the learners before other evaluative exercises that enable integration. Activities proposed by textbooks can easily orientate a teacher into the type of didactic materials to use in particular lesson. This means that it imposes on the teacher a particular lesson or a pattern to follow or use.

Despite this great function, many authors consider it an imposition in the curriculum since they bring out or reflect mostly the views of authors. Allwright et al. (2016:142) confirm that textbooks are too rigid and they mirror pedagogic, psychological and linguistic predilections and biases of their authors'. They criticize the imposition of particular textbook within the curriculum, though necessary to impose so as to avoid misunderstanding and disorder; their imposition controls the entire teaching learning processing.

It can be critically observed from figure1 that the utilization of instructional resources used by teachers led to learners' involvement in teaching during the classroom session. The more learners involve in teaching during the classroom session the more the learners are actively involved in the learning process, the better their understanding of the concept; Generally, if the teacher of language actively involves the learners in the learning process through the use of various instructional resources and various techniques, there will be good understanding of the subject. It can be also added that the availability of instructional materials is not a spontaneous ground to ensure effective mastery of the content by the learner, however, the teacher must make effective use of the available teaching and learning resources to optimize learning on the part of the learner, thereby assisting the learner to effectively master the content.

Diagram of instructional material

```
                    ┌─────────────────────────────┐
                    │      Language teaching       │
                    └─────────────────────────────┘
                                  │
                                  ▼
                    ┌─────────────────────────────┐
                    │ Content objectives and resources │
                    └─────────────────────────────┘
                                  │
                                  ▼
┌──────────────┐   ┌─────────────────────────────┐   ┌──────────────┐
│ Learners     │──▶│   Availability and proper    │──▶│ Arouse       │
│ activity     │   │   utilization of instruction │   │ learners     │
│ involved in  │   │                              │   │ interest     │
└──────────────┘   └─────────────────────────────┘   └──────────────┘
         │                        │                          │
         └──────────┐             ▼            ┌─────────────┘
                    ┌─────────────────────────────┐
                    │  Effective  mastery of  content │
                    └─────────────────────────────┘
```
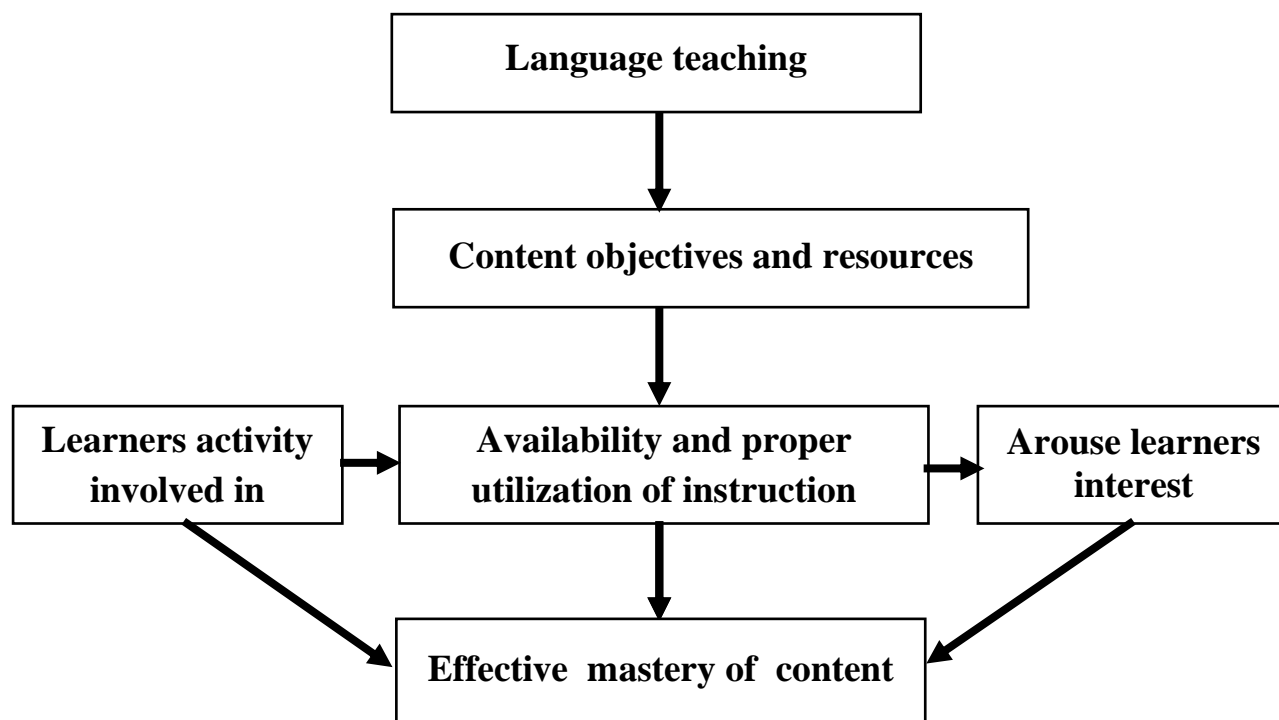
Abdi (2011)

2.2.3.1 Principle of selecting instructional materials.

According to Ololobow and Ndazhaga (1999), some of the things the teachers must consider before selecting instructional materials include:

- The age and abilities of the learner. It is very important for the teacher to take into consideration the age and abilities of learners. If the instructional materials are chosen and used, it can inhibit learning rather than promoting effective learning.

- Instructional materials related to lesson objectives; any instructional material that is not geared towards the achievement of the lesson objectives is not worthy to be used in the lesson.

- Currency of information; any instructional materials worthy of use in the classroom must be current.

2.2.3.2. Qualities of good instructional materials

The use of instructional materials is a big help for teacher to facilitate the teaching - learning process. These visuals aids are important in motivating and arousing the learner's interest. Here are some characteristics of a good instructional material that will help in the teaching - learning process.

- The size: the material should be large enough to be seen by the farthest learners in the classroom. Also the font size and style to be use will a[lso help the learners to understand the lesson.

- The colour: Learners are more interested in colourful and beautiful materials; this helps to captivate the learner's attention and facilitate learning process and makes the class to be interactive.

- The durability: Instructional materials are not made for one session only. They must last if possible until life time so that it can be raised, see to it that it can stand for longer duration of time so that the effort and money you render to have it will not lost in just one glimpse.

- The economy: Consider the salary of teachers and expenses in making instructional materials. They can use their resourcefulness and creativity to produce their own materials; it will be possible to use cheaper things and making your materials so that it is not a burden on the teacher.

- The portability: Instructional materials should be easy to handle and carry so that it is more convenient for the teacher to carry any time he or she wants to use in teaching that is it can easily be taken from one place to another.

- The relativity: Instructional materials must be relative to the topic or lesson you are about to teach. This will ease the burden of teaching and thus facilitate the learners' understanding of the subject.

- The uniqueness: Learners want to have things which make them curious about it that is, they should be able to manipulate the materials to evaluate how they learn through effective and efficient teacher.

2.2.3.3. Types of instructional materials

Instructional materials are resources with embedded information used to meet specific course based learning goals, outcomes and objectives on a teacher uses selected resources to teach learners during instruction and active learning. Instructional materials include assessment and testing items that help learners retain information (Dionese Anne 2019).

Print Materials: The growing number and different medium of audio-visual materials are the most indispensable teaching resources available in school system. They include textbooks, workbooks, newspapers, magazines, pamphlets and reference books.

Textbooks : It is the oldest and most used teaching materials published in many ways, depending on the subject, the characteristics of the pupils for whom it is being published and the publishing technology available to the publisher. Each subject has its textbooks and is divided into basal, co-basal or supplementary. A basal textbook is the chief source of information for learners learning a particular subject while co-basal text is the one that is combined with other textbooks as a source of information for studying a particular subject; a supplementary textbook is one used to a particular subject such as to supplement information provided by a basal or co- basal textbook.

Value of text books: The value of textbooks is seen from the functions they play in the teaching learning process. Some of these functions are as follows:

- Individualization of teaching: Pupils, using textbooks can proceed at their own rates and to some extent according to their interest. Some media such as films, do not give pupils this opportunity.

- Economy: The cost of textbooks as per pupils is low as compared to media, for example if one compares the cost of a textbook containing hundreds of pictures, charts, maps, diagrams, cartoons and other visuals with the cost of those same items in films trips or slides, books would be cheaper.

- Organization: Textbooks help the teacher to better organize, unify diversify teaching. They provide common reading material and activities planned before hand for a given class - level.

- Improvement of teaching: Textbooks help teachers improve their skills through teachers' manual prefaces and introductions. Guidelines for teaching specific subject lessons and topics or units are given.

- Review: The textbook is more useful for reviewing past learning than many forms of media.

2.2.3.4. Disadvantage of textbooks

Textbook are used more effectively in the classroom, so teachers should be aware of some argument against them as seen below:

Rote learning: Since the materials found in textbooks have been pre-arranged, it makes learners not to be serious thinker but do cram work. Learners read to remember rather than doing his or her own organization and thinking leading to different conclusion and ideas.

The teacher may become lazy: Many teachers tend to take the written word for the gospel truth. They rely on the textbook method and often simply assign learners pages to be read and then they fellow up the reading by tests or examinations. Some do not make any effort to activities to the needs and interest of pupils.

Text material may be updated: It good to revised books from time to time as people's knowledge continuous to grow. So in order to be current it should be updated so that learners should embrace or meet with the current trend.

Visual Aids: Visual aids can be everywhere in the classroom from class display and informative posters to chart and graphic organizers. Visual aids can be helpful tools for many children who need extra support. For their personal organization visual aids can be especially helpful for reminding them key learning, routines or information. Visual aids can also take the form or paper hand-outs.

Videos: It has become an increasingly popular form of teaching and learning materials used in the right way, really powerful educational tools. The key to using video clips for learning is to ensure that the children have something active to do. In response, there are recording of new information or they follow step by step instructions. The teacher can move around the classroom to support children and can always pause or play it as he needs.

Games: As a classroom teachers or parents, some of the greatest satisfaction comes when children are learning without realizing it. Games can be a support way of encouraging positive social skills as well as teamwork sharing, in turn taking and being a good winner and a good loser. Games as instructional materials can be found at home or in school.

Apps: computers, tablets software and apps are fantastic resources for teaching and learning materials; these offer good opportunities for interactive and engaging learning.

Ordinary chalkboard: It is also called blackboard because it is painted black in order to produce good background when white chalk is written. It is commonly used in the majority of schools in the study area.

2.2.3.5. Advantage of the blackboard

- Warming up - Asking questions pertaining to the previous knowledge	Gives instructions - Asks question	Follow the instruction of the teacher
- They often to the page given to take by the teacher - Observe the massage silently - Bring out some difficult words - The teacher explain the words - The teacher did a model reading and ask learners to read after him or her - What is the text talking about	- Asked pupils to open to a page on their reader - Gives instructions explain the lesson to the learners - Asks learners to read after him or her - Asks questions -	- They do as directed by the teacher
- Learners read the passage or text and answer the questions as they were asked	Read the passage given and answer the questions that follow	- Do as demanded by the teacher
- Learners are able to do what they have asked to do	The facilitator instruct the learners on what to do	- - learners carried out the instruction

- Draw objects on the blackboard that carries the lesson of the day - Learners come out with their hypothesis - Detail implementation of the lesson	- Presents the lesson to the learners - Implementation of the lesson by asking questions - The lesson will be explain to learners to dril them on the topic	- They observe and follow the teacher word - They react per the instruction of the instructor - Evaluate themselves if their hypothesis are corrected
- Written and problems are given to test their understanding	- Evaluate the lesson	- Learners show their skills of understanding

2.2.3.6. Models

A model is a replicant of real objects. They are used if there is heavy to carry or it cannot be displeased. For example a teacher may used him or herself or a learners as teaching aid in the absent of a model like in the case of part of the body. Here, the teacher can use a pupil to teach the lesson if there is no skeleton and backing up the lesson with drawing showing part of the body. Models are of different types : globes, maps guru's

- Models that show surface features like globes and maps.

- Models that are imitations of real objects of equipment or organisms such as a wooden model of a gun that can eject a bullet, a mechanical heart if we deliberated reorganize the parts and their relationships in order to demonstrate special factors. These models are called mock up.

- Models in the form of toys or play things for children.

2.3.3.6.1. Features of models

They are three dimensional, depth, height, and width. All may not have these same characteristics (flat maps). Depth is an essential form of models, if this dimension is not judged too important in facilitating comprehension; the teacher should preferably use other media such as graphics and pictures.

Model that are enlarged in are good for observation and study. For example we can see only a very small portion of the earth's surface even from a great height with a globe. However, we can see the whole earth without difficulty, an enlarged model of a mosquito, the heart or flower that will enable pupils to study the parts more conveniently.

Lastly, it removes non essentials in order to facilitate understanding essentials. For example a model of a human heart that emphases the functioning of the heart valves may fail deliberately to contain certain elements of the heart.

2.3.3.6.2. How to use a model

A good model should be durable, withstand manipulation or touching by many pupils. It should be accurate to represent real things and not obsolete; it should be up to date and current in concept and labels in teaching. A teacher should observe these points.

The size of the model should be the same as the size of the group to ensure that the models are clearly visible by learners when demonstrated or explained. If it is to be examined on individual or small group they must be sure that they are many enough to be passed around.

It helps learners to relate models to real things as much as possible. It can sometimes be done by using a picture of the real object in association with the model. For example a picture of a real aircraft can be used alongside its model so as to clarify the relationship between the object and model.

Model needs to be studied, not just looked at in picture fashion. The teacher should therefore prepare questions that can guide pupils' observation and interaction with the model.

2.3.3.7. Concrete materials and real things

The use of concrete materials in teaching makes learning natural but also enjoyable. This can be classified under three heading which are:

- Unmodified real things: They are things that have not been used in any ways by the teacher, except that he or she may have removed them from their original real-life surrounding into a classroom environment. Unmodified real things have their parts complete and interact and are alive and can operate or work. They are easily recognized because they have not undergone transformation, for example a frog, rat or a flower.

- Modified real things: These are things that have been modified in some way to make them more suitable for class use. The modification can be in the form for painting rearrangement of parts, subtraction of parts or enlargement. For example a car engine can be separated and rearranged to help learners understand its structure. Part of a human skeleton can be painted for emphasis.

- Specimens are objects that represent a group or class of similar object. There are two main types: living and non-living specimens. Living specimens consist of plants and animals; non-living ones include rock, art, and fabric samples.

How to use real things

Content/matters	Facilitators activities	Learners activates
-do some activities pertaining to warming up - Instructions asks questioning that are related to the lesson	Given instruction Asks some questions for reflection	Learners instructed Participate by given possible answers
- Play a practical audio on a telephone conservation - The instructor ask questions concerning the conversation - Lesson learnt from audio - How can they apply lesson from audio in their conversation	- Presentation of teaching aid (real object) appropriate to the lesson Asks questions - The teacher writes the answer on the chalk board The lesson is explain to the learners	Listen to the conversation keenly - Explains their audio of the conservation Listen to instruction Listen to instructions explanation -
- Learners should use the audio lesson to create conversation among team members	Assessment of learners by the teachers	- They do as demand by the teacher

2.2.3.8. Importance of instructional materials.

The essence of producing instructional materials is to facilitate the teaching-learning process. The essence is not to use such instructional materials as objects to be presented during award-winning national exhibitions on improved instructional materials. Suppose the essence of producing instructional materials is to use such materials to facilitate teaching learning. In that case, it is therefore logical that the best approach to adopt in any production exercise is to predict out productions on research findings on how individuals learn. Besides, many factors affect the attention of human beings. There are also ideas to perceive objects, for a classroom teacher who wants to produce instructional materials, based on sound principles.

While presenting various learning theories one has to be sure that good ideas should guide a classroom teacher during the production and utilization of instructional materials. This will help he or she to be able to situate the teaching aids in the content and to better the comprehension of learners in that particular lesson or subject. They supply a concrete basis for connectional thinking and reduce meaningless work responses for pupils as it makes learning more permanents.

Instructional materials have a high degree of interest for learners. For they offer a reality of experience which stimulates self-activity on the part of pupils. Seeing the materials, learners are captivated and they participate actively in the lesson thus the ease of their understanding and flow of question.

Instructional materials develop a continuity of thought. This is especially true of motion pictures as they provide experience easily obtained and contribute to the efficiency, department and variety of learning. When learners see and participate, they will not all forget. Therefore, using instructional materials in the teaching learning process exposes the learners to primary experience and enriches learning.

Definition of evaluation

According to Hanna (2019) The process of gathering and interpreted evidence changes in the behaviour of all learners as they progress through school is called evaluation as the act of using judgement to determine an itemed value in reference to certain models.

2.2.4. Concept of evaluation.

Evaluation is judging the worth or quality of something by comparing data to a standard unit. It is a systematic collection and analysis of data to assess the strength and weakness of an

educational program, policy organization, and improve its effectiveness. It is also the act of using judgment to determine an item's valve in reference to certain models (Abuka, 2022). According to Dorad field et al. ( ), evaluation is an assessment of symbols to a phenomena to characterize the worth or value, usually with reference to some social, cultural or scientific standard.

More so, Gronland and Linn define evaluation as a systematic process of collecting, analysing and interpreting information to determine the extent to which pupils achieve instructional objectives.

2.2.4.1. Purpose and functions of evaluation

Evaluation process is important in the educational system and lives. With evaluation, one can differentiate between wrong or right in education. Some of the functions of evaluation are follows:

- Diagnoses: This is to test learner's strength and weakness. Provides remedial measures for weak learners .

- Prediction: Using the   national talent search test, the potential abilities and skills o f the learners are identify

- Selection: Here those who are qualified for course are chosen following the entrance test for the different courses

- Gooding: This help to placed learners in according to their performances following their end of course examination .

- Grading: Evaluation here is done through guidance or assistance given to a person to choose a course or career.

2.2.4.2. Types of evaluation.

Evaluation is an integral part of any teaching and learning programme. Whenever a question is asked and answered, evaluation takes place, thus both teaching and evaluation overlap and merge into each other. In fact it is not possible to have teaching and learning without evaluation.

Placement evaluation: Placement evaluation is designed to place the right person in the right place. It ensures the entry performance of the pupils. The instructional process's future success depends on the placement evaluation's success (Hauleeqa tanveer 2020). Placement evaluation aims at evaluating the pupils' entry behaviours in a sequence of instruction. In

other words the main goal of such evaluation is to determine the level of position of the child in the instructional sequence. It plans a classroom instruction scheme which is supposed to bring a change in pupils' behaviours in an orderly manner then prepare or move the learners for planned instruction for their better prospect sometimes past experiences. This type of evaluation is helpful for admission of pupils into a new course of instruction. For example, there are aptitude tests, self-reporting inventories, observational techniques, medical entrance exams, and engineering or agriculture entrance exams.

2.2.4.3. Formative evaluation

It is used to monitor the learning progress of learners during the period of instruction; its main objective is to provide continuous feedback to both teacher and student concerning learning success and failure while instruction is in process. Feedback to learners provides reinforcement of successful learning and identifies specific learning errors that need correction, feedback to teachers provides information for modifying instruction and prescribing group and individual remedial work (Timothy, 2021).

2.2.4.4. Importance of formative evaluation

Formative evaluation helps a teacher to ascertain the pupils' progress from time to time. At the end of a topic or units or segment or a chapter the teacher can evaluate the learning outcomes based on which he can modify his or her methods or techniques and devices of teaching to provide better learning experiences.

The teacher can modify the instructional objectives, if necessary. In other words formative evaluation provides feedback to the teacher. The teacher can know which aspects of the learning task were mastered and which aspects were poorly or not at all mastered by pupils. Formative evaluation helps the teacher assess the relevance and appropriateness of the learning experiences provided and instantly assesses how far the goals are being fulfilled. Thus the improvement of instruction formative evaluation also provides feedback to pupils. The pupil knows his learning progress from time to time thus formative evaluation motivates the pupils for better learning. It helps the teacher to take appropriate remedial measures. The idea of generating information to be used for revising or improving educational practices is the core concept of formative evaluation.

It concerns the process of development of learning evaluation not only with its improvement. Education is a continuous process, therefore, evaluation and development must

go hand in hand, and the evaluation has to take place in every possible situation or activity and throughout the period of formal education of pupil.

Cronback is the first educationist who gave the best argument for formative evaluation. According to him, the greatest service evaluation can perform is to identify aspect of the course where education is desirable. Thus this type of evaluation is desirable and is an essential tool to provide feedback to learners for improvement of their self-learning and to teachers for improvement of their methodologies or teaching nature of instructional materials.

It is a positive evaluation because it attempts to create desirable learning goals and tools for achieving such goals. Formative evaluation generally concerns the internal agent of evaluation like participation of the learners in the learning process. The functions of formative evaluation are:

- Diagnosing concerns the most appropriate method or instructional materials conducive to learning.

- Placement concerns finding out the position of an individual in the curriculum from which he or she has to start learning.

- Monitoring deals with keeping track of the day to day progress of learners and points out changes necessary in the methods of teaching instructional strategies.

2.2.4.5. Features of formative evaluation

- It helps in the learning process

- It takes place during the teaching and learning process

- It helps the instructor on how to plan his or her monthly periodically or through observation

- The performances or result of this evaluation cannot be rank

- It helps teachers to observe where the learners are lacking in order to fill the gap

2.2.4.6. Diagnostic evaluation:

It is the identification of learning difficulties or weakness of pupils during instruction. It tries to locate or discover a pupil's specific area of weakness in a given course instruction and to provide remedial measure. Gonlund says "Formative evaluation provides first aids treatment for simple learning problems whereas diagnostic evaluation searches for the underlying causes of those problems that do not respond to first aid treatment". When the

teacher finds that despite using various alternative methods, techniques and corrective prescriptions, the child still faces learning difficulties, he takes resources to a detailed diagnosis through specifically designed tests called diagnostic tests. Diagnosis can be made by employing observational techniques. The services of psychological and medical specialists can be utilized for diagnosing serious learning handicaps.

2.2.4.7. Summative evaluation

It is done at the end of a course instruction to know to what extent the objectives previously fixed have been attained. In other words it is the evaluation of pupil's achievement at the end of a course. The main objective of the summative evaluation is to assign grades to the learners. It indicates the degree to which the learners have mastered the course content. It helps to judge the appropriateness of instructional objectives. Summative evaluation is generally the work of standardized tests; it tries to compare one course with another. It has the danger of making negative effects (Angadi, 2017). This evaluation may brand a learner as a failed candidate and thus cause frustration and setback in the learning process of the candidate, which is an example of the negative effect. Traditional examinations are generally summative evaluation tools. Test for formative evaluation are given at regular and frequent intervals whereas test for summative evaluation are given at the end of a course or at the end of a fairly long period say a semester term.

2.2.4.8. Functions of summative evaluation

The functions of summative evaluation are:

- Creativity concerns learners have attend at the end of their course program

- Certifying is result or the output of learners after their course work

- Promoting deals with changes of levels after performances in the exams

- Selecting pupils to up grate themselves after completing a particular programme

2.2.4.8.1. Features of summative evaluation

- It occurs or take place at the end of any course exams

- It is bias as learners achieves are measured according to their intelligent

- Evaluation here is seen as the final outcome of every teaching and bearing process

- It does not expose the problem face by learners in their course of teaching and learning process

- It gives more credit to learners who have a mastering of a particular area

- Validity : it evaluates learners competences after attaining their learning goals and objectives

- Objectivity   :a test is said to be objective if the person is not judgemental and place no favouritism in evaluating learners as per their performances or skills

- practicality: this works with others features . It is worth less if not well applicable and it will makes comprehension difficult

2.2.4.8.2. Qualities of good evaluation

Regardless of the type of tool used or how the results of evaluation are to be used, all types of evaluation should possess certain characteristics:

- Objective based: Evaluation is making judgment about some phenomena or performance on the basis of predetermined objectives. Therefore a tool meant for evaluation should measure attainment in terms of criteria determined by instructional objectives. This is possible only if the evaluator is definite about the objectives, the degree of realization of which he or she is going to evaluate. Therefore each item of the tool should represent an objective.

- Comprehensiveness: A tool should cover all prints expected to be learnt by the pupils. It should cover all pre-determined objectives referred to be comprehensiveness.

- Discriminating power: A good evaluation tool should be able to discriminate the respondents on the basis of the phenomena measured. Hence while constructing a tool for evaluation, the discrimination power needs care. This may be at two levels first for the test as a whole and then for each item included.

- Reliability: Reliability refers to the degree of consistency and accuracy with which it measures what it is intended to measure. If the evaluation gives more or less the same result every time, it is said reliable. Consistency of a tool can be improved by limiting subjectivity making items on the basis of pre-determined specific objectives, ensuring the expected answers are definite and objective, and providing a clearly spelt out scheme for scoring. Conducting evaluation under identical and ideal condition will help in enhancing reliability. Test retest method, split-half method and equivalent form

or parallel form method are methods generally used to determine the reliability of a tool. .

The factors to consider for a good evaluation are good organization, objectivity, and the economical and effective format.

2.2.5. Theories of language development

This theory was propounded by Noam Chomsky in 1959. In this theory, he starts that a child learning of language is inborn. That is a child means of learning a language from when he/she is smath and this last for a period of time. Also, a child's capacity or capability of learning a language easily is five years and after that the child understanding of learning a language becomes difficult or reduce .

In this sense, Chomsky explains that a child has what they called language Acquisition Device LAD that helps the child to assimilate a language faster and that this lad is hidden in our brain which can not seen nor fathom .

2.2.5.1. An overview of cognitive development (Jean Piaget 1922)

Jean Piaget, the brain behind cognitive development seeks to know how thoughts are transformed into a body of knowledge. He believes that children are active participants in learning. In his (1922) publication, Piaget maintains that cognitive development is a progressive reorganization of mental processes as a result of biological maturation and environmental experience. He further starts that cognitive is an information-processing view of an individual's psychological functions whereby a child understands of the world changes as a function of age and experience.

Regarding different stages of development, he suggests that children go through four separate stages of development: the sensor motor, preoperational, concrete operational and formal operational stages. As children go through these stages of cognitive development, it is important to maintain a balance between applying pervious knowledge (assimilation) and changing behaviour to account new knowledge (accommodation). Equilibration explains how children are able to move from one stage of thought to the next.

Piaget (1972) proposes four stages of cognitive development: sensor motor, preoperational, concrete operational and formal operation stages. The two stages take place from birth to 2 years old and then form 2 to 7 years old. In the first, children learn by hearing, seeing and smelling. In the second stage, they graduate to learning about the world by

connecting to things like images, words and sounds. At this stage infants gradually learn to control their own bodies and objects in the external world. The ultimate task at the second stage is to achieve a sense of object constantly or permanence in the sense that objects go on existing even when we cannot see them. This developing concept can be seen in the child's keen enjoyment of games in which object are repeatedly made to disappear and reappear. Key concepts involved at this stage are the absence of logical organization of thoughts such as when shifted into containers of different sizes and shapes.

Piaget (1972) describes the child's thought at this period as being governed by principles such as egocentrism, animism and other similar constructs. Egocentrism is when a child can only see a certain situation his or her own way. He or she cannot comprehend views and perceptions of scenarios of other people. In the third stage that ranges from 7 years of age Piaget observes that the learning has developed to where the child learns with concrete evidence. For instance by seeing that A= B and B=C, they can then conclude that A also equals C. Other logical operations are length, mass, area, weight, time and volume. At this stage children can sort items into categories, reverse the direction of their thinking and think about two concepts such as length and width. They also begin to lose their egocentric focus becoming able to understand a situation from the view point of another person.

The last stage called the concrete operational stage is experienced from 11 years upward. At this stage there are truly two steps of growth: early formal operational thought and late formal operational thought. In early formal operational thought youth almost lack a grasp for reality and the real world. They live in this romanticized stage where their actions do not have solidified consequences. This is because in piglet's fourth stage, abstract thought is much more prominent and apparent, however in late formal operational thought, adolescents now try out their thought process and build it against experience. They become able to reason scientifically and speculate about philosophical issues, abstract concepts and moral values become an important as concrete objects. In effect, two steps of growth exist at this stage early formal operational thought and late formal operational thought. In early formal operational thought, youth almost lack a grasp for reality and the real world.

Movement from one stage to the next, according to Piaget, occurs when the child reaches an appropriate level of maturation and is exposed to relevant types of experience without experience, children are assumed incapable of reading their highest cognitive ability. Piaget (1977) posits that cognitive development involves an on-going attempt to achieve balance, otherwise known as equilibration, between assimilation and accommodation. He

envisions a child's knowledge as composed of schemas, basic units of knowledge used to organize past experiences and serve as a basis for understanding new ones.

These schemas are continually modified by two complementary processes that Piaget termed assimilation and accommodation. It is argued is that infants are born with schemes operating at birth that he calls "reflexes". However, in human beings, as the infant uses these reflexes to adapt to the environment, they are quickly replaced with constructed schemes. He describes assimilation and accommodation as a process used by the individual to adapt to the environment. Hawkins (1988) notes that when children start to acquire language, they build first on categories that have already discriminated.

Language and cognitive are closely connected practically and conceptually, as Semin (2000) argues that language is a tool for implementing social cognition and much social cognition is acquired through the use of language. It is, in fact, difficult to think of any social cognitive process that does not involve language.

The conceptual representations they set up in their first year for object, relations, properties and events provide a broad cognitive basis onto parents use around them. Words undoubtedly direct young children's attentions that in turn can influences how they organize and consolidate what they know about particular kinds of words and their relations.

Lastly, language can influence cognitive development through its availability as a representational resource. Having a word or phrase for an object, action or relation can draw attention to similarities between cognitive categories across domains like the notion of "actor" across different types of action: droving, pushing, picking up and lilting. That is, language might enable analogies that allow greater complexity of thought. In addition cognitive functioning derives from group activities, more especially from talk. The personalizing of this process is realized through language interactions. Children are generally exposed to the society. Their ears and eyes are open, so they do not need to work in groups to derive cognitive functioning. These linguistic encounters are made from social understanding and acceptance thus making common language an essential mediator for experience.

2.2.5.2. Chomsky theory of language development (2023)

This theory was propounded by Noam Chomsky in 1959. In his theory, he stand that a child is a child means of learning a language from when he/she is small and this last for a period of time. Also, a child's capacity or capability five years and after that the child understanding of learning a language becomes difficult or reduce.

In this sense, Chomsky explains that a child has what they called language Acquisition Devicey (LAD) that helps the child to assimilate a language faster and that this (LAD) is hidden in our brain which cannot be seen nor fathom . Since it is a free gift from God , consider as natural talent. He also postulate that the environment and culture played .an important one in helping the child to learn a language or grammar positively or negatively.

Features of Chomsky theory of language development

> Inherent capacity: Here he says children ability to learn language and grammar start their environment and hereditary factors.

> The environment: Chomsky also believes that a child has the innates tendency of learning a language but determine its principles and elements are determine by the environment where the child lives

> Relation in languages: He says all languages in the world are interrelated and they can be divided in to noun verb an adjectives

Language acquisition device (LAD)

In this, Chomsky starts that parts of human or a child brain is made with language acquisition which helps in language assimilation and it is accurate during first five years of a child

> Universal grammar : Here he says a child learning of language is being perfected from their mistakes and correction mode

According to Chomsky, children use two levels to assimilate language which are :

> Surface level: In this level, learners learn through sounds and words but are unable to bring out the meaning of the words and fail to explain the words like sleeping , reading etc.

> Deep level : This is a mature form of a child linguistic development as they are alone to come out with the definition of a word and sounds and explains them. They are able select the bright adjective to describe or define something.

To conclude, this theory deals with the development of language and the ability to learn it systematically and that a child has a congenital capacity for

learning the language but the development of the language is done by the society five years of a child.

This theory is relevant in this work because it helps teachers to explain the English components and structures to the learners as it teaches the learners on how to learn the different format such as phonology, morphology, Syntax and semantics terms. It also supports the teacher in conduction of error analysis and makes learning easier to get and comprehend by learners and this can be successful through the teaching of these four skills that is reading, listening, speaking and writing. With the effective integration of these skills in teaching learners will be to meet up with the objective in order develop their proficiency skills in communication competence

2.2.5.3. Educational experience theory

This theory is an expansion of Dewey's pragmatic theory of learning which states that a child learns faster by carrying out or doing what the teacher does. Ridley (2011) proposes this new educational theory which highlights the aspects of experience. To him, education is based on educational experiences and as such, powerful educational experiences result from two fundamental principles: continuity and interaction. Continuity here is when the past and the present influence experiences. He combines these two principles, stating that one's present experiences directly result from how their previous experiences interact and influence present situation. As a solution, he talks about experiential education based on the idea that learning occurs through experience and requires hands-on activities that directly relate the learner's life. In experiential education, learning occurs through actually doing something and reflecting the learning from the process. It combines learning (participation and interaction) with concrete experience and reflection. To Ridley, learning is complex with classroom situations such as group work. This implies a teacher's past experience influences her involvement in the teaching process. He summarizes his theory in the diagram below.
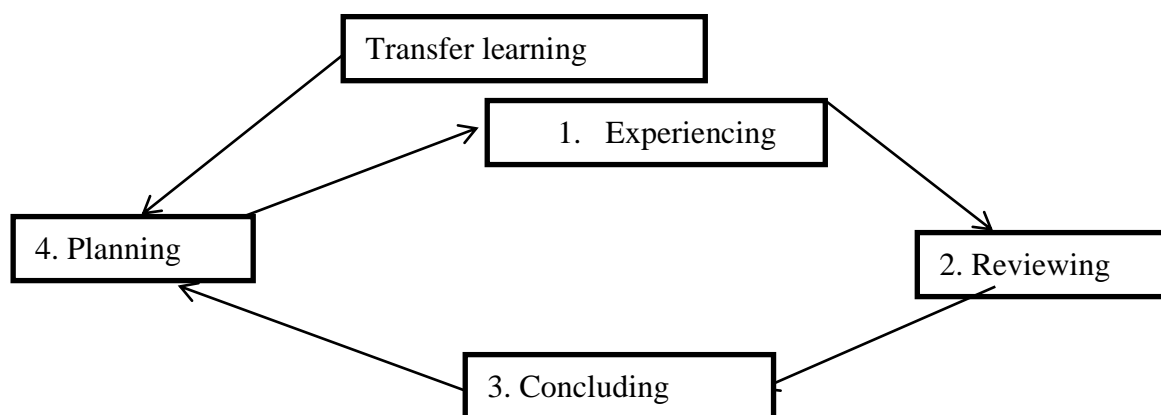
Figure 1: Educational experience

Source: Ridley (2011.105)

The above diagram explains that learning can only be transferred after a careful planning of activities and learning experiences. At each stage of the pedagogic process, there must be a review of activities whereby students are called to apply their acquired knowledge to resolve other situations, mostly in group work or practical exercise.

The theory considers one of the group work teaching methods mentioned by the theorist (micro teaching). Again, a teacher who acquired adequate knowledge in the aspects of pedagogy will easily apply this method in the process of knowledge importation. Teachers involved in practical experiences in teaching have the opportunity of collaborating (interacting) with learners. Thus, the learner also will be enrooted into it. These theories enable us to identify difficulties linked with teaching methods and competences building.

2.3. Empirical literature review

After reviewing the conceptual and theoretical literatures, in this subsection we will focus on the empirical literature which gives insights to the learning strategies and experiences in an English medium instruction context the inadequacies of the literature in the relation to the present day.

2.3.1. Teaching learning activities

Ceuadlin (2018), Taria et al. (2016), Diprete and Buhmann (2013) and Vega-Hernandez et al. (2017) showed that female students have a higher level of competence and willingness to perform better in their academic programs. Furthermore, female students with good, very good or excellent grades showed significant differences in their use of learning strategies compared to male learners. However, this was not the case when comparing male and female learners with low-grade achievement because they are not successful learners and therefore do

not use learning strategies that much regardless of gender. In the case of the highest grade point average students, there were no differences in the learning strategies except in the emotional-social support category with female students outperforming the male students.

These students are highly motivated and competitive, female students being extra determined to prove themselves in a patriarchal and male dominated society making emotional-social support strategies more important. These results taken together show that learning strategies have a significant effect on students' academic achievement. There are clear implications in Saudi Universities who use numerous and various teaching strategies to induce student's use of appropriate learning strategies especially among the weaker students.

Oppong (2009) in an evaluation of teaching and learning of history in senior high school in the central region of Ghana noted the issue of availability of instructional materials. The main focus of the study was to evaluate the teaching and learning of history in senior high schools in the central region of Ghana, the second objective of the study sought to find out the available instructional materials used in teaching history at the senior high schools, a multi stages sampling technique was used and quantitatively data were collected. Both proportional simple random sampling and census method were used, the proportional simple random technique was used to select 20% of form two students in each school. This yielded a student sample of 75% out of 2.85% for the study. The census method was used to select all the history teachers in, the schools because of their small number. The study interrogated teachers on the issue of availability of instructional materials; a mean of 1.76 arrived with a standard deviation of 0.61. Data on student's history responses indicated that with the exception of history textbooks which obtained a mean valve of 2.21 the other instructional resources means between 1.27 and 1.15 meaning that instructional resources for the teaching of history were not available. This means 1.45 is also confirmed. This study carried out in the secondary school indicates inadequate use of instructional materials in the teaching of history by the student while my work deals with the use of instructional materials in primary school. The rejection of the null hypothesis and the acceptance of the alternative show the teacher's adequate use of instructional materials using an English medium instruction.

Similarly Abdi (2011) in a study on availability and use of instructional resources used for teaching history in secondary schools in Hodan district in Magadishu Somalia reported on the availability of instructional materials in teaching history. The aim of the study was to investigate the availability of instructional materials in the teaching and learning of history, the researcher wanted to unravel the type of instructional materials available in the teaching of

history. Data were quantitatively collected via the questionnaire and was supported with the classroom observation of twenty-four schools in the district. The researcher randomly selected eight schools and 200 form four students. The researcher purposely sampled one history teacher from each school. Moreover, the study reported that instructional resources available in the sampled schools were four: chalkboard, maps, charts and textbooks. The chalkboard was available in all 100% schools and maps were available in about 87.5 % of the institutions. Other instructional resources available in schools are radio, tape recorder and globes. Abdi (2011), Oppony (2009), Sengai and Matseliso (2021) and Okobia (2011) said instructional materials were available in teaching history even though they were inadequate.

In addition, Adambi and Karuiki (2013) in study criteria for selecting relevant resources by teachers in social education and ethics in Bungoma district, Kenya assessed the criteria teachers consider in choosing instructional resources for teaching. The respondents included the personnel in charge of the district learning resource central, social education and ethics students of forms 3 and 4 classes, 120 social education and ethics teachers and 80 heads of humanities departments. Descriptive statistics was used to analyse data. The researchers found that 18 teachers representing 15% picked on any resources that were available and 102 teachers representing 85% picked on those resources relevant to the objectives. Adambi and Karuiki (2013) Agufuna (2018) and Yildirion substantiates that most teachers consider the lesson's objectives before selecting appropriate instructional resources to assist in the teaching process.

The finding of the abovementioned scholars are in line with the conception of Busljeta (2013) who opines that for teachers to make good selection of instructional materials, they should take into consideration, students' characteristics and interest, characteristics of teaching and learning resources, teachers' level of education and abilities the school of material and technology equipment, availability and adequacy teaching objectives and the content of the lesson. In the same way, Bukoye (2019) according to Ololobou and Ndazhaga (1999), some factors teachers must consider in the selection of instructional materials include: the age and abilities of learners, the lesson objectives, currency of information and worthy of use in the classroom.

Furthermore, Laashley (2019) in a study on reflective analysis of the selection and production of instructional materials for curriculum delivery reported on how teachers evaluate instructional materials. The focus was on the impact of effective curricular instructional materials on curriculum delivery. A descriptive survey method and a sequential

transformative strategy were employed to gather data. A mixed method approach was utilized to analyse and interpret the data. One hundred main stream teachers were asked to respond to five questionnaire questions. The sample represents 13% of the entire teacher population at the University of Guyana and 25% of the primary level teacher population of the faculty of education and humanities. 58% of the main stream teachers indicated that they would ask the learners if they like the instructional materials during or after the lesson. This revealed that the important inputs of learners are not considered to determine the suitability of instructional materials to be used in curriculum delivery before their actual use. 42% of the participating teachers stated that they either use their judgment based on learners response to the use of instructional materials or assess the effectiveness of the instructional materials when they do lesson and/or curriculum evaluation. Furthermore, 82% revealed that there are no known formal or implied criteria used to judge quality, suitability or effectiveness of the instructional materials main stream teachers use in curriculum delivery. It is mind - blowing to find out that trained teachers are ignorant of how instructional materials could be assessed. A critical analysis of the study makes it evident that learners are not directly affecting their learning if they are consulted; it is after the instructional materials were used in the curriculum delivery process. Teachers see no need to incorporate learners in evaluation of instructional materials.

Finding differences in the use of learning strategies between male and female students of varying grade point average levels encourages further investigation of association between learning strategies and student achievement. The micro strategies and keys of memory and Meta cognition were the main keys of memory. The main sources of effects on student mean only these two main strategies statistically and significantly predicted the achievement.

2.3.2. Effects of collaborative learning

Swan (2000.102) found that second language (Lz) learners were capable of providing guidance to their peers and mediating their own learning through "Collaborative dialogue" which mediates joint problem solving and knowledge building. Weller (2002) adds collaboration in the second language learning promotes the development of communication skills, reflection, active learning and a deeper understanding, broader scope and exposure to different ideas through peer learning. Morita (2004) noted that some participants in her study used their peer as a major source of support and guidance for their linguistic development, assignment completion and participation in classroom activities. Mesh's (2010.167) findings on collaboration in second language learning are summarized as follows.

Interview administered students to three universities in the United States showed that social media created resourceful collaborative learning opportunities to students (Gikas and Grant, 2013). A study buttressed this by Dahistrom (2011) cited in Elkaseh et al. (2016) on 3000 college students in the United States which confirm that 90% of the students uses Face book, while 37% uses twitter to share information. Studies in western countries have stressed online social media contribution to student's academic proficiency, and satisfaction (Ansari and khan, 2020) in the learning of English language. The study of Eid and Al-Jabri (2016) carried out on 308 graduates and postgraduates in Saudi Arabia University revealed sharing files and knowledge through the use of social media.

Researchers working in the " conditions " paradigm generally attempt to determine the conditions moderating the effectiveness of characteristics of group members, group, heterogeneity and size and task features (Dillenbourg et al., 1996). For example, Web (1991) found significant differences between boys and girls. Boys were more likely than girls to give and receive elaborated explanations and their explanations were more likely to be accepted by group mates than girls' explanations.

Learners on other, produces the conditions for taking risks in the learning process; if learners have the opportunity to develop trust in each other, the challenges will become part of the group's culture. They have ideas and comment on peers work in an environment of trust, empathy, collaboration and enjoyment; learning is more meaningful when it is fun. In general, this researcher found that much of the empirical review on the effectiveness of collaborative learning was on a small scale, involving intermediate level participants collaborating by using synchronous tools such as chalkboard. When there are time intervals between lessons, participants communicate with synchronous tools such as email or discussion forums.

Participation patterns may also vary by the ability level of the student. For example, Webb (1991) found that high-ability students tend to provide more explanations and give more information whereas low-ability students are more likely to be off task. Interestingly, the relative ability level of the student was more important in this regard than absolute ability. Thus moderate achievers placed in groups with lower-performing students demonstrated the same pattern of interaction as students with high absolute ability.

2.3.3. Teachers' use of instructional materials

A study conducted by Yan (2007) investigating English teachers' materials adaptation, reveals that all trainees made changes to the textbook to varying degrees and their adaptations

were generally satisfying. The adaptation practice is also found in the study of Zacharias (2003) suits the learner's needs and parts of the textbooks which are considered superfluous might be alleviated or eradicated through supplementing, modifying and adapting problematic aspects of the course book (Litz, 2006).

The recent study conducted investigated learning materials and their relevance to student's needs (Meisuri, 2009) shows that first, the materials provided in the teaching and learning process are locally designed materials written by lecturers. Secondly, the materials focused on the grammar for learning and complete with the availability of language skills, the mixture of general and specific vocabulary and topic/theme. Thirdly, the selection of the materials relevant to students' needs, especially in term of the objective and language skills provided. Similar study was conducted of the use of teaching resources (Richards, Tung and Ng, 1992 in Richards 1998), materials adaptation (Yan, 2007), materials analysis and their relevance to students' needs (Meisuri, 2009), textbook use (Woodward, 1993) and teachers and students perspectives on teaching materials (Johnson, 2006).

Mepherson (2005) emphasizes the importance of the teachers approach to published course books which can ensure that such materials provide a valuable and meaningful framework for a study program. The study reveals that the teacher's approach should follow certain strategies ensuring personal relevance and flexible memorable tasks. The study also shows strategies for extending the work done on a course book unit revisiting an aspect of language form, encouraging the extending the speaking skills component of the unit.

In addition, the overall model used in the study (micro strategies), and keys of memory and met cognition and emotional-social support and study habits) was significant predictor of student achievement, in which the model explained 10% of the variance in academic achievement. This is in agreement with other empirical studies that support the positive relationship between the use of learning strategies and academic achievement (Pennequin et al., 2010; Pinto et al., 2018).

2.3.4. Evaluation method and improvement of learner's proficiency

Karatas (2007) evaluates the English II instruction program syllabus applied in Modern Languages Department, Yildiz Teknik University, and School of Foreign Languages via the opinions of teachers and students but using context, input, process and product (CIPP). Significant differences were seen on the suitability of the textbook for the student's level. Regarding the process element, the mean of the teachers' thoughts were found higher than the

students'. Participation, availability of the activities language skills can be used and spending time on solving students' problems about the reason and some significant differences have come into. The teacher(s) emphasized that the program had no positive effect on the students' listening, speaking and grammar improvement. Besides, the syllabus was not enough to provide the students with necessary English knowledge for various job areas.

Investigate how to develop an evidence-based methodology with the goal of providing formative assessment and useful feedback during online learning. There was the use of online informational and social networks within instructional design to assess student expertise in specific subject matters in English language. Small changes lead to a cumulative impact on learning in the online environment. Two versions of an online course derived from identical resources that integrated formative assessments were compared, allowing instructors to provide feedback to students during the learning process. Focused video resources such as a freely available learning management system (LMS) were utilised.

2.4. Conclusion

This chapter examines the conceptual literature, looking at the limitations and the relevance to the present study. Theoretical literature examined theories selected for the study and identified their shortcomings in relation to the present study. It also indicates the relevance of the selected theories and the orientations the present work will take. The empirical literature gave comprehensive and scientific orientations of the evolution of learning strategies and experiences in an English medium context.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Chapter three focuses on the methods and procedures in carrying out this study. This includes the research design, the study area, population of the study, samples and sampling techniques, research instruments, method of data collection, analysis, ethical considerations, model specification and operationalization of variables. According to Ogolo (1995), the research methodology describes the procedure to follow in realizing the goal and objectives of research. Harti (2009) says methodology is the systematic rule to facilitate the collection and analysis of data for better understanding. A particular methodology is paramount.

3.1. Study area

The study area refers to the geographical location covered by the study usually stated in terms of country, state education, and administrative zones. This study is carried out in the Republic of Cameroon precisely in the centre region, Mfoundi division. The school was created in 1964 at the old Yaoundé central prison now transferred to Kondengui with one group for over 20 years today. It is made up of four groups, three general public schools and one practicing school. The study area also refers to the time or period of the research work, which is the central government English primary school (CGEPS). The school building was formerly the old Yaoundé central prison now called Kondegui central prison, but later transformed to Central Government English primary school (CGEPS) in 1964 in one group or school for over 20 years. It is stratified into four groups with an inclusive practicing school.

The schools cover a surface area of about 4000 m^2 with only a single field as their playground. The schools are also surrounded by Government Administrative Building and a Municipal lake, making the environment conducive for learning.

The mission and vision of the schools as interviewed by the researcher are: to develop and transmit knowledge, skills and altitude, bring higher form of culture and to foster bilingualism and national integration in the century through the implementation of competence-based approach (C.B.A) as prescribed by the Cameroon National Curriculum of Basic Education.

Each school is divided into six classes and headed by a head teacher who rules the administration and social aspects of the school's day-to-day running. There are forty-four

teachers in the entire complex. Eleven teachers per group include the head teacher and some P.T.A teachers (Parents Teachers Association).

Administration in the school is stratified as follows: president, vice president, secretary general, assistant secretary general, treasurer, financial secretary, sport master, music is the position that forms the school council which is responsible for the day to day running of the school. But each school's administration is run by their respective head master and school council. The school only has a lone playing ground.

3.2. Research design

A research design or research strategy is the blue print or methodology or plan of activities complemented by the researcher towards successfully completing his or her work, (Mbua, 2003). Amin (2005) states that a research design is a detailed plan, method for systematically and scientifically obtaining the data to be analysed. This is also supported by (Creswell 2014) who says,

> *Mixed method research is an approach to inquiry involving collecting both quantitative and qualitative data and integrating the two forms of data and using distinct designs that may involve philosophical assumptions and theoretical framework. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach provided alone.*

The convergent parallel design was chosen for this work because it permits the simultaneous collection and analysis of qualitative and quantitative data. This design helps gain time in, the research process. It is a form of mixed methods designs in which the researcher converges or merges quantitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator typically collects both forms of data at roughly the same time and then integrates the interpretation of overall results. Contradictions or incongruent findings are explained or further problem in this design" (Creswell, 2014). This design is important in that it gives a comprehensive understanding of the phenomenon.

3.3. Population of the Study

According to Mbua (2003), the population in research is the assembly of individual to whom the results of the research work can be applicable. According to Cresswell (2012), a group of people sharing common characteristics or properties makes a particular population. The population of this study is comprised of the pupils in some public schools in the Yaoundé Municipality, Mfoundi Division, Centre Region of Cameroon; we will distinguish two populations: the target and accessible populations.

3.3.1. Target population

The target population of this study is the learners and the teachers of central school level 3. Nworgu (1995) says the target population is the limit within which the researcher's findings are applicable. This is the population the researcher wants to apply her research on. The target population here is all the learners of classes 5 and 6 CGEPS Yaoundé in the Mfoundi division.

3.3.2. Accessible population

The accessible population refers to the one within the reach of the researcher and is often drawn from the target population. In this study, the accessible population comprises the learners and teachers of CGEPS group 1, 2 and 3 in classes 5 and 6.

Table 3: Population distribution of level 3 learners in central schools

School selected	Type	cl five (5)	cl six (6)	Total
C.G..E.P.S.I	Cl 5 & 6	40	30	70
C.G.E.P.S GP3	Cl 5 & 6	20	27	47
C.G.E.P.S.4	Cl 5 & 6	25	27	52
TOTAL	**3**	**85**	**89**	**169**

The table above illustrates the distribution of the sample made up of learners: 300 pupils. The three hundred (300) pupils came from the three schools mentioned above: Government Primary School Groups 1, 2 and 3 central. These pupils fall under two groups, group A is class five (5) from the respective school consisting of 6 pupils, group B are class 6 which contains 40 pupils and all the classes are taught by grade one teachers. The pupils were selected based on the criterion that trained teachers taught them at both levels.

Table 4: Distribution of school and teachers

Nº	Schools	Nº of teachers
1	Government primary school centre GPI	4
2	Government primary school centre GP3	4
3	Environmental primary school centre GP3	4
	Total	**12**

The table above illustrates the distribution of the sample constituting teachers

3.4. Sources of data

Both the primary and the secondary data have been used in this study.

3.4.1. Primary Data

It is referring to the first-hand data gathered by the researcher herself. These sources are questionnaire for quantitative data and unstructured interviews for qualitative data.

3.4.2. Secondary sources

They are data collected by someone else. Data is based on the data collected by a party not related to the researcher's study, but collected for some other purpose and at different time in the past. If the researcher uses the data, they therefore became secondary data for current users. Secondary data sources are government publications, websites, textbooks, scientific journal, articles, theses and dissertations from the Faculty of education and Bilingual letter. All these sources will be seen at the references of this work

3.4.3. Sample and sampling procedure

According to Amin (2005), a sample is a portion of the population to which the results can be generalized to the entire population. Also, Luma (1983) says a sample refers to the sub population of a population. Hence, it is the reduced number of the current survey. This is because it is not possible to collect data from the whole targeted population. Hence a sample is drawn from the accessible population.

3.4.3.1. Sampling procedure

Mbua (2003:4) states, "a sample is a sub unit of the population or total group which the researcher composes and then investigates as part of her study. Ibid affirms that in research, the sample should be such that most characteristics of the population should be represented in the sample selected. It is the process of selecting element from the total population.

In this study, the classes involved were selected through sampling and simple random sampling techniques. Purposeful sampling of learners and teachers were selected based on the one they play in the acquisition of knowledge and use in the classroom. For simple random sampling it was to enable each element of the population has equal and independent chance of being included in the sample. The two classes are a representative of the six (6) classes

A random sampling and sampling techniques were concluded which were drawn randomly from the three schools. From the presentation of the accessible population, we drew our sample size based on Krejeie and Morgans (1976) Model $S=x^2NP51-P) \div d^2$ (N-I) $+x^2p$ (I-p) the accessible population (n) being 300. Then our sample size is 275. This means 300 falls between 100 and 300, which according to Krejeie and MorgansIbid's table, it ranges within the sample size of 100-300. But out of the 300 determined samples we worked with 275 for quantitative data. This was mainly for the pupils in the three (3) schools that questionnaires were administered to. Three teachers were selected and interviewed for qualitative data. The reason for conducting only three (3) interviews is that the interview may come out with information that could not be handled in this study and it was concluded from teachers in the three (3) different schools.

3.4.3.2. Research instrument for data collection

The research instruments used for data collection are questionnaire and semi structured interview guide. The questionnaire contained on closed-ended questions. The questionnaire consisted of 25 statements divided in sub sections A, B, C and D based on the 5 variables. All the statements are closed-ended with Likert scale responses ranging from strongly disagree, disagree, agree and strongly agree. The respondent was expected to tick in the box carrying the most appropriate response to express their opinion and give their final answer on the question. The unstructured interview was conducted in order to enable the researcher to gather information from the interviewee.

3.5. Validity and reliability of instruments

These are concepts that are important in the acceptability of the use of an instrument for research purpose. The different ways in which the concepts are applied are as follows.

3.5.1. Validity of instruments

When an instrument tends to measure what it intends to measure, it is invalid? The school participants shared these traits, especially with respect to the independent and dependent variables. There was also a follow up visit to the individual respondents to ensure it what had been written was in accordance with what they had in mind or reflect their view and sentiments of what they answer during the questionnaires, that the researcher had given them. Based on my observation, this study was conducted in a serene environment in the respective classes without any obstructions. During the study, the researcher took the role of an informant and interacted with the respondents freely.

3.5.2. Face validity

After constructing the questionnaire, copies were given to classmates to sensor and correct the items. Also, they were distributed to some of my colleagues for peer review. The corrections helped to improve on the quality for pilot testing.

3.5.3. Decision rule or deterring the level of significance

The decision rule states that if the level of significance of the hypothesis is below 0.05, we reject the null hypothesis and retain the alternative hypothesis. Again, if the level of significance is above 0.05, we accept the alternatives hypothesis and reject the null. More so, when the calculated value for the hypothesis is greater than the critical value, the null hypothesis is rejected, while the alternative is accepted. On the other hand if the calculated value for the hypothesis is less than the critical value, the null hypothesis is accepted while the alternative hypothesis is rejected.

3.5.4. Qualitative data analysis

Constructivist-interpretative approach was used. This analysis is a constructivist paradigm process in analysis qualitative data. The statements, utterances, thinking, and opinions of subject in natural setting can be understood based on the convey meaning and construct reality in their environment (Reiter 2000). The research assumes a "critical and self - reflective posture toward the study. The positioning of the interpretation helps the audience to understand the phenomenon. This approach allows the subject to define knowledge based on

their understanding of the concepts and context of the study. One may discover that the interview at times divert from the question asked and gives answer to area that the researcher may not be interested in but at times may be useful to the work. This is constructive because the interview expresses their views which will help for the development of the phenomenon.

3.5.5. Ethical consideration

This was made for feasibility, clarity, and significance. Firstly, the consent of the respondents and interviewees were asked for better working condition. The researcher met the respondents and the interviewee. The research aims to announce the level of pupils and teachers that the researcher wished to work with. The researcher avoided deception of pupils and teachers and promised not to disclose their identity and that the research aims for academic purposes.

3.5.6. Content and construct validities

In this study, content validity was sanctioned by sampling the opinions or perceptions of a target group of class five (5) and class six (6) about the main interest: four addresses the appropriateness of the content, the understanding of the instruments and the basic of the instruments in getting at the intended variables. The adequacy of the questions was measured and the format of the instrument equally verified. With objectives and questions, the questionnaires were instructed based on the research questions which reflected the research hypothesis. By so doing, there was construct validity since the questionnaire is seen and validated by some pupils and colleagues.

According to Amin (2005), content validity focuses on the extent to which the content of an instrument corresponds to the content of the theoretical content it is designed to measure. In order for this study to ensure its content validity, questions set in the instrument had to close indications concerned. Each indicator had 5 statement each to ensure internal consistency appreciated using the inter judge coefficient of content validity index (cvi)= number adjudge declared item valid/ total number judges' result showed a 0.85 which is above the 0.776 minimum level.

CVI= coefficient of validity index

Total number of judges =6

Number of judges declared item valid=4

10) CVI+6/5= 0.85

3.5.7. Reliability of instruments.

Tambo (2003) says that reliability is the dependability or trustworthiness of a measuring instrument. It is the degree to which the instrument measures whatever it is measuring. When an instrument is used respectively and produced the same result, 4 show that 4 are reliable. He explains that, validity deals with the appropriateness of a text while reliability tells of the consistency of the scores produced.

A pilot test with 10 pupils was carried out by the researcher as part of the population and not of the sample. This same exercise was repeated in the space of one week with the same pupils and sample. Thus, the results were the same. The different results were compiled using the scale reliability test. The answer showed a reliability coefficient of 0.85 which indicated that the instrument was reliable.

3.6. Administration and data collection

3.6.1. Administration of questionnaire

The method used for data collection was self-delivery. An authorization was obtained by the researcher from the head master to carry out the research. She personally administered the questionnaire to the pupils with the help of the class teacher. The pupils were asked to fill the questionnaire at their convenience at home, and to be collected the following day. The questionnaire informed respondents that the information they needed would be treated confidentially and used only for research purposes. This enabled the researcher to create a good relationship with respondents before administering the instruments.

Table 5: Questionnaires distributed and returned

Sample schools	Questionnaires distributed	Questionnaires returned	Percentage
G.P.S GPI	110	100	90%
G.B.P. SII	90	85	89%
G.P.S. GP III	100	90	90%
Total	**300**	**275**	**92%**

3.6.2. Interviews

Four instructional interviews were conducted to three teachers and one head master as an administrative staff from government primary school central. This was conducted concurrently to given an understanding of the phenomenon under study.

3.7. Quantitative data analysis

3.7.1. Method for data analysis

In Amin (2004), 4 is the process of systematically applying statistical and logical techniques to describe, summarize and compare data. The data analysis refers to the way the hypotheses are tested using the data collected from the research study. Interferential analysis is the statistical procedures used to reach conclusions about association between variables. Here multiple linear regressions are used. Regression test used to analyse and appreciate the research hypothesis. Hierarchical multiple linear regression model was used to find out the effects of the independent variable on dependent variable. Given the nature of the sample, the sign of the relationship and the coefficient, estimate and graphs were given priority in the interpretation of the results.

3.7.2. Multiple linear regression method

The multiple linear regression method adopted by the study is as follow:

$Emlit = B0 + B1TLAit + B2CLAit + B3IMit + B4EMit + Eit$ where

EMlit is the English medium context;

TLA it is the teaching / learning activities as determinant of learner proficiency

CLA it is the collaborative learning activities;

IM it is the instructional materials;

EM it is evaluation method and;

Emi it is the error term

Hypothesis 1, 2, 3, and 4 state that teacher's teaching / learning activities collaborative learning, instructional materials, and teacher's methods of evaluation influence on learner's proficiency skills in English in the primary school of the Yaoundé municipality will be supported when the coefficients B1, B2, B3, B4 are positive and statistically significant.

Furthermore, we added the following control variables (groups, subject, levels, age & and sex) to the equation (1) above. The new multiple regression method becomes as follows,

$$EMit=B0+B1LAit+B2CLAit+B3IMit+B4EMi+B5Groupit+B6Subjectit+B7Levelsit+B8Ageit+B9Sexit+Eit$$

The coefficients B5, B6, B7, B8, and B9 represent the estimate of the control variables. The importance of the control variables remains very essential when estimating the significant level of the dependent variables.

Table 6: Operationalization of the variables

Independent variable	Dependence variable
- Learning strategies and experiences - collaborative learning - instructional materials - evaluation methods	English medium context

Table 7: Synoptic table

Main hypothesis	Specifics hypothesis	Independents variables	Indicators	Dependents variables	indicators
	Teachers teaching and learning activities have no significant effects on learners' proficiency skills in English. Teachers teaching and learning activities have a significant effect on learners' proficiency skills in English.	Teaching / learning activities.	-Competences -Objectives -Behaviour -Experience -Resources -Research -Role play -Subject -Centred -Inductive -Methods use -Learner centred	English medium context	-environment -interest - procedure -forecasting -identifying needs -collaborative strategy. -methods. -culture -resources -structures -competition -monitoring -evaluation. -feedback -corrective

	Collaborative learning has no significant influence in learners' proficiency skills in English. Collaborative learning has a significant influence in learners' proficiency skills in English	Collaborative learning	Cooperative learning -peer -groups -jigsaw -investigation approach -structural approach -resources -behaviours -results -assessment -evaluation		
	Teacher used of instructional materials has no significant effects on learners' proficiency skills in English. Teacher used of instructional materials significantly has effects on learners' proficiency skills in English	Instrumental materials	-print materials -visual aid -audio -concrete materials -objectives -teaching methods -assessment.		
	Teachers' methods of evaluation have no significant influence on learners' proficiency skills in English. Teachers' methods evaluation significantly has influence on learners' proficiency skills in English	Evaluation methods	-Diagnostic -formative -Summative -Prognostic -Resources -Behaviour Environment -Evaluation.		

The synoptic table above shows the operationalization of the variables' significant, alternative, and null indicators.

CHAPTER FOUR
ANALYSIS OF DATA

4.0. Introduction

Chapter four presents the results of the data collected through a questionnaire and unstructured interview. The data was collected from Central Government English Primary School Group I, II and III Yaoundé. The data is organized, presented, and analysis using tables and bar charts for quantitative data and an expository interview is used for the qualitative data. Quantitative data present the descriptive statistical information of demographic information. The descriptive statistics of the various variables and the inferential statistics in hierarchical multiple linear regressions will be used to verify the hypotheses, based on the theoretical perspective. The independents show the more predictive variables.

Qualitative data is presented alongside quantitative data. The data were collected concurrently. The data are presented according to various variables in an interpretative expository analysis. This approach is built out of social constructivism. These variables range from learning activities and assessment methods.

4.1. Presentation of sample

The total population comprises 300 pupils from classes 5 and 6 from groups 1, 2 and 3 in the Central Government English Primary School Yaoundé. Here 300 questionnaires were distributed in the three groups in classes five (5) and six (6) as seen in the distribution table below and their results in terms of percentage (%). But not all the questionnaires returned to me despite everything I did to prevent this to happen. In such case the working population is 275 out of 300 targeted, for 25 questionnaires did not return in the process.

Table 8: The distribution of sample according to groups

Groups	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Valid Group 1	100	36.4	36.4	36.4
Valid Group 2	90	32.7	32.7	69.1
Valid Group 3	85	30.90	30.90	100.0
Total	**275**	**100**	**100**	

The charts in figure 1 analyse the distribution of groups in ascending order in terms of population and the number of questionnaires that were returned.
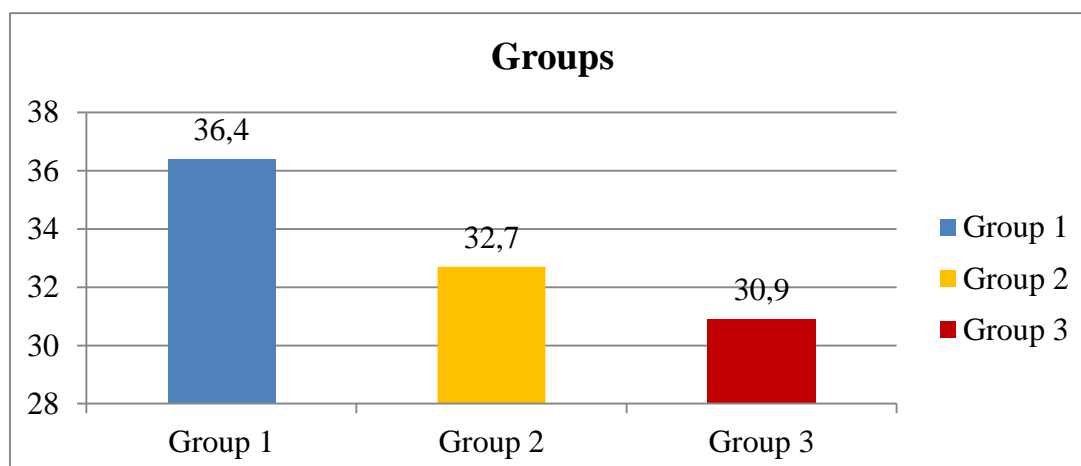
Figure 1: The distribution of sample according to groups

Table 8 presents statistical distribution of groups. The frequency shows that 100 respondents are from group 1, representing 36.4%, 90 are from group 2, giving a percentage rate of 32.7%, and 85 are from group 3, scoring a percentage of 30.90%. This shows that most of the respondents are from group 1 which had the highest, followed by group 2 and 3.

4.2. Overall performance per subject

The sample below talks of the distribution of sample according to subjects. Six (6) subjects were tested on all the sampling population involve, that is 275 out of 300 participation and the results was envisaged as seen in the diagram below.

Table 9: Distribution of sample according to students overall performance

Subjects	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
English language	70	25.45	25.45	25.45
History	55	20	20	45.45
Health Science	50	18.18	18.18	63.63
S.P.E	60	21.82	21.82	85.45
ICT	40	14.55	14.55	100.0
Total	**275**	**100.0**	**100.0**	

The bar chart below shows the distribution frequencies of all the tested subjects according to their percentage and occurrences.

Figure 2: Distribution of sample according to subjects

Table 9 presents the distribution of a total of 5 subjects from the three selected schools. Each subject has a percentage scoring representing the frequency of it occurrences. Based on these figures, all the groups are better off in the using of English Language as a medium of instructions. But I.C.T. is a major problem for learners due to lack of I.C.T. tools or lab for practice. Thus the English Language as a medium of instruction in the teaching/ learning process is beneficiary in teaching. Also teachers should try and create an enabling ground for the use of I.C.T. as a medium of teaching to help learners in their language skills.

In the table, the sample is distributed according to the total number of respondent in each group following the questionnaire with percentages and cumulative percentages inclusive.

Table 10: Distribution of sample according to levels

Groups	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Group 1				
Class 5	55	20	20	20
Class 6	45	16.4	16.4	36.4
Group 2				
Class 5	48	17.5	17.5	53.9
Class 6	42	15.27	15.27	69.17
Group 3				
Class 5	46	16.73	16.73	85.9
Class 6	39	14.1	14.1	100.0
Total	**275**	**100.0**	**100.0**	

From sampling, group (1) classes 5 and 6 has the highest population of respondents 100; group (2) and (3) come second and third with 90 and 85 respectively. Figure 3 analyses the distribution of sample according to levels and percentages.
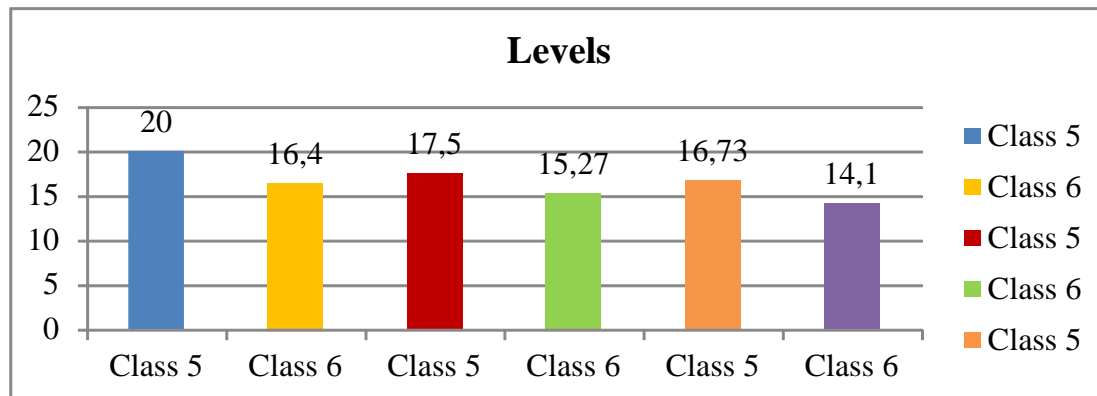
Figure 3: Distribution of sample according to levels

The distribution table of levels shows three (03) levels of classes 5 and 6 in group 1, 2 and 3. 55 respondents in group 1 class 5 registered a percentage of 20%, 45 in class 6 registered a percentage of 16.4% ; in group 2 class 5, 48 respondents registered a percentage of 17.5% and in class 6, 42 respondents registered a percentage of 15.27%. In group 3 class 5, 46 respondents registered a percentage of 16.73% and in class 6, 39 respondents registered a percentage of 14.1%. The frequency and valid percentages of respondents are dominated by class 5 in group 1, followed by class 5 in group 2 while class 6 in group 1 and 2 and class 5 in group 3, class 6 in group 2 and of all is class 6 in group 3.

Table 11: Sample distribution according to age *table 11 is missing*

Here, the sample is distributed according to the age of respondents in all the three (3) groups in level three (3).

Table 12: Age distribution

Age	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
9-11	180	65.5	65.5	65.5
11-13	70	25.5	25.5	91
13-15	25	9	9	100.0
Total	275	100.0	100.0	

Table 12 shows that the highest number of respondents falls within the age range of 9-11 while 70 fall between 11-13 years old. The rest, 25 fall between 13-15 years defining the number of respondents to 275.
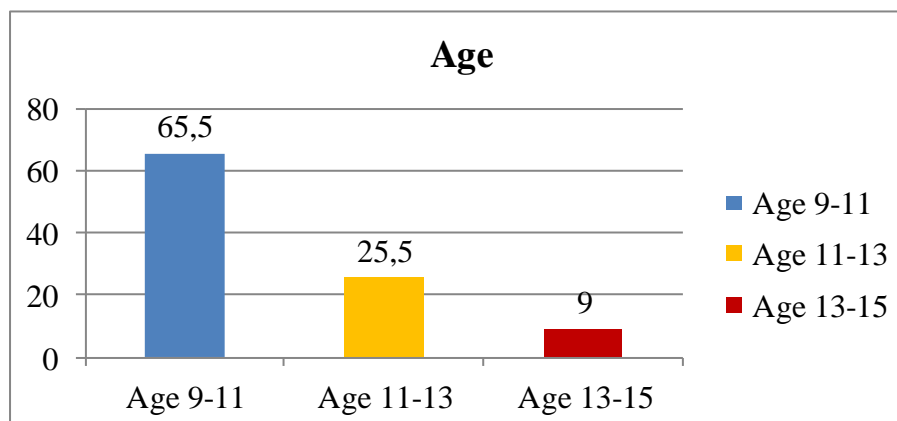
Figure 4: Sample distribution according to age

Figure 4 chart displays the distribution of learners according to age in the entire three groups in classes 5 and 6.

The table presents 180 respondents between 9-11 years of age, with the percentage of 65.5%, 70 respondents between 11-13 years old, with the percentage of 25.5% and 25 respondents between 13-15 years old, with the percentage of 9%. From this descriptive statistics, the major age of the respondents between 9-11 years old were highly represented. This is equally demonstrated in the bar chart in figure 4.

Table 13: Sample distribution according to sex

Sex	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Female	155	56.36	56.36	56.36
Male	120	43.64	43.64	100.0
Total	**275**	**100.0**	**100.0**	

Table 13 represents the total number of male and female in the three (3) groups. It shows that the highest number of the population are female (155) while 120 are male.
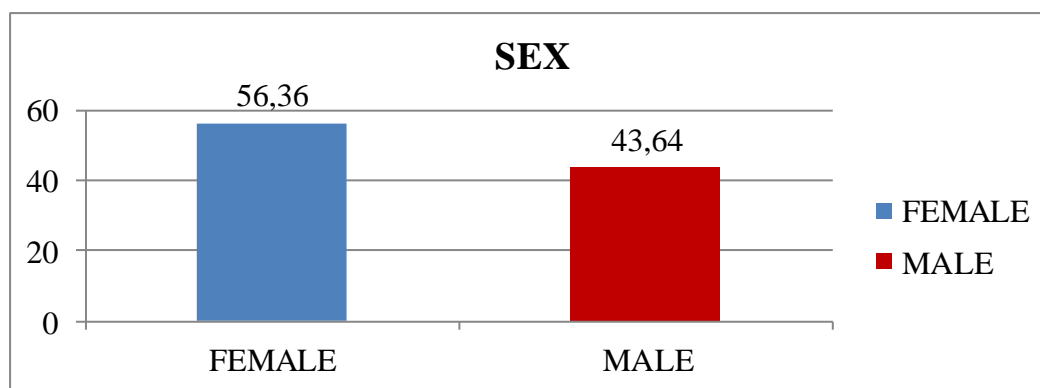
Figure 5: Distribution according to sex

The bar chart in figure 5 shows different gender respondents and their percentages. Table 13 above presents the distribution of 155 female respondents giving a percentage rate of 56.36% and 120 male respondents scoring a percentage of 43.64%. This shows female respondents were more represented than male. The distribution shows imbalance between female and male in terms of population.

4.3 Descriptive statistics of learning activities

Table 14 below shows the number of respondents and their percentages on how teaching learning activities can enhance learning using an English medium instruction.

Table 14: Learning activities

Response	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Strongly Disagree	10	3.6	3.6	3.6
Disagree	30	10.91	10.91	14.51
Agree	190	69.09	69.09	83.6
Strongly Agree	45	16.4	16.4	100.0
Total	275	100.0	100.0	

Table 14 explains or indicates that 190 respondents out of 275 agree, 45 strongly agree on the teaching/ learning activities giving a percentage of 69.09% and 16.4% respectively while 30 and 10 respondents disagree or strongly disagree.

Learning Activities
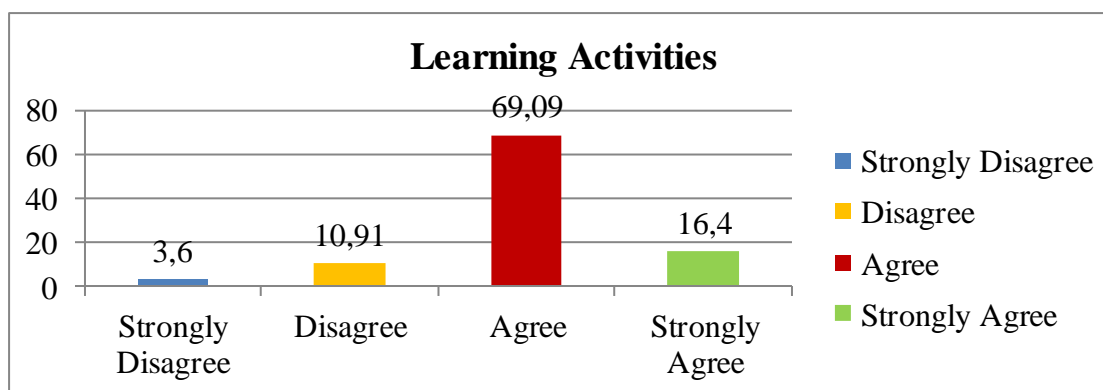
Figure 6: Descriptive statistics of learning activities

The study examines the view of respondents on learning activities. 10 respondents strongly disagree, giving a percentage of 3.6%, 30 disagree with a percentage of 10.91%, 190 agree giving 69.09% and 45 strongly agree giving a percentage of 16.4%. These percentages are also presented in the bar chart. Most respondents agree the use of learning activities by learners and teachers in the Central Government English Primary School (CGEPS) Group 1, 2 and 3, classes 5 and 6. This involves the promotion of guided discovery learning interactive lecture, student teaching, problem solving projects, reading to promote technology. English medium instruction context in CGEPS Yaoundé shows a positive tendency toward learning activities at about 85.49%. There is promise indicator for learning activities proficiency in the CGEPS in classes 5 and 6 group 1, 2 and 3.

4.4. Collaborative learning

Table 15 shows the distribution of respondents according to their responses. 175 respondents out of 275 agree, 60 strongly agree collaborative learning will help to increase learner's knowledge, skills and attitude through an English medium instruction context with the percentage of 63.64% and 21.82% respectively. 25 respondents out of 275 disagree and 15 strongly disagree with the percentage of 9.09% and 5.45% respectively.

Table 15: Collaborative learning

Responses	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Strongly Disagree	15	5.45	5.45	5.45
Disagree	25	9.09	9.09	14.54
Agree	175	63.64	63.64	78.18
Strongly Agree	60	21.82	21.82	100.0
Total	275	100.0	100.0	

Table 15 above shows the cumulative percentage of the Likert scale, and the number of frequency that have the highest and the lowest percentage of S.D.D.A and S.A. This indicates the acceptance of the alternative hypothesis and derail of the null hypothesis.
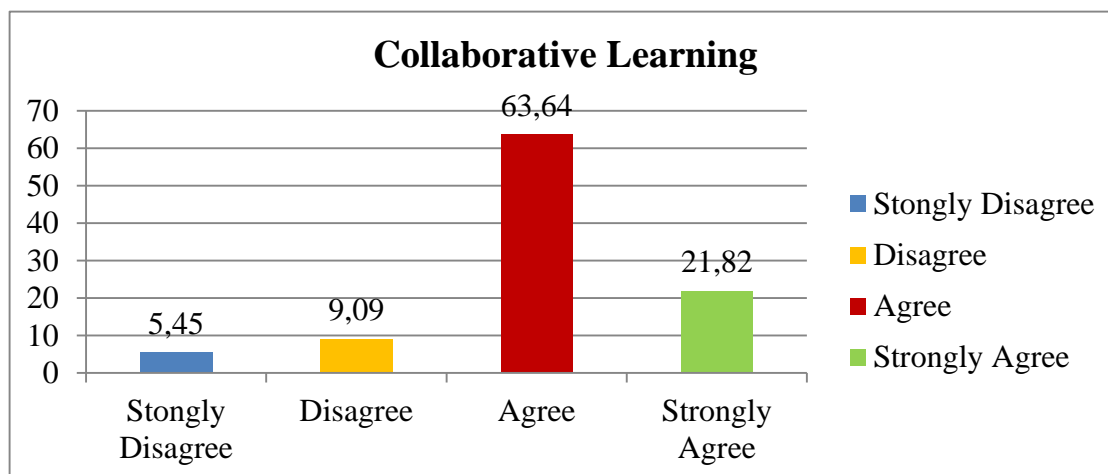
Figure 7: Collaborative learning

This study evaluates the opinions of research to promote collaborative learning in primary schools. The statistical distribution of the responses shows that 15 (5.45%) strongly disagree on the implementation of collaborative learning, 25 (9.09%) disagree, 175 (63.64%) agree and 60 (21.82) strongly agree. From this research finding, it is clear that a great number of respondent or pupils agree that the use of collaborative learning helps the learners to improve in their language proficiency skills through Peer groups, role play, blended learning, projects, field trips programmes, debates, and organization of innovative talks. This is positive turn out of the results of collaborative learning. It shows that pupils' engagement in collaborative learning is around 85.46% which can lead to the enhancement of English Language in the country.

4.5. Instructional materials

The table shows the number of respondents participating to the use of instructional materials to learn using the English Medium Instruction. From it, one can see that 150 respondents clearly disagree with this practice, 60 strongly disagree, scoring the percentage of 76.37% for both while 35 respondents agree and 30 strongly agree making percentage of 23.63% in all. Here, the teaching / learning is mostly done with little use of instructional materials which is textbooks and not computers or android phones.

Table 16: Instructional materials

	Frequency	Percentage (%)	Valid percentage (%)	Cumulative Percentage (%)
Strongly Disagree	60	21.82	21.82	21.82
Disagree	150	54.55	54.55	76.37
Agree	35	12.73	12.73	89.1
Strongly Agree	30	10.90	10.90	100.0
Total	**275**	**100.0**	**100.0**	

Table 16 explains that the use of instructional materials by teachers to teach is limited following the scores as indicated in the Likert scale. So teachers and learners should try to adapt with the new system in teaching/learning using instructional materials.
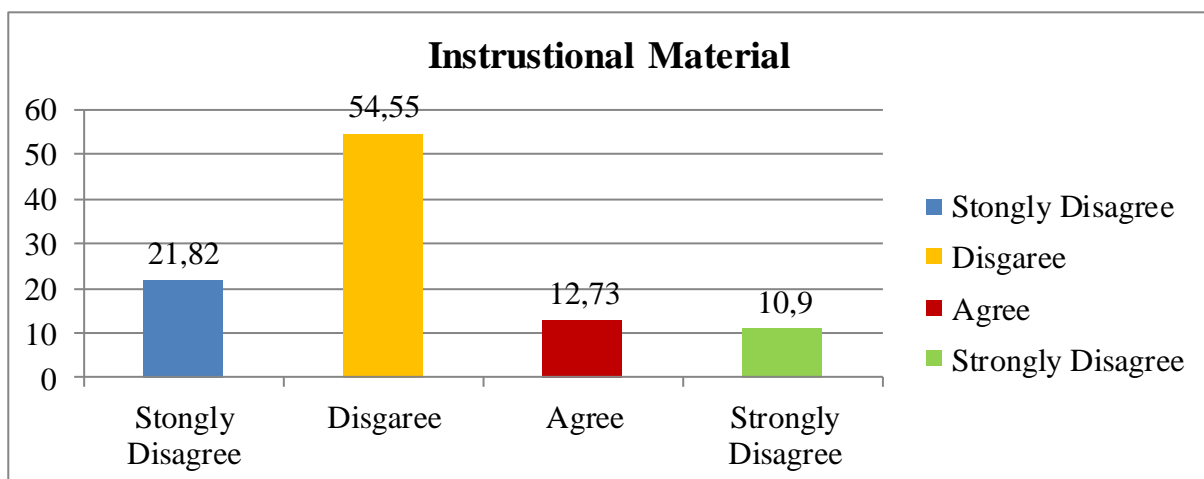
Figure 8: Instructional materials

The study also evaluates the use of instructional materials in learning through English medium instruction. The various schools are not vast with digitalization, thus rendering the use of android phones, computer and Whatsapp in the learning process. Based on the result, 60 (21.82%) respondents strongly disagree, 150 (54.55%) disagree, 35 (12.73%) agree and 30 (10.90) strongly agree. There is a negative percentage of instructional materials use by learners and teachers in Primary Schools or Central Government English Primary School Yaoundé. This shows the lack of I.C.T. knowledge by the learners and computer laboratories in the school. Learners do not use cell phones to study or engage in innovation programs that will help them advance their skills. Instead they focus on the textbooks used in school. Thus

the learners' knowledge of the use of the effective instructional materials is only 23.63% in the 21st century or in this digital or android generation.

4.6. Assessment methods:

Table 17 shows the result of respondents as per their views of the assessment methods used in the teaching/learning process. Following the questionnaires, 150 respondents agree on the assessment methods use both by learners / teachers, 70 strongly agree, rounding up the percentages to 80% in which 40 of them disagree, given the percentage of 5.5% giving 20% for both. This shows the accurate use of assessment methods learners/ teachers.

Table 17: Assessment methods

	Frequency	**Percentage (%)**	**Valid Percentage (%)**	**Cumulative percentage (%)**
Strongly Disagree	15	5.5	5.5	5.45
Disagree	40	14.55	14.55	20
Agree	150	54.55	54.55	74.55
Strongly Agree	70	25.45	25.45	100.0
Total	275	100.0	100.0	

Table 17 agrees with the alternative hypothesis which shows that the use of instructional assignment method greatly influences learning strategies and experiences in an EMI context positively following the percentages in the Likert scale.
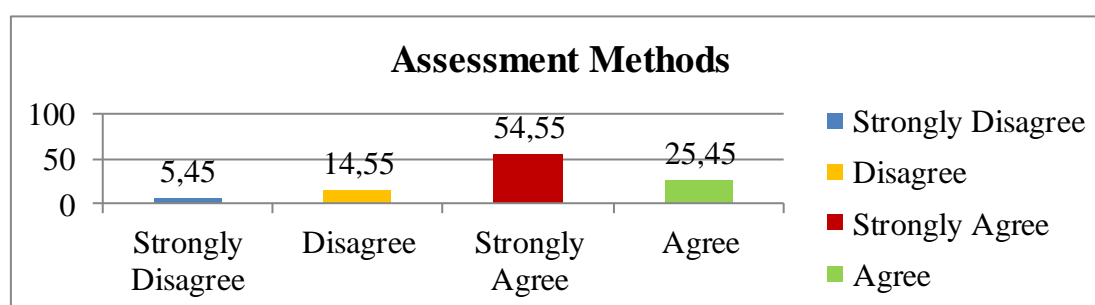
Figure 9: Assessment method

The study investigated whether the assessment methods are used successfully by teachers and learners in primary schools. The results shows that 15 (5.5%) respondents strongly disagree with the strategies, 40 (14.55%) disagree, 150 (54.55%) agree with some

element of the assessment methods and 70 (25.45%) strongly agree. This gives the aggregate of agree and strongly agree to 80%, thus indicating a positive tendency on the assessment methods. 20% shows teachers and learners have to work very hard to improve the assessment process to yield excellent results, and improve learners' proficiency in English language. Some of the rated assessment methods under study are methods that respond to specific objective and the difficulties faced by a teacher to apply the C.B.A in evaluating learners.

4.7. Descriptive statistics of English medium instructions

The distribution table indicates the number of respondents who agrees that learning / teaching using the medium of English Instructions is the best language to use. With this, 180 respondents strongly agree on the use of English language as a medium of instruction, scoring 65.45%, 70 of them agree with a percentage of 25.45 making the total of 90.9%. On the other hand, 15 respondents disagree with 5.5% while 10 disagree with 3.6%. Thus the English language as a medium of instruction is excellent in the field of teaching / learning.

Table 18: English medium instructions

Response	Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
Strongly Disagree	10	3.6	3.6	5.45
Disagree	15	5.5	5.5	20
Agree	70	25.45	25.45	75.55
Strongly Agree	180	65.45	65.45	100.0
Total	275	100.0	100.0	

Table 18 above shows the use of an EMI as a medium of teaching and learning is accepted by learners as it helps them to achieve knowledge skills and altitude they deserve.
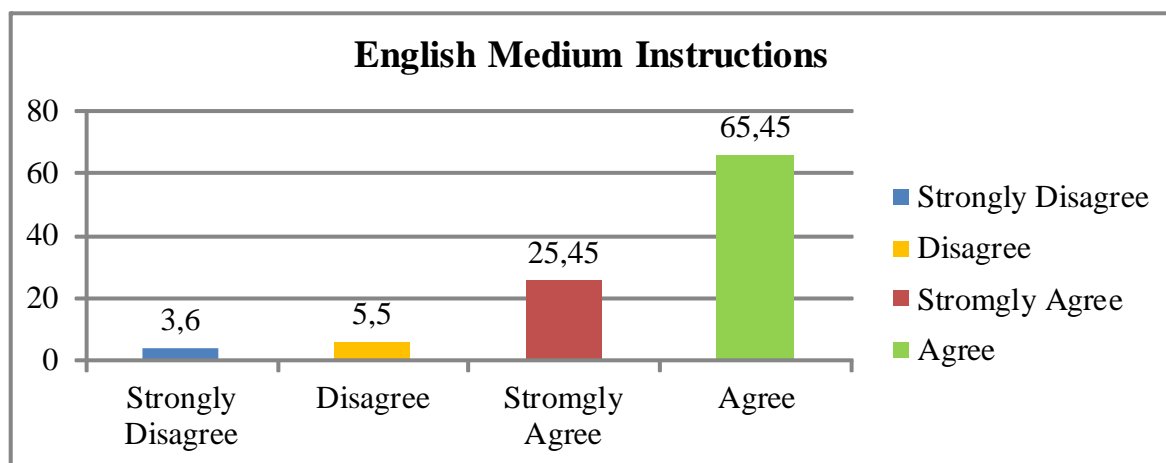
Figure 10: English medium instruction

We consider activities and strategies at each level of instructions. Statistical analysis from the SPSS shows that 10 (3.6%) strongly disagree the use of English medium instruction in CGEPS Yaoundé, 15 (5.5%) disagree, 70 (25.45%) agree and 180 (65.45%) strongly agree. This is a positive tendency towards the use of English as their medium on instruction. Their efforts to improve on the language skills enhance the policy of bilingualism in the country; advancing their education upholds the integrity of the nation and curbs marginalization. 90.9% of the respondents have a positive view of the language meaning that there is progress to enhance English medium instructions context.

4.8. Correlation analysis

Table 19 reveals the correlation between English medium context (EMI), teachers' teaching/learning activities (TLA), collaborative learning (CLA), instructional materials (IM), and teachers' methods of evaluation (EM) are highly significant ($p<0.001$) in primary schools in the Yaoundé municipality. First, among the selected primary schools in Yaoundé used for this study, the correlation coefficient between English medium context (EMI) and teachers' teaching/learning activities (TLA) is the highest (0,680) while the correlation coefficients between English medium context (EM) and collaborative learning (CLA) is high (0.591). Meanwhile, the Pearson correlation coefficient is low when English medium context (EMI) is correlated to instructional materials (IM) and teachers' methods of evaluation (EM), with 0.438 and 0.395 respectively. These correlation coefficients are relatively higher than those found in Amin (2004). These results bring out the relationship between teaching competences and exercise of classroom teaching by teachers of Basic Education in the Mfoundi Division as supported by the strength of the Pearson correlation analysis.

Table 19: Pearson correlation matrix

Variables	EMI	TLA	CLA	IM	EM
EMI	1				
TLA	0.680***	1			
CLA	0.591***	0.426***	1		
IM	0.438***	0.425***	0.576***	1	
EM	0.395***	0.371**	0.289*	0.012*	1

Source: This table illustrates, the regression analysis of learning strategies and experience in an English medium instruction context in some selected schools in the Yaoundé municipality derived from the primary and secondary obtained purposely for this study, is significant at the 0.1, 0.05, 0.001 levels.

The regression table above shows that the regression analysis of EMI against TLA, CLA, IM, and EM is positive and statistically significant at $p<0.001$ for teachers of Basic Education in the Mfoundi Division. It also provides a separate group regression analysis as well as a pooled regression analysis.

As far as the adjusted R^2 is concerned, in model (1), the adjusted R^2s for teachers are expected to have a good mastery of English in an E.M.I context, and be able to use it during the pedagogic action with control variables less than those of model (2) when the control variables were introduced. It can be said that the control variable included in model (2) increases the validity of the models with 48.3% and 59.8% respectively. This means that any proportionate increase in the independent variables such as teacher's teaching/learning activities, collaborative learning, instructional materials, and teacher's methods of assessment will result in a relative increase in learners' proficiency skills in English across primary schools in the Yaoundé municipality.

Thus, this result validates hypotheses 1, 2, 3 and 4 and it is consistent with prior studies. With respect to the coefficients of the model (1) without the control variable, *β1 (Training learning activities)*, *β2 (collaborative learning activities), β3 (Instructional materials), β4 (Evolutional method*) are positive and statistically significant at $p<0.001$ for all teachers of Basic Education in the Mfoundi Division, with 0.638, 601, 0.521, and 0.426 respectively. The results show that hypothesis 1, 2, 3, and 4 are positive and statistically

significant. Therefore, we accept hypothesis 1 that teacher's teaching/learning activities have significant effects on learners' proficiency skills in English.

In addition, collaborative learning has significant influence on learners' proficiency skills in learning English, thus accepting hypothesis 3. The result suggests that teachers' use of instructional materials has significant effects on learner's proficiency skills in learning English. Lastly, teachers' methods of evaluation have significant influence on learners' proficiency skills in English, thus, accepting hypothesis 4. This suggests that teacher should be able to use translingual method to enhance both language skills and comprehension in learners.

Another aspect is the use of the micro teaching techniques. These makes the learners to work in groups, presents their work to others and accept criticisms from peers. This will help to improve their bilingual proficiencies in both languages.

Table 20: Multiple Regression Model (1)

$$EMI_{it} = \beta_0 + \beta_1 TLA_{it} + \beta_2 CLA_{it} + \beta_3 IM_{it} + \beta_4 EM_{it} + \varepsilon_{it}$$

Variables	TLA	CLA	IM	EM
Coefficients	0.638	0.601	0.521	0.426
Adj R²	48.3%			
F-Stat	89.245			
Durbin-Watson	1.928			
N	275			

Source: This table illustrates the regression analysis of the learning strategies and experience in an English medium instruction context in some selected schools in the Yaoundé Municipality derived from the primary and secondary obtained purposely for this study is significant at the 0.1, 0.05, 0.001 levels.

Consistent with the hypothesis, the results show that the teachers' teaching/learning activities, collaborative learning, instructional materials, and teachers' methods of assessment increase in the presence of control variables across all educational centres in Mfoundi, as shown in chapter 3, with 0.672, 0.614, 0.58 and 0.501, respectively. Thus, our variables of interest are teachers' teaching/learning activities, collaborative learning, instructional

materials, and teachers' methods of evaluation, plus the control variables (such as groups, subjects, levels, age, and sex).

Table 21: Multiple Regression Model with the control variables

$$EMI_{it} = \beta_0 + \beta_1 TLA_{it} + \beta_2 CLA_{it} + \beta_3 IM_{it} + \beta_4 EM_i + \beta_5 Group_{it} + \beta_6 Subject_{it} + \beta_7 Levels_{it} + \beta_8 Age_{it} + \beta_9 Sex_{it} + \varepsilon_{it}$$

Variables	TLA	CLA	IM	EM	Groups	Subjects	Levels	Age	Sex
Coefficients	0.672	0.601	0.582	0.501	0.362	0.627	0.345	0.421	0.349
Adj R²	59.3%								
F-Stat	84.861***								
Durbin-Watson	1.793								
N	275								

Source: This table illustrates the regression analysis of the learning strategies and experience in an English medium instruction context in some selected schools in the Yaoundé Municipality derived from the primary and secondary obtained purposely for this study. Is significant at the 0.1, 0.05, 0.001 levels.

Presentation and interpretation of qualitative data

This data was collected from three selected schools in the Yaoundé municipality. These interviewees are teachers of the school who teach classes five (05) and six (06). It will be presented and analysed according to the selected indicators of this study. Unstructured interview is a data collection approach in which some of the questions only emerged in the course of the interview. This will involve an integrated approach where accepts of each question or thematic concern is analysed before stepping to the next one.

Researcher

1. Learning activities

Learning activities is an important indicator of learning strategy and experiences in an English medium instruction content. For, it helps learners to learn by integrating themselves with different learning methods that will help them improve on their performances and their proficiency skills in class and out of the classroom. Please, in your own context as a teacher,

how will you do this work to encourage the learners achieve their goals in and out of the school campus?

Interviewee 1

"Teaching/Learning strategies depend on the teacher who is teaching per the objectives of the lesson: how to teach the lesson, the methods and the different activities that will be incorporated in the lesson, to ease the understanding of learners so that when they go out of the classroom, they will be able to come up with their own activities following the example of the teacher in order to better their comprehensive level. So, activities like role play, drilling, project, flip classroom, team work to name a few are used but depending on the subject with lots of homework"

From the remark of interviewee, one can denote is improvement in competences and skills development by teacher and learners, especially as CBA is concerned as learning, mostly children centred and not teachers' centred. They are trying their best to impact learners with the best of what they can offer in order for them to be competent in terms of knowledge, skills and altitude. He notes that they are "still unsatisfactory", that most of the teaching is still ideological rather than professional due to lack of resources and training.

Interviewee 2

Every teacher has his/her own methods that he/she uses to teach but one thing I know is that the objective is for pupils to understand what the teacher is teaching. It should also be within the reach of the learners and in order for me to do that. I must include many educative activities in the lesson to ease learners' comprehension no matter the subject although it is difficult at time.

Here, the second interviewee is also in the opinion that it is good to incorporate every lesson with learning activities, for better understanding of learners, and this will also help the teacher to attain his objectives. He also means that teaching must start from simple to complex, known to unknown and concrete to abstract. He also admits that this is not done often and not in all lesson because of the difficulties faced in bringing out learning activities in some lessons. In this case, teaching is mostly teacher centred and not learners' centred.

Interviewee 3

Yes, I am using many learning activities when teaching and learners understand very well, and I normally do it in all my lessons every day. Teachers have Whatsapp groups with parents to whom they send work and any other useful information.

The interviewee here agrees that she uses different teaching methods in her lesson when teaching, which help to increase their understanding thereby attaining her objectives. Nevertheless, she did not point out any of the learning activities she used to teach. Also with the help of the Whatsapp group, learners always have work to do at home.

Table 22: Teaching-learning activities

Valid	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Strongly Disagree	0	0	0	0
Disagree	1	25	25	25
Agree	0	0	0	0
Strongly agree	3	75	75	100.0
Total	**4**	**100.0**	**100.0**	

The percentages gotten from the Likert scales and the opinion of interviewees, the application of the different teaching / learning activities, through an English Medium Instruction context is the best. Also, due to the numerous activities involve in it, learning becomes easier as they are left into the hands of the learners as guided by their facilitators.

2. Collaborative learning

In relation to accessing research finding, how can you rate the accessibility of collaborative learning in your class and out of class by learners and teacher (you)?

Interviewee 1

"In my class, learners learn and work individually most of the time because it helps me to know the areas where a child performs well and where he/she is lacking. Do not get me wrong because this does not means that there is no aorta of collaboration amongst them especially during project, they do work as a team and when work, it is on the chalkboard for

correction. I do also pair them to work in groups by giving them post of responsibilities. With these methods I work with them with much ease".

He believes that the findings to an extent is not very effective because to him, pupils always disturb when they are working in group and this will not really help him to know the competences and skills of his pupils. So to him, individual work is the best as it helps him access learners' problems. On the other hand, he also admits the fact that, at times it is good to pair the learners' to work by themselves as this will help them to know each other's strength and be able to help the weaker ones in the absence of the teacher. More so, he also gives them joint project to work on and come out with their result with him aiding them. He said these methods help to improve or enhance learners' knowledge, ability and proficiency.

Interviewee 2

Team work is very good in teaching because it helps to bring learners together and learners-teacher relationship. Why because, some pupils are shy in class and hardly raise their hands to answer a question if not forced by the teacher. So this method will help them to be open to their classmates and the teacher too. Also the way I behave with my pupils in class does not instil fear in them meaning I always digress my teaching by adding some jokes that will make them laugh but educative which also helps them to understand the lesson better.

I also give them work to do in groups which help them study together, thereby helping themselves in an area that one finds difficult to understand. Here the role of responsibility is also given to weaker learners so that they will work harder to meet the level of their friends. Take home work is also given to them to work as a group and this helps them to know their classmate better.

Interviewee 3

"Collaborative learning is good. In short, it is one of my best methods of teaching because it encourages learners to work on their own but maintain class control because if care is not taken the class becomes too rowdy. This method helps a lot as weaker learners always learn from faster ones. I do this by giving them work to do as a group and sometimes ask them to design theirs following my example".

The interviewee makes us to understand that collaborative learning help to enhance learners' learning ability thereby improving their proficiency level. Children learn through this method by interacting with one another in doing class work and by playing amongst themselves thereby learning so many things not even taught by the teacher in class.

Moreover, it also helps learners to perform a leading role perfectly as it was given to him/her. This is done through the work giving to them to do in the form of project, role play.

The interviewee agrees that collaborative learning is very important in the teaching/learning through the use of English medium instructions because it interconnects all the learners' and also encourages them to work as a team. This is done by sharing or grouping of work or projects amongst learners and giving them a task to do where everyone will be involved. This strategy also helps learners to be able to formulate their own styles in order to come out with the best result. This strategy also develops communication skills in them which also help the teacher to detect the weak learners in class so that remedial classes will be organized to help them.

Table 23: Collaborative learning

Valid	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Strongly Disagree	-	-	-	-
Disagree	1	25	25	25
Agree	3	75	75	100.0
Strongly agree	-	-	-	-
Total	**4**	**100.0**	**100.0**	

Table 23 shows that out of four interviewees three (3) agree the using collaborative learning to improve the proficiency skills of learners using English language as a medium of instructions and one (1) disagrees that it is not totally effective as taught. So, from the table, one can conclude that the implementation of collaborative learning in schools greatly influence learners skills, knowledge, altitude and proficiency in English language.

Researcher

Instructional materials

Looking at teacher's commitment, can we say they are highly committed? Are they highly motivated in doing their work? Are teachers highly committed in doing their job when it comes to teaching and research? In your own opinion what do you think?

Interviewee 1

"Teachers are committed in teaching in the classroom but they mostly do not do research on new teaching strategies because of limited resources and lack of computer training".

From what I gathered from the interviewee, is that the teachers are committed in doing their work by using concrete materials and print materials in teaching most of their subjects rather than using visual aid or audio visual aid and internet due to lack of finance. This has limited them because most of the teaching will be of teacher centred rather than child-centred against the C.B.A. rule. This method will help to limit the children on their research work because they have not glue in the art of digitalization. And most or all of the I.C.T. lessons are taught without practical examples, so they are in dire need of a computer lab in the school and for the training of teachers in that domain. By this it will help learners go a long way with modern area of digitalization.

Interviewee 2

"Teachers are not motivated enough to carry out research but do their daily task as far as teaching/learning process is concerned. I would like to add that the full commitment is mediocre; that is why the general result in common entrance and First School Living Certificate (FSLC) is always outstanding"

The findings carried out indicates the commitment in teaching/learning in the classroom by teachers and learners but due to limited resources, research work is not sufficiently carried out, so they use only the materials prescribed by the government as textbooks. At times, they used real objects they can lay their hands on. But if the materials are not much or enough, then, they will use internet in their phones only if they are connected.

Interviewee 3

"In my opinion, I think teachers are not highly committed in their research because they are not motivated financially and are greatly discouraged at times because of the environment. It is also due to lack of encouragement from the administration, parents and even pupils at times because of the laws put in place by the institutions".

Here, the interviewee thinks teachers are not highly committed in doing research due to financial problem and the discouragement by the school administration, parents and pupils. For they do not motivate teachers and also with the environments without internet, what will

the teachers do? In this respect they use only limited resources which are official textbooks not also provided to the learners by their parents.

Table 24 shows average result. Two interviewees disagree with the fact that the use of instructional materials in teaching / learning process are not fully used by teachers because of lack or inadequate funds but that at times they mostly used text books and concrete materials. The other two were on the opinion that instructional materials is very instrumental in teaching using English medium instruction and this help to enhance learners proficiency skills.

Table 24: Instructional materials

Valid	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Strongly disagree	-	-	-	-
Disagree	2	50	50	50
Agree	2	50	50	100.0
Strongly agree	-	-	-	-
Total	**4**	**100.0**	**100.0**	

Assessment method

Researcher

Can we say that schools promote excellence in term of teaching/learning through assessment methods?

Interviewee 1

"Yes, because learners are evaluated on what they have been taught. Secondly, evaluation is divided into sequences which prevents the accumulation of material over a long period and limits the bulk of the work to be evaluated within a limited period of 6 weeks"

The interviewee is on the opinion that the assessment method helps in the teaching/learning because the teacher tests learners on what has been taught and that due to the new system of sequential evaluation. Work is not accumulated as before. But he did not mention the types or methods that he used for evaluating the pupils.

Interviewee 2

Since examination is the best method of assessment, I would say yes. This is because assessment is not only carried out at the end of the academic year, but it also takes place in the course of teaching learning process. There are many forms of assessment which includes diagnostic, formative and summative evaluation. I also allow learners to evaluate themselves by writing on the board and exchanging book amongst them.

Here, I think, he knows what assessment is all about as he goes ahead to name some form of assessment. With this we can agree that assessment is also one of the strategies used in teaching and learning English using the medium of instruction.

Interviewee 3

Assessment strategy is one of the best methods in teaching/learning process especially in the primary sector. This helps the teacher to first of all evaluate himself before the learners because if a teacher does not master his lessons very well, he/she will not be able to evaluate the learners, and therefore, his/her objective will not be attained. Also as the teacher is teaching, the learners are able to assess themselves by answering questions posed to them by the teacher and this is done, following the different form of assessment or evaluation.

It is also proven once more by this interviewee that, assessment methods are also better in the teaching/learning process through an English medium instruction as it brings out the commitment of the teacher and learners through their results.

Table 25: Assessment method

Valid	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Strongly Disagree	-	-	-	-
Disagree	2	50	50	50
Agree	2	50	50	100.0
Strongly agree	-	-	-	-
Total	**4**	**100.0**	**100.0**	

This also explains that, there is an average relationship between the uses of assessment methods to teach using an English medium instruction. This is because most of the teachers use but prescribed textbooks to teach and only use internet, when it is importance due to lack of finance and lab computer to aid them in their teaching jobs.

Researcher:

English medium instruction

Is learning through an English medium instruction gaining grounds in school, and how is it profitable to learners?

Interviewee 1

Yes, this is seen from the fact that many more children from francophone parents are attending Anglo-Saxon schools and they tend to be doing well in their education, therefore promoting bilingualism in the country.

There is also a truth here because statistics shows that most of the francophone are interested in the Anglo-Saxon culture that is why many parents from French background send their children to learn Anglo-Saxon education there by promoting the learning of English as a medium of instruction in schools and out of schools by learners.

Interviewee 2

Yes, English medium is gaining grounds for most francophone prefer the Anglo-Saxon system especially as English is gaining grounds in the world as the number one (01) language of instruction and communication. That is why you have seen for yourself that more than half of the populations in my class are from French origin but they are doing better in spoken and in their academic more than the Anglophones themselves. This help in the spreading of English language in our country.

The above speaker also affirms using English language as a medium of instructions in schools, as it helps to promote the spread of English language in the country, thereby exposing the bilingualism nature of our country and he also impresses with the performances of francophone learners in his class.

Interviewee 3

Teaching/learning process in an English medium instruction is very relevant because it exposes learners to fulfil their dreams of going abroad to further their studies because English language is spoken all over the world. In our country, it promotes bilingualism and

national integration because all the learners are from different background and culture. So when they come together, there is some sort of solidarity among them in class and out of class, which to me is as sign of love and hope for a better future for them and the country.

From this argument, we can see that English language is a major influence in teaching/learning process using an English medium instruction in that it helps learners to further their education abroad, increase language proficiency in the country and in classroom situation and solve the fight of bilingualism in the country.

Following the distribution in table 26, all the interviewees were of the opinion that the use of English language as a medium of instructions in schools helps in learners' proficiency skills, the promotion of Bilingualism and the national integration especially as the language is considered minority as oppose to French language.

Table 26: English medium instruction

Valid	Frequency	Percentage (%)	Valid percentage (%)	Cumulative percentage (%)
Strongly Disagree	-	-	-	-
Disagree	-	-	-	-
Agree	1	25	25	25
Strongly agree	3	75	75	100.0
Total	**4**	**100.0**	**100.0**	

CHAPTER FIVE
DISCUSSION AND SUMMARY OF FINDINGS, LIMITATION
AND RECOMMENDATIONS.

5.0. Introduction

The general objectives of this research project are to examine how the different learning strategies (teaching-learning activities, collaborative learning, instructional materials, and evaluation methods) help improve learners' English language proficiency. This chapter deals with the discussion of findings from qualitative and quantitative data which were obtained to verify the hypotheses. This discussion will highlight the emerging thematic development from qualitative data and integrate views from the empirical literature, theories and field results. Some recommendations are being made to various stakeholders in the Basic Education sector.

5.1. Summary of key findings

Learning strategies and experiences in an English medium instruction context play an important role in advancing learners' proficiency skills. Therefore, in an institution where pupils are provided with teaching-learning activities, collaborative learning, instructional materials and good evaluation methods, learners' productivity will be influenced positively and vice versa. All these were to provide answers to the research question "examine how the different learning strategies and experiences in an English medium instruction (EML) context will enhance learners' proficiency in English language. Thus, this research seeks to find out the relationship between learning strategies and learners' proficiency skills in some primary schools in the Yaoundé municipality. The following basic research questions were designed.

To answer this research questions posed at the beginning of this work, descriptive statistics was used with qualitative data presented with the use of tables, frequencies and percentages that incorporate the use of statistical package for social sciences (SPSSV20), with the Pearson product moment correlation used to test general hypothesis. A total of 300 copies of questionnaire were distributed to pupils of the sampled schools, but properly filled and returned questionnaires were 275 scoring 92%. The learners' responses were characterized by a four Likert scale of strongly agree, agree, strongly disagree and disagree.

As concerns respondents' responses on teaching-learning activities determining learners' proficiency, the results indicate that the correlation coefficient between EMI context and teachers' teaching/learning activities (TLA) verified the highest with (0,680%). The relationship is statistically significant (sig=0.1) at 0.5 level of significance. This implies that

69.09% of learners' proficiency in English language depends on teaching/learning activities and learners' proficiency was rejected and the alternative hypothesis retained. It is salient to conclude that teaching/learning activities determine proficiency at a higher level as there are other key factors responsible.

5.2. Collaborative learning

Findings and how the use of collaborative learning affects learner's proficiency skills in English reveal there is a higher and positive relationship between collaborative learning and learners' proficiency skills in primary schools (r-0,591%). This relationship is statistically significant (sig=0.1) at 0.5 level of significance. This indicates that 63.64% of learners' proficiency depends on their collaborative learning. The null hypothesis stating that there is no significant relationship between collaborative learning and learners' proficiency was rejected and the alternative hypothesis accepted. Therefore, it is appropriate to state collaborative learning greatly affects positively learners' proficiency skills in English language.

5.3. Instructional material

Furthermore, the findings shows that there is an average positive relationship between instructional materials and learners' proficiency (r=0.438). The relationship is statistically significant (sig=0.1) at 0.05 levels of significance. This implies that 54.55% of learners' proficiency depends on instructional materials. The null hypothesis that states there is no relationship between instructional materials and learner's proficiency was rejected and the alternative hypothesis accepted. This states that instructional materials averagely influence learners' proficiency in primary school due to the lack of I.C.T tools.

5.4. Methods of evaluation

Finally, findings concerning methods of evaluation reveals that there is positive relationship between EMI and learners' proficiency (r = 0.395). The relationship is statistically significant (sig = 0.1) at 0.05 levels of significance. This indicates that 54.55 % of learners' proficiency skills in an English medium instruction (EMI) context depend on the method of evaluations thus the relationship between methods of evaluation is average. The alternative hypothesis was accepted while the null hypothesis which states that there is no relationship between methods of evaluation and learners' proficiency is rejected. It is therefore safe to conclude that teachers' methods of evaluation enhance learners' proficiency skills in the English language context.

5.5. Educational Implications of the results

The evaluation of the impact of learning strategies and experiences on learning proficiency skills through the use of an English medium instruction context in primary schools is a prerequisite for ascertaining efficient, coherent, pertinent and effective pedagogic practice or process. The teaching learning activities and collaborative learning are innovative and modern approaches that will provide practical tools for language development proficiency in primary schools.

Instructional materials and methods of evaluation approaches mirror more understanding into language creation and proficiency skill. These indicators align with stakeholders' expectation (national and international) demanding the needs of expending the use of English as medium of instruction all over. This help measure the achievement of excellence and competences of learners in primary schools. Therefore, the focus on primary education in this work is to measure qualitatively and quantitatively how basic education can shape other institutions and Bilingualism in the country educational system.

5.6. Limitation of the study

We faced difficulties in data collection from questionnaires and interviews. This is because some learners do not know how to answer the questionnaires as they were ticking without reading and some did not return their questionnaires. Also some teachers were not cooperative as they refuse to be interviewed while others were not vest with the new system of education (CBA) approach.

We also had difficulties as some pupils were not willing to answer question, even when the intended purpose were introduced to them. These incidents slowed down the data collection process.

We also experienced challenges at the level of data analysis, as the researcher took upon herself for the first time to learn and apply the SPSS software which she was not familiar with.

The researcher encountered some difficulties which restricted the generalization of findings. The researcher had problems in the literature review since she could not easily find documents to get the required information.

Lastly, the researcher also suffered from financial constraints. Carrying out a piece of work of this calibre entails putting in a lot of finances which was not easy to come by.

5.7. Recommendations

The recommendations derives from the results, we believe will influence and enhance possibilities, coherence, efficiency, effectiveness and proficiency of primary schools in terms of teaching/learning activates, collaborative learning, instructional materials and evaluation methods. These are crucial variables to emerging language proficiency skills.

5.7.1. Government

The government should make sure that the various changes in the educational field be followed by deployment of pedagogic supervisors to supervise the activities of teachers in the field, to guide them on positive aspects. For example the introduction of the Competences Based Approach warrants constant supervision and follow up to teachers by pedagogic supervisors. This simply means that seminars and workshops should be organized so that teachers will be vest with the new approach and the different strategies to use. This will create a conclusive teaching/learning atmosphere; thereby facilitate the learners' proficiency skills in English language.

The state should grant more autonomy to teachers in the primary schools to be part of the drawing of the curriculum because on the field they know best what is good, necessary and advantageous to the learners. This will help them to come up with the various strategies to improve their pedagogic process and enhance pupils' proficiency and performances.

The state should also provide a conducive environment for the smooth running and functioning of pedagogic processes which will help to influence pupils' studies to meet up with the 21st century standard, and be able to compete with pupils from other countries. Here, learning should be brought nearer to the learners such as creating enabling environment for learners like the provision of computer labs to meet digitalization.

5.7.2. Policy maker

They should formulate basic education policies with clear definition of action towards the improvement of education for sustainable development. For example Competences Based Approach is to prepare learners to be self-employed at the end of their training course which is not the case. So before formulating, any policy measures should be put in place for the smooth functioning of schools to improve pupils' standard and proficiency skills.

They should also consider the country's policies as far as education is concerned before enacting innovations. They should, first of all, sit and brainstorm on the issue and see

if when applied will yield fruit or temper the teaching-learning process. This is because educational polices are not the same. So before the implementation or adoption of any curriculum, it must be well tested to see if it will suit its intended purpose to facilitate the teaching/learning process.

This research will be valuable to all stakeholders in charge of developing, analysing educational policies and their implementation at deconcentrated and decentralized levels. It shall enable them to relook at the curricular for the training of teachers by institutionalizing the use of teaching strategies and materials such as English course books in lesson preparation, micro teaching technique and the game strategy. Also the institution of the dual immersion bilingual model facilitates the use and practice of bilingualism. This way upon graduation, they are apt in using both languages during teaching. Policy evaluators can easily assess the implementation, use and practice of the bilingual policy in the classroom. This way, they shall be able to implement appropriate and effective teaching/learning strategies to be used at each level of the educational system that shall ensure a proper implementation, use and practice of this bilingual policy at the school level.

5.7.3. School administrators

They should be able to encourage Green School Yards as outdoor learning environment. According to Rickinso et al. (2004), Blair (2009), Wistoft (2013) and Goodall (2016) added that outdoor learning in a natural area or environment can be enrichment for children, extending their learning beyond the confines of their classroom; it has the potential to strengthen primary schools educational practices directly or indirectly. Most of the outdoor learning literature focuses on activities in natural areas outside, field trips, outdoor adventure activities, school gardens and nature education programmes. All these will facilitate learners' learning ability and proficiency skills.

Administrators should practice consultative and participative leadership style which enhance the participation of all school stakeholders in the decision making process in the school goals and objectives. When this is done, it will create a conducive environment for the teachers, thus leading to increase productivity.

The school administrators should also organize in-service training of internal training of teachers in order to learn the innovative methods so that they will be able to improve upon their teaching/learning strategies thereby enhancing understanding and good proficiency skills in the teachers.

They should also crosscheck teachers' notes to verify if they are up till date and are implementing what has been stated in the curriculum and whether their teaching/learning strategies are current. This will help them to be committed to their job and be ready to deliver the goods as per the objectives, thereby enhances learners performance and proficiency skills.

5.7.4. Teachers

They should improve on their pedagogic approaches and be more practical. They should persuade further training in order to transmit skills and competences that prepare learners for the knowledge and proficiency skills.

Teachers being facilitators should be aware of the fact that their objectives should be met. They should learn to manage their work load because if not well managed, will cause many problems in the classroom thus affecting learners' learning strategies.

They should integrate the effective development and use of the ICTs tools and devices in dissemination and knowledge acquired. This will improve institutional agility in terms of communication and decision-making. This will enhance institutional visibility, knowledge potential and language proficiency.

5.7.5. Learners and researchers

The relationship between the facilitators and the learners is very important. In the classroom, where there is a cordial relationship between teachers and learners, there is efficiency which leads to increase productivity but in a class where there is no tolerance and morals, there is bound to be violence. This explains why in recent times, we have seen learners fighting with teacher are right to the point of stabbing their facilitators to death.

Students enrolling for the master's programme should define their vision and mission; this will help them to be more efficient and performant at the end of the training.

The students who go on internship should take it seriously because it leads the way forward for the development of their professional career.

5.8. Conclusion

The chapter reviews finding from both quantitative and qualitative results obtained. The objective of the work was to find out how learning strategies and experiences in an English language instruction context influence learners' proficiency in the Yaoundé municipality. The analysis of data collected from the field enables us to conclude that teaching/learning activities determine learners' proficiency at the highest level (69.09).

Collaborative learning enhances learners' proficiency at a higher level (63.64). Instructional materials determine learners' productivity at an average level (54.55%) and evaluation methods influence learners' proficiency skills at an average level through an English medium instruction context (54.55%). Thus, it is very safe to confirm that learning strategies significantly influence learners' proficiency skills.

GENERAL CONCLUSION

The main objectives of this study was to examine how the different learning strategies and experiences in an EMI context will help to improves learners' proficiency in learning English language in Public schools in the Yaoundé municipality. Teaching/learning activities, collaborative learning, instructional materials and evaluation methods back learning strategy. These strategies are relevant in the teaching/learning process because they help learners be creative, incentivised, innovative, and disseminated through EML context. Also, learning strategies is governed by role play, elaborative strategies, spaced practice, retrieval practice and interleaving as drivers of EMI context.

The chapter review findings from both quantitative and qualitative results, from the theories and hypothesis. The objective of the work was to find out how learning strategies and experiences in an English language instruction context influences learners' proficiency in the Yaoundé municipality. From the analysis of data collected from the field enables us to draw conclusions that teaching/learning activities determines learner's proficiency of the highest level (69.09). Collaborative learning enhances learners' proficiency at higher level (63.64). Instructional materials determines learners' productivity in average level (54.55%) and evaluation methods influences learners proficiency skills at average level through an English medium instruction context (54.55%). Thus it is safe to confirm that learning strategies significantly influence learners' proficiency skills.

The learning strategy dimensions in forecasting further opportunities and perspectives are fundamentals rational in this evaluation on the grounded epistemology of intelligibility. From this perspective, the means of determining the public schools and institutional policies strategic objectives, mission, vision as yardsticks for measuring learners knowledge and proficiency skill that can spur the development and improve on the country Bilingual nature.

In this study, the researcher holds that understanding learning activities, collaborative learning, instructional materials and evaluation methods influences learning strategy. They determine the achievement of language proficiency competitiveness and creating opportunities for community engagement and further studies. Learning strategies are essential component of a curriculum, as bridges between competence and process. In this light, an

approach to strategies education should be explicit, experiential, embedded and evaluative, which seems promising in its offers.

Perspectives

We cannot end without proposing new orientations. We have evaluated how learning strategies and experiences in an English medium instruction context will improve learners' proficiency in English language in Yaoundé municipality in level 3, class 5 & 6. Another level I or level II researcher can carry out to bring a new contribution to the learning strategies and learners' proficiency skills.

More so, a study could be carried out on learning strategies and experiences in the teaching of mathematic through an English medium instruction context in secondary schools.

A comparative study could be carried out on learning strategies and experiences in an English medium instruction (EMI) context in practicing in private school in Basic Education.

A study could also evaluate the extent to which learning strategies and experiences in an English medium instruction context in the promotion of Bilingualism in Cameroon.

QUESTIONNAIRE

I am FULE REBECCA ESIE: This questionnaire is developed for a master' dissertation in the Department of Curriculum and Evaluation (faculty) of Education at the University of Yaoundé I. At the end of the training, the student is expected to write and defend a dissertation in partial fulfillment of the program. All information received remain confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991.The questionnaire is designed to collect data strictly for Academic purposes.

 Thank you very much and God bless!

Disciple -level III

Class ☐   Age ☐

Sex ☐   MALE ☐   Female ☐

PART II STATEMENTS ON THE INDICATORS

Please tick (✔) in the box corresponding to your most preferred respond:-strongly agree (SA), Agree (A), Disagree (D) and strongly Disagree (SD).

NO	**DEPENDENT VARIABLE 1:learning activities**				
	ITEMS	**SD**	**D**	**A**	**SA**
1	Asked question in class or contributed to class discussions				
2	Worked on a project that required integrating ideas				
3	Came to class without completing reading or assignments				
4	Worked with classmates outside of class to prepare class assignments				
5	Taught slow learners in class				

Dependent variables 2: collaborative learning

NO	ITEMS	SD	D	A	SA	
6	I always discuss the lesson in class					
7	I am always allow to make discovery for myself					
8	I often participate in group assignment.					
9	I always express myself in class					
10	I usually take parts in team work in class.					

DEPENDENT VARIABLE 3: instructional materials'

NO	ITEMS	SD	D	A	SA
11	Do you usually use a mobile telephone to study?				
12	Do you use your reader to study?				
13	Do you use prints materials like chart, photos to learn?				
14	I always listen to educational program from the radio.				
15	Do you often watch educative program from the television?				

DEPENDENT VARIABLES: Assessment method.

NO	ITEMS	SD	D	A	SA
16	I often passed my work for marking				
17	You usually exchange books for marking				
18	You normally attend remedial classes.				
19	You often ask questions in class when the teacher is teaching.				
20	You are given the opportunity to self assessment.				

INDEPENDENT VARIABLES: English medium instructions

NO	ITEMS	SD	D	A	SA
21	My Parents Speak English				
22	My environment is made up of English speakers				
23	I love English language				
24	English is my second language				
25	I am learning English language to further my career.				

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APPENDIX 1

Kceje and Morgan Table

Required Sample Size[†]

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586