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POST GRADUATE SCHOOL FOR
THE SOCIAL AND EDUCATION
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THE FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM
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UNIVERSITÉ DE YAOUNDÉ 1

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FORMATION DOCTORALE EN SCIENCES
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ET EVALUATION

**EXAMINING THE IMPACT OF CURRICULUM
CHANGES ON PUPILS' COMPETENCE
ACHIEVEMENT IN ENGLISH LANGUAGE IN
PUBLIC PRIMARY SCHOOLS IN THE CITY OF
YAOUNDE**

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CERTIFICATION

This is to certify that, the thesis entitled “Examining the Impact of Curriculum Changes on Pupils Competence Achievement in English Language in Public Primary Schools in the city of Yaounde.” has been carried out by Maimbgehe Helen Ndiwane (19P3751) of the department of Curriculum and Evaluation, Faculty of Education of the University of Yaounde , under the supervision of Prof. Rosalyn MUTIA. This thesis has been reviewed and approved by me to meet the requirements for submission in accordance with the requirement for the award of the Degree of Doctor of Philosophy in Curriculum and Evaluation (Curriculum Development and Evaluation).

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Signature -----

DEDICATION

To my Husband Doh Ferdinand Bomlanyonga

DECLARATION

I the undersigned, Maimbgehe Helen Ndiwane, declare that, the piece of work entitled 'Examining the Impact of Curriculum Changes on Pupils Competence Achievement in English Language in Public Primary Schools in the city of Yaounde, Cameroon' is my original work under the supervision of Professor Rosalyn MUTIA conducted under the auspices of The University of Yaoundé 1, in partial fulfillment of the requirements for the award of a PhD in Curriculum and Evaluation, with a specialty in Curriculum Development and Evaluation.

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ABBREVIATIONS AND ACRONYMS

A	: Agree
BASE	: Blefeld Academic Search Engine
CBA	: Competency Based Approach
CBC	: Competence Based Curriculum
CBE	: Competence Based Education
CBTL	: Competence Based Teaching and Learning
CTML	: Cognitive Theory of Multimedia Learning
D	: Disagree
EDITLIB	: Education and Information Technology Library
EFA	: Education for All
ERIC	: Educational Resources Information Center
ETSP	: Education and Training Strategy Paper
FSLC	: First School Leaving Certificate
GBPS	: Government Bilingual Primary School
GESP	: Growth and Employment Strategy Paper
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis
INS	: National Institute of Statistics
MINEDUB	: Ministry of Basic Education
M.Ed	: Master of Education
OBA	: Objective Based Approach
OBE	: Outcome Based Education
PASEC	: Program for the Analysis of Education System
Prof	: Professor

r	: Pearson correlation coefficient
SA	: Strongly Agree
SD	: Strongly Disagree
SDG	: Sustainable Development Goal
SN	: Serial Number
SPSS	: Statistical Package for Social Studies
UNESCO	: United Nation Educational Scientific and Cultural Organisation
UNICEF	: United Nations International Children Emergency Fund
www	: World Wide Web

TABLE OF CONTENTS

CERTIFICATION.....	i
DEDICATION	ii
DECLARATION	iii
ACKNOWLEDGEMENTS	iv
ABBREVIATIONS AND ACRONYMS	v
TABLE OF CONTENTS	vii
LIST OF APPENDIXES	xi
LIST OF FIGURES.....	xii
LIST OF TABLES	xvii
ABSTRACT	xxiv
RÉSUMÉ.....	xxv
GENERAL INTRODUCTION	1
CHAPTER ONE: BACKGROUND OF THE STUDY.....	4
1.1 Background of the Study	4
1.1.1 Historical Background of the Study	4
1.1.2 Theoretical Background of the Study	6
1.1.3 Conceptual Background	11
1.1.4 Contextual Background.....	14
1.2 Statement of the Problem	17
1.3 Objective of the Study	19
1.4 Research Question.....	19
1.5 Research Hypothesis	20
Specific Hypotheses	20
1.6 Assumptions of the study	21
1.7 Significance of the Study	22
1.8 Justification of the Study	23
1.9 The Delimitation and Limitation of the Study.....	25
1.10 Definition of Terms	27
1.11 Research Plan	33
1.12 Structure and Organization of the Thesis	34
Conclusion.....	36
CHAPTER TWO: REVIEW OF LITERATURE	37
2.1 Conceptual Review.....	38
2.1.1 The Concept of Curriculum.....	38

2.1.2 The Concept of Curriculum Changes	39
2.1.3 The Concept of Lesson Planning.....	46
2.1.4 The Concept of Teaching Method	51
2.1.5 The Concept of Teaching/ Learning Materials	57
2.1.6 The Concept of Assessment Methods.....	61
2.1.7 The Concept of Teacher`s Mastery of English Language.....	69
2.1.8 The Concept of Competence Achievement in English Language	71
2.2 Empirical review of Literature	75
Empirical Review According to the Independent Variable: Curriculum changes	75
2.3 Theoretical Review.....	81
2.4 Research Gap Identified in the Present Literature.....	98
2.5 Research Model and Dimensions	100
2.5.1 Research Constructs and Dimensions	101
Conclusion.....	102
CHAPTER THREE: RESEARCH METHODOLOGY.....	104
Introduction	104
3.1 Research Design	106
3.2 Area of study	108
3.3 Population of the Study	109
3.4 Sample Size and Sampling Techniques	110
3.4.1 Sample size.....	110
3.4.2 Sampling Techniques.....	113
3.5 Methods of Data Collection	113
3.5.1 Memo Writing	114
3.5.2 Qualitative Data Instruments	115
3.5.2.1 Participants observation.....	115
3.5.2.2 Interview Guide	117
3.5.3 Quantitative Data Instruments.....	119
3.6 Validation and Reliability of the Instrument.....	122
3.6.1 Validity of the Research Instrument	122
3.6.2 Reliability of the Instrument.....	124
3.6.3 Credibility of the Research Instrument.....	125
3.7 Administration of Instrument	125
3.8 Procedures of Data Collection.....	126
3.9 Data Analysis Procedures.....	126
3.10 Method of Verification of Hypothesis	128
3.11 Ethical Consideration	128

3.12 Variables of the Study.....	130
3.13 Re-statement of Hypotheses.....	132
3.13.1 General Hypothesis	132
3.13.2 Specific Research Hypotheses.....	132
Conclusion.....	133
CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION OF RESULTS	134
4.1 Presentation of Qualitative Results	134
4.1.1 Findings from Classroom Observation.....	134
4.1.2 Findings from Head teachers` Interview	137
4.2 Presentation of Quantitative Data.....	159
4.3. Verification of Hypotheses (Inferential Statistics).....	245
4.4 Calculation of Pearson Correlation Coefficient on Changes in Lesson Planning and Pupils Competence Development in English Language.....	246
CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATION	252
Introduction	252
5.1 Summary of the Thesis.....	252
5.2 Summary of Findings	253
5.2.1 Summary of Qualitative Findings	253
5.2.2 Summary of Quantitative Findings According to research Objectives	255
5.3 Discussion of Findings	258
5.3.1 Discussion of Findings on Hypothesis 1:	258
5.3.2 Discussion of Findings on Hypothesis 2	261
5.3.3 Discussion of Findings on Hypothesis 3	264
5.3.4 Discussion of Findings on Hypothesis 4	267
5.3.5 Discussion of Findings on Hypothesis 5	270
5.4 Implications of the Study	272
5.4.1 Policy and Planning Implications.....	272
5.4.2 Implications for Curriculum Implementation and Educational Policy.....	273
5.4.3 Theoretical Implications of the Study	273
5.4.4 Implications of the Study for Researchers and Teachers.....	275
5.4.5 Implications for Educational Practice	276
5.4.6 Broader Implications for Learners and the Education System	277
5.5 Contributions of the Study	277
5.5.1 Theoretical Contributions.....	277
5.5.2 Empirical Contributions	278

5.5.3 Practical Contributions	279
5.5.4 Contributions to Language Science.....	279
5.5.4 Contributions to Language Didactics	279
5.6 Limitation of the Study.....	280
5.8 Recommendations from the Findings.....	284
5.8 Difficulties Encountered.....	289
5.9 General Conclusion	290
5.9 Research Perspectives	293
REFERENCES.....	295
APPENDIXES	309

LIST OF APPENDIXES

Appendix 1 : Research Budget.....	309
Appendix 2: Teacher Questionnaire	310
Appendix 3: Classroom Observation on the Implementation of Curriculum Changes.....	315
Appendix 4: Head-teachers Interview Guide on Curriculum Changes.....	316
Appendix 5: Competences test in English language	317
Appendix 6: Teachers and Head-teachers Participation Request.....	321
Appendix 7: Participant Consent Form.....	322
Appendix 8 : Information Sheet	323
Appendix 9: Pearson significant table.....	325
Appendix 10 : Test of reliability.....	326
Appendix 11 : Research authorization	327
Appendix 12 : Research authorization of divisional delegation of Mfoundi (Basic Education).....	328

LIST OF FIGURES

Figure 1: Illustrates a step-by-Step Guide in the Development and Implementation of a Skill-based Lesson.....	50
Figure 2 : multimedia Learning Theory of Richard Mayer (2009)	86
Figure 3: General View of Curriculum Changes – Influence – Competence Achievement Model.....	101
Figure 4: The map of the city of Yaounde	108
Figure 5: Distribution of respondent according to Level	160
Figure 6: Distribution of respondents according to Gender	161
Figure 7 : Distribution of respondent according to Age Range.....	162
Figure 8: Distribution of respondents according to the statement: I prepare monthly lesson plan in English Language every month, and this helps me to be organized	163
Figure 9: Distribution of respondents according to the statement: I prepare weekly lesson in English language, and this helps me to be effective.....	164
Figure 10: Distribution of respondents according to the statement: I prepare lesson plans in English language daily, and this guides me on what to in English language daily	165
Figure 11: Distribution of respondents according to the statement: When I plan lessons in listening comprehension every week, it helps pupils to acquire listening skill.....	166
Figure 12: Distribution of Respondents According to the Statement: I prepare lessons plan in speaking every week and it helps pupils to acquire speaking skills.....	167
Figure 14: Distribution of Respondents According to the statement: When I prepare lesson plan on writing, it fosters the acquisition of writing skill	169
Figure 15: Distribution of Respondents according to the statement: When I plan lessons in literature, it fosters the acquisition of communication of skills	170
Figure 16: Distribution of respondents according to the Statement: I plan and teach lessons in grammar and this foster pupils proficiency in grammar	171
Figure 17: Distribution of respondents according to the statement: I prepare lesson in vocabulary and it helps to increase pupils` proficiency in vocabulary	172
Figure 18: Distribution of respondents according to the statement: When Pupils enjoy learning in groups with their team mates during English lessons, they learn better and achieve more.....	176

Figure 19: Distribution of respondents according to the statement: Pupils enjoyed carrying out project with their peers in English language, and this helps them to learn better and perform well academically.	177
Figure 20: Distribution of respondents according to the statement: Pupils understand better when their classmates explain concepts to them in teamwork during English lessons.....	178
Figure 21: Distribution of respondents according to the statement: Pupils easily understand concepts in English language when illustrated practically.....	179
Figure 22: Distribution of respondents according to the statement: When pupils understand concepts in English, they apply it in real life situations.....	180
Figure 23: Distribution of respondents according to the statement: Pupils always feel bored, when the teacher is the only one talking during teaching/learning process in English language.....	181
Figure 24: Distribution of respondents according to the statement: Pupils easily understand English lesson when it is interactive	182
Figure 25: Distribution of respondents according to the statement: Pupils enjoyed doing homework in their English workbooks at home.....	183
Figure 26: Distribution of respondents according to the statement: Pupils study and do research the more, when the teacher gives them work to do at home	184
Figure 27: Distribution of respondents according to the statement: Pupils learn better when they are active in the learning process.....	185
Figure 28: Distribution of respondents according to the statement: Pupils easily understand English lessons when they are taught with computer video games.....	189
Figure 29: Distribution of respondents according to the statement: When pupils have all their textbooks, workbooks and learning materials in English language, they learn better and achieve more.....	190
Figure 30: Distribution of respondents according to the statement: When pupils do homework in their English work books, it reinforces what they have learnt in class	191
Figure 31: Distribution of respondents according to the statement: Pupils write well in their exercise books, when teachers use the chalk board elaborately well.....	192
Figure 32: Distribution of respondents according to the statement: Pupils are excited when teachers use flash cards in English language lessons and this helps them to learn better.....	193

Figure 33: Distribution of respondents according to the statement: When they see illustration on pictures in English lessons, it helps them to understand better, and learn more ...	194
Figure 34: Distribution of respondents according to the statement: When pupils listen to facts from the Radio, they easily keep and store the fact in the memory	195
Figure 35: Distribution of respondents according to the statement: Teaching learning material in English makes learning interesting and enjoyable	196
Figure 36: Distribution of respondents according to the statement: When you recount facts in English Language with the use of tape recorder, pupils understand better	197
Figure 37: Distribution of Respondents according to the statement: Pupils attention is captured and they learn better when smartphone is used as a teaching aid.	198
Figure 38: Distribution of respondents according to the statement: When pupils are assessed before introducing a new lesson in English language, they remember previous knowledge.....	202
Figure 39: Distribution of respondents according to the statement: When pupils are assessed by the end of an English lesson, they put into practice what they have learnt.....	203
Figure 40: Distribution of respondents according to the statement: When pupils corrected examination and test scripts are given back to them, it motivates them to learn better.....	204
Figure 41: Distribution of respondents according to the statement: When pupils test marks in English are taken as part of their terminal marks, it motivates them to study and work harder in class.	205
Figure 42: Distribution of respondents according to the statement: Formative assessment helps pupils to always read and study what they have done in school	206
Figure 43: Distribution of respondents according to the statement: Making observations and collecting information periodically helps to inform pupils of their strength and weaknesses	207
Figure 44: Distribution of respondents according to the statement: Assessments carried out at periodic intervals improve the overall achievement.....	208
Figure 45: Distribution of respondents according to the statement: Effective assessment in English language led to better academic achievement	209
Figure 46: Distribution of respondents according to the statement: Assessment materials in English language facilitate the implementation of effective assessments.....	210

Figure 47: Distribution of respondents according to the statement: Availability of good record system (computers) facilitates the progress of implementation of assessment in schools.....	211
Figure 48 : When teachers write grammatically correct, it helps pupils to acquire writing skills.....	215
Figure 49: Distribution of respondents according to the statement: When teachers write coherently organized paragraphs, pupils learn how to write coherently organized paragraphs.....	216
Figure 50: Distribution of respondents according to the statement: When teachers read fluently, it helps pupils to acquire reading skills	217
Figure 51: Distribution of respondents according to the statement: When teachers pronounce correctly, pupils pronounce correctly too	218
Figure 52: Distribution of respondents according to the statement: When teachers used appropriate vocabulary, it helps pupils to acquire vocabulary skills.....	219
Figure 53: Distribution of respondents according to the statement: When teachers write clear and concise, it promotes pupils writing skills	220
Figure 54: Distribution of respondents according to the statement: When teachers speak fluently and confidently, it helps pupils to acquire speaking skills	221
Figure 55: Distribution of respondents according to the statement; When teachers adjust their speaking style in different situations, pupils learn better and acquire more.....	222
Figure 56: Distribution of respondents according to the statement: When teachers used different listening style in English, pupils learn better and acquire listening skills.....	223
Figure 57: Distribution of respondents according to the statement: When teachers teach dialogue and conversation effectively, pupils develop listening skills.....	224
Figure 58: Distribution of respondents according to the statement: When the teacher plan his lessons well, teaching will be effective, thus, pupils' competence development.....	228
Figure 59: Distribution of respondents according to the statement: pupils learn better and acquire more when the teacher uses Learner- Centered Teaching methods during teaching learning processes in English language	229
Figure 60: Distribution of respondents according to the statement: Pupils store and retrieve information easily when there are active in the learning process.....	230
Figure 61: Distribution of respondents according to the statement: when pupils have all their learning materials in English language, they learn better and develop competences in English Language	231

- Figure 62: Distribution of respondents according to the statement: Teaching/ learning materials in English language help to reinforced lessons taught, thus pupils' competences development in English language..... 232
- Figure 63: Distribution of respondents according to the statement: When pupils are assessed in English language, it motivates them to study hard, thus increase in academic achievement..... 233
- Figure 64: Distribution of respondents according to the statement: When you motivate activities in speaking in English language it promotes the development of speaking competences in English language 234
- Figure 65: Distribution of respondents according to the statement: When you encourage activities in listening in English language, it promotes the development of pupils listening competences in English language 235
- Figure 66: Distribution of respondents according to the statement: When teachers prepare and teach writing effectively as a component of English language, it promotes the development of pupils writing competences in English language 236
- Figure 67: Distribution of respondents according to the statement: When teachers prepare and teach reading as a component of English language, it promotes the development of reading competences in English language..... 237
- Figure 68: Distribution of respondents according to the statement: When teachers prepare and teach grammar lessons, it promotes grammar skills in English language 238
- Figure 69: Distribution of respondents according to the statement: When teachers prepare and teach lessons in vocabulary weekly it boosts vocabulary skills in English language 239
- Figure 70: Distribution of respondents according to the statement: When teachers prepare and teach lessons in literature, it promotes the development of competences in communication 240
- Figure 71: Distribution of respondents according to the statement: Lack of learning materials in English language hinders effective learning. Thus, poor pupils' competence achievement in English language 241

LIST OF TABLES

Table 1.1: Results analyses per subjects of Anglophone subsystem 2023/2024 FSLC session in the Divisional Delegation of Centre region of Cameroon. Error! Bookmark not defined.	33
Table 1.2 : Activity Plan	33
Table 2.1: Category 1- Sensory Mode.....	59
Table 2.2: Category 2. Printed and non-printed materials.....	59
Table 2.3: Category 3. Hardware and Software materials.....	59
Table 2.4: Instruments for assessing Cognitive and Non-cognitive outcomes.....	67
Table 2.5: Constructs, dimension and linking theories	102
Table 3.1: Head Teachers Sampled for the Study.....	111
Table 3.2: Teachers Sampled for the Study	112
Table 3.3: Class, Date and Duration of Observation	116
Table 3.4 : Interview Schedule for Head teachers.....	119
Table 3.5: Development of Questionnaire Items.....	120
Table 3.6: Case processing summary	124
Table 3.7: Return Rate of Questionnaire	125
Table 3.8: Synoptic Table	131
Table 4.1: Respondents Opinions on Lesson Planning and Pupils Competence Achievement.....	139
Table 4.2: Respondents Opinion on Teaching Methods and Pupils competence achievement in English Language in Primary Schools	144
Table 4.3: Respondents Opinions on teaching/learning Materials and Pupils Competence Achievement in English	148
Table 4.4: Respondents Opinion on Assessment Methods and Pupils Competence Achievement in English Language	152
Table 4.5: Distribution of Respondents Opinions on teacher`s Mastery of English Language and Pupils Competence Achievement in English Language.....	155
Table 4.6: Indicating Return Rates of Questionnaire	159
Table 4.7: Distribution of Respondent according to Class Level.....	160
Table 4.8: Distribution of Respondents According to Gender	161
Table 4.9: Distribution of Respondents According to Age Range	161

Table 4.10: Distribution of respondents according to the statement: I prepare monthly lesson plan in English Language every month, and this helps me to be organized.....	163
Table 4.11: Distribution of respondents according to the statement: I prepare weekly lesson plans in English language, and this helps me to be effective	163
Table 4.12: Distribution of respondents according to the statement: I prepare lesson plans in English language daily, and this guides me on what to teach in English language daily.....	164
Table 4.13: Distribution of respondents according to the statement: When I plan lesson in listening comprehension every week, it helps pupils to acquire listening skills	165
Table 4.14: Distribution of Respondents According to the Statement: When I prepare lessons plan in speaking every week, it helps pupils to acquire speaking skill	166
Table 4.15: Distribution of Respondent According to the Statement: When I prepare lesson plans in reading, it fosters acquisition of reading skill.....	167
Table 4.16: Distribution of Respondents According to the statement: When I prepare lesson plans in writing, it fosters the acquisition of writing skills	168
Table 4.17: Distribution of Respondents according to the statement: When I plan lessons in literature, it fosters the acquisition of communication skills.....	169
Table 4.18: Distribution of respondents according to the Statement: I prepare lesson on grammar and this fosters the acquisition of grammatic skills.....	170
Table 4.19: Distribution of respondents according to the statement: I plan and teach lessons in vocabulary and it fosters pupil`s proficiency in vocabulary	171
Table 4.20: Summary Table for Variable 1: Lesson Planning	173
Table 4.21: Distribution of respondents according to the statement: when Pupils enjoy learning in groups with their team mates during English lessons, they learn better and achieve more.....	175
Table 4.22: Distribution of respondents according to the statement: Pupils enjoy carrying out projects with their peers in English language, and this helps them to learn better and perform well academically.	176
Table 4.23: Distribution of respondents according to the statement: Pupils understand better when their classmates explain concepts to them in teamwork during English lessons, and this helps them to learn better and achieve more.....	177
Table 4.24: Distribution of respondents according to the statement: Pupils easily understand concepts when illustrated practically.....	178

Table 4.25: Distribution of respondents according to the statement: When pupils understand concept in English, they apply it in real life situations.....	179
Table 4.26: Distribution of respondents according to the statement: Pupils always feel bored, when the teacher is the only one talking during the teaching/learning process in English language.....	180
Table 4.27: Distribution of respondents according to the statement: Pupils easily understand English lessons when there is interactive.	181
Table 4.28: Distribution of respondents according to the statement: Pupils enjoyed doing homework in their English workbooks at home.	182
Table 4.29: Distribution of respondents according to the statement: Pupils study and do research the more, when the teacher gives them work to do at home	183
Table 4.30: Distribution of respondents according to the statement: Pupils learn better when they are active in the learning process.....	184
Table 4.31: Summary of the Variable Teaching Methods	186
Table 4.32: Distribution of respondents according to the statement: Pupils easily understand English lesson and perform better academically when they are taught with computer video games	188
Table 4.33: Distribution of respondents according to the statement: When pupils have all their textbooks, workbooks and learning materials in English language, they learn better and achieve more.....	189
Table 4.34: Distribution of respondents according to the statement: When pupils do homework in their English work books, it reinforces what they have learnt in class.	190
Table 4.35: Distribution of respondents according to the statement: Pupils write well in their exercise books, when teachers use the chalk board elaborately well	191
Table 4.36: Distribution of respondents according to the statement: Pupils are excited when teachers use flash cards in English language lessons and this helps them to learn better.....	192
Table 4.37: Distribution of respondents according to the statement: When they see illustration on pictures in class, it helps them understand better, thus improves on academic achievement.....	193
Table 4.38: Distribution of respondents according to the statement: When pupils listen to facts from the Radio, they easily keep and store it in the memory.	194
Table 4.39: Distribution of respondents according to the statement: Teaching learning materials make learning interesting and enjoyable	195

Table 4.40: Distribution of respondents according to the statement: When you recount facts in English Language with the use of tape recorder, pupils understand better	196
Table 4.41: Distribution of Respondents according to the statement: Pupils attention is captured and they learn better when smartphone is used as a teaching aid	197
Table 4.42: Summary table for the variable teaching/learning materials.....	199
Table 4.43: Distribution of respondents according to the statement: When pupils are assessed before introducing a new lesson in English language, they remember previous knowledge.....	201
Table 4.44: Distribution of respondents according to the statement: When pupils are assessed by the end of an English lesson, they put into practice what they have learnt.....	202
Table 4.45: Distribution of respondents according to the statement: When pupils corrected examination and test scripts are givev back to them, it motivates them to learn better.....	203
Table 4.46: Distribution of respondents according to the statement: When pupils test results in English are taken as part of their terminal results, it motivates them to study and work harder in class.	204
Table 4.47: Distribution of respondents according to the statement: Formative assessment helps pupils to always read and study what they have done in school	205
Table 4.48: Distribution of respondents according to the statement: Making observations and collecting information periodically helps to inform pupils of their strength and weaknesses	206
Table 4.49: Distribution of respondents according to the statement: Assessments carried out at periodic intervals improve the overall achievement.....	207
Table 4.50: Distribution of respondents according to the statement: Effective assessment in English language lead to better academic achievement	208
Table 4.51: Distribution of respondents according to the statement: Assessment materials in English language facilitate the implementation of effective assessments.....	209
Table 4.52: Distribution of respondents according to the statement: Availability of good record system (computers) facilitates the progress of implementation of assessments in schools.....	210
Table 4.53: Summary table for the Variable Assessment methods.....	212
Table 4.54: Distribution of respondents according to the statement: When teachers write grammatically correct, it helps pupils to acquire writing skills.....	214

Table 4.55: Distribution of respondents according to the statement: When teachers write coherently organized paragraphs, pupils learn to write coherently organized paragraphs.....	215
Table 4.56: Distribution of respondents according to the statement: When teachers read fluently, it helps pupils to acquire reading skills	216
Table 4.57: Distribution of respondents according to the statement: When teachers pronounce correctly, pupils pronounce correctly too	217
Table 4.58: Distribution of respondents according to the statement: When teachers used appropriate vocabulary, it helps pupils to acquire vocabulary skills.....	218
Table 4.59: Distribution of respondents according to the statement: When teachers write clear and concise, it promotes pupils writing skills	219
Table 4.60: Distribution of respondents according to the statement: When teachers speak fluently and confidently, it helps pupils to acquire speaking	220
Table 4.61: Distribution of respondents according to the statement; When teachers adjust their speaking style in different situations, pupils learn better and acquire more.....	221
Table 4.62: Distribution of respondents according to the statement: When teachers used different listening style in class, pupils learn better and acquire listening skills.....	222
Table 4.63: Distribution of respondents according to the statement: When teachers teach dialogue and conversation effectively, pupils develop listening skills.....	223
Table 4.64: Summary table for the variable teacher`s mastery of English language	225
Table 4.65: Distribution of respondents according to the statement: When the teacher plans his lessons effectively in English language, teaching will be effective, thus, pupils` competence development in English language.....	228
Table 4.66: Distribution of respondents according to the statement: Pupils learn better and acquire more in when the teacher used Learner-Centered Teaching methods during teaching learning processes in English language	229
Table 4.67: Distribution of respondents according to the statement: Pupils stored and retrieve information easily when there are active in the learning process.....	230
Table 4.68: Distribution of respondents according to the statement: when pupils have all their learning materials in English language, they learn better and develop competences in English language	231
Table 4.69: Distribution of respondents according to the statement: Teaching/ learning materials in English language help to reinforced lessons taught, thus pupils development of competences in English language.....	232

Table 4.70: Distribution of respondents according to the statement: When pupils are assessed in English language, it motivates them to study hard, thus increase in academic achievement.....	233
Table 4.71: Distribution of respondents according to the statement: When you motivate activities in speaking it promotes the development of speaking competences in English language.....	234
Table 4.72: Distribution of respondents according to the statement: When you encourage activities in listening in English language, it promotes the development of pupils listening competences in English language.....	235
Table 4.73: Distribution of respondents according to the statement: When teachers prepare and teach writing effectively as a component of English language, it promotes the development of writing competences in English language	236
Table 4.74: Distribution of respondents according to the statement: When teachers prepare and teach reading as a component of English language, it promotes the development of reading competences in English language.....	237
Table 4.75: Distribution of respondents according to the statement: When teachers prepare and teach grammar lessons, it promotes grammar skills in English language	238
Table 4.76: Distribution of respondents according to the statement: When you prepare and teach lessons in vocabulary weekly it boosts vocabulary skills in English language.....	239
Table 4.77: Distribution of respondents according to the statement: When teachers prepare and teach lessons in literature, it promotes the development of competences in communication	240
Table 4.78: Distribution of respondents according to the statement: Lack of learning materials in English language hinder effective learning. Thus, poor pupils` competence development in English language.....	241
Table 4.79: Summary table for the dependent variable (Pupils Competence Development in English Language).....	242
Table 4.80: Contingency table showing Pearson correlation coefficient for the variables: Lesson Planning and pupils Competence achievement in English language	246
Table 4.81: Contingency table showing Pearson correlation coefficient for the variables: Teaching method and pupils competence in English Language.....	247
Table 4.82: Contingency table showing Pearson correlation coefficient for the variables: Teaching/learning materials and pupils competence development in English language.....	248

Table 4.83: contingency table showing Pearson correlation coefficient for the variables: Assessment methods and pupils competence Achievement in English language	249
Table 4.84: Pearson correlation coefficient for the variables: Teacher's Mastery of English language and pupils' competence achievement in English language	250
Table 4.85: Recapitulative table of results	251

ABSTRACT

Since 2018, there have been some major changes in the primary schools' curriculum in Cameroon. Despite all the efforts put in place by Cameroon government through the ministry of Basic Education and Organizations like UNESCO, UNICEF and World Bank to improve the quality of Primary Education in Cameroon, pupils' competence achievement keep falling, as most of them leaving primary schools cannot read and write well, nor solve basic problems in English Language. These worries and more about learning in the 21st century, bring us to a major question in this study which is: What is the relationship between curriculum changes and pupils' competence achievement in English Language in Primary schools in the city of Yaounde, Cameroon?

The mixed research design (qualitative and quantitative) was used. A sample of 446 teachers were selected from 35 public primary schools in the city of Yaounde to respond to the questionnaire while 12 Head teachers were selected for the interview. The purposeful and simple random sampling technique was used to select the schools and the teachers and head teachers needed for the study. A questionnaire for teachers was the main research instruments used for data collection in the study, but we also used observation and interview. Data collected from the questionnaire were analyzed using Pearson correlation coefficient, with the Statistical Package for Social Sciences (SPSS) version 20.0. Observation and interview were also used to collect qualitative data. Thematic Analysis was used to analyzed qualitative data. With the quantitative data analysis, we use frequency counts and percentages and the results were presented on tables and bar graphs for descriptive statistics. For the inferential statistics, Pearson Correlation Coefficient was used to verify and test the hypothesis at a 95% level of significance.

Findings revealed that, there is a positive significant relationship between Curriculum changes and Pupils Competence Achievement in English language in Primary Schools. Meaning that changes in lesson planning approach, changes in teaching methods, changes in teaching/learning materials, changes in assessment methods, and teacher's mastery of English language have strong positive significant relationship with pupils' competence Achievement in English Language in primary schools in Yaounde. The results from the findings and implications of this study, lead us to pertinent recommendations to the ministry of Basic Education, curriculum Designer and Planners, English textbook writers, Head Teachers, teachers, and parents.

Key Word: Curriculum Changes, Pupils, Competence, Achievement,

RÉSUMÉ

Depuis 2018, des changements majeurs ont eu lieu dans le programme des écoles primaires au Cameroun. Malgré tous les efforts déployés par le gouvernement camerounais à travers le ministère de l'Éducation de base et les organisations comme l'UNESCO, l'UNICEF et la Banque mondiale pour améliorer la qualité de l'enseignement primaire au Cameroun, les acquis des élèves en matière de compétences ne cessent de baisser, car la plupart d'entre eux quittant l'école primaire ne savent ni lire ni écrire correctement, ni résoudre des problèmes de base en anglais. Ces inquiétudes et bien d'autres concernant l'apprentissage au 21^e siècle nous amènent à une question majeure dans cette étude qui est la suivante : quelle est la relation entre les changements de programme et les acquis des élèves en anglais dans les écoles primaires de la ville de Yaoundé, au Cameroun ?

La conception de recherche mixte (qualitative et quantitative) a été utilisée. Un échantillon de 446 enseignants a été sélectionné dans 35 écoles primaires publiques de la ville de Yaoundé pour répondre au questionnaire tandis que 12 directeurs d'école ont été sélectionnés pour l'entretien. La technique d'échantillonnage aléatoire simple a été utilisée pour sélectionner les écoles et les enseignants et directeurs d'école nécessaires à l'étude. Un questionnaire destiné aux enseignants a été le principal instrument de recherche utilisé pour la collecte de données dans l'étude, mais nous avons également utilisé l'observation et l'entretien. Les données recueillies à partir du questionnaire ont été analysées à l'aide du coefficient de corrélation de Pearson, avec le progiciel statistique pour les sciences sociales (SPSS) version 20.0. L'observation et l'entretien ont également été utilisés pour collecter des données qualitatives. L'analyse thématique a été utilisée pour analyser les données qualitatives. Avec l'analyse des données quantitatives, nous utilisons des comptages de fréquence et des pourcentages et les résultats ont été présentés sous forme de tableaux et de graphiques à barres pour les statistiques descriptives. Pour les statistiques inférentielles, le coefficient de corrélation de Pearson a été utilisé pour vérifier et tester l'hypothèse à un niveau de signification de 95 %.

Les résultats ont révélé qu'il existe une relation positive significative entre les changements de programme et les compétences des élèves en anglais dans les écoles primaires. Cela signifie que les changements dans l'approche de planification des cours, les changements dans les méthodes d'enseignement, les changements dans le matériel d'enseignement/d'apprentissage, les changements dans les méthodes d'évaluation et la maîtrise de la langue anglaise par l'enseignant ont une forte relation positive significative avec les compétences des élèves en anglais dans les écoles primaires de Yaoundé. Les résultats des constatations et des implications de cette étude nous conduisent à formuler des recommandations pertinentes à l'intention du ministère de l'Éducation de base, des concepteurs et planificateurs de programmes, des auteurs de manuels scolaires d'anglais, des directeurs d'école, des enseignants et des parents.

Mots clés : Changements de programme, Élèves, Compétence, Réussite.

GENERAL INTRODUCTION

This research work investigates the impact of curriculum changes on pupils' competence achievement in English language in Public Primary Schools, in the city of Yaounde, Cameroon. All over the world, there has been in recent years a great deal of curriculum changes going on. This has been due to new concepts of knowledge, new discovery in psychology (especially Psychology of learning) and changes in society itself. Changes in society, have made former curricula hopeless or irrelevant especially in Africa including Cameroon. (Nkeng & Mambeh 2007). Since independence, the aims of curriculum, have changed so there has been a need to change or at least adapt the curriculum. The curriculum must be subject to continuous scrutiny and constant revision. There has been a major effort to reform curriculum and instruction such that emphasis should be laid on improving learning outcomes. This is done by changing the approaches in lesson planning, integrating modern teaching and teaching/learning materials into the lesson and having students participate with the new tools or methods of teaching, and assessment.

In September 2018, the Ministry of Basic Education reacted with an immediate implementation of a new curriculum on Competency Based Approach (CBA). Emphasis was laid on the French school of thought, which is the pedagogy of integration in both nursery and primary schools. This brought about a shift from the Objective Based Pedagogy (OBP) to the Competency Based Approach (CBA). Teaching changes from, lecturing teaching approach to problem-solving teaching approach, from teaching objectives to expected learning outcomes, from exercises to tasks. Shifts from OBP to CBA as presented by the new curriculum, Subjects are no more to be taught as subjects with more emphasis on theory, rather subjects must prepare the learners to develop competences. In the same perspective, according to Ravotto, (2011) and Williams, (2015) Competence based education is learner centered, and represents a shift from the content of teaching and learning paths to learning outcomes. These are likely to be achieved and can be used either in further educational pathways, or in the world of work and any other social context. Halász and Michel, (2011) and Tchibozo, (2011) equally emphasize that the notion of competence was seen as being more pertinent to vocational education and training due to its direct link with the labor market.

In order to provide quality education, intensive changes to the curriculum have been brought about by the government of Cameroon through the ministry of Basic Education since the 2018/ 2019 academic year. The New Curriculum is the most important policy outlined to support and facilitate quality education in Cameroon primary schools. The curriculum provides

direction for classroom instruction, but does not consist of a series of lesson plans. It is the teachers' privilege and responsibility to interpret and translate the curriculum document in terms of his/her own and her students' experience. The teacher has to break down the curriculum content to schemes of work from the schemes of work he/she comes out with the monthly lesson plans; weekly lesson plans and individual lesson plans. It is during lesson planning that he/she decides on the competence to be developed. When the competence is being identified, he or she also chose the teaching methods to be used, teaching and learning activities, materials as well as the forms of assessment to be used.

However, in recent years there have been complaints from employers and other stakeholders about the ability of our students to perform their duties according to their levels of education and the grades they possess. Employers in particular argue that many students have good examination grades but they lack the competences required in the world of work. Barman and Konwar (2011) noted that the distinctive characteristic of knowledge-based economy is its dependence on human capital inputs, on knowhow and skill, competence and expertise. It is for this reason that there is a shift from traditional knowledge or content-based teaching to Competence Based Teaching and Learning (CBTL), since the 2018/2019 academic year in the primary schools in Cameroon.

It is believed that when a learner performs well in English Language, he/she will automatically perform well in other subjects because the skills of listening, speaking, reading writing, and grammar and vocabulary are used in all other subjects. When learners cannot listen, speak, read and write well, they automatically will perform poorly in the other subjects. In the New Curriculum, there are ten subjects but, English language which falls under the domain of basic knowledge carries the highest weighting of 60 %, while in the report booklet it falls under competence 1, which also carries the highest marks (100 marks) among other subjects (New Curriculum, 2018). This shows the importance of English language as a subject.

The teaching of English language as a subject in the Cameroon educational system has witnessed many changes in the methods of teaching and assessment: from the Grammar Translation to more so called 'modern approaches. Within this development, the latest is the Competency based Approach. This new approach, which seeks to build competences in learners, has been embraced since the school year 2018/2019 in the primary schools in Cameroon.

Competency based education (CBE) is surging in popularity as schools around the world scramble to implement their own versions of competency-based curricula (Ash, 2012; Mulder,

Eppin, & Akkermans, 2011; Nederstigt & Mulder, Wong, 2008). What is behind this new found popularity and what does it really mean to primary school teachers which are the implementers, and pupils who are the consumers of this competency- Based curriculum? This leads us to our topic “Examining the Impact of Curriculum Changes on Pupils` Competence Achievement in English language in Public Primary Schools, in the city of Yaounde, Cameroon.

According to Richard and Rodgers (2001), learning English as a foreign language generally entails the exposure of learners to the four skills which are listening, speaking, reading, and writing. The amount of exposure to any of these skills varies according to the objectives set for the teaching procedure. As its name suggests, the Reading Method, for example, stresses the reading skill and thus gives priority to reading in comparison to listening, speaking, and writing. The Aural/oral Method on its part lays more emphasis on listening and speaking in relation to reading and writing. While the writing method stresses the writing skills and thus gives priority to writing in comparison to reading, speaking, and listening.

Chapter one provides a brief understanding of the study. It discusses on the study background, paying attention to historical background, contextual background, theoretical and conceptual background. It also presents the statement of the problem, the purpose of the study, research objectives, research questions and hypotheses. The chapter concludes by presenting justification of the study, significance of the study, the delimitation (scope) and limitation of the study, definition of terms and finally the structure and organization of the thesis

This work is divided into five chapters. Chapter one comprises of the background of the study, the justification of study, the statement of problem, research objectives, research questions, significance of the study and operational definition of terms. Chapter two reviews conceptual framework, theoretical framework and empirical literature apt to this study. Chapter three, sets out to present the methodology. Chapter four presents the findings and analysis and chapter five discuss the findings and results of the impact of curriculum changes on Pupils Competence Achievement in English language in Public primary schools, in the city of Yaounde, Cameroon.

CHAPTER ONE

BACKGROUND OF THE STUDY

In this section, we intend to look at the historical background, theoretical background, contextual background and conceptual background. We will go further to discuss the statement of the problem, research objectives, research questions, research hypothesis, justification of the study, significant of the study and operational definition of terms.

1.1 Background of the Study

With the background of the study, we will discuss the historical background, the contextual background, the conceptual background and the theoretical background

1.1.1 Historical Background of the Study

Historically, in 1990, the World Conference on Education for All (EFA) which held in Jomtien, Thailand, made a clarion call for universal quality primary education. During this conference, emphasis was laid on access, equity and quality primary education for all. Apart from declaring that “Education is the fundamental right for all people, women and men of all ages throughout the world”, the EFA conference also underscored that active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potentials. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programs and to improve and apply systems of assessing learning achievement.

A decade after Jomtien, in the year 2000, the World Education Forum held in Dakar, Senegal where the Dakar Framework for Action focused, among others, on “HIV/AIDS, early childhood education, school health, education of girls and women, adult literacy and education in situations of crisis and emergency”. To further expand on the education agenda of Jomtien, the Dakar meeting, after careful evaluation, extended the scope of educational imperatives to include: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children, Ensuring that by 2015, all children, particularly girl children in difficult circumstances and those belonging to ethnic minorities, have access to complete free and compulsory primary education of good quality: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs; Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults, Eliminating gender disparities in primary and secondary education by

2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality, Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

There was renewed zeal to move the agenda of education forward as key stakeholders in the course of education at the World Education Forum 2015 in Incheon, Korea declared that:

Building on the legacy of Jomtien and Dakar, this Incheon Declaration is a historic commitment by all of us to transform lives through a new vision for education, with bold and innovative actions, to reach our ambitious goal by 2030. Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind.

In order to meet up with these education milestones, Cameroon had to carry out major actions which included the writing of syllabuses on HIV/AIDS, on Human Rights and on ICTs. Furthermore, the revision of curricula to align with the provisions of the Incheon World Education Forum became imperative. The vision of the new curriculum falls in line with the SDG4 which seeks to ensure inclusive and equitable quality education and promote lifelong learning for all with focus on access, equity and inclusion, quality and learning outcomes within a lifelong learning approach. This is in line with the vision of the Education Forum which states that by 2030, all girls and boys should be able to complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Access to quality early childhood development, care and preprimary education should be granted so that children are ready for primary education. By the same token, all men and women should have affordable and quality technical, vocational and tertiary education, including university studies; and the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship should be substantially increased.

In addition, the vision of the Continental Education Strategy for Africa (CESA 2016-2025), reorienting "Africa's education and training systems to meet knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub regional and continental levels" has carefully been addressed in this curriculum.

Nonetheless, faced with the problem of quality and the phasing out of the old Cameroon Primary School Syllabuses for both subsystems, which date as far back as 2000, the building up of a new curriculum became a necessity, occasioning curriculum changes in Cameroon primary schools in 2018/2019 school year.

The history of competence-based curriculum can be traced back to the early 1970s when competence-based education emerged for the first time in the United States of America (Richard & Rogers, 2001). These are educational movements that define educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors students had to possess at the end of the course or study. Thereafter, the movement spread into European countries such as the United Kingdom and Germany in the 1980s (Wolf, 2001). Other countries worldwide have been motivated to implement the competence-based curriculum in schools due to the changing technology and global market. In Africa, competence-based curriculum was adopted for the first time in South Africa in 1998, following the acute shortage of professionals like engineers, technicians and artisans. For instance, South Africa adopted the competence-based curriculum in a bid to change attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century. In our context, Cameroon adopted the competence-based curriculum in primary schools in the academic year 2018/2019.

1.1.2 Theoretical Background of the Study

Theories and research are closely related because theories guide research and research provide strength to theories. John W. Collins (2002) define a theory as “an account of a domain which identifies or clarifies the nature of the objects in that domain and their relationships to one another, formulated and justified through reasoning and evidence, generally with the primary aim of expressing the truth or providing understanding of the domain, but sometimes in order to guide practice.”.

According to Kerlinger (1973) a theory is a set of inter-related constructs, definitions and prepositions that present a systematic view of phenomena, by specifying relationship between variables. Various theories can be linked to curriculum changes and pupils' competence achievement in English language.

The theories employed in this study are widely used to predict the impact of curriculum changes on the achievement of competences in English language in primary schools. These theories are; Jean Piaget theory on cognitive development, Lev Vygotsky theory on social

constructivism, Richard Mayer theory on multimedia learning, Thorndike theory on the Law of learning and Albert Bandura theory on social learning.

Jean Piaget's Theory on Cognitive Development (1950)

Jean Piaget was a Swiss psychologist known for his pioneering work in child development. His theory of cognitive development describes how children develop their thinking and understanding of the world around them in stages. Piaget theory emphasizes that children move through four distinct stages of cognitive development, each is characterized by different abilities and ways of thinking. This theory describes how children cognitive abilities evolve through a series of stages as they interact with their environment and gain experience.

Lesson plan that strategically incorporates Piaget's principles (developmental stages, active learning, and schema building) is the direct cause of a pupil's successful competence achievement in English Language, as it ensures that the instruction is perfectly timed and structured to match the child's internal cognitive capacity for learning.

Lev Vygotsky's Theory of Social Constructivism (1954)

Vygotsky believes that learning and development is a collaborative activity and that children are cognitively developed in the context of socialization and education. The perceptual, attention, and memory capacities are transformed by vital cognitive tools provided by culture, such as history, social context, traditions, language, and religion. For learning to occur, the child first makes contact with the social environment on an interpersonal level and then internalizes this experience. The earlier notions and new experiences influence the child, who then constructs new ideas.

Vygotsky's theory stresses the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning." Vygotsky argued, that "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function". In other words, social learning tends to precede (come before) development. Vygotsky states cognitive development stems from social interactions from guided learning within the zone of proximal development (ZPD) as children and their partner's co-construct knowledge. For Vygotsky, the environment in which children grow up will influence how they think and what they think about. According to Vygotsky (1978), much important learning by the child occurs through social interaction with a skilful tutor; More Knowledgeable Other (MKO).

Scaffolding occurs when a more knowledgeable, experienced or skilled person helps one who is less knowledgeable, experienced or skilled to achieve a task, be it the acquisition of knowledge, skills or attitude; better than they would have in the absence of the status quo.

In the multilingual environment of the city of Yaounde, Vygotsky's theory dictates that effective teaching methods in English Language are those that are interactive, cooperative, and context-sensitive. They must not simply deliver content but strategically create a social environment (via scaffolding) where pupils can practice, receive targeted assistance, and internalize English language skills within their ZPD, thereby ensuring the achievement of desired linguistic competence.

Mayer's Theory on Multimedia Learning (2009)

Mayer earned his Ph. D. in psychology in 1973 from the University of Michigan. He served as a professor of psychology at Indiana University from 1973 to 1975 and then moved to the University of Californian at Santa Barbara where he continues to serve as a professor of psychology. Mayer is most known for his work in educational psychology. His most significant works deal with problem solving and multimedia learning, Mayer developed the Cognitive Theory of Multimedia Learning to explain how we can best use it. He published his theory in a chapter of the same title in *The Cambridge Handbook of Multimedia Learning*.

The Cognitive Theory of Multimedia Learning model depicts all that dual-channel processing going in the learner's mind when using multimedia instruction. This model was created by Richard E. Mayer and presented in their paper "Nine Ways to Reduce Cognitive Load in Multimedia Learning" in 2003. Keep in mind the three assumptions of Dual Channel, Limited Capacity and Active Processing, as we explore the cognitive theory of multimedia learning.

The cognitive theory of multimedia learning (CTML) centers on the idea that learners attempt to build meaningful connections between words and pictures and that they learn more deeply than they could have only with words or pictures alone (Mayer,2009). It is a form of learning supported by different sources of information that help the learners to learn in a way that is more meaningful to them. For example, using multimedia devices like; visual display

Also, to achieve meaningful learning, teachers should select relevant teaching/ learnings materials, organize and integrate them into existing knowledge so as to avoid or reduce cognitive overload. Dwyer and Dwyer (2016) caution that proper encoding or transfer of knowledge to long term memory requires rehearsal, repetition of concepts, immediate feedback,

giving examples and the use of mnemonics. To further explain this point audio teaching/learning materials can be used to reduce cognitive overload in English Language by illustrating facts, ideas and concepts on charts, diagrams, maps, and pictures.

The quality of the teaching/learning materials, guided by Mayer's principles, is a direct determinant of competence achievement. Well-designed materials that leverage the dual-channel nature of the brain by reducing extraneous load and supporting active processing (selecting, organizing, and integrating words and images) allow pupils to move from simply hearing English to truly constructing a deep and usable mental model of the language.

Edward Thorndike's theory of connectionism (1874-1949)

Connectionism is a learning theory that explains learning as a result of connections between stimuli and responses. A stimulus is a specific occurrence that spurs action, and a response is a reaction. In connectionism, learning is often visible and apparent. Connectionism is an influential learning theory in the fields of cognitive science and psychology. The foundational premise of connectionism is that creatures can create connections between stimuli and responses through learning. A stimulus is a thing or occurrence that influences or brings about an activity or result. A response is a reaction or outcome that occurs after the stimulus occurs. In connectionism, learning happens when a connection is made between a stimulus and a rewarding response through trial and error. Connectionism explains learning through visible and apparent occurrences. Rather than learning being an internal activity invisible to outsiders, connectionism places importance on apparent stimuli and visible responses.

Thorndike's Laws of Learning

In line with the experiment performed above, Thorndike came up with a set of laws which are believed to be responsible for learning in organisms. These are the laws of readiness, exercises and effect.

Law of Readiness: This law emphasizes the desire/zeal of an organism to perform an action. It is the physiological condition of an individual to embark on a task. This implies that "Individuals learn best when they are physically, mentally, and emotionally ready to learn, and do not learn well if they see no reason for learning". Since someone has been motivated to carry out an action, doing it at that point satisfies the actor and not discouraging him.

Law of Exercises: This refers to strengthening or weakening of an event. Thorndike explained that repetition promotes learned associations, (Stimulus and response). This implies that "students learn best and retain information longer when they have meaningful practice and

repetition” Constant practice is necessary if an action is to be strengthened. The practice here should be meaningful and followed by feedback. Lack of practice may weaken an event for each time practice occurs, learning continues.

Law of Effect: This refers to the consequence which an animal obtains for an action performed. It is the outcome of a response.

Thorndike believed that “any act that produces a satisfying effect will be repeated”. The principle of effect is that learning is strengthened when accompanied by an enjoyable or satisfying feeling and that learning is weakened when associated with an unpleasant feeling. The student will strive to continue doing what provides a pleasant effect to continue learning. Positive reinforcement is more apt to lead to success and motivate the learner, so the instructor should recognize and commend improvement.

By strategically aligning assessment methods with Thorndike's Laws, teachers are actively managing the connections in the pupil's mind, thereby systematically building and reinforcing lasting competence in the English Language.

Albert Bandura social learning theory on Social Development (1977)

Social learning theory is based on the premise that people learn not only through direct experience, but also by observing others. Albert Bandura, a Canadian psychologist, developed this theory in the 1960s, enriching it with these key concepts: firstly, that in social settings, people learn best through observation and imitation; secondly, that a person’s mental state can affect this learning process; and lastly that even when something is learned in this environment, it does not mean that there will necessarily be a permanent change in behavior in the learner.

The key principles of Bandura’s theory

In his social learning theory Bandura states that, contrary to what was previously believed, it would in fact be very dangerous if a person learned only from their own experience. Instead, most humans learn to behave observationally through a process called modeling, and in his book *Social Learning Theory*, Bandura outlines his theory through four key principles:

Attention: Attention is essential for social learning. In order to learn from others, we must first place our attention on the details of the specific behavior we are observing. Bandura particularly emphasized the importance of selective attention throughout this process.

Retention: Retention is the ability to remember what we have observed. In order for social learning to be effective, we must be able to store the information we acquire through observation in our memory.

Reproduction: Once we have observed and retained information, we then need to reproduce the behavior or skill we have learned in the process. This involves putting our observations into practice in the real world.

Motivation: Motivation plays a crucial role in social learning. People are more willing to learn and put their observations into practice when they perceive that there is a benefit or reward associated with that learning.

The teacher is the paramount model. Bandura's theory dictates that the teacher's high mastery is crucial because it provides: A flawless linguistic model for imitation (Observational Learning) during the implementation of the English Language program. Therefore, investing in the continuous professional development of primary schools' English teachers to enhance their mastery is a direct application of Bandura's theory for ensuring high pupil competence achievement in English Language.

1.1.3 Conceptual Background

This study entitled "Examining the Impact of Curriculum Changes on Pupils Competence Achievement in English Language in primary schools", has as independent variable curriculum changes and as dependent variable competence achievement in English language. Curriculum changes has been conceptualized from Kelly (2001) definition of Curriculum. Kelly defines curriculum as "a plan for learning that includes not only the content to be taught, but also the instructional strategies, teaching methods and assessment methods used to facilitate learning. Kelly highlights key components such as content which is found in the lesson plan, teaching methods, assessment methods and learning materials. Instructional strategies in Kelly definition is the various strategies that teachers used in the classroom during the teaching/learning process to help learners understand better. These instructional strategies are: lesson planning, teaching methods, teaching/learning materials, assessment methods. Looking at the New Curriculum of primary schools in Cameroon. There have been major changes in lesson planning approach, from six stages to three stages. There have been changes in the methods of teaching, from teachers centered teaching methods to learners centered teaching methods. In the same light, there have been changes in the teaching/learning materials, from local teaching/learning materials to modern/local teaching/learning materials. Also there

have been changes in assessment method, from sequential assessment in written form only, to continuous assessment in written, oral, practical and attitude. Therefore curriculum changes is conceptualized as: changes in lesson planning, changes in teaching methods, changes in teaching/learning materials, changes in assessment methods and teachers' mastery of English language.

According to Elliot (1998), Tanner and Rehg (1988), Curriculum Changes is not mere changes in syllabus content, but reappraisal of the nature of school knowledge and outcomes, since it implies a new way of representing knowledge to the students. Curriculum Changes is a shift from the previous curriculum. Inevitably, curriculum changes impact on the existing teaching and learning practices, how schools are managed at all levels of management, on all processes, strategies and structures which are to be put in place (Ross, 2000). Fullan (1992) says dealing with curriculum change effectively means alteration in behaviors and beliefs. He goes further to suggest that teachers are expected to align their current practices, plans to strategies, structures and systems that bring the school closer to attaining the outcomes of the New Curriculum.

According to Atunga, Odero, and Barasa (2011), curriculum changes can occur at minor, medium and major levels. Minor level (arrangement of sequence of subject content or activities), medium level changes may include an innovation and integration of subjects, new subjects or new approach to the existing subjects. Major changes will affect many aspects of the curriculum. For example, e.g. content, methods, approaches, materials. Curriculum change is known by other terminologies such as educational reforms, development and innovation. Whereas innovation refers to the introduction of completely new curriculum aspects, development and reform implies as general improvement of what is already there (Fullan & Stommel, 1977, Fullan, 2007).

Before defining the concept of competence-based teaching and learning, it is important to understand the term competence. The concept of competency is a pillar of curriculum development and a driving force behind the process of change. It is defined as "the development of complex capacities that enable students to think and act in various fields of activity. It consists of achieving knowledge in action, the result of a sound knowledge base that can be put into practice and used to explain what is happening" (Braslavsky, 2005). Competence as an organizing principle of the curriculum is a way to bring real life back into the classroom (Jonnaert, P., Prospects, UNESCO, 2007). It is thus a move away from the idea that curriculum is mainly implemented by having students reproduce theoretical knowledge and memorize facts

(the conventional knowledge-based approach), to the terms of behavioral competence (soft skills). How something is done and functional competences the ability to perform some technical tasks like operating machinery, making a dress, etc. Pupils competence achievements are defined per CBE as a mastery of domain-specific English competences: phonetics/pronunciation, vocabulary depth, reading comprehension, written expression, and oral expression, and oral fluency, measured through standardized tools like MINEDUB exams and classroom performance rubrics.

The concept of competence-based teaching and learning mean different things to different people. In fact, there is no single agreed definition of the concept because professionals define it from different contexts. There are many terms used to refer to competence-based teaching and learning. Such terms include competence-based education, competence-based curriculum, proficiency-based education, outcome-based education, mastery-based education, standard-based education and performance-based education. Regardless of the context, competence-based teaching and learning refers to the systems of instruction, assessment, grading and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

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

Notwithstanding, there are some key features which make the competence-based teaching and learning unique. Such features include the following: It is student-centered, it is outcome-based, it involves multiple measures of assessment to determine competency, and is Practice oriented. Hong's (2012) noted the whole idea of competence-based teaching and learning suggests the need for teachers to focus on teaching their learners the importance of valuing their learning process and reflecting on it so they can develop their skills in learning to learn and develop the key competencies. He believes: "what competency-based curriculum requires is reforming the way content knowledge is organized and brought to students, not denying its value". Competency-based teaching and learning must include attention to the

learner's needs and styles, providing the time needed for the learner to acquire and repeatedly perform or demonstrate the expected competencies (knowledge, skills, and professional behaviors). To continue, it involves, creating a supportive environment for learning. Competency-based teaching and learning can be pursued through various teaching approaches. However, all curricula need to be evidence-based and outcome focused and all lesson planning, teaching methods and strategies, learning activities, teaching learning materials and assessment need to be matched to their learning domain (psychomotor, cognitive and affective).

Competence-based teaching and learning emphasizes on powerful or rich learning environments that enable students to engage in meaningful learning processes. The most distinctive pedagogical features of this approach are as follows: Meaningful contexts, Multidisciplinary approach, and differential pedagogy. Integrated learning theme, Cooperative, interactive learning, Discovery learning, Reflective learning, and Personal learning. Thus, the objectives of competence-based teaching and learning, focuses on teachers' effectiveness in the use of interactive, participatory teaching and learning techniques and a child learning environment.

The Competency based approach is also referred to as the pedagogy of integration or to an outcomes approach. This approach entails the putting together of all the knowledge, know-how and attitudes required for the solution of real-life problems or situations. Put simplistically and with reference to English language learning, using all the grammar, vocabulary, punctuation and pronunciation to communicate effectively in real time listening, speaking, reading and writing situations. Furthermore, it consists of knowing what to do, where, when and with whom; or, being linguistically, communicatively and socio-linguistically competent with the learned language (Paula, 2013).

1.1.4 Contextual Background

To upgrade the status of our country as one of an emergent African country by 2035, various improvements have been made therefore, particularly in the educational system. As a major step to improve its educational system, Cameroon has shifted since independence from subject matter to content-based curriculum in 2006. From objective based pedagogy or inferential thinking to competence-based curriculumss in 2018/2019 school year. The competence Based Curriculum arises, as a response to the need of articulating positively the knowledge from their holistic and integrated character with the abilities that the subjects must have to face in the world of work. Eric (2013) emphasized on school attainment. He reiterates that, human capital is a driving factor to economic growth in developing countries. Each state

has a responsibility to ensure that the largest number of graduates upon completion of primary, secondary and tertiary level must have acquired knowledge, skills and attitudes of careers profiles of their choice. Considering the point of view of Eric (2013), the 2018 new curriculum in Cameroon for the nursery and primary schools lays emphasis on the effectiveness and efficiencies mechanisms for quality education along with guaranteeing the success of the socio-professional integration of the largest number of graduates upon just completion of primary school cycle level. Schools integrate this new reality so that graduates fulfill socio-professional exigencies in a timely manner. De Ketele 2001, in Hirrt, (2009, p.6) is of this view when he says, it is indeed the socio-economic climate which has determined the notion of competency as the adults shaped by schools were not sufficiently trained to enter the work force. Thus, no doubt, recruitment nowadays is based on the competencies of job seekers. Therefore, a shift from objective based pedagogy to competence-based education hence, competences arose as a response capable of facing the relations between academics, learning goals, and the labor challenges of the subjects). As such the traditional role of the teacher being transmitter of knowledge becomes learners guide, facilitator, mediator between the learner and the content knowledge. The purpose is for certification of competence performance and not certification of ability to learn or to completion of a learning program.

From the contextual point of view, this study is to examine the various changes in the new curriculum and how these changes are being implemented in the classrooms by the primary school teachers. That is changes in lesson planning approaches, changes in teaching methods, changes in teaching/ learning materials and changes in assessment methods that teachers used in order to build pupils competencies in English language in primary schools. These competences include; reading competences, writing competences, listening competences and speaking competences.

In view of becoming an Emergent Nation by the year 2035, the government developed The Growth and Employment Strategy Paper (GESP) in 2009 which provided major orientations to all sectors of the society. This document tasked ministries in charge of Education to develop the human capital required to achieve this vision. The Education and Training Strategy Paper (ETSSP) of 2013 defines the missions of the sub sector in the educational system. The changes in made in the primary school curriculum response to one of the missions assigned to the ministry of Basic education, to guide the development of competences to learners, enabling the learners attain knowledge-based, skill-based and attitude-based

proficiency upon graduation. In this way, they will be able to cope with the different paths open to them at the end of the primary level. Primary school Curriculum (2018).

This study looked at curriculum changes and pupils' competence achievement in English language in primary schools. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for development. Therefore, due to this crucial aspect of education, educational practitioners are highly concerned with daily learners' and schools' academic performance as this is the strongest pillar of education development. Academic achievement in developing countries is measured according to the goals established in educational policies and national vision, this involves outstanding performance on teacher-made tests and examinations, national examinations and other benchmarks for quality assurance based on the formal curriculum (Mosha, 2006).

This means that the produced outcomes that are always experienced from annual and national examination are the very first determinants of learners' academic performance as well as the whole nation. Additionally, academic performance seems to determine the nation's education standards as it is argued by Njabili (1999) that public examination results are still the dominant tools which serve as an indicator of whether learning has taken place. Thus, the use of classroom made test results in schools and national examination performance help to determine the quality of learners learning in the nation. That is why each nation is tirelessly working on improving its learners' and schools/colleges' academic performance.

The shift from the objective-based curriculum to the competence-based curriculum in primary schools in Cameroon places much emphasis on pedagogy of integration and contextualization (Real life situation). The implementation of the competence-based curriculum has forced classroom teachers to change their, lesson planning approaches, teaching methods, used of teaching learning materials, and in the assessment methods.

In prelude in Cameroon, no adequate studies have been conducted on Curriculum Changes and pupils' competence development in English language in primary schools. In the light of setting such, an investigation there are some constraints to be taken in consideration in order to guarantee the quality of changes made on lesson planning, teaching methods, teaching/learning materials, assessment practices, and teachers' mastery of English language that will gear towards the attainment of pupil's competence in English language in primary schools. In Yaounde, where over 60% of primary pupils attend public schools with French and English as the language of instruction (2022), implementation faces unique hurdles:

overcrowded classrooms (pupil-teacher ratios exceeding 50:1), limited teaching/learning materials, and teacher's inadequate training in CBE pedagogy (MINEDUB,2023). National exams reveal the fallout, only about 42% of class 6 pupils met English proficiency benchmarks in 2022, with Yaounde urban schools lagging behind rural counterparts due to multilingual interference and resource inequities. (MINEDUB, 2023). This study situates itself amid these reforms, probing their real-world impact on competence achievement in a high-stakes bilingual context, Yaounde. This research therefore seeks to investigate how Curriculum Changes influence pupils' competence achievement in English language in public primary schools in the city of Yaounde.

1.2 Statement of the Problem

The provision of quality primary education has remained at the heart of international goals since the Dakar Forum in 2000. In line with education 2030 Plan for the international community, meeting the challenges of quality education means improving students learning and promoting lifelong learning opportunities. Pupils' achievement at the beginning and end of primary schooling in the basic subjects (language-reading and mathematics), concerning basic knowledge reading, writing and arithmetic are now determining indicators of the quality and equity of education system (PASEC, 2022). According to Lee and Lee (2016, p 77). Access to primary education to sub-Sahara African countries, particularly in Cameroon, has improved significantly in the first cycle, but quality remains low.

The problem we have observed, is that; despite the many policies and measures taken by the Cameroon government through the ministry of Basic Education and educational partners like UNESCO, UNICEF and World Bank to improve the quality of education in primary schools, pupils' academic achievement remains low as the learning outcomes in class and external exams keep falling. As a classroom teacher for over 15 years and examiner of First School Leaving Certificate Examination and Common Entrance examination for over ten years, we have observed that during corrections of these exams, most of the learners cannot follow simple instructions because they cannot read. This means that they have not acquired the reading competences. Most of them cannot write a good composition because they have not acquired the writing competences. In the same light most of them performed poorly in listening comprehension because they have not acquired the listening competences and even in orals, they cannot express themselves correctly in orals because they have not acquired the speaking competences in English language. Consequently, the objectives of the primary school's curriculum which is to enable pupils to be active, cooperative and creative with opportunities

to develop their real potentials, empowering them with requisite competences to effectively contribute in propelling Cameroon to emerging country status by 2035 is threatened.

On the other hand, in Cameroon, the primary education curriculum underwent significant reforms in 2018 with the introduction of a competence-based approach aligned with the National-Based Curriculum (CBC) to prioritize practical, measurable competences over rote learning in key subjects like English language. Despite these changes, primary schools pupils in the city of Yaounde continue to exhibit persistent deficiencies in core English language competences, including phonetics, vocabulary acquisition, reading comprehension, and oral proficiency, as evidenced by low performance rates in national assessments: for instance, only 42% of class 6 pupils achieved proficiency in English language during the 2022 MINEDUB examinations (MINEDUB 2023), while a 2021 study by the Cameroon National Institute of Statistics (INS) reported that 65% of urban primary learners struggle with basic reading and pronunciation INS surveys (2021). Anchored in Competence-Based theory (Voorhees, 2001; Spady, 1994) which posits that curriculum success hinges on aligning clear observable competences with instructional design/strategies, assessments, and learner outcomes to demonstrate competences. The persistent underachievement suggests a misalignment between policy intentions and classroom realities. This gap raises critical concerns about the efficacy of the curriculum reforms in fostering intended competence achievements.

The above problem was confirmed on the Terms of Reference of the Regional delegate of Basic education for Centre Region under Context and Justification of this document. During the Regional Pedagogy Seminar in 2023/2024 academic year for the primary schools in Centre Region, M. Bidjo Benjamin (2024, p. 3) says that “An analysis of the results of the 2023/2024 school year has sufficiently shown pupils difficulties in French, Mathematics for the French-subsystem and English Language, Mathematics for the English-subsystem.” Meaning, the learning outcomes in English language is poor as pupils are still having difficulties in understanding the subject. That means, learners have not acquired the core competences in English language in primary schools.

The problem presented above has prompted this investigation on the topic; “Examining the Impact of Curriculum Changes on Pupils Competences Achievement in English Language in public primary schools in the city of Yaounde, Cameroon”. We can clearly state that this study is conceptualized on the basis that, changes in lesson planning approaches, changes in teaching methods, changes in teaching/ learning materials, changes in assessment methods and

teacher's mastery of English language are foundations on which competences achievement may be determined in English language in primary schools. In other words, the present study seeks to investigate the level of influence and relationship of these factors in determining the achievement of pupils' competences in English language in primary schools.

1.3 Objective of the Study

The objective of a study defines the roadmap of the study in every research. We can identify two main types of objectives, the general and the specific objectives. This study has as main objective:

To investigate the relationship between curriculum changes and pupils' competence achievement in English Language in primary schools in the city of Yaounde. The following are the specific objectives of the study:

Specific Objectives

- ✓ To measure the extent to which changes in lesson planning approaches affect pupils' competences achievement in English Language in primary schools.
- ✓ To investigate the relationship between changes in teaching methods and pupils' competences achievement in English language in primary schools.
- ✓ To find out the relationship between changes in teaching/ learning materials and pupils' competences achievement in English language in primary schools.
- ✓ To investigate the relationship between changes in assessment methods and pupils' competences achievement in English language in primary schools.
- ✓ To investigate the relationship between teacher's mastery of English language and pupils' competences achievement in English language in primary schools.

1.4 Research Question

From our observation, most pupils leaving primary schools cannot read and write well, nor can they solve basic problems in English language. These worries and more about learning in the 21st century, bring us to a major question in this study, which is: "what is the relationship between curriculum changes and pupils' competences achievement in English language in public primary schools in the city of Yaounde?"

Specific Questions

To narrow our investigation, and increase the scope for more information, we have gone further to ask a number of specific questions that stemmed from the main question in the preceding paragraph. It is from these questions that findings of this study are based.

- ✓ What is the relationship between changes in lesson planning and pupils' competences achievement in English language in public primary schools in the city of Yaounde?
- ✓ What is the relationship between changes in teaching methods and pupils' competences achievement in English Language in public primary schools in the city of Yaounde?
- ✓ What is the relationship between changes in teaching/ learning materials and pupils' competences achievement in English Language in public primary schools in the city of Yaounde?
- ✓ What is the relationship between changes in assessment methods and pupils' competences achievement in English language in public primary schools in the city of Yaounde?
- ✓ What is the relationship between teacher's mastery of English language and pupils' competence achievement in English language in public primary in the city of Yaounde?

1.5 Research Hypothesis

A hypothesis is a tentative statement about the relationship between two or more variables. In other words, it is a specific, testable prediction about what you expect to happen in your study. In this study, we are going to look at five specific hypotheses. The hypotheses are stated in the alternative and in the null forms.

Specific Hypotheses

- 1) Ha: There is a positive relationship between changes in lesson planning and pupils' competence achievement in English language in public primary schools.

HO: There is no positive relationship between changes in lesson planning and pupils' competence achievement in English Language in public primary schools

- 1) Ha: There is a positive relationship between changes in teaching methods and pupils' competence achievement in English language in public primary schools.

HO: There is no positive relationship between changes in teaching methods and pupils' competence achievement in English language in public primary schools.

- 2) Ha: There is a positive relationship between changes in teaching/ learning materials and pupils' competence achievement in English language in the primary schools.

HO: There is no positive relationship between changes in teaching/learning materials and pupils' competence achievement in English language in public primary schools.

- 3) Ha: There is a positive relationship between changes in assessment methods and pupils' competence achievement in English language in primary schools.

HO: There is no positive relationship between changes in assessment methods and pupils' competence achievement in English language in public primary schools.

- 4) Ha: There is a positive relationship between teacher's mastery of English language and pupils' competence achievement in English language in primary schools.

HO: There is no positive relationship between teacher's mastery of English language and pupils' competence achievement in English language in public primary schools.

1.6 Assumptions of the study

The English Advanced Learner's Dictionary (2004) defines assumption as "a belief or feeling that something is true, although there is no proof". The Cameroon nursery and primary schools' curriculum 2018 for English subsystem lays emphasis on teacher's effectiveness and the use of interactive participatory teaching and learning techniques to provide a child friendly learning environment. The key element of competence-based curriculum is that, the learner must be engaged and active in all aspects of acquiring the knowledge, skills and attitude or behaviors needed to demonstrate practice in a specific discipline. The learners need to have a clear, evidence-based definition of the learning outcomes to be demonstrated for performance of the role. The following assumptions are keys to pupils' competence achievement in English language in primary schools.

- Changes in curriculum will influence pupils' competence achievement in English language in primary schools;
- The changes in the curriculum directly influence pupils' competence achievements in English language either positively or negatively, depending on implementation quality and support structure;
- Pupils' competence achievement in English language is measurable through observable skills such as speaking, listening, reading, and writing, and these skills can be affected by curriculum reforms;

- Teachers play a critical role in the successful implementation of curriculum changes, and their attitudes, training, and resources affect the competence achievement of pupils
- When lesson is well planned and taught in grammar and vocabulary as a component of English language, it helps pupils to acquire grammar and vocabulary skills;
- When teachers use learner-centered teaching methods in the teaching/learning process in English language, pupils became active and engage in the process, thus competence development in English language in primary schools;
- When teachers use different teaching/ learning materials in the teaching/learning process in English language, it captured learner’s attention, consequently they learn better and retain what they learn;
- The use of diverse assessment methods, forms and tools or instruments meet the needs of all learners in class;
- Assessment should include group skills, communication skills, and confidence in one's abilities to solve problem in English language. A holistic approach to assessment incorporates a problem-solving strategy encourages inventive thought and enables pupils to apply knowledge and skills;
- Diagnostic assessments check previous knowledge and skill ‘s level of a learner;
- Formative assessment is seen as an integrated part of the teaching and learning process, rather than as a separate activity occurring after a phase of teaching;
- Continuous assessment lies in its being guidance oriented;
- Summative assessment primary purpose is the demonstration of what students know and can do, but, if carefully crafted, can also successfully meet the secondary purpose of support for learning;
- When teachers have proficiency in all the components of English language, pupils observe and imitate them as their models.

1.7 Significance of the Study

It is hoped that this project will have enormous contributions to different actors in education, policy makers and other stake holders. It will serve as a platform for theory building in the field of curriculum development and evaluation, pedagogy and didactics. It will contribute to increase understanding among head teachers, teachers, pupils, curriculum

designers, curriculum developers, planners and other stakeholders on issues related to curriculum changes and the achievement of competences in English language in primary schools.

Every research is to contribute to the advancement of knowledge, the findings of this study will contribute to the already existing stock of knowledge in the field of curriculum development and evaluation, pedagogy and didactics, and thus to the advancement of knowledge.

This work will contribute to the building of knowledge by creating a theoretical model from which divergences in curriculum changes can be converged; test existing knowledge as it might apply to new situations, and provide a critical structuring of what is known about curriculum changes and pupils' competence development in English Language in primary schools. With the view of addressing the problem it will help to develop analytical skills. This project meets the needs of a descriptive overview of the current scope regarding the relationship between curriculum changes and pupils' competence achievement in English language in public primary schools. It captures a constellation of divergence construct for understanding both the supportive circumstances for dissimilation and assimilation of knowledge.

This research would provide a theoretical and practical base to understand the part played by curriculum changes in pupils' competence achievement in English language in primary schools. The study will also provide valuable literature not addressed in prior research. Prior researches in this area have focused on curriculum change in very general terms. This study goes an extra mile to examine curriculum changes and how it affects pupils' competence achievement in English language in public primary school. In sum, the benefits of providing instruction in a manner consistent with an individual's particular learning style may only be realized if an individual's cognitive capacity has not been maxed out by characteristics of the task. (Nicolson et al., 2008).

1.8 Justification of the Study

After the presentation of work advancement during pre-defense and working sessions with my supervisor in the first year of PhD, the researcher's first research topic was criticized by the faculty authorities. They said that the topic was vast, not cleared and not making sense. The researcher thus received recommendations to reformulate the topic.

While reflecting, on the sudden changed of the primary schools' curriculum in September 2018, and the complaints coming from the teachers, parents, and schools on the poor

performance of pupils in English language. The researcher tries to link or find out the relationship between curriculum changes and pupils' competence achievement in English language in primary schools. Thus, the research topic "Examining the Impact of Curriculum Changes on Pupils Competence Achievement in English Language in Public Primary Schools in the city of Yaounde, Cameroon. It worthies to remind us that, Cameroon educational system has experienced pedagogic evolutions from the Objective-based Approach (OBA) through the Inferential Thinking Approach that was referred to as New Pedagogic Approach and today the Competence-based Approach (CBA) which was introduced in Cameroon primary schools since 2018/2019 school year.

This study has practical relevance given that since the introduction of the present curriculum which is competency Based, knowledge on it in relation to competences acquisition is not yet sufficient. It has been hindered by irregularities on the part of teachers as most of them have not yet mastered the changes in lesson planning, changes in teaching methods, changes in teaching/learning materials, and changes in assessment methods. They are still struggling to master English language as a subject. Little literature on this area of study has been documented in Cameroon. In conformity with the instructions from the general inspector of Basic Education on the analysis of the 2019/2020 evaluation, it was noticed that the pupils' performance in English language (grammar and vocabulary) was poor. English language is one of the fundamental subjects in primary schools on which other subjects can be built. but it is neglected as most teachers do not prepare lesson plans on some of its components like listening, speaking, writing, reading, literature and vocabulary, which may affect competence achievement in English language as a subject in internal and external exams. Most pupils leave primary schools without the acquisition of the core competences in English language. (Researcher Observation)

According to World Bank 2014, if Cameroon hopes to meet its objective of achieving emerging market status by 2035, it must invest in human capital, starting with improving the quality of its primary education. Curriculum changes came about because of quest for quality education, as access to basic education has improved considerably over the past years, still, we have observed that, the quality of education especially in English language keeps on deteriorating, and significant imbalance as most pupils leaving primary schools cannot read and write well, communicate nor solve basic problem in the subject. (Researcher Observation)

The various standardized tests in English, French and mathematics conducted since 1995 agree on the poor performance of Cameroon students (World Bank 2018). At the end of

the primary cycle, the percentage of pupils having difficulties remained above 50% (PASEC, 2016; PASEC, 2020). Of the ten countries that participated in the 2014 PASEC assessment, Cameroon has the most disparities in performance between the different student profiles and a 34 –point gap between the average reading and mathematics scores. According to Romuald et al (2022) on the determinants of the quality of primary education in Cameroon, achievement in Mathematics is 37.07% of the total variance in students’ performance, achievement in reading is 37.68% of the total variance in students’ performance

According to Law NO 98/004 of 14 April 1998 “to lay down Guidelines for Education in Cameroon, section 17” the teacher shall be the principal guarantor of the quality of education. Section 39 of the above law added that “the teachers shall be bound to teach, educate, provide educational guidance, promote the quest for scientific knowledge and carry out assessment”. Teachers are the principal guarantor of quality education, for pupils to acquire competences in English Language. However, when teachers teach, educate, provide educational guidance, promote the quest for scientific knowledge and carry out assessment in English Language, yet pupils’ academic achievement keep falling as most of them leaving primary schools cannot read and write well nor solve basic problem in English Language. it means there is a problem. This has motivated the researcher to carry out this study to examine the impact of curriculum changes on pupils’ competence achievement in English language in primary schools in the city of Yaounde. To carry out this investigation, the topic has been broken down as follows;

- To find out how changes in lesson planning approaches affects pupils’ competence achievement in English language in primary schools in the city of Yaounde.
- To find out how changes in teaching methods affect pupils’ competence achievement in English Language in primary schools in the city of Yaounde.
- To find out how changes in teaching /learning materials affect pupils’ competence achievement in English Language in primary schools in the city of Yaounde.
- To find out how changes in assessment methods affect pupils’ competence achievement in English in primary schools in the city of Yaounde.
- To find out how teacher’s mastery of English language affect pupils competence achievement in English language in primary schools in the city Yaounde

1.9 The Delimitation and Limitation of the Study

Delimitation refers to the characteristics that limit the scope and identify the boundaries of a study. Delimiting factors include; the selection of objectives, research questions, variables,

theoretical perspectives that you adopted (as opposed to what could have been adopted), and the population chosen to investigate, Simon, (2011).

This study presents a theoretical framework, which addresses curriculum changes and the development of pupils' competences in English Language in the Classrooms. It is apparent from the formulation of the research objectives that, the focus is on finding out how curriculum changes influence pupils' competence achievement in English Language in primary schools in the city of Yaounde, Cameroon. The interest of the researcher is at the level of the implementation of curriculum changes and the achievement of pupil's competence in English Language. According to Csiernik, Birnbaum, and Pierce, (2010) the unit of analysis is the entity that has the characteristic we wish to study. Here each teacher's response is treated as individual and examined only one time (i.e. cross sectional). The research subjects are the primary school head teachers and teachers, male and female teachers representing different classes. With the objectives to examine how curriculum changes influence the pupils' competence achievement in English Language, this study will be bounded by the following delimitations

1. This research launched is an observation of teaching and learning processes in the classroom setting with diverse learners using different methodology, teaching learning materials, and assessment methods as well as teacher's mastery of English language in the school environment.
2. The sample population of the study is made up of head teachers and teachers drawn from public primary schools in Yaounde.
3. Not all the primary schools in Yaounde are included in this study, only the Anglophone Public primary schools in the city of Yaounde will be used.
4. The study will concentrate on the impact of curriculum changes on pupils' competence achievement in English language specifically. That is activities taking place between teachers, learners and the school environment.
5. The study is limited to English public primary schools in the city of Yaounde, Cameroon
6. The survey items centre only on curriculum changes. Changes in lesson lesson planning approaches, changes in teaching methods, changes in teaching/ learning materials and changes in assessment methods as well as teacher's mastery of English language,
7. The population of the study is limited to primary school head teachers and teachers. 12 head teachers are selected for interview and 446 Teachers in class one, class two, class

three, class four, class five, and class six from the 35 anglophone public primary schools in the city of Yaounde.

8. The purposeful sampling is used because of the nature of the study. This limited the representativeness of the sample for all primary schools in Yaounde.
9. The research instruments are either adapted or constructed based on previous instruments validated and used in different contexts of curriculum changes.
10. Our interest is on curriculum changes and pupils' competence achievement in English Language in primary schools in the city of Yaounde.

1.10 Definition of Terms

For the purpose of this study, the following definitions will be applied and are divided into operational and conceptual definitions: it can be seen that there are primarily five variables that need to be conceptualised and operationalized concretely, which are curriculum changes, lesson planning, teaching methods, teaching/ learning materials, assessment methods, teacher's mastery of English language, competency, competence development and English Language.

Curriculum

Kelly (2001) defines curriculum to be all courses offered at school (explicit) which the student learned through the culture of the school (implicit) and the extracurricular activities like sports, and clubs, in this work. To Kelly, curriculum is a planned and guided learning experience designed to help students achieve specific educational objectives. Curriculum is defined by this researcher as all the courses offered in the classroom or all the subjects on the school time table. A curriculum is a structured set of educational experiences designed to facilitate students' learning and achievement of specific educational goals and objectives. It outlines what students are expected to learn, the sequence in which the content is taught, the methods and materials used for instruction, and how learning will be assessed. Curriculum can vary widely between educational institutions, programs, and levels of education, ranging from preschool to higher education and vocational training. A well-designed curriculum provides a roadmap for educators, ensuring a coherent and meaningful educational experience for students.

Curriculum Changes

Different authors may have varying definitions of curriculum changes, but here are some general perspectives on the topic:

Eisner (1993): "Curriculum changes involve the modification or transformation of the ways in which knowledge, understandings, skills, and attitudes are arranged, organized, presented, and assessed for students within an educational program."

Fullan (1993): "Curriculum changes refer to the intentional efforts to introduce significant modifications in the design, development, and implementation of the curriculum to enhance student learning and meet the changing demands of society."

Darling-Hammond (2010): "Curriculum changes encompass the process of reviewing, revising, or redesigning the curriculum to reflect new knowledge, pedagogical approaches, or societal needs and aspirations."

Hargreaves (2011): "Curriculum changes entail the fundamental transformation or reconceptualization of the curriculum to ensure that it is relevant, engaging, and meaningful to both students and the community, taking into account the changing contexts of education."

In the context of this study, curriculum changes, refer to changes in content, changes in lesson planning approaches, changes in teaching methods, changes in teaching/learning materials changes in assessments methods and changes in teacher`s role as stipulated in the new competency-based curriculum elected for primary schools in Cameroon. Curriculum change refers to the intentional modification or adjustment of the content, structure, and delivery of an educational program or syllabus. This alteration can involve adding new subjects, updating existing content, changing teaching methodologies, revising assessment methods, or incorporating new technologies into the curriculum. Curriculum change is typically initiated to improve the quality of education, adapt to new educational standards, meet the needs of students and society, or keep pace with advancements in knowledge and technology. It can be a complex and carefully planned process that involves the collaboration of educators, administrators, policymakers, and other stakeholders to ensure the effectiveness and relevance of the updated curriculum.

Lesson Planning

According to Glatthorn, A.A., &Jailall, J.S. (2015): Lesson Planning is “the roadmap that guides teachers in carrying out daily instruction. It involves the decisions teachers make about what to teach and how to teach it, as well as the materials, resources, and assessments needed to support student learning.

“Lesson planning is a systematic process through which teachers prepare for instruction by setting objectives, selecting and organising content, designing instructional strategies and

activities, and determining appropriate methods of assessment. “Tomlinson, C.A., &McTighe, J. (2006). Lesson planning is the process through which teachers outline what they intend to teach during a class period or instructional session. It involves a systematic approach in organizing and structuring the content, objectives, activities, resources, assessment strategies, and timeline for a specific lesson. The primary goal of lesson planning is to facilitate effective teaching and learning by providing teachers with a clear roadmap to guide instruction, ensure coherence and alignment with educational goals, engage students effectively, and assess student understanding and progress. A well-designed lesson plan typically includes learning objectives, instructional strategies, materials needed, assessment methods, and a sequence of activities designed to achieve the desired learning outcomes.

Teaching methods

Smith, M.K. (2018). Defines teaching as the process of attending to people’s needs, experiences and feelings and intervening so that they learn particular things, and go beyond the given. These interventions commonly take the form of questioning, listening, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulation and practice).

According to Bethel, T. Ababio, (2013), teaching is of two main types; formal teaching in which the teacher directs the teaching learning process with minimal student participation and also informal teaching in which the teacher serves as a guide, facilitators, counsellor or motivator and student participation is very high

According to Enamul Hoque (2016), teaching methods refer to the general principles, pedagogy and management strategies used for classroom instructions.

Teaching methods to Kistner (2015) refers to “the structure, system, strategies, techniques, procedures and processes that a teacher employs during instruction”.

Teaching methods refer to the various strategies, techniques, and approaches that educators use to facilitate learning and convey information to students. These methods are employed to engage learners, promote understanding, and achieve specific educational objectives. Teaching methods involve a wide range of practices, including lectures, discussions, demonstrations, group work, hands-on activities, simulations, case studies, multimedia presentations, and more. Each teaching method has its own strengths and applicability depending on the subject matter, the learning goals, the students' needs and preferences, and the

educational context. Effective teachers often employ a combination of teaching methods to cater to diverse learning styles, reinforce key concepts, encourage critical thinking, and enhance student engagement and retention of information.

Teaching/Learning Material

According to Mary Korth (1993): "Teaching and learning materials refer to physical or digital resources, such as books, worksheets, multimedia tools, and manipulative, that are designed to support and enhance the teaching and learning process."

John Sterman (2000): defines "Teaching and learning materials as a wide array of resources, including textbooks, handouts, simulations, and interactive software, that are utilized to foster student understanding and engagement."

Robert Marzano (2007): says "Teaching and learning materials are the tools and resources employed by teachers to deliver instruction effectively, including curricula, instructional strategies, technology applications, and manipulatives."

According to Bekele Feyissa (2015): "Teaching materials refer to the resources, such as textbooks, audiovisual materials, and online platforms, used by teachers to present information, illustrate concepts, and engage students in the learning process."

Teaching and learning materials refer to the resources, tools, and aids used by educators to support the instructional process and by students to enhance their understanding and acquisition of knowledge and skills. These materials can take various forms, including textbooks, worksheets, handouts, digital resources, audio-visual materials, manipulatives, laboratory equipment, models, charts, and more. Effective teaching and learning materials are carefully selected and designed to align with instructional objectives, cater to diverse learning styles, stimulate student interest and engagement, and enhance the teaching and learning experience. These materials play a crucial role in conveying information, illustrating concepts, facilitating hands-on learning experiences, promoting active participation, and reinforcing key ideas and skills in the educational setting.

Assessment

According to Paul E. Barton (2006): "Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development." Wayne P. Archer and Francis N. Indelicato (2011): says

"Assessment is the process of identifying, collecting, analyzing, and interpreting information about student learning and development to ensure that educational goals are achieved."

According to Lorin W. Anderson and Glenda L. Bisbee (2014): "Assessment is the systematic process of documenting and using empirical data on students' knowledge, skills, attitudes, and beliefs for the purpose of improving teaching, learning, and program planning."

Assessment is the process of collecting, analyzing, and interpreting information about learners' progress, knowledge, skills, and abilities in order to make informed decisions about instruction, learning outcomes, and educational policies. Assessment serves multiple purposes in education, including evaluating students' understanding of content, measuring mastery of skills, diagnosing learning needs, providing feedback for improvement, and making decisions about educational programs and interventions. Assessment can take various forms, such as tests, quizzes, exams, projects, presentations, observations, portfolios, self-assessments, peer assessments, and more. It can be summative, occurring at the end of a learning period to evaluate achievement, or formative, integrated throughout the learning process to guide instruction and enhance learning. Effective assessment practices are valid, reliable, fair, transparent, and aligned with learning objectives, providing valuable insight into student progress and contributing to continuous improvement in teaching and learning.

Assessment Methods: Assessment methods refer to the various techniques, strategies, tools, and processes used to collect data and information about learners' knowledge, skills, abilities, and performance. These methods help educators evaluate student understanding, measure learning outcomes, and make informed decisions about instruction and educational practices.

Teachers' Mastery: Teacher's Mastery refers to the high level of expertise and proficiency that educators possess in their subject matter, as well as in the art and science of teaching. A teacher who has achieved mastery in their field demonstrates exceptional knowledge, skill, and understanding of their subject area, pedagogical techniques, and strategies for effectively engaging and educating students.

Teachers' Mastery of the English Language; refers to the high level of proficiency and expertise that teachers have in regards to the English language. This mastery encompasses various aspects of language such as grammar, vocabulary, syntax, pronunciation, and communication skills.

Competence

According to the Webster Dictionary, the term “competence” appeared in 1596. And in the United States it was firstly used in the 60s in the context of performance-based education, which purpose was to train specialists who can successfully compete in the labor market Berkaliev et al., (2007).

In the glossary of terms, published in 1997 by the European Training Foundation, competence is defined as “the ability to do something well or effectively, correspondence with the demands of a job: the ability to perform specific work functions.” These methods reflect the following models: “competence model, based on the parameters of the individual; competence model for solving problems; model for productive activity; competence model for controlling the results of the activity” (Glossary, 1997)

To date, competence is “a person’s ability to carry out any activity on the basis of life experience and the acquired knowledge and skills”. But competence is “a combination of knowledge, skills, abilities formed in the process of learning of a particular discipline, as well as the ability to perform any activity on the basis of the acquired knowledge, skills, abilities” (Azimov et al., 2009).

Competence Achievement

According to Gary Yukl (2006): “Competence achievement is the ongoing process through which individuals acquire and develop the necessary knowledge, skills, and behaviors required to perform successfully in a given work context.”

Paul Kearns (2007): defined Competence achievement as “the systematic and planned effort to enhance the knowledge, skills, and abilities of individuals or groups in order to improve their performance and effectiveness in achieving desired outcomes”

According to Richard Boyatzis (1982): Competence achievement is “the process of acquiring and improving a set of attributes, abilities, and knowledge that enable an individual to perform effectively in a specific role or task”

Pupils’ competence achievement is a multifaceted process that involves formal education, informal learning experiences, interactions with peers and mentors, and self-directed learning. Educators play a crucial role in fostering students' competence development by providing a supportive learning environment, meaningful learning opportunities, feedback, and

guidance to help students acquire and enhance the competencies necessary for success in school and in their future endeavors.

Pupils' competence achievement in the English language refers to the progress and enhancement of students' abilities and skills in understanding, speaking, reading, and writing English. This development encompasses a range of linguistic aspects including grammar, vocabulary, pronunciation, comprehension, and communication skills. It also involves the acquisition of language-related knowledge such as syntax rules, idiomatic expressions, and cultural nuances. The goal of pupils' competence development in English is to enable students to effectively engage in various language-related tasks and activities, both in academic settings and real-world contexts, ultimately leading to proficiency and fluency in the language."

1.11 Research Plan

Table 1.1 : Activity Plan

Period	Activities	Expectation
Phase 1	Course work on research methodology, reading and writing scientific articles and doing scientific reporting	This part of my PhD exposed me to doing scientific reporting; have an in-depth comprehension of my research problem and methodology.
Phase 2	<ul style="list-style-type: none"> – Contextual exploration of related literature and theories – Re-examination of the research problem – Identification of variables and operational definition of variables 	<ul style="list-style-type: none"> – This phase enabled me to build a strong foundation against which to support my findings – This part of my research exposed me to an in-depth comprehension of my research problem, and methodology – This phase will also enable me examine how the variables are to be measured, the measurement level and types of scales
Phase 3	Feasibility Study	Research site, Institutions and research population will be identified
Phase 4	More survey of related literature, theories and development of research model and instrument	This again built a strong foundation against which to support my findings
Phase 5	Data collection	Observing and gathering the necessary data and information from the field
Phase 6	Coding, developing, presenting, interpreting results, and preliminary findings and analysis	Analysis and interpretation of the information collected from the field.
Phase 7	Publication of article related to the study	This stage determines the strength of the study and exposed the study to the scientific community.
Phase 8	First draft	This phase determines the general picture of the entire research thesis.

Phase 9	Final writes up	This phase presents all the corrections from the draft
Phase 10	Submission of Final write-up	This is an indication that the work has come to completion. This enables the examiners to cross check the work and program for the public defense
Phase 11	Public defense	Declaration of status

1.12 Structure and Organization of the Thesis

This thesis will be organized into five chapters: Chapter one presents an overview of the research, bringing out the background to the study. This section begins with a brief introduction, followed by the background to the study. It specifically lays emphasis on historical development and evolution of curriculum implementation. Contextual knowledge as well as conceptual issues on this domain are raised in the chapter. The problem statement highlights the needs for the study. Objectives of the study and research questions outline the expectations of the study. The significance and justification present the usefulness and purpose of the study. Some assumptions of the study were also presented herein. The boundaries of the study are presented under the broad heading of delimitation and limitations of the study. The chapter presents an overview of the research project and serves as the doorway into the thesis.

Chapter two explores the research domain, dealing specifically with related literatures on current trends, debates and current research gap of the study. This chapter delves on conceptual discussion regarding curriculum implementation, in line with teaching methods, teaching and learning materials, parental involvement, assessment, and school facilities.

It continues with review of prominent theories related to the present study. It provides the theoretical models related to this study. The development of the research model for this study has been clearly highlighted herein. This area of the research helps to sharpen the research focus and places the relevance of the research in the larger context of what other researchers have already done. The research constructs and their dimensions are well articulated in this chapter. The chapter ends with an operational definition of constructs and their dimensions.

Chapter three will explain the detailed approach employed in the study. It looks at the methodology. First, the research paradigm adopted in the study will be discussed. A focus is made on the discussion of the research design in this section of the study. Detailed discussion of the study population and site is raised in this part of the thesis. The chapter equally outlines the sample and sampling techniques as well as an explanation on how the variables proposed

in the current study would be measured using statistical package such as SPSS, including the data type to ease data coding. It also provides an explanation of how the research instruments would assist in answering the research questions. In the section on data collection procedure, information is provided on how data is collected, with a detailed explanation of why observation, interview and survey dissemination are adopted. The chapter also discusses the response rate achieved and provide justification for the achieved response rate being considered acceptable. Pretesting and validation of the research instruments are clearly expressed in this section. The chapter explains how data coding for both qualitative and quantitative data was done. The different methods and statistics adopted in the study are discussed, including how correlation between independent variables and dependent variables were tested. Emphasis was laid on the assumptions behind the statistical test that was used in the analysis of the data.

In summary, this section of the study outlines the research design; methodology to be used in the research and the theoretical basis of the study; sampling methods; research instruments used; including pretest, as well as statistical analysis methods covered, and the instrument. Ethical issue consideration in research was strictly implemented in this project. The chapter concludes with the definition of various types of variables.

Chapter four provides a detailed report on the results and findings of the present research study. The qualitative and quantitative results are respectively presented in this area of the thesis. It also presents research findings by looking at data analysis with respect to data screening, reliability test and test assumptions. This is followed by the presentation of descriptive and inferential statistics. Bearing in mind that the study used both qualitative and quantitative approaches in data collection, it will start by providing the respondents demographic details, and then reports the findings of statistical tests like convergent and discriminant validity; reliability tests; factor analysis, correlation and regression analysis tests of the hypotheses. Factor analysis of the items within the different determinants will be illustrated, indicating how the final items that were considered in the study were reached. Analysis and discussion of the hypotheses testing is presented based on the conceptual model and methodology outlined in chapter four. This section will detail how information gathered from pupils and teachers through research tools such as observation, interview and questionnaire will be analyzed to observe the convergence and divergence links between the various constructs. Hypotheses of the study were tested in this section. In other words, inferential hypotheses of the study were tested in this section. In other words, inferential analysis is done and presented in this section.

Chapter five delves into the discussion of the findings. In this chapter observations from other publications are discussed and compared with experience obtained during this study. It is here that remarks from other publications are discussed and compared with experience obtained in the field.

The chapter ends by outlining the limitations of the study. Also, several related recommendations are provided. We also present the implications of the study, ranging from theoretical, practical and implications for research, while highlighting recommendations for further research that could improve on the current study.

Conclusion

The present chapter of this study started with the introduction of this research work, then incorporated the background of the study, which was based on the historical background, conceptual background, contextual background and theoretical background. This is followed by the problem statement and proceeds to announce the research objectives, research questions and the hypothesis of the study. This chapter also outlines the significance and justification of the study. The chapter draws to an end with the scope, delimitation of the study, definitions of terms and the organization of the thesis.

This chapter laid the background for the basis of this study. By introducing the study from contextual, conceptual, historical and theoretical backgrounds it allowed an accommodation of readers with different backgrounds and points of views. The historical background discussed the evolution of curriculum changes in Cameroon. This places the reader on the current advocacy for a more technical approach to education which emphasizes the acquisition competences. The conceptual background briefly introduced the concepts employed in the study by giving brief descriptions of what they are. The theoretical framework then briefly introduced theories that form the backbone of the work, which are expanded in chapter two. The context of the work is discussed to show how a more scientific approach to curriculum changes is more beneficiary.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

A profound understanding of the present study is facilitated through a review of related literature and theories. In this section, literature reviewed is on the existing basis of the constructs of the study and the current research gap. According to their opinion, Webster and Watson (2002) state that ' a review of prior, relevant literature is an essential feature of any academic project. Literature review creates a solid foundation to advance knowledge. It helps in the development of theories, closes areas where a plethora of research exists, and exposes areas where research is desired. On a more specific note, Frankfort-Nehmias and Nachmias (2008) further state the role of literature review as a procedure aimed at summarizing past research. To this effect, the works of other researchers were consulted to have the first-hand information and the current trends on this subject, this chapter presents related literature that explains important concepts and ideas on this subject, with a focus on curriculum changes and pupils' competence achievement in English language. The review of related literature consisted of several stages. Kasule, Wisselink and Mulder (2014) propose three stages of literature search. (1) Formulation of inclusion and exclusion criteria as follows; a) relevance of each publication; b) peer reviewed articles; c) publications only written in English; d) the literature search time span. (2) Development of a search strategy: focusing on title, abstract, and key words. (3) Identification of relevant publications. In publications where the abstract gives insufficient information, the full text is read thoroughly to determine whether or not the publication is in line with the inclusion, criteria.

Literature review underpins the study research methodology; broaden one's knowledge base in the research area; and makes it possible to contextualize the study finding (kumar, 2011, Kasule, Wisselink and Mylder 2014)

The literature review section of this thesis begins with a critical analysis of the definition and origin of concepts; curriculum changes as a process, paying attention to Changes in lesson planning, Changes in teaching methods, Changes in teaching and learning materials, Change in assessment methods, teacher's mastery of English language and pupils' competence achievement in English language.

This chapter, literature is reviewed under the following sub headings; Conceptual review where literatures is reviewed on curriculum changes; changes in lesson planning, changes in

teaching methods, changes in teaching/ learning materials, changes in assessment methods, teacher's mastery of English language and pupils' competence achievement in English language. This chapter also reviewed literature on empirical studies based on the main variable curriculum changes and the main objective of the study, theoretical reviews and concludes with research gaps in literature.

2.1 Conceptual Review

Concepts are the dependent and independent variables whose definitions, descriptions, and explanation help to illuminate key issues in line with research topic. The conceptual review will be focus on curriculum, curriculum changes and competence achievement in English Language. Curriculum changes is operationalized according to the major changes introduced in the New Curriculum which tied with Kelly definition of Curriculum; lesson planning, teaching methods, teaching/learning materials, assessment methods and teacher's mastery of English language.

2.1.1 The Concept of Curriculum

According to Pastory (2016), curriculum refers to the existing contract between the society, the state and educational professional with regard to the educational experience, that learners should undergo during a certain phase of their lives including why learning something, what to learn, when to learn, how to learn and with whom to learn. It defines the educational foundations, contents and their sequencing in relation to the learning experiences, characteristics of the teaching institutions, methods to be used, source for learning and teaching (for example textbooks), evaluation mode and teacher's profiles.

Yusuf (2012) viewed curriculum as the plan and unplanned experiences to which children are exposed to within and outside the school environment for individual and collective growth. Curriculum is defined by Indian department of education (2010), as the planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of education as a way to indicate the way in which policy is to be realized through a program of action (Baba, 2015).

One of many misconceptions of what curriculum is that curriculum only entails a syllabus. Pastory (2016) says that, a syllabus will not generally indicate the relative importance of its topics or the order in which they are to be studied. Where people still equate curriculum with a syllabus, they are likely to limit their planning to a consideration of the content or the body of knowledge that they wish to transmit.

A curriculum is a structured set of educational experiences designed to facilitate pupils' learning and performance of specific educational goals and objectives. Curriculum outlines what learners are expected to learn, the sequence in which the content is taught, the methods/strategies and materials used for instruction, and how learning will be assessed. Curriculum can vary widely between institutions, programs, and levels of education, ranging from nursery schools to higher education and vocational training. A well-designed curriculum provides a roadmap for teachers, ensuring a coherent and meaningful educational experience for learners. The new primary school curriculum in Cameroon contains ten subjects broken down into different components, subject matter, expected learning outcomes, suggested teaching/learning materials. It is from the curriculum that teachers produce schemes of work. The schemes of work carry the teachable units of lessons in a week, months, terms and years with their suggested teaching methodology, materials, learning activities, proposed assessment and content or subject matter. From the schemes of work, the teachers plan their lessons for implementation in the classroom. The English language curriculum is broken down into seven components; reading, writing, listening, speaking, grammar, vocabulary and literature. The classroom teacher is supposed to teach at least all the components in a week. He/she does not need to neglect any of the above components. When all these components are taught every week. Pupils will acquire competences in all the components.

2.1.2 The Concept of Curriculum Changes

According to Elliot (1998), Tanner and Rehagers (1988), curriculum change is not about mere changes in syllabus content, but reappraisal of the nature of school knowledge and outcomes, since it implies a new way of representing knowledge to the students. Curriculum change is a shift from the previous curriculum. Curriculum change to the national curriculum student implies the implementation of a new way of doing things in primary schools. Inevitably, curriculum change impact on the existing teaching and learning practices, how schools are managed at all levels of management, on all processes, strategies and structures which are to be put in place (Ross, 2000). Fullan (1992) says dealing with curriculum change effectively means alteration in behaviors and beliefs. He went further to suggest that teachers are expected to align their current practices, plans to strategies, structures and systems that bring the school closer to attaining the outcomes of the new curriculum.

According to Atunga, Odero, and Barasa (2011), curriculum change can occur at minor, medium and major levels. Minor level (arrangement of sequence of subject, content or activities), medium level changes may include an innovation and. integration of subjects, new

subjects or new approach to the existing subjects. Major changes will affect many aspects of the curriculum e.g. content, lesson planning, teaching methods and approaches, teaching/learning materials and assessment methods.

Curriculum change is known by other terminologies such as educational reforms, development and innovation. Whereas innovation refers to the introduction of completely new curriculum aspects, development and reform implies as general improvement of what is already there (Fullan&pomfret, 1977, Fullan, 2007).

According to Atunga, Odera, Odera and Barasa (2011) curriculum change can occur at minor, medium and major levels. Minor level (arrangement of sequence of subject content or activities) medium level changes may include an innovation e.g. integration of subjects, new subject or new approach to the existing subjects. Major changes will affect many aspects of the curriculum e.g. content, methods, approaches, materials.

Curriculum change involves introducing different elements or methods into the curriculum (Nkeng & Mambeh 2007). After curriculum evaluation, results or feedback may lead to curriculum change. Changes in society, government policies, technological development and new discoveries may necessitate curriculum change. Curriculum change may take different forms and, in each case, different strategies may be used to carry out effective planning and executing it.

Different elements have been introduced in the new primary school's curriculum since 2018, such as literature as a component of English language, technology and engineering as a component of Science, Peace and Security as a component of social studies, Agro-Pastoral Studies as a component of vocational studies. New subject like National Languages and Cultures has also been introduced, similarly the structure and methods of monthly, general and individual lesson planning has changed. Individual lesson plans have changed from six stages to three stages that is introduction, presentation and conclusion, teaching methods have changed from teacher-centered to learners-centered teaching methods. Assessment methods have changed from assessment of performance through sequential assessment to assessment of competences through weekly, monthly and terminal evaluation, even the forms of the assessment have changed from just written assessment to assessment through using different forms like the oral forms of assessment, the practical form of assessment, the written form of assessment and assessment of attitudes through observation. New teaching and learning materials have been introduced to meet up with the new components and subjects introduced, (new curriculum, 2018). Teaching based on centers of interest-Integrated Learning themes have

also been introduced in the new curriculum. Even time management, starting and closing times, duration of periods on the timetable has changed. Learning goals have change from content learning to integrated learning themes. All these changes in the primary school's curriculum have a relationship or effect on the development of competences in English language as teachers struggle to adapt to the changes.

A Shift from Objective-Based Curriculum (OBC) to Competency-based Curriculum (CBC)

Literature reviews that, Competency Based Education (CBE) has been developed in vocational training in Anglo-Saxon settings (e.g., America and Australia) since the 1970s, before it was extended to general education in 1990s. Blank (1982) emphasizes that, Competency approach was specifically set for student achievement that has been identified as crucial in employability, student-centered teaching, providing high quality, good design, using the media to help trainees master the tasks given, have the time to respond during the learning process. It requires each individual trainee to perform their duties to a high level of proficiency in a job like before receiving credit for achieving each task, the performance compared to fixed standards. To Richards (2006), this form of instruction almost does not care for the methodology being used inasmuch as it fulfills the learning targets. The focus is mainly on the outcomes of learning than on pre specification of content or methodology. It is thus a move away from the idea that curriculum is mainly implemented by having students reproduce theoretical knowledge and memorize facts (the conventional knowledge-based approach). Based on these definitions, competence can be likened to the integral mobilization of a diversity of internal resources (knowledge', technical skills ', and social/interpersonal skills ') and external (material and human) to solve a given complex situation. Even broad Competency-based approaches are generally described as integrated, holistic or relational (Gonczi, 1997; Hager, 1995 as cited in Kerba, 1998, p.3). The latter has become a respectable occasion for integrating all the sub-competencies in a single activity by the end of a course of study. Competence as an organizing principle of the curriculum is a way to bring real life back into the classroom (Jonnaert, P. et al, Prospects, UNESCO, 2007).

Fundamental Objectives of Competency-based Curriculum/ Integration pedagogy

Rogiers (2004 p.106) identifies three fundamental objectives of Competency-based approach:

- i. He emphasizes on the competencies that the student must either master at the end of each school year or at the end of compulsory schooling, instead of stressing what the teacher must teach. The role of the teacher is to organize the learning outcomes in the best way to bring their students to the level expected. In fact, the responsibility for learning is entrusted to the student who has to build his or her own knowledge through means made available by the teacher. The student becomes a learner who must suggest ideas first, have the desire to know and learn, organize work through using new technologies, assimilating new learning methods, and looking for new information (Boutin.G, 2004). The new role of the teacher consists in encouraging the learners to acquire the knowledge, which must be facilitated but not mechanically transmitted, and entrusting the preparation of certain tasks to the students. The teacher becomes a "facilitator" who advises the learners, motivates and encourages them to be creative, ensures the planning and organization of activities, and suggests ideas without imposing them (Boutin.G, 2004).
- ii. He emphasizes on the relevance of learning outcomes, in respect to everything students learn at school that could serve them. To do this, it is necessary to move beyond lists of content subjects that have to be learnt. The Competency-based approach teaches them to continuously relate their learning to situations that make sense to them and to use their acquisitions in these situations (p. 106). What characterizes the CBA (competency- based approach) is that teaching aims for new goals, which are not related to the content to be conveyed but rather to the capacity for action achieved by the student. The latter must be able to perform a particular task by mobilizing all resources (knowledge, technical skills, and behaviors) (Hirtt.N, 2009).
- iii. Finally, it is a matter of verifying and validating the student's achievements in terms of resolving concrete situations, not in terms of the sum of knowledge and know-how that the learner often hastens to forget, and which he does not know how to use in real life (p.106).

A Change from Objective-Based Curriculum to the Competence Based Curriculum in Cameroon.

First and foremost, international conventions which range from the Jomtien Education Framework of 1990, the Salamanca Statement of 1994, the Dakar Framework of 2000 to the

Incheon Declaration of 2015 precisely the fourth Sustainable Development Goal (SDG4). Returning to the early 1990s, the scene shifted from Europe to Africa, where competence-based discourse was taken up by CONFEMEN (Conférence des ministères de l'éducation des pays ayant le français en partage, Ministers of Education in French language countries). In 1990, the World Conference on Education for All (EFA) which held in Jomtien, Thailand, made a clarion call for universal quality primary education. During this conference, emphasis was laid on access, equity and quality primary education for all. Apart from declaring that Education is the fundamental right for all people, women and men of all ages throughout the world, the EFA conference also underscored that active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potentials. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programs and to improve and apply systems of assessing learning achievement.

A decade after Jomtien, in the year 2000, the World Education Forum held in Dakar, Senegal where the Dakar Framework for Action focused, among others, on —HIV/AIDS, early childhood education, school health, education of girls and women, adult literacy and education in situations of crisis and emergency. To expand further on the education agenda of Jomtien, the Dakar meeting, after careful evaluation, extended the scope of educational imperatives to include:

- Expanding and improving comprehensive early childhood care and education, especially for most vulnerable and disadvantaged children
- Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs
- Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
- Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality

- Improving all aspects of the quality of education and ensuring excellence of all so that all, especially in literacy, numeracy and essential life skills, achieve recognized and measurable learning outcomes.

The vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs.

In order to meet up with these education milestones, Cameroon had to carry out major actions, which included the writing of syllabuses on HIV/AIDS, on Human Rights and on ICTs. Furthermore, the revision of curricula to align with the provisions of the Incheon World Education Forum became imperative. Nonetheless, faced with the problem of quality and the phasing out of the Cameroon Primary School Syllabuses for both subsystems, which date as far back as 2000, the building up of a new curriculum became a necessity.

In addition, the vision of the Continental Education Strategy for Africa (CESA 2016-2025), reorienting Africa 's education and training systems to meet knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development. This was to be done at the national, sub-regional and continental levels. The present curriculum reform, taking its cue from these instruments, is an attempt to respond to current trends to provide education, from early childhood that would address the needs of each child through the development of their mind-set's

Lenoir and Jean (2012), note that, the financial and technical assistance supplied by powerful and influential international organizations has always been conditioned by the application of a given teaching approach. In order to undertake this pressing school reform in a secure way, most African countries have readily accepted the methodological assistance suggested by BIEF and the technical and financial support of international organizations. The Competence- based approach was introduced in French-speaking Africa in 1996 during the Conference of Ministers of Education whose countries share the French Language in Yaoundé (Bernard et al 2007). As UNICEF wanted to improve the quality of basic schooling conditions especially for young girls in developing countries (De Ketele, 2000), experts of BIEF who have readily accepted the challenge of a macro-level evaluation of national wide programs of some developing countries, have undertaken the task of counseling and monitoring school reforms based on the pedagogy of integration. The Constitution of the Republic of Cameroon guarantees the right of the child to education. In 1995, Cameroon organized a National Forum on Education. In 1998, The Law to lay down guidelines on Education in Cameroon was

promulgated by the head of state Paul Biya; which states in Article 4 that the general aim of education is to ensure the intellectual, physical, civic and moral development of the child as well as its economic, sociocultural, political and moral integration in the society. From 2008 to 2009, Cameroon with four other countries carried out a study on curricula reforms. In view of becoming an emergent nation by the year 2035, the government developed the Growth and Employment Strategy Paper (GESP) in 2009 to provide major orientations to all sectors of the society. The document-tasked ministries in charge of education to develop the human capital required to attain this vision. The vision of the new curriculum falls in line with the SDG4 which seeks to ensure inclusive and equitable quality education and promote lifelong learning for all with focus on access, equity and inclusion, quality and learning outcomes within a lifelong learning approach. This is in line with the vision of the Education Forum that states

That by 2030, all girls and boys should be able to complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Access to quality early childhood development, care and pre-primary education should be granted so that children are ready for primary education. By the same token, all men and women should have affordable and quality technical, vocational and tertiary education, including university; and the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship should be substantially increased. CPSCES level three (2018p.12). The 2013-2020 Education and Training Sector Strategy Paper (ETSSP) clearly defines the missions of each sub-sector in the educational system.

It is in this light, that Competency-based approach to learning was thus introduced in secondary schools in the academic year 2012/2013 by the Ministry of Secondary Education for 6e and 5e classes. However, teachers received it with lot of resistance. By introducing this approach, it was hoped that teachers would teach using a more integrated approach that will help pupils become learners that are more competent. At the beginning of 2018/2019 academic year, new curricula based on CBA were drafted and implemented in both nursery and primary schools of the country

The Aims of the new curriculum

The underlying philosophy of the CBA requires that learning should be based on the potentials of learners. The learner should be responsible for his or her own learning. Focus is laid on learning and not on teaching. The aims of the 2018 New Nursery and Primary School

for the English Sub-System Education ties with the 1998 law Laying down Guidelines for Education in Cameroon. It States in Section 4 that:

- The general aim of education is to ensure the intellectual, physical, civic and moral development of the child as well as its economic, socio-cultural, political and moral integration in the society. It equally aligns with world pedagogic evolutions and to the 21st Century economy that is technologically driven and skill-based. Science, Technology and Mathematics (STEM) and practical skills are the key driving forces for the fourth industrial revolution for the development of more productive citizens. As such the new curricula:
- Engage learners to be competent, Independent, more active, creative and cooperative learning processes with opportunities to develop their potentials;
- Produce skilled learners, capable of contributing to lifting Cameroon to an emergent country by 2035;
- Learners become actors of their Personal development;
- Empower teachers with pedagogic opportunities as well as the possibility to adapt the teaching-learning process to their contexts;
- Transfer classroom knowledge to real life situations;
- Develop not only pupils' knowledge but also their skills and attitudes.
- Participate in quarter, village, and community.

The introduction of the New Curriculum in Cameroon primary schools in 2018/2019 school year brought in major changes in English Language program. These major changes were found in lesson planning approaches, teaching methods, teaching learning materials, assessment methods. The paragraphs below throw more light on these concepts.

2.1.3 The Concept of Lesson Planning

Every teacher who intends to teach something has to prepare an outline of his subject or topic in written form or at his cognitive level that is known as lesson planning. A teacher has to apply his theoretical knowledge in planning and administrating his lesson plan. A practical outline of a topic to be taught in a period is called the lesson plan. B.F. Skinner has provided a recent approach to a unit plan. The focus of his unit plan is the modification of behavior. His

major assumption about learning is that the student learns better if the content is provided in small units. The unit-plan is the crucial aspect of a lesson plan.

Changes in Lesson Plan in English Language in the New Curriculum

A lesson plan in the objective based curriculum had six stages; revision, presentation of problem and didactics material, research analysis, synthesis, consolidation and evaluation. The coming of the new primary school curriculum fully in 2018 has introduced many changes in lesson planning approaches such as the reduction of the stages of a lesson from six to three; revision/introduction, presentation and evaluation/conclusion. Lesson plan emphasizes monthly integrated schemes of work tied to one of the integrated learning themes per pedagogic month (four weeks), sub divided into sub-themes to avoid monotony and culminate in a project presentation event. Individual lessons follow a structured format: preamble (ILT, components, topic, lesson title, objectives, resources, references, entry behavior on the top left-hand side and class detail on the top right-hand side), with columns for stages, duration, subject matter, teaching activities and learning activities.

Teaching is organized in three phases: pre-active, interactive and post-active. All the activities of a teacher and his planning done prior of the timings of his class are called pre-active. Lesson planning is the pre-active phase of teaching (Allen, 1963). There is a wide range of positive aspects in using lesson plans, there are some teachers who are not committed to this task and they act as if lesson planning has no impact in primary education especially in the achievement of competences in English language. The notion that lesson planning will give direction to teaching and result in a significant improvement on the achievement of competences in English language. It would seem the careful detailed lesson planning containing purpose, experience and evaluation would result to positive competence achievement in English language. But is this assumption true? Does lesson planning improve pupils' competence achievement in English language? If so, why do some teachers still prefer to teach without making a plan?

Lesson planning is a fundamental process that lies at the heart of effective teaching and learning (Strong, 2021). It serves as a roadmap that guides teachers in creating well-structured and engaging instructional experiences for students. The aim of lesson planning is to outline the objectives, content, activities, and assessments that align with educational goals which meet the diverse needs of learners (Clark & Yinger, 2007; Singh, 2007; Tomlinson & McTighe, 2006). Lesson planning serves as a crucial preliminary step before the commencement of the learning process. It aids teachers in organizing their instructional strategies, thereby avoiding

potential pitfalls (Neisari & Heidari, 2014; Planet, 2015). An essential indicator of teacher competence lies in their ability to proficiently prepare lesson plans. These plans hold significant importance in the learning process as they serve as guiding frameworks for teachers during each instructional session (Lineage & Bartlett, 2008; Sanjaya, 2016).

A comprehensive lesson plan typically includes several key components. Firstly, it delineates precise and quantifiable learning goals or competences to be developed, clearly defining the anticipated achievements for students by lesson (Daniels, 2008). Secondly, it incorporates a detailed outline of the instructional content, resources, and materials to be used during the class. Thirdly, the plan includes various teaching strategies, activities, and assessments that align with the learning objectives or competences to be develop and promote active student involvement (Woolfolk & Margetts, 2019; Hanane, 2016). Lastly, an effective lesson plan incorporates strategies for differentiation, catering to the diverse learning needs of students. The implementation of well-designed lesson plans in English language has a profound impact on student learning outcomes, thus competences development. Research has shown that teachers who engage in systematic lesson planning experience improved student performance and achievement (Strong, 2021). Good lesson planning helps students retain information, develop critical thinking skills, and gain a deeper comprehension of the material (Tomlinson & McTighe, 2006). Furthermore, it creates a positive classroom environment that enhances student motivation and confidence, thus influencing their overall attitude towards learning (Liyanage & Bartlett, 2010; Woolfolk s& Margetts, 2019).

Lesson planning plays a pivotal role in elevating the quality of education by helping teachers to deliver effective and engaging instruction (Daniels, 2008; Panasuk & Todd, 2005). It empowers educators to create purposeful learning in English language that fulfill the needs of students, leading to improved academic performance and heightened student engagement (Strong, 2021). By prioritizing lesson planning, educators can nurture a culture of excellence in education, propelling students towards a journey of lifelong learning and success. For this reason, careful planning is essential to the learning process's effectiveness in English language. A lesson plan's learning activities are typically broken down into three sections: the introduction, the presentation, and the conclusion (Fouryza et al., 2019; Kyriacou, 2018). The lesson plan's key ideas are these three items. According to Daniel (2011), lesson planning facilitates students' organised access to learning resources. It is a way to stop or lessen the occurrence of unneeded issues (Binkley, 2015; Jahjough, 2014).

Lesson planning, in the words of Rhalmi (2010), is providing teachers with specific instructions to follow throughout the day. With it, a teacher can effectively organize and save time. A teacher does not have to explain things in great detail because the lessons are well-organized. According to Jones and Zidenberg-Cherr (2015), while seasoned educators could have plans in their heads, novice instructors need to have a thorough written plan that outlines the material to be taught and its purpose. Despite the crucial role of lesson planning and preparation in teaching learning process, there is no research specifically focused on how it affects pupils' competence development in English language in primary school setting.

At the start of any planning process in English language, the teacher usually considers questions such as; what is the context of the school? Which resources are available? who are my learners? what are their interest, strengths, and weaknesses? How proficient are they in English language? How much time is available for the attainment of the learning outcomes or development of competences stated; that is the development of the competences taught? As a rule, the answers to these questions guide the teachers in the planning of all lessons in all components of English language. A lesson plan is a teacher's guide for facilitating a lesson. It typically includes the goal (what students need to learn), how the goal will be achieved (the method of delivery and procedure) and the way to measure how well the goal was reached. Teachers have to plan what they want to teach their students. The most effective lesson plan in English language must include the following;

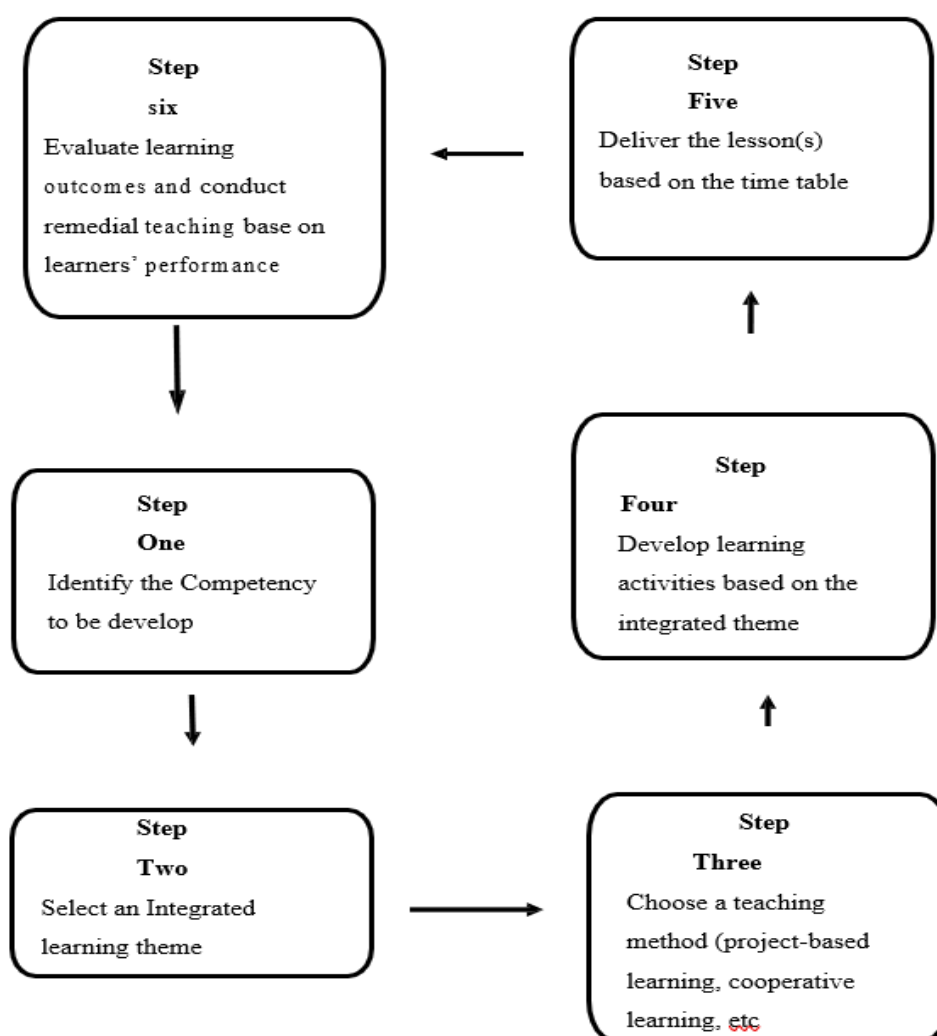
- Lesson objectives; this is what the learners should be able to do after the lesson. That is the competences the learners will acquire after the lesson.
- Teaching Learning materials; this is what the learners need to support their learning and what the teacher need to facilitate learners understanding.
- Teaching methods; this is how the teacher will help the learners to acquire competences using different teaching methods to meet different needs and styles.
- Assessment Methods; This is how learning will be measured, that is finding out if the competence has been acquire
- A lesson plan must also indicate the time, duration and the level and class of the pupils.

Lesson planning is an important factor that needs to be considered in the teaching/learning activities (Societi 2020). As an important factor in the teaching activities, teachers still face difficulties in preparing and arranging the lesson plan particularly the current lessons based on the 2018 new curriculum in primary schools. Whether you want to teach

listening, speaking, reading, writing, grammar, vocabulary as components of English language in primary schools, you need a lesson plan to guide you as a teacher and to guide learners' activities. But unfortunately, some teachers do not plan lessons especially in some components of English language like listening, speaking, writing, vocabulary. (Researcher observations) making it difficult for learners to develop the core competences in English language.

On the other hand, when teachers prepare and plan lessons in all the components of English language effectively, and not neglecting any of the component, teaching/learning process will be effective and efficient, resulting in increases in academic achievement in English language whereby the learners will be able to speak, listen, write, read and communicate well in English language.

Figure 1: Illustrates a step-by-Step Guide in the Development and Implementation of a Skill-based Lesson.



Source: The primary School New Curriculum, page 6

2.1.4 The Concept of Teaching Method

Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you, your educational philosophy, classroom demographics, and subject area and school mission statement. Teachers use teaching methods to implement the curriculum. The teaching methods (teacher-centered versus student-centered) are very good place to start because these methods are usually seen as opposed to each other, though they can be seen as complementary. Direct instruction is used to help children acquire knowledge and action sequences (e.g. learning to write the alphabet). While Indirect instruction, which involves inquiry-based, problem-solving, and project-based learning, is used to enable children understanding of the physical, social, and psychological world in which they live. In addition to different goals, the two methods derive from different theories about learning and employ different practices. The No Child Left behind Act of 2001 (NCLB) recognize accountability actions including annual assessment of learners in all the school subjects and in the technical areas such as sciences. The teacher centered teaching methods that do not accommodate all learners, (Habulezi, Kebotlositswe, Molao, & Mphuting 2016), are counterproductive and detrimental to learners' achievement, thus poor competence acquisition. Teachers are assets, rich resources of information and support. Therefore, they need to be responsive, creative, accommodative and inclusive in their routine facilitation of classroom activities for the benefit of all learners.

The method or practice that a teacher chooses depends on the goal for a particular group of students. Teachers have choices not only about teaching methods but also about how they group students for instruction. A teacher's decision about grouping is determined by a lesson goal or objective. For example, if a lesson involves every child in the class having information that is not easily accessible and requires interpretation, the teacher will probably decide to construct a lecture followed by discussion, including questions, for the whole class. Therefore, lecture, demonstration, discussion, questioning, cooperative learning, the teacher-student and student-teacher interactive methods should be used (Sohail Naqvi, 2012). Based on this assertion, Landberg, Kruger and Swart (2016) advise that teachers should encourage critical thinking, argumentation, reflection and action on the part of learners in the learning situation. In addition, Rose and Meyer (2002), brought out three principles of universal design of learning, which are multiple means of representation, multiple means of action and expression, and multiple means of engagement. They hold great potential to establish truly accessible learning environments for all that can improve learners' performance.

Sohail N 2012, (p. 44-50) in his course outline, presented different methods of teaching to student teachers stipulating that, both the teacher-centered and students-centered methods necessitate both lower- order thinking (Students are given specific knowledge that ranges from facts to complex concepts. Whereby the knowledge is conveyed through a text, lecture, worksheet, or other direct instructional activities) and Higher-order thinking which requires students to manipulate information and ideas in ways that transform their meaning and implications and this transformation occurs when students combine facts and ideas in order to synthesize, generalize, explain, hypothesize, or arrive at some conclusion or interpretation. Therefore, each lesson starts with experience that requires lower-order thinking to assure that children have the knowledge they will use to form generalizations and solve problems.

Adufe (2008) affirms that many methods of teaching exist in education and these methods are meant to make teachers succeed in their duty to impart knowledge, skills and attitude. However, little attention is considered by the teachers when selecting the methods to be used in their lesson delivery. Also, there are complaints by the teachers, parents and educational stakeholders that the methods used by teachers in teaching the students are not effective and these have negated students' academic performance. It is also observed that some teaching methods adopted by teachers have made students not to follow instructions in class easily and this make lessons to become dull and boring. It also engenders negative attitude, low interest and poor competence development among pupils.

According to Zackari (2012), teaching at any level of education is to bring about a fundamental change that will facilitate the process of knowledge transmission in the learners. At this instance, teachers should apply appropriate teaching methods that would best suit specific objectives and outcomes. In the traditional era where teaching and learning gained much development, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners rather than student-centered methods. Until today, questions about the effectiveness of teaching methods on student academic performance have consistently raised considerable interest in the field of educational research. Moreover, research on teaching and learning constantly endeavor to examine the extent to which different teaching methods enhance growth in students learning Ekanem (2016).

Teaching involves bringing about or at least facilitating desirable changes in learners. However, effective teaching requires the teacher to step out of the realm of personal experience and step into the world of the learners. It is the learner who must be engaged for learning to occur, the learner is the one who must take the commitment to learn, because when they take

the commitment to learn, they will be engage in the teaching/learning process, thus acquisition of the competences learnt.

A skillful and competent teacher uses as many teaching methods and techniques as possible because, there is no single method which is regarded as the best for every teaching situation. Bassey (2015). When many different teaching methods are used, the diverse needs of the learners are made. In a single lesson therefore, the teacher can employ more than one method to facilitate learning. The success of every method depends on the caliber of the teacher and his professional experience in the field of teaching. Studies have shown that appropriate instructional materials coupled with right choice of methods facilitate learning achievement to a large extent Ndirangu (2012). This applies at all levels and all subjects in primary schools and particularly primary school which deals with foundation of learning and development.

There are many definitions of teaching method by different authors. Kimweri (2012), defined teaching method as a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of the pupils/students. According to Oyekan (2014), teaching methodology is concerned with what method, techniques or approach, individuals or group of teachers select and use in actual classroom situation. The success of teaching always lies mainly on the know-how of the subject involved and the use of appropriate method(s) that is required per time during the process of transfer of knowledge. A successful teaching is a product of effective and efficient teaching process. It is of a necessity that a skillful teacher needs to be conversant with various teaching methods and strategies which may be applied to subjects at different class situations, especially with English language. Also, the impact of any teaching method is not only limited to the conditions surrounding the teaching but also the advantages and the disadvantages of a particular method in a particular situation should not be left out.

According to Ameko, et al (2012) in Teaching Principles (2016) said that the objectives of the teacher should also be considered before the selection of any method. This implies that, the methods used by a teacher will depend on the competences, skills or information the teacher would like to convey to their pupils. Some of the most common teaching methods are cooperative learning, project -based methods, discovery methods, memorization, class participation, recitation, and demonstration. While these teaching methods are widely used, every instructor has a specific teaching method. Teachers must be flexible in their methods and often adjust their style of teaching to accommodate their pupils' needs and interest.

Efficient teaching methods are essential tools that can help pupils achieve competences in English language in the classroom. Each pupil has a different personality and learning abilities. There are several factors that a teacher must consider when choosing a teaching method for their pupils. Some determining factors for selecting a teaching method include the student's interest and background knowledge, as well as the number of pupils in class and the teaching/ learning materials to be used.

Teaching methods often include lesson plans that students can use to help retain and recall information. Various forms of teaching methods used with lesson plans are explanation, demonstration, and collaboration. Explanation is similar to a lecture that provides detailed information about a specific subject. Demonstrations are used to provide visual learning opportunities from a different viewpoint, and collaboration allows pupils to take part in classroom.

The method or practice that a teacher chooses depends on the goal for a particular group of students. Teachers have choices not only about teaching methods but also about how they group students for instruction. A teacher's decision about grouping is determined by a lesson's goal or objective. For example, if a lesson involves every child in the class having information that is not easily accessible and requires interpretation, the teacher will probably decide to construct a lecture followed by discussion, including questions, for the whole class. Therefore, lecture, demonstration, discussion, questioning, cooperative learning, the teacher-student and student-teacher interactive methods should be used (Sohail Naqvi, 2012). Based on this assertion, Landberg, Kruger and Swart (2016) advise that teachers should encourage critical thinking, argumentation, reflection and action on the part of learners in the learning situation. In addition, Rose and Meyer (2002), brought out three principles of universal design of learning, which are multiple means of representation, multiple means of action and expression, and multiple means of engagement. They hold great potential to establish truly accessible learning environments for all that can improve learners' performance.

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synthesize, generalize, explain, hypothesize, or arrive at some conclusion or interpretation. Therefore, each lesson starts with experience that requires lower-order thinking to assure that children have the knowledge they will use to form generalizations and solve problems.

Teaching Methods of the new subjects and Aspects in the new curriculum in Primary schools in Cameroon. The Teaching Strategies of flipped classroom in the teaching of national languages and cultures.

The teaching of new subjects calls for new didactics that are appropriate to them. The teaching of National Languages and Cultures is difficult in the Cameroonian context where we have more than two hundred languages. However, the problem of teaching languages is not the same in the village and town. In the village, the language of the locality can be taught with the assistance of the education community but in town, teaching will resort to flipped classrooms. This pedagogy requires that for the effective teaching of a given theme, the teacher assign learners, some days before the lesson, to go and carry out some investigations and present their findings in the next lesson. In this manner, the learners become the teacher and the teacher becomes the learner. The weakness of this pedagogy is at the level of evaluating skills. However, focus is on the evaluation of competences not subject contents acquisition. Admittedly the nature of children does not predispose them to lying and even if they lie, their classmates will correct them since it is difficult to find a class in which each learner is the lone speaker of their language.

Changes in Teaching methods in the New Curriculum in Cameroon Primary Schools

The 2018/2019 competency-based curriculum reformed English language teaching in Cameroon's primary schools, shifting from teacher-centered, rote memorization methods to learner-centered, interactive teaching methods, emphasizing practical communication skills. Previously, the objective- Based Approach (OBA) relied on lectures, drills, and isolated grammar exercises with a focus on exams. Now, with the introduction of the New Curriculum, teaching methods prioritize active learning, through group/pair work, role-plays, flipped classrooms and project-based activities integrated across eight integrated learning themes.

Project-Based Pedagogy as a teaching Methods

Project based learning is a teaching model that enables the learner to acquire knowledge, build knowledge and develop competences. The realization of a pedagogic project requires the learner to: set objectives, progress with their peers within a specific time under the guide of the

teacher towards the realization of a concrete product which will be finally presented to a selected audience. Pedagogic principles are: significance to the learner, active and responsible participation of the learner, open approach, collaboration and cooperation of pupils, concrete realization and integral development of the pupil. Four conditions are necessary for a pedagogic project to succeed: preparation, implementation, evaluation, publication.

The first stage consists of structuring the project in stages, specifying the contents, defining and distributing tasks, roles and responsibilities. Establishing a calendar of activities, defining rules for the proper functioning of the teams, identifying the method of collecting data and ICT tools to be used, determining the modes and criteria of evaluation and specifying the follow up of the project.

Cooperative Learning as a Method of Teaching

It is a form of organizing learning and work, which gives priority to peer interaction and teamwork. This teaching method targets the development of cognitive structures, social and interpersonal abilities and the making of learners responsible. This form of learning is beneficial to both the learner and teacher in that it:

- Facilitates the cognitive development of learners;
- Improves learners 'reasoning capacities;
- Uses more effective strategies;
- Improves learners 'aptitudes for generalization.

In the spirit of this form of pedagogy, the teacher plays the role of an observer, facilitator, mediator, and consultant. The basic principles are: group size, the composition and formation of groups, the learner 's role, positive independence, individual and collective abilities.

Types of Regrouping in Cooperative Learning as a teaching Methods

The activity and the pedagogic environment determine the following regrouping:

- Spontaneous regrouping or informal teams (learners quickly regroup themselves to accomplish a simple task for a short time)
- Permanent regrouping or base team (it regroups three or four pupils who work together for a long duration)
- Divided regrouping or a constituted team (description: in class, there are base groups and groups of experts. Each member of the base group is given a topic or a particular content.

After, the group of experts is constituted in function of the topic regrouping pupils from the base group. At the end of the period, each pupil goes base to his base group and explains to group members what he learnt in the group of experts.

- The regrouping of intermediaries or mouthpieces (each team chooses a pupil who will represent it. Team representatives meet to organize tasks)
- Mixed ability regrouping (it is a regrouping of two pupils, one is very intelligent and the other one is weak. The more intelligent pupil has the responsibility to help the weak pupil to be intelligent too).

When teachers use diverse teaching methods and strategies in the teaching of English language in primary schools, it will foster the development of different competences in learners as their different learning needs and style will be made. Also, research shows that people learn better in social setting. In this light teacher are encourage to use cooperative learning and project-based teaching methods to teach English language in primary schools.

2.1.5 The Concept of Teaching/ Learning Materials

Teaching learning materials (also referred to by the acronym TLM) refer to the range of resources and lesson materials that teachers can use to implement the curriculum. These educational materials are used to support learning aims for all subjects. Teaching learning materials enable teachers to offer more interactive, interesting and engaging learning activities. Cameroon has in the recent past years renewed its quest to provide quality and adequate education by providing teaching and learning resources to learning institutions since 2003 (Ministry of Education, 2007), in response to the several education commission reports which documented the need for learning institutions to acquire, maintain and use suitable instructional material to improve the quality and relevance of education (Kamunge, 1988).

Teaching and learning processes have undergone great revolution due to advancement in technology by use of different strategies and gadgets. This has made education more readily available leading to the improvement of its quality due to enhanced interest, comprehension, retention and concreteness. Teaching has advanced from the traditional verbal instruction and requires knowledge on the use of applicable media.

Changes in Teaching/Learning Materials in English Language in The New Curriculum

The 2018/2019 Competency- based curriculum shifted Teaching/learning materials in English Language in primary schools from textbooks-heavy, abstract resources to practical, real-life, locally adaptable tools supporting interactive competencies like listening and speaking. The old objective-based curriculum teaching/learning materials focused on imported textbooks, blackboard notes, and rote worksheets emphasizing grammar rules and isolated vocabulary. The competency-based curriculum prioritizes concrete, manipulative aids integrated across eight integrated learning themes, with extensive use of media, texts, and everyday objects to bridge classroom and real-world application.

The teaching/learning materials prescribed for English language in the New Curriculum are; related syllabus and textbooks, audio media like radio, recorder, audio-visual aids like television, computer ,pictures, charts, flashcards, puzzles, real objects, words list ,newspapers, magazines, cartoons, adventure story books ,number cards ,notepads, writing materials, recorded content, etc., but unfortunately all these teaching/learning materials are not available in our primary schools. Thus, inefficiency in the teaching/learning process which leads to poor competence development in English language.

Types of teaching and learning resources used in teaching and Learning Process

Ogbondah (2007) advocated that for quality instruction to be achieved in schools, the teacher's level of resourcefulness and creativity in the identification and use of instructional materials is very important.

Tambo, (2003) just like Ogbondah identifies teaching/learning materials as the various teaching materials and devices that are capable of teaching on their own or assisting a life teacher to facilitate teaching. He went further to give a clear distinction of basic educational media and an advanced educational media and advocated that basic educational media adequately applies to the Cameroon educational context where visual display devices, graphic materials, print materials, models and real things. Advanced educational media on the other hand are those teaching/learning materials which are relatively complicated to be used and where infrastructure to support their use in our classrooms are yet to be fully developed for instance, radios, audio tapes, television, computers. It is important to note that the teaching/learning materials used should facilitate teaching and learning, it should be problem

solving in nature, and should discourage rote learning. They went further to classify teaching/learning media for teaching learning in three categories:

Table 2.1: Category 1- Sensory Mode

Audio	Visual	Audio-Visual
Radio, disc, tapes, cassettes, phones, recorder	Maps, graphs, books, magazines, journals, charts, photographs, chalkboards, painting, posters	Television, phones laboratory, computers, motion pictures,

Table 2.2: Category 2. Printed and non-printed materials

Printed materials	Non-printed materials
Books, journals, magazines, maps, graphs, charts, diagrams, photographs, posters	Television, chalkboard, specimen, motion pictures.

Table 2.3: Category 3. Hardware and Software materials

Hardware materials	Software materials
Computer, television, radio, track, play, record player, chalkboard.	Maps, graphs, posters, cassettes, chalk, audio and video.

However, Edutech (2012), argues that educational media should be classified under the following four categories.

1. Print, Non-Print, and Electronic Teaching Aids. Print media. They include: books, journals, magazines, newspapers, workbook, and textbooks, non-print media: they include: projected and non-projected media, electronic media: they include: Audio media, Visual media and Audio-Visual

2. **Projected and Non-Projected Teaching/learning Materials**

- Projected media: they require light source for projection. For example, film projector slides.
- Non-projected media: they do not require light source. They include 3 dimensional objects, 2 dimensional objects, prints, charts, models.

3. **Audio, Visual and Audio-Visual**

Audio media: This form of media carry sounds alone, for example audio tapes, record player, Visual media: These are the ones that can be seen. For instance, tv, computer, white board. Audio-Visual: This term refers to those instructional materials which provide students with audio and visual experiences by appealing to the hearing and seeing senses at the same time. For example, TV, video tapes, closed circuit television (CCTV).

Audio-Visual teaching/learning materials could also be used in teaching National Languages with minimal translation. Song and cultural festivities could be filmed or snapped in played in class with some translation.

4. **Hardware and Software**

Hardware: this the classification of machines or equipment used in the instructional process. It is upon these gadgets that the software is transmitted. E.g. Television set, tape recorder. Software: this classification consists of all materials used with the machine. They are the real carrier of knowledge or information. They include, films, tapes transparencies.

However, Jenkins & Turpin (cited in Fisher, 2000) are also of the view that the internet is an unmatched tool and resource for teaching which when used with discretion, will be of immense value in the teaching of English Language. Audio resources can be used to play English Languages speeches to stimulate interest and encourage learners to think critically about reading, writing, listening and speaking in English language. Audio-visual resource like video, according to Oppong (2009), makes English language interesting to students and thus reduces the abstract nature of English language. Hypermedia or multimedia, presentation software, electronic encyclopedia or atlas, and simulation programs are also important technologies for teaching English language (Amengor, 2011).

Teaching and learning resources are an integral part of teaching English language. Visual aids have been used to enhance learning successfully and teachers are taught and encouraged to frequently utilize different types and interesting teaching/learning materials when teaching. They can therefore exploit current techniques at their disposal. Teachers during the previous times, while in training had far less practical experience of technology and communication (Unwin, 1969). The teachers should seek to avail and frequently use computer projection by power point as some lessons may require though this demands for capacity, endowment and commitment. There are other challenges like Learning Resource Centres being underutilized (Kimui, 1990).

Teachers should undergo thorough in-service training in the use of teaching/learning material in teaching/learning process. The training enables and prepares them to adequately cover the syllabus with help of teaching learning materials having had adequate exposure to these aids. Since teaching and learning resources has been used in teaching and learning for a long time, Educationists advise the use of instructional media to stimulate the learning environment. Teaching/learning aids enhances and facilitates learning (Patel and Mukwa, 1993) and this leads to faster and enjoyable learning. This kind of learning is preferred by students as compared to the traditional methods (Unwin, 1978) in which all knowledge is a preserve of the teacher and learners are passive recipients of this knowledge. When instructional media is integrated into the learning process, greater learning is accomplished in less time (Smith and Nagel, 1972).

Smith further observes that teaching aid is very effective in the teaching and learning process by providing concrete experiences, increasing retention, developing continuity if thought and providing variety in learning. Communication between the teacher and the learner is improved with learners' motivation when instructional media are used in class. Motivation is the degree of desire to learn new things, to put in more time to study and to find out more about what is being taught. It implies one's cooperation with the teacher in order to gain knowledge from the experience and what the teacher does to arouse and maintain interest in students (Ayot and Patel, 1987).

People learn purely as motivated to learn. Learners learn better when motivated. It is not motivation for learning as such which is important to teaching but motivation for learning a particular aspect (Cook, 1991). Cook further states that the choice of teaching/learning materials should correspond to the motivations of the students.

2.1.6 The Concept of Assessment Methods

Student assessment is the process of documenting the process in students' acquisition and mastery of knowledge, skills and competencies in order to make informed decisions about the next steps in an educational process. This implies consideration of students' aptitudes, attitudes, learning styles, progressions and outcomes. Evaluation methods may include written tests, responses to oral questioning, observation, practical and computer adaptive testing models.

Both in theory and in practice, assessment is recognized as an important aspect in the implementation of the school curriculum. This is manifested with the fact that in most education

policies, there is always a section that emphasizes the assessment process and how it should be implemented in the classroom setting. Consequently, teachers are guided and are compelled to practice the whole idea of assessment during curriculum implementation.

Changes in Assessment Methods in Primary schools in Cameroon

The new curriculum replaces traditional exam- heavy evaluations with continuous, competency-focused assessment in English language teaching. Methods now emphasize formative assessments like portfolios, peer reviews, group projects and practical tasks over rote memorization and end-of-term written tests. This align with the seven national skills, where English language assessments test real- world application, such as oral presentations and language use in context. Now assessments in English integrate listening, speaking, reading, and writing through scenario-based tasks. Assessments show structured formats with problem-solving questions, grammar application, and practical exercises, reducing content overload for deeper mastery. Passing thresholds have risen to at least 10/20 in national exams, promoting seriousness while favouring diverse evaluation tools.

Primarily, assessment allows educators and other professionals to formulate relevant educational decisions (Taylor, 2003; Brady & Kenndy, 2003; Black & Wiliam, 2004). As Howell and Nolet (2000) assert, “the information obtained from appropriate assessment procedures can be used to enhance the teaching learning process”. It is in this reason that the concept has received a great deal of focus from politicians, the business world, and the community. Definitely, children bring diversity to the classroom which requires the teachers to be critical and sensitive in ensuring that in the aspect of assessment, children with different learning styles are given responsive and appropriate strategies based on their needs. As one of the primary school teachers shares: “I do not have much time and resources for differentiation. I have more than 40 children in class. I also have to cope with the number of chapters and lessons I have to cover and deliver before the national test comes.”

Definitely, this emphasizes the teachers’ innovation and creativity in assessing children with different learning styles in their classrooms. Miles (2005) stresses that it is empowering to see teachers from developing countries innovating for inclusive education so that they can effectively work with children. She adds that; indeed, teachers play an important role in making assessment a reality during curriculum implementation.

Approaches to the Assessment of Pupils Achievement or Competences in Primary Schools

In academic assessment, we have school assessment and centralized assessment. It is likewise, Cameroon educational policy has formally recognized that, primary school pupils' assessment can either be internal and/or official end of year examination (Cameroon Primary School Curriculum English Subsystem - Level III: Class 5 & Class 6 (2018 p.19). School assessment is fully depending on the teachers' creativity to assess the students. In school, based assessment teachers and pupils devote a large proportion of their class time to assessment activities (Stiggins & Conklin, 1992). Teachers assess for various reasons (Airasian, 1994 & Glaser, 2001). Pupils, teachers, and others (e. g., stakeholders, parents, researchers) should know about what pupils are learning, what they are capable to do, and what decisions are made about them comes from the use of assessments (Brookhart, 2003; National Research Council (NRC), 2001). Diverse tools are used to collect information about the learner in order to moderate and increase learners' chances of learning from one another. Nevertheless, learners must be assessed fairly and at the same time taking into consideration that each learner has their learning styles. Consequently, all the learners may not always be at the same level of attaining the expected learner outcome. The new curriculum emphasizes that; assessment in primary schools should be based on three forms (oral, written, practical). The fact that pupils are not only expected to acquire knowledge about some matter of fact, but also to acquire some manipulative skills and socially desirable values and attitudes. This fact has implications for what and how to assess pupils' achievement. First, a consideration will be taken at the internal assessment of pupils' achievement.

Internal Assessment of pupils' achievement in Primary Schools

As part of their instructional practice, teachers periodically gather information on learner's progress through many ways. This can be done through: observation checklists; learners' self- assessment; daily practical assignments; samples of learners' work; learner's willingness to participate and contribute in projects/conferencing; tests, oral and written quizzes; portfolios; willingness to be involved in class and school activities. These may be organized immediately after or even during a lecture, at the end of a week, term or the end of the school year. Before the 2018, Cameroon Primary School Curriculum, these periodic assessments did not count towards the final assessment of the pupils; the innovation adopted now is to change the practice. This change in practice actually makes it possible for teachers to adopt a variety of approaches to the assessment of pupils. In principle, teachers should be able

to assess those very important aspects of educational outcomes that are not easily assessed under rigid timed examination conditions. Teachers are free to use any method of evaluation as this is a formative type of assessment, which can be carried out during the teaching and learning process. Teachers can evaluate students even by observing their activities in class. A student who cares about the cleanliness of classroom and helping other students in studies can score good marks too as this is holistic approach to assess students. Besides observing, a teacher can give activities such as question and answering, presentation, project, creating products, practical, worksheet, quizzes, scrap book, portfolio and peer evaluation. Therefore, approaches to curriculum are linked with, or even driven by, assessment practices and the forms that they take (e.g., Angelo & Cross, 1993; Huba & Freed, 2000; Wiggins & McTighe, 1998). Increasingly, practitioners in all educational levels, including teachers, administrators, policymakers, as well as system evaluators, are expected to understand the principles of assessment (and be certified in them via assessment) and to engage in sound assessment practices within and beyond the classroom (e.g., Elliot, 2003; NCATE, 2002; Schafer & Lissitz, 1987; Stiggins 1999; Wise, 1993).

Official End of Year Examination in Cameroon Schools

Cameroon educational system has a number of examination bodies at each educational level. For instance, at the secondary level, the Office du Bac is responsible for the general organization starting from setting and marking of examination questions to the publication of the “Probatoire” and “Baccalauréat” results for the Francophone subsystem of Education be it general or technical. Meanwhile, the Anglophone subsystem of education is managed by the GCE Board be it general or technical educations for the award of GCE O/L and GCE A/L. However, the ministries in charge of Basic and Secondary education continue to manage the First School Leaving Certificate (FSLC), and the Government Common Entrance into secondary schools for the Anglophone subsystem and Certificat d’Étude Primaire (CEP) and Concours d’ Entrée en Sixième (6ème)‘ for the Francophone subsystem of education at the primary school level. The Ministry of Secondary Education organizes the Brevet d’Études du Premier Cycle‘ (BEPC), the Certificat d’Aptitude Professionnel (CAP), Brevet des Techniciens (BT), Certificat d’ Aptitude Professionnel des Instituteurs de l’ Enseignement Maternel et Primaire‘ and (CAPIEMP) Certificat d’ Aptitude Professionnel des Instituteurs de l’ Enseignement Technique (CAPIET) for the Francophone. Successful candidates of the Anglophone subsystem are awarded Teachers ‘Grade One Certificates be it general or technical education under the supervision of each directorate in charge of examinations and certification.

The examinations are conducted mainly for selection and certification purposes. The nature of these examinations makes them prone to all sorts of abuses that throw their validity as assessment practices into serious doubt. A combination of internal assessment by examination would have given a more comprehensive view of pupils 'achievement. For instance, First School Leaving Certificate (FSLC) examination takes into account marks candidates obtained from practical and physical education done before the written part due to time constraint. The idea of combining some amount of internal assessment with the official examination is to remedy part of the shortcomings.

Classroom Assessment Strategies in the Primary schools

A myriad number of strategies have been identified to assess children, and they apply generally in schooling irrespective of key learning areas and students' learning backgrounds (Taylor, 2003; Brady & Kennedy, 2003; Miller, 2009; McAlpine, 2006). Brady and Kennedy (2003) stress that for children with different learning styles, these assessment strategies are applicable for as long as teachers modify them based on the needs of these children. The assessment strategies are categorized into four: (1) test, (2) performance assessment, (3) product assessment and, (4) self-assessment.

Tests

This assessment takes the forms of standardized and teacher-devised tests (Izard, 2001). The first form is commercially produced tests that are distributed with a manual explaining how the test is to be administered and marked, while the other one is developed by teachers for their own classroom use (Gronlund, 2003). This assessment strategy has to have materials that are not gender or ethnic specific, and sensitive to the diverse learning backgrounds of students (Izard, 2001; Linn & Gronlund, 2003). In primary schools the test that is commonly used by classroom teachers is the teacher-devised test. The teachers prepared weekly test, monthly and terminal exam in English language for the pupils, but oral test does not have a particular time to be carry out. It can be carryout at any time of the day.

Performance Assessment

Forster and Masters (2006) define performance assessment as "the assessment of students as they engage in real learning activities, and it is the on-the-spot evaluation of performance, behaviour, or interaction". When being assessed for performance, students are demonstrating their skills in a way that is integral to the teaching or learning process. In performance assessment, observation is the central component. It is the structured (looking at

behaviour in a systematic way) or unstructured (non-judgmental looking) process wherein the teacher observes various student performances and utilizes a variety of strategies to assess those observed performances (Conner, 2001; Phye, 2007). In primary schools, performance assessment is carried out during project-based learning and during practical where the teacher used a variety of strategies to assess pupils' performance through observation of what they can do.

Product Assessment

Herman (2005) defines product assessment as a “strategy teachers use to assess students in an ongoing way as they engage in the learning process, and it predominantly represents culminations of student achievement”. Product assessment has specific forms. They are: 1. Portfolios. It is being defined as ‘a depository of artefacts or assortment of documents that may include pencil and paper tests, classroom observation, tapes, artwork, poems or stories, and that requires “a written reflection by the developer on the significance or contributions of those artefacts” (Wolf, 2005, p. 36, as cited in Brady & Kennedy, 2003). 2. Exhibitions. These provide the students the opportunity to display their knowledge through variety of presentation techniques such as scripted discussions, role plays, simulations, and use of audio-visual support (Herman, 2005). 3. Projects. Completed individually or in groups, a project is a substantial piece of work on a designated topic, involving the student in researching and organizing information for presentation. It is claimed as “more flexible than many other assessment situations” (Freeman & Lewis, 2007, p.228) primarily because of student proactivity (choice of topic), extended time for completion, and the possibility of uniqueness (Freeman & Lewis, 2007).

Self-Assessment

This assessment strategy provides the students the opportunity to reflect and identify their strengths and weaknesses in the learning process (D’Urso, 2005). Apart from diaries and journals, self-assessment can be done in a variety of ways such as writing conferences, discussions, reflection logs, weekly self-evaluations, checklists, and teacher-student interviews (Bennett, 2011). Teachers used checklist and interview guide to identify the strengths and weaknesses of their learners.

Learning outcomes have been grouped into three domains knowledge, skills and attitudes. The procedures of assessing these outcomes are different. That is why one test alone cannot adequately assess the complex nature of students ‘mathematical thinking. Rather,

different types of assessment are required to assess complex processes such as problem solving, justifying or proving solutions, or connecting mathematical representations. Shifts to a broad range of classroom assessment practices are encouraged by both the current classroom assessment literature (e.g., Gardner 2006; Stobart 2008) and by recent thinking and research in mathematics education (e.g., NCTM 1995, 2000; Wiliam 2007).

Wole Falayajo (2016 p.6) shows instruments and techniques that can be used for assessment of the three domains.

Table 2.4: Instruments for assessing Cognitive and Non-cognitive outcomes

Instruments and Techniques	Cognitive Outcomes	Affective outcomes	Psychomotor Outcomes
Test	X		
Projects	X	X	X
Assignments	X	X	X
Observation		X	X
Rating scales		X	X
Anecdotal record		X	
Interview and questioning		X	
Sociometric technique		X	

Source; Ughamadu k. A (1991)

Teachers may be rather flexible in their choice of methods, so long as they serve multiple purposes and follow the principles of validity, reliability and equity. The effectiveness of a method therefore depends on schools and teachers' capacity to use it. Lastly, the evaluator implements the evaluation design or plan following some steps or phases.

Formative and summative assessments

Assessment is often divided into formative and summative categories, depending on the purposes of the assessment practices. Summative assessment is generally employed at the end of a course or project. In an educational setting, summative assessments are typically used to assign a course grade to students. Summative assessments are evaluative. Formative assessment is generally employed throughout a course or project. Formative assessment, also referred to as "educative assessment", is used to aid learning. In an educational setting, formative assessment might be a teacher (or peer) or the learner providing feedback on a student's work, and would not necessarily be used for grading purposes. Formative assessment can be diagnostic.

Summative and formative assessments are often referred to in a learning context as the “Assessment of learning” and “assessment for learning,” respectively. “Assessment of learning” is generally summative in nature, intended to measure learning outcomes and report those outcomes to stakeholders (students, parents, and administrators, etc.). “Assessment of learning” generally occurs at the conclusion of a class, course, semester, or academic year. On the other hand, “assessment for learning” is generally formative in nature, and is mostly used by teachers to consider strategies for individual learners and whole classes.

One way to differentiate among the three aforementioned types of assessment activities – classroom assessments, examinations and large-scale assessments – lies in that classroom assessment is mainly about assessment as learning or for learning (and hence is primarily formative in nature) while examinations and surveys are mainly about assessment of learning (and hence are primarily summative in nature). These distinctions do not always appear clearly in practice and hybrid approaches are becoming more common.

Assessment as Demonstration of Real Achievement

McMiller (2010), in his study on assessment of children with different learning style, highlighted the importance of assessment as means of demonstrating the real achievement of students. The primary school teacher involved in his study was passionate about assessment that effectively demonstrates student achievement and thereby promotes student self-esteem. As McMiller (2010) asserts from the perspective of the teacher, “assessment should entail multiple ways for students to demonstrate an understanding. Some students may be able to explain knowledge but not write it. Some may be able to represent it by drawing but not explain it. This is typical to students with different learning style” (p. 118). The teacher, influenced by the mentioned philosophy, used a broad range of assessment strategies across all key learning areas with emphasis on visual arts. She believed that visual arts should be a legitimate focus of children who are visualised learners. This provides an indication of the teacher’s preferred assessment strategies: ‘to facilitate independent thinking, exploration of a variety of materials and media, development of individual ideas, creative expression, development and refinement of skills and techniques, and a time for reflection’ (McMiller, 2010, p. 120). The ‘time for reflection’ as an assessment strategy was concretely manifested in class through use of extensive student self-assessment. The teacher often would stop a lesson after 20 minutes to ask students what they have learned and to share ideas and learn from peers, and she typically would end a lesson with asking students to write five things they have liked about the lesson or learned from

it. This is part of the teacher's philosophy that students have the capacity to assess their own learning.

The teachers must stress the importance of assessment for students' overall achievement in all the subjects they offer. It also seems that some teachers do not understand the reason for assessment in schools, so teachers have made testing suffer from various vices including lack of validity and reliability, and standard non-comparability (National Teachers Institute (NTI), 2006). The setting and grading of students' assessment score is very important because it is the only way to determine the level of students' academic achievement.

According to Mathew (1997); "only when teachers are able to properly assess students that they can make positive decisions which affect students." The above has shown that assessment means more work for teachers and students alike. In primary schools, teachers are to evaluate pupils orally, practically, written and observation. They have to gather the results of these assessment to improve on the teaching and learning process in English language.

2.1.7 The Concept of Teacher's Mastery of English Language

Teacher's mastery refers to the high level of expertise and proficiency that teachers possess in their subject matter, as well as in the art and science of teaching. A teacher who has achieved mastery in his field demonstrates exceptional knowledge, skill, and understanding of his subject area, pedagogical techniques, and strategies for effectively engaging and educating pupils. Teachers who have mastery are able to convey complex concepts in a clear and understandable manner, adapt their instruction to meet the diverse needs of their students, create a supportive and inclusive learning environment, assess student progress accurately, and continuously improve their teaching practices through reflection and professional development. In essence, teacher's mastery involves a deep understanding of both the content being taught and the methods used to deliver that content effectively, resulting in enhanced student learning outcomes and overall educational success.

When we talk of teacher's mastery of the English language, we are describing a high level of proficiency and expertise that a teacher has in all aspects of the English language, including grammar, vocabulary, pronunciation, syntax, writing, and communication skills. Teacher's Mastery of the English Language is when a teacher has high level of proficiency and expertise with regards to the English language. This mastery concerns various aspects of language such as grammar, vocabulary, syntax, pronunciation, and communication skills. Having a strong mastery of the English language is crucial for teachers as it enables them to

effectively convey information, facilitate discussions, provide feedback, and communicate with students, colleagues, and parents. Proficient English skills also allow teachers to create engaging lesson plans, write clear instructions and assessments, and offer constructive feedback on students' work. And finally, the way a teacher uses the language always influences pupils' performance because he interacts with them on a daily basis.

Additionally, teachers with a mastery of the English language can serve as effective language models for their students, helping them improve their own language skills through exposure to correct grammar, vocabulary usage, and pronunciation. Ultimately, a teacher's mastery of the English language plays a significant role in their ability to effectively teach and communicate with pupils, creating a conducive learning environment that promotes language development and academic success.

Teachers who have mastery are able to convey complex concepts in a clear and understandable manner, adapt their instruction to meet the diverse needs of their pupils, create a supportive and inclusive learning environment, assess student progress accurately, and continuously improve their teaching practices through reflection and professional development. Mastery of English language is crucial for teachers, as it impacts their ability to communicate effectively, inspire students, and create engaging learning environment. It is their comprehensive understanding and proficient use of English in various contexts, including speaking, writing, reading, and listening. One of the most important aspects of the teachers' effectiveness is mastery of the subject matter. Zacher Oliva (1972) explains that an effective teacher is one who has full knowledge of the subject. Bruner (1977) argues that, a teacher who mastered the subject has an understanding of fundamental principle and idea of that subject. In Esu (2004), such deep understanding of the subject matter is very important and it makes greater comprehension of facts and concepts on the part of the student. Commenting on teacher's effectiveness and mastery of subject matter, Erukoha (1991) highlights that the objectives of teaching cannot be achieved if the teacher does not understand the subject matter he is teaching. Calderland (1984), Heywood (1982), Marland (1975), and Waterhouse (1983) have all agreed that mastery of subject matter by the teacher is tantamount to effective teaching since it enhances the teacher's ability to plan and present the lesson effectively. Obebe (1980) is of the opinion that teachers who do not have the grasp of the subject matter with expertise or mastery find it very difficult to present it in the classroom as in the case of some Social Studies teachers in Nigeria. On the other hand, Dubey (1980) emphasizes that social studies teachers need to be thoroughly grounded in the subject matter as well as have a commitment to its

philosophy and objectives to enhance students' achievement. Etim (1985) maintains that teachers should have a thorough understanding of discipline as a subject. An effective teacher, according to Anderson and Krutrius (1972) does not infer that he should know everything within the field, but enough about the area of study. To Stein, Boxer and Leinchart (1990), the teacher's knowledge affects both the content and the process of his instruction and influences what he teaches and how he teaches it.

2.1.8 The Concept of Competence Achievement in English Language

The Learner's Profile

The Ministry of Basic Education intends to develop the knowledge, skills and attitudes of learners under its authority. At the end of the primary school cycle, the learner is expected to have acquired the 7 national core skills and the 4 Broad Competences in view of stepping into secondary school or engaging in other learning contexts or activities. Furthermore, the learner must equally have acquired key values in the five domains. On a similar note, they should show interest in learning all the subjects to guide the development of competences in the learners. To this effect, learners leaving Primary School are supposed to acquire knowledge and develop skills and attitudes provided in the curricula to enable them:

1. Communication in the two official languages (English and French) and the use of at least one national language

Communication in English, in French and in at least one National Language implies the ability to use the four language skills of these languages. The learner should be able to listen, communicate orally, and be able to read and to write. The language competence is a prerequisite for access to other core skills.

2. Use of basic notions in Mathematics, Science and Technology

Introducing notions of Mathematics, Science, and Technology involves the acquisition of knowledge, skills and attitudes in these subject areas and the ability to use them to address challenges in real life situations.

3. Practice of Social and Citizenship Values (morality, good governance and budgetary transparency)

This involves inculcating patriotic, moral, citizenship values and values of good governance in the learners of both cycles to prepare them for a harmonious insertion into the society

4. Demonstration of the Spirit of Autonomy, a Sense of Initiative, Creativity, and Entrepreneurship.

Developing this competence in the learner calls for the assembling of multidisciplinary knowledge and skills in view of developing the learners' social integration skills, creativity as well as managerial and entrepreneurial potentials.

5. Use of Basic Information and Communication Technology Concepts and Tools

Generally, this core skill requires the use of information and communication technology tools in school and in society. It is related to healthy, safe and responsible use of various ICT devices for learning and for leisure activities. In addition to this, it develops logical and critical thinking, automated management of information (analyzing, summarizing, and assessing), and apt communication skills.

6. Practice of Lifelong Learning

This implies that the learner will demonstrate the desire and the will to continue education and organize self, especially through efficient time and information management.

7. Practice of Physical, Sports and Artistic Activities

This competence provides learners with a platform to develop their physical, psychomotor, artistic, personal and interpersonal skills as well as improve their wellbeing. It enables them to acquire knowledge, skills and attitudes required for their participation in various physical, psychomotor, sports and leisure activities in order to strengthen social harmony and ensure a healthy lifestyle.

Broad-Based Competences

In addition to acquiring the National Core Skills at the end of Primary Education, pupils should equally exhibit the four broad-based competences namely:

1. Intellectual competences

❖ Intellectual Competences include:

- exploiting information
- solving problems
- acquiring logical thinking and a sense of observation
- exercising critical judgement

- Practicing creative and innovate thinking

2. Methodological Competences

❖ Methodological competences include:

- giving self-efficient working methods
- exploiting information and communication technologies
- organizing learning
- arousing the desire to learn each subject

3. Personal and interpersonal competences

❖ Personal and interpersonal competences enable the learner to:

- develop his/her personality
- acquire abilities in view of his/her socio-cultural integration and individual fulfillment
- cooperate with others

4. Communication competences

❖ Communication competences enable the learner to:

- communicate in an appropriate manner in the two official languages
- communicate in at least one national language

The seven Core-Skills and the four Broad-based Competences are implemented through five learning areas (domains emphasis has been laid in nursery school on:

- Literacy and Communication (35%)
- Science and Technological Skills Development (25%)
- Practical Life (25%)
- Arts and Crafts (10%)
- Motor Skills (5%)

In primary schools' emphasis has been laid on:

- Basic knowledge (60%)
- Communal life and national integration (5%)

- Vocational and life skills (20%)
- Cultural identity (5%)
- Digital literacy (10%)

Source: Teacher 's Handbook for the Cameroon Primary School Curricula (2018, pp. 3-7)

Curriculum changes may have the potential to significantly impact pupils' competence achievement in English language in schools. Here are some ways in which curriculum changes may influence pupils' competence achievement in English Language:

Learning Objectives and Standards: Curriculum changes often involve updating learning objectives and aligning them with current educational standards. Revised objectives can provide clearer expectations for what students should achieve in terms of English language competence. These objectives may include areas such as reading, writing, listening, and speaking skills, as well as grammar, vocabulary, and literature understanding.

Updated Materials and Resources: Curriculum changes can lead to the selection and development of new materials and resources for the teaching of English language, such as textbooks, supplementary materials, multimedia resources, and online tools. Updated and relevant resources can enhance students' exposure to authentic English language materials and provide opportunities for meaningful language practice.

Teaching Methods and Approaches: Changes in the curriculum often necessitate adaptations in teaching methods and approaches. Educators may be encouraged to employ teaching strategies that focus on communicative competence, critical thinking, and problem-solving skills. This shift can encourage students' active engagement in language learning and foster their ability to effectively use English in real-life contexts.

Assessment and Feedback: Curriculum changes can also impact the assessment methods used to assess pupils' English language proficiency. Assessments may align more closely with the revised objectives, requiring students to demonstrate their linguistic competence in a variety of ways. This can promote a broader and more comprehensive understanding of language skills and provide students with valuable feedback on their progress.

Teacher Professional Development: When curriculum changes occur, teacher professional development programs are often implemented to support educators in effectively implementing the revised curriculum. Through training and continuous learning opportunities, teachers can enhance their own English language competence and pedagogical skills, ultimately benefiting their pupils' competence development.

Curriculum Coherence and Continuity: Changes in the curriculum may aim to improve the coherence and continuity of English language instruction across different grade levels or educational stages. When curriculum elements are properly sequenced and build upon pupils' prior knowledge, it can contribute to a cumulative and scaffolded development of pupils' competences in the English language.

In the teaching of English Language in Cameroon, teachers come into contact with pupils from different backgrounds and learning abilities who take different durations to master concepts. Some of them take a short time and others very long time. So, to address these discrepancies in the classroom, English Language teachers must use the different methods, teaching materials and assessment techniques to tackle the issues. Teaching methods such as; discussions/debate, brainstorming, role play/simulation, group work, interviews, presentation, practical work, excursions/enquiries/field work that are prescribed in the syllabuses for Cameroon schools should be used so that the slow learners can learn from the fast learners to close the gap. Instruction aims at improving the attitudes and knowledge of the learners; therefore, it should be well planned, presented and evaluated.

2.2 Empirical review of Literature

This section focuses on what other researchers have done which is related to this study. The empirical review will be done in relation to the independent variable (Curriculum Changes) and the main research objective.

Empirical Review According to the Independent Variable: Curriculum changes

The main research objective is to examine the impact of Curriculum Changes on Pupils Competence Achievement in English language.

This area of the study focuses on specific studies carried out on the impact of curriculum change in educational setting. Specific considerations are made on the type of study, methodology, analysis and results. Based on these criteria we shall examine the following studies:

Maimmela (2015) carried out research on the impact of curriculum changes on primary school teachers in Seshego Circuit Limpopo province. It focuses on issues that influence the teachers in implementing curriculum changes. Data was collected using interview and questionnaire. Purposeful sampling technique was used to select six schools for the study. After analysis using qualitative and quantitative methods, it was confirmed that several consequences of curriculum changes occur on primary school teachers. This study is different from the present

study in that Maimmela research was based on the impact of curriculum changes on primary schools' teachers in Seshego Circuit Limpopo Province, while the present study is on the impact of curriculum changes on pupils' competence achievement in English language in primary schools in the city of Yaounde, Cameroon.

Pastory (2016) conducted research on the effects of curriculum changes in science subjects on teaching and learning: a case study of secondary schools in Musoma Municipality in Mara Region. The study explored if curriculum changes require changes in teaching methods, examined if teachers have mastery of subject matter required by changes in school's curriculum, and assessed if curriculum change goes with availability of teaching and learning materials. A qualitative research approach was employed whereby purposeful and random sampling techniques procedure were used to select a sample of one hundred and forty participants. Semi-structural interviews, documentary review and focus group discussions were used to collect data.

The findings of the study revealed that any curriculum changes should also involve changes in teaching and learning methods in order to cope with newly introduced or transformed content. The study also discovered that many teachers had little mastery of subject matter required by the changes in the school curriculum, particularly in science subjects where they do not consider the availability of teaching and learning materials. The different between this study and the present study is that, Pastory research on effects of curriculum changes on science subjects on teaching and learning: a case of secondary schools in Musoma Municipality in Mara Region, while the present study, research on the impact of curriculum changes on pupils' competence achievement in English Language in primary schools. Pastory used a qualitative research approach while the present study used the mixed research approach. That is the qualitative and the quantitative research approach. Pastory study was carried out in secondary schools while this study is carried out in primary schools.

A research done by Litshan (2013) on the challenges of curriculum changes revealed that inadequate resources, skills and knowledge and lack of pre-planning on new curriculum development adversely affect the teaching and learning of Science in schools. Hence it proposed that curriculum development and reform be piloted before it is implemented as proposed in the model for the preparation of effective curriculum changes and development in science. The provision of science with well- equipped laboratories will play a greater role in effective teaching and learning of science in schools. Litshan looks at challenges of curriculum changes in the teaching and learning of science in schools, while this study examines the impact of

curriculum changes on pupils' competence achievement in English Language in public primary schools.

Priestley (2011) conducted a research on School, Teachers, and curriculum change: A Balancing Act? This paper investigates the gap between policy and practice, between innovation and changes in Social Practices that occur in response to such innovation. It draws upon empirical data from two case studies in Scotland responding to new curriculum policy exploring contrasting approaches to the management of education. One was a *laissez faire* approach and the other a more directive managerial strategy. Through an analytical separation of culture, structure, and agency, derived from the social theory of Margaret Archer, the paper sheds light on the social processes that accompanied innovation in these two-setting demonstrating how teachers, culture and differing management styles impact upon externally initiated policy. It differs from the present study research in that, it was a case study research, whereas, the present research is exploratory

Dhivya (2021) investigated the impact of curriculum changes on outcomes in india by comparing the effect of outcomes-based education (OBE) with non-outcome-based education on assessment methods. Students passed percentage and campus placement with respect to Electronics and communication engineering students of Kumaraguru College of Technology (KCT), Coimbatore india. The result suggest that the changes made in the last few years in the form of regulations, teaching methodologies, and assessment methods has an impact on students' performance. The different between this study and the present study is that this research is comparative research which took place in India, while the present study is an exploratory research in the city of Yaounde, Cameroon.

Peeraer et al (2009) conducted a study on evaluating the effectiveness of curriculum. The aim was to see whether different curricula produce different outcomes. They compared two cohorts using two validated test instruments: the Dutch progress test (PT) and the objective structured clinical examination (OSCE). On the OSCE, students from the new curriculum cohort scored significantly higher than old curriculum students. This research differs from the present research in that this research is focus on evaluating the effectiveness of different curriculum, while the present study is focus on the impact of curriculum changes on pupils' competence achievement in English Language.

Trudi (2017), examined Curriculum Renewal: Barriers to successful curriculum changes and suggestions for improvement. He examined the practical difficulties encountered when a renewed curriculum is implemented in higher education. The study uses an action –learning

approach and situated the learning in the context of literature on curriculum, academic work and contemporary university practices, to draw conclusion on how universities can better support successful of curriculum change. The study concludes that successful realization of curriculum change requires on-going support from management and a flexible environment to ensure that planned changes can be implemented effectively. Trudi examined curriculum Renewal: Barriers to successful curriculum change and suggestions for improvement, while the present examined curriculum change and pupils' competence achievement in English Language in primary schools. This study used an action-learning approach, while the present research used mixed research approach.

A paper conducted by Tupeni (2006) examined that the introduction of an innovation careful planning is necessary and this requires formulation of new goals, and directions, and corresponding set of strategies and teaching materials appropriately designed to achieved the goals. It was usually concerned with improvement of ways and means of achieving established goals. Innovation and change different demands on teachers and such demands have implications on teachers, teacher education program. But any teacher education program designed to equip teachers with new curricula or to update their ideas and practices with respect to on-going curricular needs to be properly based on an understanding of the rules of the teachers Also their tasks and responsibilities, and their problems in curriculum development and implementation of changes

Jenkins (2001) in his study pointed out that many of the changes might have been anticipated, others are surprising and a cause for concern. The evidence suggests that in a significant number of schools less time is being spent upon practical activities in the laboratory and pupils are presented with a narrower range of laboratory activities. A substantial proportion of teacher`s judge national curriculum science to be insufficiently flexible to allow them to meet the needs of all their pupils and provide them with an enjoyable scientific education.

Again, the study carries out by Litsha (2013) on the impact of curriculum change revealed that teachers feel that it is not necessary for them to change the way they teach, especially those who did not receive training on the changes in the new curriculum during their tertiary education. Also, the finding indicates that lack of resources, impact negatively on the implementation of curriculum reform in teaching and learning of science. This is the case in many under resourced schools in rural areas, where it is not easy for subject advisors to give relevant support because of inadequate resources and lack of human capacity.

Ajuwape and Olatoye (2004) in their study on the impact of planning on curriculum change and development of teaching and learning found out that lack of qualified teachers, lack of practical work as well as lack of equipment and facilities for teaching, insufficient allotment of time for integrated Science on the school timetable and poor methods of teaching are the major factors militating against the successive implementation of the changed curriculum in integrated science.

Furthermore, Tobin and Imwold (1992) in their study viewed that teacher's experience difficulty during the implementation of a new curriculum and illustrate the efforts which can be applied to render the implementation effective. In the same light, the study showed the dilemmas teachers experienced and the obstacles they must overcome as they deal with the task of familiarizing themselves with the new concepts and approaches required. It emphasizes what students expect from their teachers and from the school in general while they show limited interest in ways and means to reach their ultimate goals.

G. Karakus (2021) conducted a study on implementation of curriculum change, problems in literature and to compile some measures that can be taken to reduce these problems. Considering the criteria of this study as a result of the preliminary examination, 39 articles were excluded and 72 articles were included in this review study. Descriptive and content analysis methods were used to analyze included studies. With content analysis, studies were examined and codes were determined about implementation of curriculum changes problems. The researcher and a co-observer studied together to confirm codes. As a result, implementation of curriculum changes problems was presented in four headings, curriculum implementation problems related to teacher, related to students, related to curriculum and related to schools. With this study, curriculum implementation problems can be determined and necessary measures can be taken by teachers, educators and administrators.

Palestina et al (2020) conducted a study on curriculum implementation facilitating and hindering factors in Philippian. Using descriptive research employing quantitative design, 324 respondents were surveyed using self-made questionnaires anchored on Ecological System Theory (EST) by Bronfenbrenner (1979). The respondents from the grade school, junior high school, and senior high school expressed their agreement on the identified factors that facilitate and hinder curriculum implementation in the microsystem and chronosystem, while respondents from the college expressed their strong agreement on the two levels under the mesosystem and ecosystem. At the macrosystem level, all of the respondents strongly agreed on all the items, but the highest level of agreement was evident with the respondents from the

senior high school. A comparison of one-way ANOVA results revealed the respondents' level of agreement on the facilitating and hindering factors of curriculum implementation based on the five levels of EST. Scrutiny on the facilitating and hindering factors in the curriculum implementation processes provides a springboard for leaders in the education sector to align programs and policies anchored on experiences and practices in the classroom along with research-based inputs.

Kaya (2016) carried out a study on "The influence of Competency-Cased Approach on foreign language teaching for successful passing in First Certificate in English (FCE)" in Kenya to investigate the influence of competency- cased approach on foreign language teaching for successful passing in First Certificate in English language. The range of research methods (theoretical, empirical, and statistical) has been used to reach the research purpose and justify the research finding. It has been confirmed that the most relevant type of a Competency-based approach to teaching a foreign language for specific purposes is the communicative Competency-based one. The linguistic competence, which is considered by authors to be the central multicomponent notion has been defined and characterized from the perspective of teaching English as a foreign language. The linguistic competence is based on five practical competences: Listening, Reading, Writing, Speaking, and Use of English. To check the effectiveness of the applying Competency-based approach of teaching foreign language (English) for specific purposes the empirical (diagnostic) methods such as: testing (oral and written), observation, discussion was used; the pedagogical experiment was also conducted with the students. Statistical methods (Student's t-test) helped to evaluate the results of the pedagogical experiment. The t-value result ranged from 3 to 4.7 shows the difference between the sample data and the null hypothesis that is significant, which proves the statistical importance of the obtained results. To comment, the results of this study however, didn't mention or specify the foreign language stipulated and the degree of impact it may cause.

Amah (2016), investigated on "Language models with an emphasis on an appraisal of the Competence Based Language Teaching Model (CBLT) employed in the teaching and learning of English language in Cameroon". Research endeavors at various levels combined with cumulative deficiencies experienced over the years have propelled educational policy makers to carry out various changes in the models emphasized in the teaching of language. Such changes have been undertaken in view of improving proficiency in communication as well as performance in various examinations. This is especially apt during this era when there is a dire need and great aspirations towards evolving Cameroon into an emergent nation by

2035. Findings derived from different educational stakeholders, including pedagogic inspectors, as well as school administrators, teachers and students from secondary schools located in the North West and South West regions of the Republic of Cameroon have been used in this investigation. Questionnaires, observations and interviews were employed to elucidate the information analyzed in this study. After collection and analyses, it was realized that Language model has an influence on the development of competences in English Language.

2.3 Theoretical Review

This section outlines and discusses some theories related to the investigation, with supporting details on how their choices is significant to the present investigation. Five theories have been used to examine the impact of curriculum changes on pupils' competence achievement in English language in primary schools. The theories employed in this study are widely used to predict the impact of curriculum changes on the achievement of competences in English language in primary schools. These theories are; Jean Piaget theory on cognitive development, Lev Vygotsky theory on social constructivism, Richard Mayer theory on multimedia learning, Thorndike theory on the Law of learning and Albert Bandura theory on social learning.

Jean Piaget's Theory on Cognitive Development (1950)

Jean Piaget was a Swiss psychologist known for his pioneering work in child development. His theory of cognitive development describes how children develop their thinking and understanding of the world around them in stages. Piaget theory emphasizes that children move through four distinct stages of cognitive development, each is characterized by different abilities and ways of thinking. This theory describes how children cognitive abilities evolve through a series of stages as they interact with their environment and gain experience.

Basically, this is a "staircase" model of development. Piaget proposed four major stages of cognitive development, and called them (1) sensorimotor stage, (2) preoperational stage, (3) concrete operational stage, and (4) formal operational stage. Each stage is correlated with an age period of childhood, but only approximately.

Significant of Jean Piaget theory in this Study

Piaget's theory informs lesson planning to ensure pupil competence achievement in English Language. Primary school pupils in Cameroon are generally in the transition from the Preoperational Stage (ages 2-7) to the Concrete Operational Stage (ages 7-11). Lesson plans must be designed to match these cognitive abilities. With the preoperational Lower Primary

(Classes 1-2) Lessons plan must be highly concrete and egocentric. Teachers should use many realia (real objects), pictures, role-play, stories, songs, and physical actions to teach new vocabulary and grammar. In concrete operational Upper Primary (Classes 3-6) Pupils can now understand concrete logic (e.g., rules of grammar) and the perspectives of others. Lesson plans can introduce basic rules, simple texts, and problem-solving tasks. Activities should involve classification, sequencing (storytelling), and simple comparative tasks (e.g., comparing two sentences).

Tailoring lesson plans to the correct stage ensures that the linguistic task is neither too simple (leading to boredom) nor too complex (leading to frustration and failure), thus making competence achievement possible in English Language in the primary schools.

Piaget viewed children as "little scientists" who learn by acting on their environment. English lessons plans should shift away from rote memorization and passive listening. Teachers should plan lessons for hands-on activities, discovery learning, and experiential tasks. For Examples: Instead of just telling them the definition of a verb, the lesson plan should include a game where pupils act out different verbs. Instead of reading a dialogue, they should participate in role-play or mini-dramas. Active manipulation of language (speaking, writing, acting) leads to the construction of a deeper, more personal understanding (schema) of the language, resulting in more robust communicative competence.

Learning new English language concepts involves the process of adaptation. The lesson plan must explicitly connect new English vocabulary or grammar to the pupils' existing knowledge (existing schemas). Planning activities that challenge the current schema just enough to force the learner to create a new one. For example, moving from simple sentence structures (present simple) to more complex ones (present continuous) requires the pupil to accommodate the new grammatical rule. By building on existing knowledge and forcing accommodation through slightly challenging tasks, lesson plan facilitates the internal restructuring of knowledge, which is the very foundation of linguistic competence. The Cameroon Primary School Curriculum often advocates for a Competency-Based Approach (CBA) and Project-Based Learning, which are highly aligned with Piaget's constructivist principles.

This theory shows how learners develop their mental abilities and at what stage to give which type of material to children. It has added to our understanding of children's intellectual growth. It also stressed that children are not merely passive recipient of knowledge. Instead,

pupils are constantly investigating and experimenting as they build their understanding of how the world works. Meaning, learning is an active process of constructing knowledge. For this reason, with the changes made on lesson planning approaches in primary schools in Cameroon, teachers should make lessons participatory. They should include in their English lessons, activities that will help the learners to be active in the teaching/learning process.

Lev Vygotsky's Theory of Social Constructivism (1954)

Vygotsky believes that learning and development is a collaborative activity and that children are cognitively developed in the context of socialization and education. The perceptual, attention, and memory capacities are transformed by vital cognitive tools provided by culture, such as history, social context, traditions, language, and religion. For learning to occur, the child first makes contact with the social environment on an interpersonal level and then internalizes this experience. The earlier notions and new experiences influence the child, who then constructs new ideas.

Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning." Vygotsky argued, that "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function". In other words, social learning tends to precede (come before) development. Vygotsky states cognitive development stems from social interactions from guided learning within the zone of proximal development (ZPD) as children and their partner's co-construct knowledge. For Vygotsky, the environment in which children grow up will influence how they think and what they think about. According to Vygotsky (1978), much important learning by the child occurs through social interaction with a skilful tutor; More Knowledgeable Other (MKO). The tutor may model behaviours and/or provide verbal instructions for the child. Vygotsky refers to this as cooperative or collaborative dialogue. The child seeks to understand the actions or instructions provided by the tutor (often the parent or teacher) then internalizes the information, using it to guide or regulate their own performance.

Scaffolding occurs when a more knowledgeable, experienced or skilled person helps one who is less knowledgeable, experienced or skilled to achieve a task, be it the acquisition of knowledge, skills or attitude; better than they would have in the absence of the status quo. Looked at it in this way, teachers can be looked upon as scaffolding. Indeed, the pupils are the clients and they seek scaffolding from teachers and peers (Vygotsky, 1978). To scaffold, the 'scaffolder' must be abreast with the needs of the 'scaffoldee'. It is important that the scaffold

sees the significant other as a helper, collaborator and facilitator (Tchombe, 2019). Both are in a transaction or project as parties whereby the consent and inputs from both parties are extremely crucial. Since African children learn basically by imitation, modeling and cooperation (Nsamenang, 2006).

Lev Vygotsky's Sociocultural Theory provides a powerful lens for understanding how specific teaching methods can maximize pupil competence in English Language within the primary schools of Cameroon, a highly multilingual and social context. Vygotsky's central argument is that learning is fundamentally a social process that precedes and drives cognitive development. Language acquisition, therefore, is not an isolated mental task but is constructed through social interaction and the use of cultural tools.

The ZPD is the most critical concept. It is the gap between what a pupil can achieve independently (Actual Developmental Level) and what they can achieve with guidance from a More Knowledgeable Other (MKO) or capable peers (Potential Developmental Level). Effective English teaching methods must aim for activities situated within the pupil's ZPD. This means the task must be slightly too difficult for the child to do alone but achievable with support. By operating in the ZPD, the teacher is effectively preparing the pupil to internalize the new linguistic skill. The difference between an independent performance (actual competence) and a guided performance (potential competence) is the space where development occurs, leading to the acquisition of new, autonomous competence. In an English Language class, the teacher uses techniques to simplify the task and guide the learner toward independence. Examples of scaffolding in a Cameroonian primary school context include. Utilizing pictures, charts, or real objects from the local environment to teach new vocabulary, providing a concrete link for abstract English concepts. Scaffolding ensures that the complex task of learning English is broken down into manageable steps. As the pupil's competence grows, the teacher gradually withdraws the scaffold, allowing the pupil to perform the skill (e.g., writing a descriptive paragraph or speaking fluently) independently. This transition from dependence to independence is the moment of competence achievement.

Vygotsky argued that "every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level." This is the process of internalization. The teacher can use Peer-Tutoring/Group Work to enhance competence achievement in English Language by pairing more proficient English speakers with less proficient ones to work on tasks. Encouraging classroom discussions, debates, and role-plays. The continuous negotiation of meaning in English forces pupils to articulate their thoughts (moving from social speech to

inner speech), which is key to cognitive development. By engaging in social interaction, pupils actively practice and refine their English. The competence achieved is not just knowledge about the language, but the communicative competence, the ability to use the language effectively in social and academic contexts.

A Vygotskian classroom emphasizes the use of meaningful teaching methods that will help learners develop concrete skills in demonstrating what has been taught; a culturally oriented context; this requires that school learning takes place in a meaningful context, alongside the learning that occurs in the real world. In a Vygotskian classroom, dynamic support and considerate guidance are provided based on the learner's needs. Students are exposed to discussions, research collaborations, electronic information resources, and project groups that work on problem analysis.

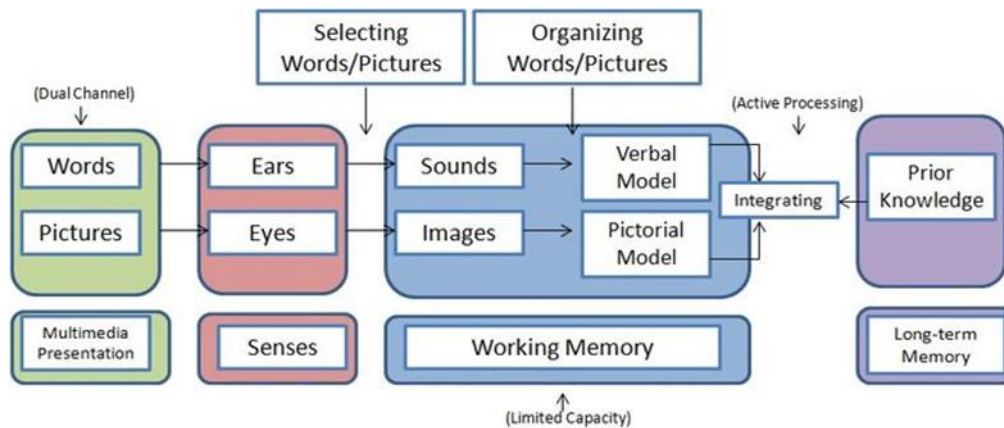
This theory suggests that for the teacher to be effective, he or she should create an environment of support for the learner to learn. This is appropriate to the Competence-based curriculum which lays emphasis more on the needs of the learner. For the learners to develop listening, speaking, writing and reading competences in English language, the teacher has to create an environment of support to foster the achievement of these competences, by using competence based teaching methods like the cooperative teaching approach, the project-based learning approach, discovery methods, the differentiation teaching approach, just to name these few. These teaching methods will facilitate pupils to learn better as team work encourage collaboration among learners. The slow learners will learn from the fast learners as they interact in a supportive learning environment created by the teacher. In the context of English language teaching, group activities, peer collaboration, and discussions can be used to foster language development. Teachers can encourage pupils to work together on projects, engage in collaborative writing, and participate in group discussions.

Mayer's Theory on Multimedia Learning (2009)

Mayer earned his Ph. D. in psychology in 1973 from the University of Michigan. He served as a professor of psychology at Indiana University from 1973 to 1975 and then moved to the University of Californian at Santa Barbara where he continues to serve as a professor of psychology. Mayer is most known for his work in educational psychology. His most significant works deal with problem solving and multimedia learning, Mayer developed the Cognitive Theory of Multimedia Learning to explain how we can best use it. He published his theory in a chapter of the same title in *The Cambridge Handbook of Multimedia Learning*.

The Cognitive Theory of Multimedia Learning model depicts all that dual-channel processing going in the learner's mind when using multimedia instruction. This model was created by Richard E. Mayer and presented in their paper "Nine Ways to Reduce Cognitive Load in Multimedia Learning" in 2003. Keep in mind the three assumptions of Dual Channel, Limited Capacity and Active Processing, as we explore the cognitive theory of multimedia learning.

Figure 1 : multimedia Learning Theory of Richard Mayer (2009)



Source : <http://homepage.gac.edu/~dmoos/edtech/introtomultitheory.pdf>

The two rows of the model represent the two information-processing channels: the auditory/verbal channel and the visual/pictorial channel (dual-channel assumption). The five columns each represent the modes of knowledge representations or physical representations, such as words or pictures. Sensory representations are those that take place in the ear's eyes of the learner, while shallow working memory representations are the sounds or images a learner notices or attends to during the instruction. Deep working memory representations are verbal and pictorial models constructed by the learner, and lastly, long-term memory representations are what the learner already knows about this particular instruction.

Multimedia Learning requires a lot of cognitive processing in both channels. Working memory has to make representations of Sound and images. Deep working Memory is busy making verbal and pictorial models, and long-term memory is searching for and retrieving relevant prior knowledge.

The cognitive theory of multimedia learning (CTML) centers on the idea that learners attempt to build meaningful connections between words and pictures and that they learn more deeply than they could have only with words or pictures alone (Mayer,2009). It is a form of learning supported by different sources of information that help the learners to learn in a way

that is more meaningful to them. For example, using multimedia devices like; visual display device: boards, charts and advance media such as computers, television projectors, film clips and video clips. According to CTML, one of the principles aims of multimedia instruction is to encourage the learner to build a coherent mental representation, from the presented material. The learner's job is to make sense of the presented materials as an active participant by ultimately or finally constructing new knowledge (Mayer, 1997). Hence Richard Mayer's cognitive theory of multimedia learning is based on how we learn and how the human brain works. According to Mayer & Moreno (2003) and Mayer (1997), CTML is based on three assumptions: the dual channel assumption, the limited capacity assumption and the active processing assumption.

The first to understanding why multimedia learning can be so powerful is understanding how the brain processing information. Mayer explains that the brain takes in information and processes it into multiple channels based on how that information is presented. The first channel is for visually represented material and the second is for auditory presented material. When a learner is presented visual information, including pictures, videos, charts or printed words, all of that information goes into the visual channel and is processed there. Auditory information includes spoken words in a narration and other non-verbal sound, and these are processed by the brain, separately from the visual. As a learner is learning, the new material first gets logged in their sensory memory. For a brief moment, the image is captured in its entity, or the spoken words are lodged in there. After that initial, the learner must begin to work with the information in order to process it and learn. This happens in the working memory, with two separate channels; the learner is able to work with more information because the very presentation of material is processed differently. In working memory, the learners can choose relevant images to remember and work with, and they can choose relevant words to remember and work with. Each of this set of information, are processed and organized into models that help the reader understand and remember the information. While in the working memory, the information remains separate and the learners generate two models.

Finally, the learners integrate the visual model and the auditory model together with their prior knowledge and experiences. Once all the materials have been combined in a functional way, the new memory can move into long term memory. Mayer explains how best to incorporate multimedia learning.

He starts by reminding us that multimedia learning simply incorporates words and pictures, so it can be a chapter in a textbook that includes pictures or charts. It can also be an

online lesson that incorporate videos. Mayer first advice for multimedia learning, is a caution that he causes the “limited capacity assumption. “The assumption is that every human has limited capacity for information. We don’t have an infinite memory processor, so we have to choose what pieces of information to pay attention to. The caution warns us that we should not overwhelm our students with information. One way to apply this is to limit the amount of text on a PowerPoint slide. Your presentation will be more effective to the learners if you have a limited number of printed words, a simple picture and a clear spoken narration.

Mayer second piece of advice revolves around the “active processes assumption. “As we discuss previously, the learners must choose what pieces to take into the working memory and then the learners have to actively engage in that material in order to learn it. Mayer describes the processes as creating a mental representation or a model of information. As we work to apply this assumption to multimedia instruction, Mayer tells us that we need to encourage the student’s active processes. To make learning effective, our presentation materials should have an understandable structure, and it should guide the learners in making mental models. Richard Mayer’s theory is very important in this work because text (words) and pictures are instructional materials, and as a teacher you have to master this theory in order to avoid cognitive overload. Cognitive overload occurs when the learning tasks are greater than the processing capacity of the human information processing system. As teachers, we should note that pupils learn more deeply when text and picture are put together than when only text is being used. Pictures of various forms and shapes should be used during the implementation of English language lessons to help learners develop the various competences in English language.

Dual - channel assumption: the dual – channel is that working memory that has auditory and visual channels. Auditory channel processes sound that we hear while the visual channel processes the things that we see. These two processes make learning more in-depth and stay longer in the learner’s memory.

Limited capacity assumption: the limited capacity assumption is based on the cognitive load theory of Sweller (1994) states that each sub system of working memory has a limited capacity. That is humans can only process a finite amount of information in a channel at a time and they make sense of incoming information by actively creating mental representation. The sensory memory receives stimuli and stores for a very short time. The working memory actively processes information to create mental construct or schema meanwhile the long-term memory holds the entire store of the learner’s knowledge for an indefinite amount of time.

Active processing assumption: Active processing assumption suggests that people construct knowledge in a meaningful way when they pay attention to the relevant materials; organize it into coherent mental representation and integrating the materials with their existing knowledge. Mayer (2002) argues that meaningful learning from words and pictures happens when the learner engages in five cognitive processes: selecting relevant words for processing in the verbal working memory, selecting relevant images for processing in the visual working memory, organizing selected words into a verbal model, organizing selected images into a pictorial model, organizing selected images into a picture integrating the verbal and pictorial representation with each other and with prior knowledge.

Relevance of this Theory to the present Study

Coherence Principle Exclude extraneous material. Remove irrelevant graphics (e.g., distracting borders, unnecessary decorations), complex background music, or non-essential words from worksheets and presentations. Ensures pupils focus their limited attention and working memory capacity on the core linguistic task (e.g., vocabulary definition, grammar rule), accelerating mastery. Prevents overloading the visual channel. Using audio (narration) and visual (picture) spreads the load across the two channels, allowing for better processing of new English vocabulary. Use bold text, arrows, color-coding, or verbal emphasis to draw attention to the key English word or the specific part of the sentence being taught. Guides the pupils' selection process, ensuring they quickly identify the critical features of the language structure, which is crucial for early competence. Essential load is the mental effort required to process the material itself.

Multimedia Principle Use words and pictures. Always pair new English words (e.g., farmer, market) or grammar rules (e.g., use of is vs. are) with a relevant image, diagram, or animation (realia). This Enables pupils to build both a verbal model (the English word) and a visual model (the concept/image), leading to a deeper, dual-coded, and more durable understanding of the language. Spatial Contiguity Place words near their graphics. On a worksheet, place the English word for an object directly under its picture, not in a separate list at the bottom of the page. Reduces the cognitive effort (split-attention) needed to mentally link the word and the image, making the integration step easier and faster for competence building. Temporal Contiguity Present words and pictures simultaneously. When using a video or flashcard, the teacher must say the English word/sentence at the exact time the corresponding image appears. This facilitates the working memory's ability to hold both the sound and the

image together, creating a stronger connection for long-term retention and eventual use (competence).

This theory is relevant to this study in that multimedia principles state that learners learn much better from words and pictures than from words alone. Thus, teachers should use a lot of teaching/ learning materials which are accurate, bright and relevant in order to facilitate learning in English Language. To buttress this point, Macharie and Wario (1989) express their view that in learning, the guiding principle is; “I hear and I forget”, “I read and I remember”, “I see and I understand” and “I do and I know”. In the teaching of English language, teachers should associate words to objects, pictures, charts, diagrams, flashcards, and images during the teaching and learning process as learners learn better when corresponding words and pictures are placed near each other. Thus, pupils’ competences development in English language will improve as they would learn much better and acquire more when teachers use words and pictures of all kinds in the teaching of English language.

Also, to achieve meaningful learning, teachers should select relevant teaching/ learnings materials, organize and integrate them into existing knowledge so as to avoid or reduce cognitive overload. Dwyer and Dwyer (2016) caution that proper encoding or transfer of knowledge to long term memory requires rehearsal, repetition of concepts, immediate feedback, giving examples and the use of mnemonics. To further explain this point audio teaching/learning materials can be used to reduce cognitive overload in English Language by illustrating facts, ideas and concepts on charts, diagrams, maps, and pictures.

Mayer’s theory is very important in this work because text (words) and pictures are teaching/learning materials to be exploited, teachers have to master this theory in other to avoid cognitive overload. Cognitive overload occurs when the learning tasks are greater than the processing capacity of the human information processing system. As teachers note that pupils learn more deeply when text and picture are put together than when only text or picture is being used. Pictures of various forms and shapes should be used during the implementation of English language lessons to help learners develop the various competences in English language

Edward Thorndike's theory of connectionism (1874-1949)

Connectionism is a learning theory that explains learning as a result of connections between stimuli and responses. A stimulus is a specific occurrence that spurs action, and a response is a reaction. In connectionism, learning is often visible and apparent. Connectionism is an influential learning theory in the fields of cognitive science and psychology. The

foundational premise of connectionism is that creatures can create connections between stimuli and responses through learning. A stimulus is a thing or occurrence that influences or brings about an activity or result. A response is a reaction or outcome that occurs after the stimulus occurs. In connectionism, learning happens when a connection is made between a stimulus and a rewarding response through trial and error. Connectionism explains learning through visible and apparent occurrences. Rather than learning being an internal activity invisible to outsiders, connectionism places importance on apparent stimuli and visible responses.

Edward Thorndike was an American psychologist who investigated learning. Through his work, Thorndike developed a theory of connectionism. Thorndike's theory proposed that learning happens through making attachments between stimuli and responses. Many scientists credit Thorndike as being one of the first researchers to use an animal model of learning. Through studying animals, he delineated laws that govern behavior and learning. Thorndike developed a theory of connectionism that explained that learning resulted from S-R bond formation. S-R bonds are connections between stimuli and rewarding or satisfactory responses. Thorndike's theory consisted of the law of effect, the law of exercise, and the law of readiness

Thorndike's Experiment

A 'puzzle box' devised by Thorndike (1899, 2017) to study learning behavior of cats. A hungry cat is placed in a box which can be opened if the cat pushes a latch. A food reward ('positive reinforcer') will be obtained by the cat if it figures out how to escape from the box. Thorndike discovered that after several trials, the time it takes the cat to escape from the box decreases.

Eventually, it succeeded in operating the mechanism, which paved way for its escape and obtaining the food. On the subsequent attempt, the random movement was reduced, and the cat concentrated much on the direction of the release mechanism until it was able to escape again. The help of the "release mechanism" made it possible for the cat to succeed in its escape.

Thorndike's Laws of Learning

In line with the experiment performed above, Thorndike came up with a set of laws which are believed to be responsible for learning in organisms. These are the laws of readiness, exercises and effect.

Law of Readiness: This law emphasizes the desire/zeal of an organism to perform an action. It is the physiological condition of an individual to embark on a task. This implies that "Individuals learn best when they are physically, mentally, and emotionally ready to learn, and

do not learn well if they see no reason for learning". Since someone has been motivated to carry out an action, doing it at that point satisfies the actor and not discouraging him.

Law of Exercises: This refers to strengthening or weakening of an event. Thorndike explained that repetition promotes learned associations, (Stimulus and response). This implies that "students learn best and retain information longer when they have meaningful practice and repetition" Constant practice is necessary if an action is to be strengthened. The practice here should be meaningful and followed by feedback. Lack of practice may weaken an event for each time practice occurs, learning continues.

Law of Effect: This refers to the consequence which an animal obtains for an action performed. It is the outcome of a response.

Thorndike believed that "any act that produces a satisfying effect will be repeated". The principle of effect is that learning is strengthened when accompanied by an enjoyable or satisfying feeling and that learning is weakened when associated with an unpleasant feeling. The student will strive to continue doing what provides a pleasant effect to continue learning. Positive reinforcement is more apt to lead to success and motivate the learner, so the instructor should recognize and commend improvement.

The Relevance of Thorndike's Theory in this Study

Edward Thorndike's theory of Connectionism (often referred to as S-R, or Stimulus-Response, theory) provides a behaviorist framework to explain how assessment methods directly influence the strengthening of pupil competence achievements in English Language in primary schools in Cameroon. Thorndike's core idea is that learning is the formation of bonds or connections between sensory experiences (stimuli) and neural responses. The role of assessment is to provide the feedback and practice necessary to strengthen the correct S-R bonds that constitute linguistic competence. This is the most critical law. It states that responses followed by a satisfying state of affairs (a positive outcome or reward) will be strengthened or "stamped in," making them more likely to be repeated. Responses followed by an annoying state of affairs (a negative outcome or punishment) will be weakened. Formative Assessment (Immediate Feedback) The teacher immediately praises a pupil for correctly conjugating a verb in a sentence (S-Stimulus: Question; R-Response: Correct verb). The positive reinforcement (satisfying state) strengthens the S-R bond for that grammar rule, making the pupil likely to use the correct conjugation again. The competence is "stamped in." Summative Assessment (Grading/Reporting) A pupil receives a low score (Unsatisfying state) on a test of written comprehension. The negative consequence weakens the current writing approach. The pupil is

motivated to avoid that method and try a new, better response in the future, promoting eventual competence correction. Correction Method Teachers should use positive correction (e.g., "Good attempt, now let's try this part differently") instead of harsh criticism, to strengthen the pupil's willingness to engage with the language (readiness).

Assessment methods must be designed to deliver clear, immediate, and predominantly positive reinforcement to effectively strengthen the correct English language skills. Frequent quizzes/drills The teacher uses short, daily quizzes on vocabulary, tenses, or pronunciation (Assessment Method). Frequent, low-stakes practice activates the S-R bonds multiple times (Law of Use), strengthening the pupil's automatic recall and use of the English skill (fluency and accuracy). The assessment method includes tasks that revisit concepts taught weeks earlier (e.g., a review section in a test). This deliberately counteracts the Law of Disuse, preventing the weakening of previously learned language skills (like writing punctuation rules) and maintaining high overall competence. Competence achievement requires that assessment methods provide consistent, meaningful practice and spaced repetition to ensure the S-R bonds for English are robust and maintained over time. Pre-Assessment / diagnostic tests; Before a unit, the teacher uses an assessment to check the pupils' prior knowledge (Readiness Check). This ensures that the English task to be assessed is neither too easy nor too difficult, matching the pupils' current level of Readiness. An appropriate challenge ensures maximum satisfaction upon correct completion, driving learning forward. The assessment method includes a phase where pupils correct their own work or reflect on their errors. This taps into the pupil's mental "set" and motivation. By actively seeking the correct response and self-reinforcing it, the pupil is in a state of active readiness to correct and solidify the S-R bond.

Thorndike's theory suggests that competence in English will be highest when, Assessment is Frequent and Low-stakes. Daily, quick verbal quizzes and simple written exercises provide consistent practice and immediate reinforcement, strengthening S-R bonds. Praise and Positive Feedback are the Norm. Teachers must use affirmative language, often visible on marked work, to strengthen the Law of Effect and encourage pupils to repeat successful language behaviors. Corrective feedback is specific: Instead of just marking "Wrong," the feedback should explicitly indicate the correct response (the satisfying response) to facilitate the stamping in of the desired language bond.

Thorndike's theoretical framework emphasizes how people learn through interactions with their environment, making it highly relevant for language acquisition. Concerning law of

effect, teachers are encouraged to provide immediate feedback on exercises stressing on successful language use while gently correcting mistake. This reinforces learning and boosts confidence. Also rewarding pupils for correct answers and good language use with praise, stickers, or a point system. This encourages them to repeat this behavior. In the same light, teachers can use games and competitions during assessment that involve competitive elements, rewarding participation and achievement. For examples in spelling and vocabulary races, learners will learn while playing.

The teacher should recognize the importance of exercises or practice in the teaching/learning process in English Language. Learning may not occur unless practice is reinforced. This means that the teacher should engage his/her students in continuous assessments in individual exercises, groups exercises, class projects, assignment or homework, to strengthen the development of learnt competences, if meaningful learning must be achieved. Teaching should practice meaningful practice and repetition to strengthen an action. For example, during teaching of reading lesson, different meaningful and practice activities should be given to pupils to help them acquire reading competences. Same with writing, speaking, listening, grammar. Vocabulary and literature.

Readiness is a prerequisite for learning; the teacher is therefore advised to consider the mental or cognitive capability of the learners when planning their lessons or instructional contents in English Language. The teacher should recognize the fact that the students will like to repeat the actions for which they received positive regards. Hence, the teacher should always use various motivational strategies to sustain the interest of the pupils during the delivery of an English Language. The teacher should always present his/her lessons in a logical and more coherent way. This is the major way of arresting and sustaining the interest of the learners in pedagogical activities. The teacher should consider the use of punishment as a last option in reducing the undesirable behavior in his /her classroom. This is because the punishment cannot actually address the problem it rather makes the pupils to be more violent in the classroom.

This implies that when teachers should recognise the importance of assessment in in the teaching and learning process in English Language. Learning may not occur unless practice is reinforced. This means that the teacher should engage his pupils in continuous assessment using all the forms of assessments. When what is learnt is practice and reinforced through different forms of assessments, learning take place.

Albert Bandura social learning theory on Social Development (1977)

Social learning theory is based on the premise that people learn not only through direct experience, but also by observing others. Albert Bandura, a Canadian psychologist, developed this theory in the 1960s, enriching it with these key concepts: firstly, that in social settings, people learn best through observation and imitation; secondly, that a person's mental state can affect this learning process; and lastly that even when something is learned in this environment, it does not mean that there will necessarily be a permanent change in behavior in the learner.

The key principles of Bandura's theory

In his social learning theory Bandura states that, contrary to what was previously believed, it would in fact be very dangerous if a person learned only from their own experience. Instead, most humans learn to behave observationally through a process called modeling, and in his book *Social Learning Theory*, Bandura outlines his theory through four key principles:

Attention; Attention is essential for social learning. In order to learn from others, we must first place our attention on the details of the specific behavior we are observing. Bandura particularly emphasized the importance of selective attention throughout this process.

Retention; Retention is the ability to remember what we have observed. In order for social learning to be effective, we must be able to store the information we acquire through observation in our memory.

Reproduction; Once we have observed and retained information, we then need to reproduce the behavior or skill we have learned in the process. This involves putting our observations into practice in the real world.

Motivation; Motivation plays a crucial role in social learning. People are more willing to learn and put their observations into practice when they perceive that there is a benefit or reward associated with that learning.

The Applications of Albert Bandura Social Learning Theory in this Study

Albert Bandura's Social Cognitive Theory (SCT) offers a comprehensive explanation for the relationship between a teacher's mastery (both linguistic and pedagogical) and the pupil's competence achievements in English Language in primary schools in Cameroon. The theory emphasizes that learning occurs through observing others (modeling) and the crucial role of self-efficacy (one's belief in their ability to succeed). A teacher's mastery acts as the model and a powerful source of efficacy for the pupils. The teacher's high mastery of English acts as the

primary model for the pupils. Pupils acquire English competence not just through direct instruction but by observing and imitating the teacher's behavior.

Attention; The Model's Attractiveness and Status: A highly proficient teacher (mastery) commands greater attention and respect. Pupils in Cameroon are more likely to attend to the teacher's correct English pronunciation, intonation, and usage patterns. If the teacher's English is flawed, pupils attend to and reproduce the errors, leading to lower competence and potential fossilization of mistakes. High mastery ensures the correct model is absorbed.

Retention; Clarity of the Model: The master teacher presents language concepts (e.g., forming the plural, using prepositions) clearly, consistently, and with appropriate pedagogical techniques. This clarity helps pupils create stable mental representations (schemas) of the correct English rules, which are necessary for later recall and use.

Reproduction; Coaching and Feedback: The teacher's mastery allows them to provide precise, timely corrective feedback when pupils attempt to reproduce the language. They know exactly how to guide the pupil's articulation or writing. Guided practice ensures the pupil successfully converts the mental image into the correct spoken or written competence achievement.

In education, behavioral modeling encourages students to learn by observing their teachers and peers in the classroom during lesson delivery. Teachers can take advantage of this principle to provide examples of appropriate behavior and demonstrate how to perform specific tasks in the teaching of English language. A teacher can demonstrate how to read, write, speak, listen during English lesson and pupils will observe, and imitate his/her actions, resulting in the acquisition of pupils' competence in English language. For example, during a class the teacher gives a detailed demonstration of how to solve a particular problem in English language, pupils then observe and learn specific techniques from the teacher before trying it themselves. Teachers can illustrate how to write, and instruct the learners to observe and imitate behavior, resulting on the acquisition of writing skills. Same with reading, speaking, listening, grammar, vocabulary and literature. When teachers mastered English Language, they will teach correctly and pupils will learn much better and acquire more in English Language. On the other hand, if teachers don't master English Language as a subject, pupils will observe and imitate wrong behaviors.

Self-efficacy refers to a person's belief in his or her ability to accomplish a certain task. Generally, teachers can improve pupils' self-esteem and confidence by providing them with successful and encouraging learning experiences in English Language. Take, for example, a teacher working with a pupil who has had consistent difficulty in a specific area in English language. The teacher can present activities or problems that are appropriate to the pupil's level of understanding and that she knows she can solve successfully just to increase her self-efficacy. When the student succeeds, the teacher then praises her achievement and so increases her self-efficacy.

Collaborative learning is based on the principle that students can learn from each other through social interaction. Bandura's theory consistently emphasizes the importance of social relationships in the learning process. Collaborative learning is one of the competence-based approach of teaching recommended in the new primary school curriculum. Collaborative learning can be witnessed when students work together on a research project. As they collaborate, they observe and learn from each other's unique contributions and perspectives. To encourage collaborative learning, teachers can use cooperative learning, project-based learning and discussions which are the new teaching methods prescribed in the new curriculum in primary schools. By so doing, the slow learners will learn from the smart learners.

Self-regulation refers to a person's ability to control and regulate their own behavior. Social learning theory places a high value on teaching students to self-regulate and set personal goals. A teacher might put this into practice by teaching his pupils planning and organizational strategies, so that they learn to manage their time, set goals, and monitor their own progress autonomously in the teaching of English language in primary schools.

Observing how others solve problems can be an effective way to learn new problem-solving strategies in English language. Teachers can use real-life examples and case studies to teach pupils how to approach complex situations. For example, in the context of English language, specifically in composition writing, teacher could guide pupils on how to build three words, step-by-step, showing them how to select and identify different sounds, put them together to build a word.

Behavioral social learning theory has observation, imitation and modeling as three core principles in social learning theory. Indeed, the relevance of this theory to the present study stems from the ardent fact that children learn better what they see others doing and when they have the opportunity to practice or imitate what they observe 'influential' people doing. These influential people here referred to are people whom the learner places high in their value

systems (Muro & Jeffrey, 2008 in Ornstein & Hunkins, 2014). The basic premise is that meaning is construed in a social context through interacting with others. Accordingly, when we observe desirable behavior, we assimilate and imitate such behavior especially if it is demonstrated by people we value or our models.

Desirable behavior is that which is followed by positive consequences (Bandura, 1977). By imitation, the observer reproduces the motor activities that he or she observed. The implications of this theory for the present study lies in the manner in which English lessons and programs are construed and structured, with special focus on how the learner's trajectory corroborates their potentials, aptitudes and motivations.

By observation, this implies a keen attention to the environment. Learners do not pay attention to all stimuli. They receive a lot of stimuli, but attain only to those that intrigue them through the process of selective perception. According to the Cognitive Load Theory (CLT), learners have a limited ability to pay attention to limitless stimuli (Sweller, Ayres & Kalyuga, 2011). As such, they only select or chose to attain to the most captivating stimuli. The implication for teachers of English language is that by identifying the learner's motivation, it becomes easier to provide appropriate stimuli that correspond to their value system and more creative and critical learning can take place.

Therefore, the pupils observed the teacher as a model. As such, learners are given the opportunity to observe demonstrations through appropriate teaching methods such as role plays, laboratory work, and dramatization and so on (Tambo, 2003).

This implies that teachers are to have proficiency in reading, writing, speaking, and listening in order to promote pupils' competences development in English language. Bandura believes that when teachers portray good behaviors in the classroom, learners will observe those behaviors and imitate them, and vice versa. Meaning if teachers mastered English language as a subject, they will influence pupils' academic performance in English language as pupils will observe how they read, pronounce, write, speak, and imitate them. Same in, listening, grammar and vocabulary skills of the teachers will influence pupils as they will observe and imitate.

In the same light, teachers are encouraged to use cooperative learning environment where students model positive behaviors amongst their peers and team members.

2.4 Research Gap Identified in the Present Literature

Every research endeavor seeks to the growth of knowledge. Such contribution can only be more effective when we seek to identify and close the lapses in previous research endeavors.

While empirical research surrounding curriculum changes, there remains a lack of comprehensive studies regarding the Impact of curriculum changes on pupils' competence achievement in English language in primary schools. Based on this assertion, some research gaps were identified in the empirical studies and theoretical review above. The literature failed to segregate individuals subject learning outcomes to curriculum changes in primary schools. It was remarked in the literature that most studies adopt a single methodology to investigate issues related to curriculum changes in education. We found out a methodological gap in the past studies. Curriculum changes and pupils' competence achievement is a new area in education that has not been fully exploited. The use of single methodology to address issues on this subject cannot be fall short of lapses. Educational studies adopting the use of mixed research approach as research design is not common in past studies. This gap of single methodology will be close with the present study as we have used mixed methodology to investigate curriculum changes and pupils' competence achievement in English language in primary schools

Based on the literature reviewed, few empirical studies have addressed the issues of curriculum changes influence as catalytic agents for competence achievement English language in public primary schools. Another area of literature gap is the operationalization of curriculum changes. None of the studies have operationalized curriculum changes from Kelly definition of curriculum. The present study has operationalized curriculum changes as changes in lesson planning approach, changes in teaching methods, changes in teaching/learning materials, changes in assessment methods and teacher's mastery of English language. While the present study has closed the gap by addressing the issues of curriculum changes as catalytic agents for competence achievement in English Language in public primary schools.

To add to the above points, the literature reviewed above, has failed to find out the relationship between curriculum changes and pupils' competence achievement in English Language in public primary schools. There are no deep studies carried out to find out the relationship between curriculum changes and pupils' academic achievement in general or specifically in English Language in public primary schools in the city of Yaounde, Cameroon. In Cameroon, little or nothing has been done on curriculum changes and pupils competence achievement in English Language in public primary schools.

The past studies have failed to used major learning theories in relation to curriculum changes. The present study has used major learning theory like Jean Piaget theory of Cognitive development, Lev Vygotsky theory of social constructivism, Richard Mayer theory on

multimedia learning, Edward Thorndike theory of Laws of learning, and social theory of Albert Bandura to explain changes in lesson planning approach, teaching methods, teaching/learning materials, assessment methods and teacher`s mastery of English Language.

Research on curriculum change is very limited. The lack of awareness among headteachers, teachers, educators, curriculum designers and planners of the potential impact of curriculum changes in education in public primary schools is a limitation. In light of the above lapses, this study makes a contribution in addressing those gaps.

2.5 Research Model and Dimensions

The research model explains the theoretical framework on which this study is based. According to Sekaran (1992), a theoretical framework is a conceptual model of how one makes logical sense of the relationship among the factors identified as important as the problem. From the theoretical, testable hypotheses can be developed to examine whether the theory is valid. This is done through appropriate statistical analysis in order to ensure the validity of the research. Since the theoretical framework identifies the network of relationships among the variables considered important to the study, it is essential to understand what variables are involved. Exploration of the literature (Wickens, 2002; Mayer and Moreno 2003) provides the foundation for developing the theoretical framework and identifying important variables. From this perspective, the following dimensions and sub dimensions were identified in this study: Curriculum changes and Pupils competences achievement in English Language are the major dimensions, the sub dimensions are; lesson planning, teaching methods, teaching/learning materials, assessment methods and teacher`s mastery of English language.

Figure 3 presents a general view of the research model and the constructs important to the research problem. The model concepts will serve as the foundation of the research model and higher order constructs of the study.

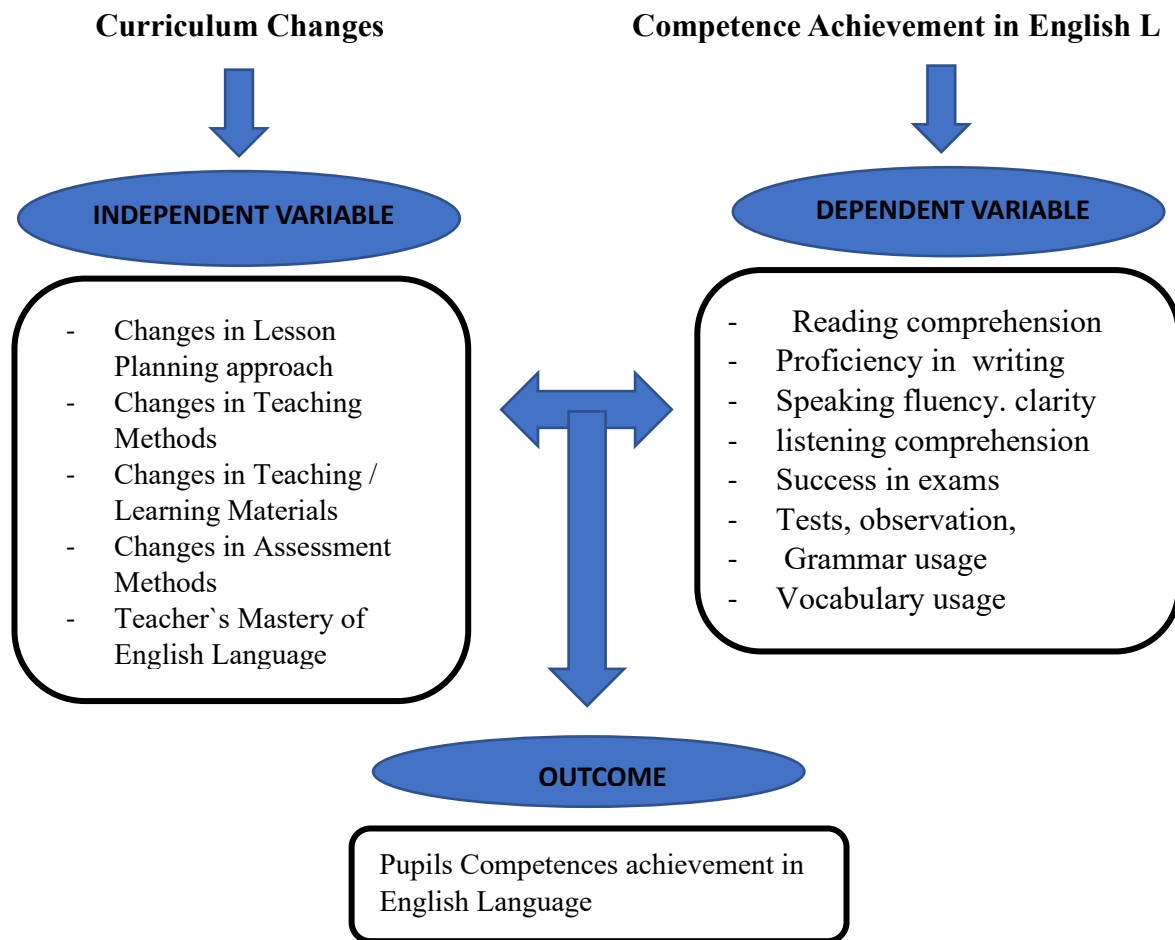


Figure 3: General View of Curriculum Changes – Influence – Competence Achievement Model

2.5.1 Research Constructs and Dimensions

A construct (Gay et al., 2006; Frankfort-Nachmias, 2008) is an abstraction that cannot be directly observed. It is a concept invented to explain behavior. In other words, a construct is something that exist theoretically but not directly observable. In order to be measurable, constructs or dimensions must be operationally defined in terms of processes or operations that can be observed and measure. Inspiration for the development of the construct in this study was drawn from curriculum development and evaluation, pedagogy, social psychology, and didactics. The constructs and dimensions of the research model in this study has been operationalized to ease measurability. The following table depicts the constructs, their dimension and linking theories.

Table 2.5: Constructs, dimension and linking theories

Constructs	Dimensions	Linking Theories
Changes in Lesson Planning	Monthly planning, weekly planning, daily planning, Lesson planning stages	Jean Piaget Theory on Cognitive Development
Changes in Teaching Methods	Cooperative Teaching approaches, project-based learning, discussion, drama, storytelling, Roleplay,	Lev Vygotsky theory on social constructivism
Changes in Teaching Learning Materials	Print, audio, visual and audio-visual teaching learning materials	Richard Meyer theory on multimedia learning
Changes in Assessment	Diagnostic Assessment, formative assessment, summative assessment, continuous assessment	Thorndike theory on the laws of learning
Teacher's mastery of English language	Proficiency in speaking, listening, reading, writing vocabulary and grammar	Albert Bandura Social Learning theory

The above table presents the construct and dimension or sub dimensions and linking theories. The above constructs are predictive or facilitating conditions for competence achievement in English.

Conclusion

This chapter discussed the conceptual, empirical, theoretical, research gap, research model, research constructs and dimensions of the study. The conceptual framework discussed the concepts used in this work namely; curriculum, curriculum changes, changes in Lesson planning approach, changes in teaching methods, changes in teaching/learning materials, changes in assessment methods, and teacher's mastery of English language. By broadly defining these concepts, it allowed the reader to have a clearer meaning of the study in the context that these concepts have been employed.

Secondly, the theoretical framework discussed the theories that underpin this work; Jean Piaget theory of Cognitive development, Lev Vygotsky theory of social constructivism, Richard Mayer theory of Multimedia Learning theory, Edward Thorndike theory of the Law of learning and Albert Bandura social learning theories. These theories are generally summarized patterns

that describe the implementation of curriculum changes in the classroom. The theoretical framework portrait implementation of curriculum changes as a cognitive and socialization process in summary.

Thirdly, the empirical framework looked at works of other researchers especially those involved in curriculum changes, to see how different they were from this study. Such works included; the work of Maimmela (2015) on the impact of curriculum changes on primary school teachers in Seshego Circuit Limpopo Province, Pastory (2016) on the effects of curriculum change in Science Subjects in secondary schools in Musome Municipality in Mara region, Litshan (2013) on the challenges of curriculum change, Priestly (2011) on School, teachers and curriculum change: A balancing Act? Dhivya (2021) on curriculum change and outcomes in India, etc. These studies were explored to benefit from the variety of methods and procedures involved in the setting of objectives, testing of hypotheses, sampling of population, development of instrument and validation and so on.

Lastly, the research model, constructs and dimensions were discussed, which placed the concepts, theories and empirical studies in the fitting of the objectives of this study. Therefore, it was just to say that the chapter successfully gave the reader a framework from which the methods and procedures emerged.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter will explain the detailed approach employed in the study. An overlap research design is provided in this section. The chapter outlines the sample and sampling techniques as well as an explanation on how the variables proposed in the current study will be measured and analyzed using statistical packages such as SPSS. Detailed discussion of the study population is provided in this chapter. It also provides an explanation on how the research instruments were developed, including how the instruments would assist in answering the research questions. Validity and reliability of the instruments have been explained. In the section on data collection procedure, information is provided on how data were collected, with a detailed explanation of why, memo-writing, observation, interview and survey were adopted. The chapter also discusses the response rate achieved and provides justification for the achieved response rate being considered acceptable. This chapter gives leading clarifications on how data coding for both qualitative and quantitative data is expected. The different methods and statistics adopted in the study are discussed, including how correlation between independent variables and the dependent variable are tested. This chapter will not conclude without addressing ethical issues that were considered in the study.

This thesis will implement two different approaches to the research methodology: theoretical and empirical. The theoretical aspect of the research focuses largely on searches that yielded articles in the field of curriculum changes, didactic, pedagogy, and statistics. The empirical search focused on examining published results related to the subject under investigation. In the process of literature search, we used a number of databases among which are google scholar, ERIC (Education Resources Information Centre), EDITLIB, Academia and others, search engines such as google web, google books, yahoo (browse), Dogpile (meta-search), and BASE (Bielefeld Academic Search Engine). Only key concepts were introduced into the search bar.

To strengthen the validity of primary and secondary data gathered, only peer-reviewed articles and published reports were included in the literature. To increase the literature search, we focused on highly cited articles and from their reference lists, more popular researchers and relevant literature were identified. This research was also enriched by a host of resources perused from recommended links from scholars and friends. The study also exposed the

researcher to links from scholars and friends. It also exposed the researcher to other researchers in the academia who were contacted through their publications.

In this study, the mixed method approach was adopted to the collection and analysis of data. Creswell and Clark (2011: 02) note that several definitions for mixed methods have emerged over the years that incorporate various elements of methods, research processes, philosophy, and research design. Ridenour and Newman (2008) classify mixed methods research as the third methodological paradigm, followed by quantitative and qualitative methods representing the first and second movement (Paradigms) respectively. To conduct mixed methods research, Venkatesh, V., Brown, S. A, and Bala, H. (2013) provide three important guidelines; (1) appropriateness of a mixed methods approach; (2) development of meta-inferences (i.e., substantive theory).from mixed methods research; and (3) assessment of the quality of meta- inferences (i e., validation of mixed methods research).That is , in this study, both qualitative and quantitative approaches are adopted to strengthen its validity and reliability. Gay et al. (2006) defined quantitative research as the collecting and analyzing of numerical data in order to explain, predict, and /or control phenomena of interest. The triangulation of methods, according to (Amin, 2005; venkatesh, Brown and Bala, 2013) allows the researcher to understand the phenomenon in which one method would otherwise be unsatisfactory in one situation than another. By looking at different aspect of the implementation of curriculum changes, such methods ensure a profound view of pupils' attitudes and achievement in the implementation of curriculum changes. This study has embraced a mixed method to synthesize information from observation of the natural environment, gathering facts through interview and questionnaire. A combination of these methods permits an in-depth comprehension of the problem raised.

According to Amin, (2005), triangulation maximizes the validity and the reliability of the study. Mixed methods research, quantitative and qualitative research methods can be either concurrently (i.e., independent of each other) or sequentially, (i.e., Findings from one approach informing the other, to understand a phenomenon of interest. Because research methods have limitations, biases arising from one method could be neutralized by another method. Amin further notes that in triangulation, results from one method can help develop or inform other methods or one method can be tested within another to provide insight into different levels of analysis. Information gathered from this study through qualitative and quantitative methods will be compared to strengthen its validity and reliability.

3.1 Research Design

According to Olayinka (2016), research design is the plan and structure of a research. This study adopts a mixed research design or approach by integrating descriptive survey and correctional Research designs. This study will establish the relationship between multiple factors and identify the most significant factors associated to the research problems. These Designs will provide a procedural out- line for the collection and analysis of data. Survey design outlines how a population is studied by collecting and analyzing data from only a small portion of the population considered to be a representative of the entire group. This method is considered suitable because, it takes into account the opinions of the members of the sample to draw up conclusions about the population of study.

This study is conducted on a specific group (Public English primary schools in the city of Yaounde) and therefore integrates the case study design, and thus requires a more systematic approach to the investigation of an individual, group or objects. The integration of this design seems to be suitable because the case study is an entity with distinct units. This strategy is appropriate for an empirical investigation because phenomena are observed within their real context. Embracing the case study and survey strategies allows for the use of a variety of data collection techniques such as observation, interviewers, questionnaire surveys and information on secondary data. According to Bryman (2006), the multiple methods make it possible to offset the gaps of weakness of one method with the strengths of others.

Mixed methods scholars have suggested several design strategies. Two of the most widely used mixed methods designs are: concurrent and sequential. In a concurrent design, quantitative and qualitative data are collected and analyzed in parallel and then merged for a complete understanding of a phenomenon or to compare individual results. In contrast, in a sequential mixed methods design, quantitative and qualitative data collection and analyses are implemented in different phases and each is integrated in a separate phase. (Venkatesh, Brown and Bala, 2013). The sequential approach is integrated in this study as qualitative and quantitative data were collected at different moments and analyzed in separate phases.

If the broad goal of research inquiry is to understand a phenomenon as it happens, a concurrent mixed methods design approach should be employed. In contrast, if researchers expect that findings from a qualitative or a quantitative study theoretically and/or empirically inform a later quantitative (or a qualitative) study, a sequential approach should be taken. A concurrent approach is preferred due to the nature of the changes being studied and the potential impacts of time on the changes. (Teddlie and Tashakkori, 2009; Venkatesh, Brown and Bala,

2013). The present study uses the qualitative approach to better inform the quantitative approach, and hence the sequential approach has adopted.

Data collection was planned at different points in time. This process began in 2022, with the establishment of contact with participating schools. This paved the way for class observation. A class visit of two weeks was made in one of the institutions that participated in the study. The two-week observation of pupils during implementation of curriculum changes, was to enable us understand how teachers plan their English language lessons, observed the types of teaching methods they used in the teaching of English language, observe the types of teaching/ learning materials used, and the assessment methods used during teaching and learning process. The activities during this time were principally aimed at observing the different teaching methods used during the implementation of English lessons and how pupils respond to the different teaching methods, teaching/ learning materials, assessment methods, during implementation of curriculum changes. During this period, pupils were also observed in term of pupils who have their learning materials in English Language like textbooks, workbooks, writing books, pens, pencils, arm board, rulers and lastly observation on how lesson planning, teaching methods, teaching/learning materials affect pupils' competence achievement in English language.

3.2 Area of study



Figure 4: The map of the city of Yaounde

Source: United Councils and cities of Cameroon: Yaoundé VI, CVUC.CM

Yaoundé was founded in 1889 when the Germans opened a military post, on a hill in the Ewondo land. Yaoundé developed gradually because of the activities of German merchants who came to trade in ivory. It was occupied by Belgian troops during the First World War before being placed under French protectorate. Its growth was very slow in the beginning due to the rural exodus to Douala and it was exacerbated in 1957 with the crisis in the cocoa sector and

internal problems. Yaoundé town was implanted within a chain of mountains, dominated by Mountain Febe which stands 1060 meters high. The different quarters are dispersed in a haphazard manner, leaving a greater part of the town for the cultivation of food crops and for vegetation. The average temperature in Yaounde is 22°C.

As the headquarters of the Centre Region, the town of Yaoundé has a surface area of 68.953 km² covering 10 Divisions and harboring a population of about 2.272.259 inhabitants with an average density of 32.96 inhabitants /km² (CIPRE, 2002). By law N° 87-15 of July 1987 of the Cameroon government, Yaounde was transformed from a rural to an urban council. The changes that occurred transforming it from “community” to “council” equally transformed Yaounde and transferred duties and powers, from the Mayor to the Government Delegate, appointed by the presidency of the Republic. The constitutional law of January 18th 1996 modified the system of the urban council which remained under the Government Delegate, but created 7 new urban councils (Yaoundé I, II, III, IV, V, VI and VII) endowed with elected Municipal councilors.

The city of Yaoundé will be the area where this study will be carried out. The researcher selected this area because there are a lot of primary schools in it ranging from government schools to private schools, to mission schools. And Yaounde is where the researcher has worked and lived throughout her life time. This permits the researcher to have a mastery of roads and places around the area. Thus, the researcher will have no problem of movement around the city of Yaounde.

3.3 Population of the Study

A population is the complete collection (or universe) of all the elements (units) that of all interest in a particular investigation. A population is the aggregate or totality of objects or individuals, having one or more characteristics in common that are of interest to the researcher and where inferences are to be made Amin (2005).

The population of this study is drawn from Anglophone Public Primary schools in the city of Yaounde Cameroon. The population is made up of all head teachers and teachers of public primary schools in the city of Yaounde. The population consists of 35 head teachers and 446 teachers in the public primary schools. Yaounde is made up of seven sub divisions. In Yaounde 1, the government English Primary Schools are; G BPS Bastos groups 1 and 2, G BPS Mballa 2, GBPS Mballa 4 groups 1 and 2 and GBPS Nkolmbong. In Yaounde 2, the government primary schools are; - GBPS Ekoudou group 1 and 2, GBPS Source Madagascar group 1 and

2. In Yaounde 3, the government English primary schools are; GCEPS group 1, 2, and 3 and the Government Central English Practicing School. In Yaounde 4, the government English primary schools are; GBPS Ekounou groups 1 and 2, GBPS Nkolndongo Mbida groups 1 and 2. In Yaounde 5, the government English primary schools are; GBPS Essos groups 1 and 2. In Yaounde 6 GBPS Biyemassi groups 1, 2, 3 and 4, GBPS Etoug- Ebe group 1 and 2, GBPS Mvog Betsi group 1, 2 and 3, GBPS Mendong and GBPS Mewoulou. In Yaounde 7, the government English primary schools are; GBPS Nkolbisson groups 1 and 2, GBPS Akwemiyos and GBPS Ndamvou. The population of the study is made up of; the target population and the accessible or sampled population.

The target population is the population to which the researcher ultimately wants to generalize the results. The target population of this study consists of all the head teachers and teachers in Anglophone primary schools in the city of Yaounde. The accessible or sampled population is the population from which the sample is actually drawn.

The accessible population of this study is the 35 public primary schools in the city of Yaounde. These 35 schools used in the study were accessible to the researcher. The accessible population is the population from which the researcher can realistically select subjects. The subjects for this study are the head teachers, the teachers and the pupils.

This population was chosen because of its diversity. Learners in these schools are from different ethnic and socio-economic background, the privileged and the under privileged hence, a blend of multicultural environment. Because of the vast nature of the population, coupled with limited resources, an accessible population was conveniently selected.

3.4 Sample Size and Sampling Techniques

3.4.1 Sample size

According to Bulmer (1979), a sample is a subset of subjects that is representative of the entire population. A sample is a portion of the population whose results can be generalized to the entire population. The sample size, therefore must be of sufficient size to warrant statistical analysis. The sample size is one of the most careful decisions to make in a research study. This is because many parameters have to be verified before deciding on the sample size. Gay et al. (2006) suggests the following as general guidelines in determining sample size:

- The larger the population size, the smaller the percentage of the population required to get a representative sample.

- For smaller populations (N= 100 or fewer) there is little point in sampling; survey the entire population.
- If the population size is around 500 (give or take 100), 50 % should be sampled.
- If the entire population size is around 1500, 20% should be sampled
- Beyond a certain point (N= 5000), the population size is almost irrelevant and a sample size of 400 will be adequate.

Amin (2005:255) notes that in general, the minimum number of participants believed to be acceptable for a study depends on the type of research involved. For instance, for survey research these should be at least 100 subjects in the researcher's study in each major sub group. In correlation research, it is generally desirable to have minimum of between 30 and 50 participants. In the ex-post-facto research causal comparative research and experimental research, a minimum of between 10 and 30 subjects or participants in each group or condition to be compared is acceptable. Amin adds that since qualitative research involves an intensive study of individuals, a small number is usually required and most cases the researcher does not determine the sample size in advance. Since this study used both quantitative and qualitative approaches, the sample size for the survey data was above the recommended value by Amin (2005). However, a smaller sample of 12 participants were used for the interview. The sample size is shown in the table below.

Table 3.1: Head Teachers Sampled for the Study

Sub Division	Number of schools	Targeted Head Teachers			% of Schools Sampled	Head Teachers Sampled Size No: 12			% of Head Teachers
		M	F	T		M	F	T	
Yaoundé 1	6	2	4	6	100%	1	1	2	100%
Yaoundé 2	4	2	2	4	100%	1	1	2	100%
Yaoundé 3	4	2	2	4	100%	0	1	1	100%
Yaoundé 4	4	1	3	4	100%	1	1	2	100%
Yaoundé 5	2	1	1	2	100%	1	0	1	100%
Yaoundé 6	10	3	7	10	100%	1	1	2	100%
Yaoundé 7	5	3	2	5	100%	1	1	2	100%
Total	35	14	21	35	100%	6	6	12	100%

Table 3.2: Teachers Sampled for the Study

Sub Division	Number of schools	Targeted Teachers			Schools Sampled 100%	Teachers Sampled Size No: 446			% of Teachers Sampled
		M	F	T		M	F	T	
Yaoundé 1	6	30	51	81	100%	30	51	81	100%
Yaoundé 2	4	16	42	58	100%	16	42	58	100%
Yaoundé 3	4	13	30	43	100%	13	30	43	100%
Yaoundé 4	4	16	45	61	100%	16	45	61	100%
Yaoundé 5	2	14	30	44	100%	14	30	44	100%
Yaoundé 6	10	7	90	107	100%	17	90	107	100%
Yaoundé 7	5	12	40	52	100%	12	40	52	100%
Total	35	118	328	446	100%	118	328	446	100%

Source: Divisional Delegation for Basic Education Mfoundi (2024)

The whole teacher population was used; therefore, no sampling was done. The researcher decides to use the whole population because the number of head teachers was small, this could however be advantageous for the researcher to collect appropriate information.

The table above shows the participating sub division in Yaounde. A sample of 446 research participants was drawn from the 35 Public Primary schools in the city of Yaounde. As earlier noted, the choice of these schools is considered on the basis of characteristics such as their maturity, their ability to verbalize information, perceive and express their opinion on how curriculum change is affecting pupils' competence achievement in English language in primary schools.

Some specific classrooms will be used in the study. The choices are considered on the basis of characteristics such as their maturity, ability to evoke and verbalize information, perceive and express their opinion on the changes made in lesson planning, teaching methods, teaching learning materials, and assessment methods, as far as curriculum changes is concerned and the effect on pupils' competence development in English language in primary schools. The sample constitutes 458 participates from 35 participating schools; 446 teachers and 12 head teachers used for interview.

3.4.2 Sampling Techniques

According to Nwike and Onyejebu (2019) a sampling technique is the method or technique the researcher uses to obtain his or her sample for the study. The purposive sampling technique and the simple random technique were used in this study. The purposive sampling technique was used to select participants for quantitative data collection and the simple random technique was used to select participants for qualitative data collection. Purposive sampling techniques is a type of sampling whereby the researcher uses his/her own judgment or common sense to select the participants from whom information will be collected. The researcher usually selects a sample based on his or her experience of knowledge of the group to be sampled and has in mind that these respondents have the information he/she requires. It facilitated the selection of the participating schools and the classes to be sampled. Simple random technique was used to select participants for interview from the 35 head teachers. Then purposive sampling technique was used to select participants for quantitative data to ensure that participants from different sub division get represented.

Simple random technique is a technique where each member has the same chance to be selected. The researcher wrote names of the 35 public primary schools in the city of Yaounde on a piece of papers and put them in the basket and mixed, then the researcher picked 12 schools from the basket to be used as participating schools for the interview. This technique was use for easy selection of schools, since there are many Anglophones Public primary schools in the city of Yaounde. The researcher equally used this technique in order to eliminate bias and to provide accurate answers, by providing a chance mechanism in which the respondents were randomly selected for interview.

3.5 Methods of Data Collection

According to Zohrabi (2013: 254) there are various procedures of collecting data. The main instruments used in the mixed methods researches consist of closed- ended, open- ended, questionnaires, interviews and classroom observations. In this study information was collected from multiples sources (teachers and head teachers) and multiples techniques (observation, interview, and questionnaire). It is noted at the beginning of this chapter that data was collected following a mixed methods approach. Involving qualitative (observation and interview) and quantitative (questionnaire survey) approaches. In the opinion of Creswell and Clark (2011), the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. Venkatesh, Brown and Bala (2013:6) present a general guideline for mixed methods as follow:

- (1) Decide on the appropriateness of a mixed methods approach;
- (2) Develop a strategy for mixed methods research design;
- (3) Develop a strategy for analyzing mixed methods data; and
- (4) Draw meta- inferences from mixed methods results.

The decision to implement the mixed methods approach in this study is supported by Venkatesh, Brown and Bala (2013). Complementary and divergent views will be obtained from the respondents through the interview and the questionnaire. This will enable us to have a complete picture of the problem situation. The weaknesses of the interview will be compensated and strengthened by the survey questionnaire.

The data collection process began by identification of schools for the study. Authorities of these schools were first contacted through a letter and a research protocol outlining an introduction to the study, purpose, structure and process. This protocol was studied and after some weeks or (several months, for the case of one of the schools), the researcher was called to begin the investigation. Before the actual start of the data collection, participation requests and informed consent forms were given to teachers and head teachers. The procedures for data collection and the research tools were reviewed and approved by schools' authorities of the participating schools in the study. The first contact with the research participants took place in September 2022 in one of the participating schools where observation was carried out. During this meeting, the researcher explained the purpose of the research and discussed the research process with the teachers and head teachers. They were told the duration of the study and that data will be collected from them on separate moments through observation, interview and questionnaire. They accepted to take part in the study, completed the informed consent form and handed to the researcher.

It has been mentioned in the early part of this chapter that the nature of the study warranted data from this study to be collected from multiple sources. It will be discussed in the following paragraphs and has to do with the employment of both qualitative and quantitative measures; including memo writing, participant observation, interview and survey.

3.5.1 Memo Writing

In the course of the research, the researcher adopted the strategies of memo writing. The Memo writing processes considered in this work were basically ideas emanating from reading, lectures, other researchers, meeting with supervisor, seminars, online short course training,

information from research participants, colleagues and friends. The media of recording and preserving the information were notes books, smartphones, and audio recorder, typing and saving in the computer (in the form of Microsoft word, MS excel, MS PowerPoint, and PDF format). The memo writing process continued from the start of the research through collection and analysis to the production of the final copies of the thesis. All the formation gathered during this period, has facilitated the understanding of the study and the development of the various chapters in this thesis. The memo writing process is very important because it safeguards important information that the researcher comes across. This memo information is very useful in this case, as it serves as check in the analysis and interpretation of the results. The memo writing is an important process that enables researchers to keep every bit of information about their studies.

3.5.2 Qualitative Data Instruments

This area of the study concerns the collection of qualitative information through the use of observation and interview. It presents the processes that directed the successful collection of data from the research participants.

3.5.2.1 Participants observation

Through a research protocol submitted to the selected schools, the researcher had several meetings with the school authorities to explain the process of the research. The last of such meeting was with the teachers to create acquaintance, get their consent and to explain the purpose of the study. Through the permission of the school authorities, the researcher had to participate in the active life of the class in most of the schools. In some of the schools, she remained a passive observer. This enabled the researcher to see, hear, live and experience reality of classroom setting. Lum et al. (1999:123) note that “the observer is able to discern on going behavior as it occurs and can make appropriate notes about its salient features”. Before the observation, the purpose of the study was explained to both the teachers and the head teachers, so that everyone cooperates with the exercise. This also enabled the teachers and head teachers to understand that the researcher is there only to collect information, which will be used to observe phenomenon. Participating in the natural life of research settings such as the classroom helps the researcher to understand the relationship that exists between curriculum implementation and pupils’ academic achievement.

The classes selected for the observation were classes 1 to 6 of 12 selected schools in the sample population in Yaounde city. The researcher carried out one visits to the school every week for a period of 12 weeks. Observation in the first half started on the 16th of September

2022 and lasted till October 2022. Each class observation lasted for one hour during English lessons. Four hours were spent every week to observe pupils and teachers during curriculum implementation and how pupils react to different teaching methods, teaching learning materials, and assessment methods used for different activities. We also observed teachers lesson planning on English language, and how teacher`s mastery of the subject matter, influence pupils` competence development.

The data collection involved the use of several research tools among which were; a laptop computer, a field notebook, an observation guide, a smartphone that served the function of digital camera and sound recorded. During the passive observation, only research tools approved by the school concerned were used. It was assured to the schools concerned that notes taken and recorded information will be transcribed into the laptop, all information gathered will be kept by the researcher and put at the disposal of the school at any moment, when requested. It was also assured that recorded information would be destroyed after the study and shall not be released to a third party without the expressed consent of the school and those concerned.

Table 3.3: Class, Date and Duration of Observation

Class Observed	Date	Duration
Class 1	06/3/2023	1 hour
Class 2	06/3/2023	1 hour
Class 3	10/3/2023	1 hour
Class 4	10/3/2023	1 hour
Class 5	14/3/2023	1 hour
Class 6	14/3/2023	1 hour
Class 1	17/3/2023	1 hour
Class 2	17/3/2023	1 hour
Class 3	21/3/2023	1 hour
Class 4	21/3/2023	1 hour
Class 5	23/3/2023	1 hour
Class 6	23/3/2023	1 hour

Source: Fieldwork

The table above indicates all the classes that were observed within the period of observation. The field note template on the appendix was used to guide all observations. The checklist on the template guided the field observations. The indicators on the field note template

were observed and ticked. Extract notes were taken using the field notebook and later transcribed into the laptop. The field observations are further discussed in chapter four.

3.5.2.2 Interview Guide

During the research, some head teachers were interviewed. An interview allows for an in-depth analysis of a situation. It permits the researcher to get people's opinions in real time and space. This enabled the researcher to gather information on those aspects that could not be observed. In an interview, participants are more likely to expose their feelings, emotions, thoughts and aspirations. They usually give very valuable contributions to the issue at stake. Their attitudes and behaviors towards the subject cannot be hidden when discussing an issue. They feel comfortable talking about it. According to Johnson and Christiansen (2000), interviews are used to obtain in-depth information about a participant thought, beliefs, knowledge, reasoning, motivations, and feeling about the topic. The goal of interview is to entice interviewee and mirror their feelings, thoughts, stances and intensions on issues that were not directly observable, and to make the participants feel their responses are valuable. Donalek (2005) adds that interviews help researchers in understanding the human experience.

Individual questions were asked to confirm, clarify, and further develop information regarding the impact of curriculum change on pupils' competence development in English Language. Mixed methods approach in this study was conceived to strengthen validity, and reliability of the data and allow possibilities for checking every aspect from more than one direction. All interviews were recorded using a digital voice recorder with the permission of the interviewee. Simultaneously, notes were taken on the field notebook and later transcribed into Microsoft word.

All head teachers interview sessions took place within the school environment and lasted for approximately 10 minutes per participant. In this study a total of 12 head teachers were interviewed. To ensure that the interviewee's feelings or opinions are not influenced by other people, the interview was done one-on one, in close door. The following activities were carried out during the interview;

- All those head teachers to be interviewed were informed about the duration and location of the interview.
- For each interview session, the interviewer thanked the interviewee for accepting to be interviewed, reintroduced herself and briefed the interviewee on the purpose and importance of the interview.

- Because of the necessity to retain every bit of information, the interviewer informed the interviewee that a record of the conversation will be made with a smartphone. Anonymity and confidentiality of the information was assured. They were also told that all recorded information will be destroyed when the study comes to an end.
- Considering the research ethics and principles, the interviewees were informed that they reserved the right to withdraw from the interview at any point in time. Their withdrawal was not going to affect their relation with the researcher, nor any part of the study.
- The interviewer read out structured interview questions from a list, respondents gave subjective responses to the issues raised. Probing questions were used to get a clearer view of the interviewee's opinion.
- For each interview session, the interviewer asked the interviewee if they had other suggestions. Some interviewees had other comments to make while others had nothing to add. The interviewer thanked every participant for their contributions and time spent.
- During the interview session, the interviewer took notes on relevant aspects such as the schools, sex, of the interviewee, place of the interview and time of the interview.
- All interview sessions had a good end as the participants gave their full cooperation. However, some of the session lasted for a few minutes because the participants had limited contributions to make in the study.

The interview was conducted to complement the survey and observation. It is used to capture the feelings and thoughts of respondents on how curriculum change influences pupils' competence development in English Language, by looking at lesson planning, teaching methods, teaching/ learning materials, assessment methods and teachers' mastery of English language. The interview question items are located in the appendix.

Table 3.4 : Interview Schedule for Head teachers

Interviewee	Venue	Date	Duration
Head teacher No 1	Class Veranda	18/4/2023	10 minutes
Head teacher NO 2	Class Veranda	18/4/2023	10 minutes
Head teacher NO 3	Class Veranda	19/4/2023	10 minutes
Head teacher NO 4	Class Veranda	19/4/2023	10 minutes
Head teacher NO 5	Class Veranda	20/4/2023	10 minutes
Headteacher NO 6	Empty Classroom	20/4/ 2023	10 minutes
Head teacher NO 7	Empty Classroom	21/4/2023	10 minutes
Head teacher NO 8	Empty Classroom	21/4/2023	10 minutes
Head teacher NO 9	Empty Classroom	21/4/2023	10 minutes
Head teacher NO 10	Empty Classroom	22/4/2023	10 minutes
Head teacher NO 11	Empty Classroom	22/4/2023	10 minutes
Head teacher NO 12	Empty Classroom	22/4/2023	10 minutes

Source: Fieldwork

3.5.3 Quantitative Data Instruments

The major instruments for quantitative data collection consisted of the questionnaire. This instrument is constructed in conformity with the hypotheses of the study. It was validated through (1) presentation to supervisor, colleagues, classmates and experts; (2) a pretest before administration on the target population. The researcher guided the teachers in completing the questionnaire. The questionnaire facilitated the collection of information that could not be easily obtained through observation and interview. All the research instruments for the study were equally validated by the schools concerned. A Questionnaire was used as the main quantitative data-gathering instrument for the survey. This instrument was developed as a result of inspiration drawn from previous empirical studies, discussion with experts in the field and a review of related literature. The survey instrument is provided in the appendix. The instrument outlines the connections between the survey items and the constructs investigated in this thesis.

According to Richardson (2005) questionnaires have two distinct advantages: (1) they provide the opportunity to obtain feedback from the entire teacher's population, and (2) they document the experience of the whole teacher's population in a more or less systematic way. The instrument comprised 4 question items for demographic information of respondents and 64

question items related to the constructs under investigation. All question items were constructed based on the dimensions identified with each construct.

The questionnaire items were developed based on the purpose of the study. Some of the items were either adopted or adapted and modified from previous research endeavors to suit the purpose of the study. This instrument was chosen because it provides the respondents with the opportunity to express their opinion, beliefs and feelings about the study under investigation. The research instrument begins with an introductory letter.

The cover letter introduces the research topic to the respondents. It is in this section that the researcher announces the purpose of the study and the confidentiality of any information supplied by the respondents, and gives instructions on how to complete the questionnaire. This is followed by section A, requiring the respondents' biography which includes: age of respondents, gender, class, type of school, and school name.

Section B of the questionnaire contains the question items that measure the constructs of the study, which included the following: lesson planning, Teaching methods, Teaching /learning materials, Assessment methods, teacher's mastery of English language and Pupils competence development in English language.

The questionnaire is made up of 68 question items, 4 identification questions, and 64 questions items on independent variable and dependent variables.

Table 3.5: Development of Questionnaire Items

Sections	Research Constructs	Number of items
1	Lesson Planning	10
11	Teaching Methods	10
111	Teaching/ Learning Materials	10
1V	Assessment Methods	10
V	Teacher's Mastery of English Language	10
V1	Pupils Competence Achievement in English Language	14
	Total	64

Source: Fieldwork

Section B of the questionnaire is sub- divided into six (I-VI) different sections, presented on the table above and explained below. These six sections represent the constructs.

Section I: This section requires teachers to express their view on the different approaches they used to plan their lessons in English language on the different components and how lesson planning affect pupils' competences achievement in English language. It has ten items

Section II: This section requires teachers to express their view on the different types of teaching methods they used in the teaching /learning process in English language. It measures teaching procedures in the learning process that motivate pupils' competence achievement in English language. It has ten items

Section III: This section gathered information from respondents on the different types of teaching learning materials used in the teaching of English language in primary schools, and how these materials influence pupils' competences achievement in English language. It has ten items

Section IV: This part of the survey instrument measures different types and forms of assessment and the relationship between assessment and pupil's competence achievement in English language. It looks at assessment methods in English language in primary schools and how these assessments affect pupils' competences achievement in English language. It has ten questions

Section V: This part of the survey instrument measures teacher's mastery of English language taking into considerations, teacher proficiency in reading, writing, listening, speaking, grammar and vocabulary. This construct measures the relationship between teacher's mastery of English language and pupils' competence achievement in English language. It has ten questions

Section VI: This is the last part of the questionnaire, containing question items on pupils' competence achievement in English language. This factor is also known as the dependent variable.

The questionnaire carries question items related to specific research hypotheses. Section I, II, III, IV, V and VI have items which respond to the Likert-type rating scale. Responses in these sections range from "strongly agree" to "strongly disagree". The positive items are scored from 4 (strongly agree) to 1 (strongly disagree), while reverse scoring is used for negative items (Ajzen, 2005:11).

The order of the question items has been classified according to the order in which the hypotheses have been listed. The entire questionnaire is made up of close-ended items characterized by multiple-choice answers ranging from positive to negative dimensions and weighted respectively, with points ranging from 1-4 option. The closed-ended questions items were used because they provided direct responses and limit the responses to the required context relating to the research hypotheses. These items are also easy to fill and save time to both the respondents and the researcher. The respondents were asked to choose responses from a four-point Likert-type scale. That is strongly agree, agree, strongly disagree and disagree.

3.6 Validation and Reliability of the Instrument

Objective research that follows a consistent approach, when replicated is more likely to give the same or similar results. Every researcher will probably want to minimize any amount of error that will jeopardize the findings of the study. To do this, two measurements are usually used to describe the quality of research

3.6.1 Validity of the Research Instrument

Authenticity and legitimacy could be used to describe the word validity. That is, how accurately the findings represent the truth. According to Field (2009), validity refers to whether the instrument measures what it was designed to measure. From the opinion of Hair (2010), validity is the degree to which a measure accurately represents what it is supposed to. Hair adds that it is the extent to which a measure or set of measures correctly represent the concept of study, the degree to which it is free from any systematic or random error. The core essence of validity is captured nicely by the word accuracy. From this general perspective, a researcher's data is valid to the extent that results of the measurement process are accurate. Validity can be viewed in two dimensions, namely internal and external validity. According to Amin (2005:48), internal validity refers to the extent to which the outcome measures are accounted for by the explanatory factors and not some other factors extraneous to the study. Amin further notes that external validity refers to the applicability of the study elsewhere and obtaining similar results. In other words, external validity is concerned with generalizability of the research results. External validity is the extent to which the results of a research study can be generalized to other settings and groups. A Questionnaire was constructed and validated in different phases and tested on a reduced sample. This check has as objective to reduce construction artifice and limit negative effects of the questioning (Abric, 2005:53) and to ease as much as possible understanding of the question items with a check of the effect of bad formulation of questions: lack of understanding, ambiguity of concepts, repetition of words, internal structure of the

questionnaire: ordering effect, halo effect and discursive sentences. The thorough evaluation of the research instrument reassures the readiness of the instrument to actually measure what it is intended to measure. Specific types of validity are described in this study to clarify how the research instruments were validated. The following types of validity explain how the research instruments were validated

Face Validity

It is the standard of judgment not based on empirical evidence but on general theoretical standards and principles, and on the subjective judgment of the researcher or respondent Amin (2005). It is used as a preliminary screening procedure in items selection; the process of pre-testing and pilot testing the questionnaire can be used to test face validity. After constructing the questionnaire, it was presented to the supervisor of the research work, selected experts and authorities of the school concerned to examine and make remarks. This process involved multiple modifications to the language, structure, wording of the question items, order, length of the questionnaire, appearance of the instrument items and general structure.

Items measuring each individual construct were physically grouped together. The items were evaluated based on their relevance to the hypotheses of the study and statistical analysis. The different corrections refined the research instrument and brought it to the desired standard. It was also checked that the instrument was valid of any form of harm to human subjects.

Content Validity

Content validity refers to the extent to which measuring instruments provide adequate coverage of the theme under investigation. To ensure content validity, the questionnaire was read and corrected by the supervisor to avoid ambiguity and to ensure that all the research questions and hypothesis were considered in the development of the questionnaire. After the supervisor corrected the questionnaire, it was later given to three content specialists for review and for them to judge and ascertain the validity of each item on the questionnaire. From their judgments given, the validity of each item was then derived and consequently the content validity index (CVI) was calculated.

Construct Validity

Construct validity focuses on the assessment of whether a particular measure relates to other measures consistent with theoretical derived hypotheses concerning the relationships among concepts Amin, (2005:288). The supervisor of this thesis and other experts checked the construct validity of the research instrument. This verification concretized relation of the

questionnaire items to their various constructs. This was done to ensure that, the test items are used to logically interpret measures of the variables under investigation.

3.6.2 Reliability of the Instrument

Reliability is the consistency of an instrument to measure what it is intended to measure under the same condition. Reliability means how well a measurement instrument consistently measures what it is purported to measure. Amin (2004:147) admits that reliability of measuring instrument refers to the extent to which the instrument will produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions. Field (2009) also notes that reliability is the ability of the measure to produce the same conditions. According to Hair (2010), reliability is the degree to which the observed variables measure the “true” value and is “error free” It is the opposite of measurement error. If the same measure is asked repeatedly, for example, more reliable measures will show greater consistency than less reliable measures.

To ensure the reliability of the instruments, a pilot test was carried out by the researcher using 100 respondents from schools not included in the sample, but which was part of the targeted population and had characteristics as those of the sample. After collecting back, the questionnaires from the respondents, their responses indicated that the items on the questionnaire were up to what was intended to measure.

Also, the reliability of the questionnaire was ensured using a measure of internal consistency (Cronbach Alpha), as the coefficient was used to test the reliability of the questionnaire after pilot testing before going to the selected schools. The coefficient alpha for the 64 items answered by 100 respondents stood at 0.89, implying that the items had a relatively high internal consistency. The questionnaire was administered to some teachers of primary schools in the Yaounde city, Cameroon. This exercise was meant to test if the respondents understood the questions items and also to the degree of success of the instrument.

Table 3.6: Case processing summary

		N	%
Cases	Valid	100	100.0
	Excluded	0	.0
	Total	100	100.0

Source: Fieldwork,

Table 3.6 reveals the number of respondents who answered the questionnaire during pilot testing in the field. Using the sample of 100 respondents with a Cronbach alpha of .89 indicate that the research instrument is good and reliable.

3.6.3 Credibility of the Research Instrument

Credibility here refers to the sincerity, integrity and trustworthiness of the conduct of the study. The reliability and validity of the present study were checked to assure its credibility. All the instruments used were carefully selected and reviewed by several experts, (supervisor, statisticians, researchers and colleagues). A pretest was conducted and analyzed to further assure the credibility of the items. In this study, a multiple approach was used to gather data. The credibility of the study is strengthened by the multiple data collection techniques.

3.7 Administration of Instrument

To be able to collect data, the researcher first obtained a research permit from the Dean of Studies from the Department of sciences of Education in the University of Yaounde 1. This enabled the researcher get cooperation and assistance from the Regional Delegation, Divisional Delegation, Sub Divisional Inspectors of Basic Education, Head teachers and teachers of the schools involved in the research work. Some of the Head teachers of the schools concerned, helped in the administration and collection of the questionnaire. The technique used by the researcher in administering the questionnaire was the direct delivery technique. This method is very reliable and assures a high return of the research instrument.

Table 3.7: Return Rate of Questionnaire

Sub Division	Number of schools	Number of Questionnaire			Return Rate
		M	F	T	
Yaoundé 1	6	30	51	81	100%
Yaoundé 2	4	16	42	58	100%
Yaoundé 3	4	13	30	43	100%
Yaoundé 4	4	16	45	61	100%
Yaoundé 5	2	14	30	44	100%
Yaoundé 6	10	17	90	107	100%
Yaoundé 7	5	12	40	52	100%
Total	35	118	328	446	100%

Source: Field work

3.8 Procedures of Data Collection

The researcher embarked on collecting data for the study through observation of pupils in natural classroom setting, face-to-face personal interview and survey questionnaire (see appendix). These methods enabled the researcher to have profound information about the subject of this thesis. Participant observation using an observation guide (see appendix) was carried out in 12 schools in the city of Yaounde. A face-to-face interview with some head teachers, to complement what was observed during the study was carried out alongside the questionnaire. The researcher started by submitting a letter of request to carry out research in the schools concerned. Before implementation of the various methods used to gather data, the researcher personally explained to participants (Head Teachers, teachers,) about the purpose of the study. Head Teachers were contacted on a one-on –one basis in the schools, where the researcher took time to explain the purpose of the study, and the reason why their schools were chosen for the study.

The questionnaires were then distributed to the teachers. The teachers were given about 1hr to answer the question items. The questionnaires were returned to the researcher ensuring a 100% rate. This return rate was obtained through the following formulae.

$$RR = \text{Number of questionnaire returned} / \text{Number of questionnaires distributed} * 100$$

$$RR = 446/446 * 100 = 100\%.$$

3.9 Data Analysis Procedures

The qualitative and quantitative approaches were adopted in the collection of data. Observation and interview were linked to qualitative approach while the survey linked on the quantitative approach. Analyzing the qualitative information involved synthesizing the information gathered from the field to describe different phenomena.

The interviews were transcribed from the digital recorder into Microsoft word documents. Analysis of interview was done in stages. The first stage required transcription of recorded sounds. The second stage involved selection of relevant information and third stage required classification and categorizing information judged relevant to the variables. The interview data were initially summarized and categorized within the framework of the research questions.

The interview data were analyzed using the technique of thematic analysis. Braun and Clarke (2006:79) define thematic analysis as a method for identifying, analyzing, and reporting pattern (themes) within the data. The interviews were transcribed verbally and then theoretical

thematic analysis was conducted. Transcribed write-up was read several times to extract pertinent themes. Thematic analysis ensured that concepts related to the demographic information of the respondents were omitted. The following themes were identified in the process:

- Lesson Planning and pupils' competence achievement in English language
- Teaching methods and pupils' competence achievement in English language
- Teaching/ learning materials and pupils' competence achievement in English language
- Assessment methods and pupils' competence achievement in English language
- Teacher's mastery of English language and pupils' competence achievement in English language

The above themes were the focus of the interview granted to the interviewees.

Quantitative data from the survey were analyzed using the SPSS version 20, analysis tools, which provide descriptive and inferential statistical analysis. These include frequency analysis, completion rate, normality analysis, reliability and validity analysis, collinearity analysis contingency analysis including factor analysis between question items and research constructs, and correlation

Different methods have been used to strengthen the data collection process. When choosing a mixed methods design, weighing must be considered in giving priority to either the qualitative or the quantitative data collected in answering the study's questions (Creswell and Clark, 2007). Although the initial intentions did not state that equal weight would be given to both the quantitative data and qualitative data, we must acknowledge here that greater weight was given to the quantitative instrument because this instrument provided a more profound description of the variables.

The qualitative instruments relied on information analysis while the quantitative instrument required that respondents select the option that best suit their opinions. The constructs were evaluated through a Likert-scale. The responses range from positive to negative statements. A scale ranging from 4 to 1 was used to categorize the responses. For positive responses, any respondent who ticked a response such as "strongly agree" scored 4 points, "agree" scored 3 points, "disagree" scored 2 points, "strongly disagree" scored 1 point. The scoring guide was reversed for negative statement, where any respondent who ticked a response such as "strongly disagree" scored 4 points, "disagree" scored 3 points, "agree" scored 2 points,

“strongly agree” scored 1 pionts. The minimum score per factor was 10 and the maximum score per variable was 40.

Analysis of the quantitative data was facilitated by using appropriate descriptive statistics and inferential statistics using SPSS version 20.

Descriptive data were presented using frequencies tables with percentages (%) and pie chart for each demographic choice and statements. Descriptive and computing means and standard deviations and reporting number and percentage for each demographic choice and statements. Pearson Correlation Coefficient will also be used to establish the relationship between lesson planning, teaching methods, teaching /learning materials, assessment methods, teacher`s mastery of English language and pupils` competence achievement in English language. The descriptive information will be presented in the form of tables and pie charts. Pearson Correlation coefficient will be presented numerically on tables to show relationship.

3.10 Method of Verification of Hypothesis

Our five hypotheses will be tested and verified using the Pearson correlation statistics using SPSS Version 20. This is a statistical device that permits us to control the significance and the relationship between the dependent and independent variables. The rejection and acceptance of the hypothesis is measured in terms of degree of relations as indicated below.

Degree of Relationship:

- Pearson Correlation Coefficient (r) values greater than .60 indicate a strong correlation
- Pearson Correlation Coefficient (r) values greater than .40 indicate a moderate correlation
- Pearson Correlation Coefficient (r) values less than .20 indicate a weak correlation.

3.11 Ethical Consideration

The research process including activities of the project and participants` expectations were clearly articulated by the researcher. Informed consent forms were distributed to all the participants. As reason for informed consent, Frankfort Nachmias and Nachmias (2008:82) emphasize that “when the individuals involved in research risk limitation of their freedom, they must be asked to agree to this limitation. Participation request and consent forms (see appendix) were given to head teachers and teachers to indicate their willingness to participate in the study. During the briefing sessions, the researcher revealed her identity, the purpose of the study, the benefits of the study and the sponsor of the study. They were then told that they had a choice to willingly to participate or not to participate in the study. The teachers were also given an

information sheet (see appendix) to understand detail information about the conditions for the study. The respondents were assured confidentiality in the information they will supply. Only volunteers who accepted the informed consent form were allowed to participate.

In Social Science research, ethical issues are very necessary else it can lead to a non-validation of the research findings; hence to ensure this, the following rules were respected:

Firstly, the researcher ensured that she obtained a research permit (see appendix) from the Dean of Studies of the Department of Science of Education, before the researcher went to the field. The researcher equally requested for permission from the Divisional Delegate of Basic Education for the Mfoundi (see appendix) and even the administration of the schools under study.

Secondly, respondents were assured over the issues of confidentiality, that on no occasion will their names be mentioned in the research or will they be punished for the information given. They were made to understand that the research was purely for academic purposes and poses no threat to their personality especially as the questionnaire was anonymous.

Thirdly, the issue of informed consent was guaranteed by asking for permission from the school authorities and teachers. Any materials collected through observation, interview and questionnaire were to be kept confidential.

Fourthly, the research items were phrased such that it avoided any emotional or psychological harm to the respondents. The respondents had the choice to either accept or refuse to fill the questionnaire. None was on any occasion forced to provide the information needed during the process of data collection. It was voluntary.

Fifthly, the researcher followed Human Safety Procedure in collecting the data. Those procedures include informed consent, confidentiality, and protection of research participants from both physical and psychological harm. Ethical considerations were assured by presenting the questionnaire to authorities of the schools concerned, other experts and the supervisor of the research to review.

Ethical considerations remain essential issues in any research endeavor as they make the research valid, reliable, trustworthy and credible. Protecting human participants has been a main consideration through the findings of this thesis. All participants and schools where data was collected were duly informed in advance.

3.12 Variables of the Study

A variable is something that can be changed, such as a characteristic or value. According to Luma (1983), variable simply means traits or characteristic which change from one condition to another and which can seriously influence the results of the study in one direction or the other. In this study two types of variables have been identified. The variables of interest here are: the independent variables, dependent variables.

The independent variable is the variable whose value changes, that is that variable which is controlled or manipulated by the experimenter or researcher to measure the differences in the outcome. The independent variable of this study is; curriculum change. The dependent variable is that variable or outcome that is measured by the researcher. Its value changes as a result of the manipulation of the independent variable and it is based on it that the researcher can establish a relationship between this and the former variable. The dependent variable of this study is pupils' competence development in English language.

The sub- variables; Lesson Planning (LP) Teaching methods (TM), Teaching /Learning Materials (TLM), Assessment methods (AM), Teacher's mastery of English language (TMOEL) are likely significant predictors of Pupils Competence Achievement (PCA).

Table 3.8: Synoptic Table

Research Hypotheses	Independent Variables (ID)	INDICATORS	Dependent Variables (DV)	INDICATORS	MEASURING SCALE	DATA ANALYSIS TOOL
SH1: There is a positive relationship between lesson planning and Pupils Competence development in English language		-monthly lesson plan -Weekly lesson plan -Daily lesson plan -----		-improved reading skills -improved writing skill		
SH2: There is a positive relationship between teaching methods and Competence development in English language		-Cooperative learners - active learners in project learning -Involved learners		-Improved speaking skill -Improved listening skills		
SH3: There is a positive relationship between teaching /learning materials and Competence development in English language	Curriculum Changes	-availability of textbooks, workbook -availability of teacher prepared aids -availability of teachers guides -availability of writing materials	Competence Achievement in English language	-Improved vocabulary -Improved grammar -Improved communication skills	-Strongly agree -Agree -Strongly disagree -Disagree	The Likert scale (Pearson correlation)
SH4: There is a positive relationship between assessment methods and Competence development in English language		-diagnostic assessment-- -formative assessment -summative assignment		-improved test marks		
SH5: There is a positive relationship between teacher`s mastery of English language and Pupils` competence development in English language		Proficiency in reading, writing, listening, speaking, grammar and vocabulary				

Source: Researcher Initiative

3.13 Re-statement of Hypotheses

A hypothesis is a tentative statement about the relationship between two or more variables. In other words, it is a specific, testable prediction about what you expect to happen in your study. In this section, the research hypotheses have been stated in the null and alternative forms.

3.13.1 General Hypothesis

There is a positive relationship between curriculum change and pupils' competence achievement in English language

3.13.2 Specific Research Hypotheses

Here the specific hypotheses are outlined with their respective Null (Ho) and alternative (Ha) hypotheses.

Hypothesis one (1)

Ho: There is no positive relationship between changes in lesson planning and pupils' competence achievement in English language in pupils primary schools

Ha: There is a positive relationship between changes in lesson planning and pupils' competence achievement in English Language in primary schools.

Hypothesis two (2)

Ho: There is no positive relationship between changes in teaching methods and pupils' competences achievement in English language in public primary schools.

Ha: There is a positive relationship between changes in teaching methods and pupils' competence achievement in public primary schools.

Hypothesis three (3)

Ho: There is no positive relationship between changes in teaching/ learning materials and pupils' competence achievement in English language in public primary schools.

Ha: There is a positive relationship between changes in teaching learning materials and pupils' competence achievement in English language in public primary schools

Hypothesis four (4)

Ho: There is no positive relationship between changes in assessment and pupils' competence achievement in English language in public primary schools

Ha: There is a positive relationship between changes in assessment and pupils' competence achievement in English language in public primary schools

Hypothesis five (5)

Ho: There is no positive relationship between teacher's mastery of English Language and pupils' competence achievement in English language in public primary schools

Ha: There is a positive relationship between teacher's mastery of English Language and pupils' competence achievement in English language in public primary schools

Conclusion

This chapter was a presentation of methodology and procedures of the study. It aimed at examining the research design, the area of study as well as the population under study. Under the population of the study, we looked the targeted population and the accessible population or sampled population. After that, the sample size, validation and reliability of instruments, the procedures of data analysis, the method of hypothesis verification and ethical issues were presented as well. It ended with the operationalization of variables and the restated of the hypotheses and finally the conclusion. The next chapter concerns presentation of data, data analysis and interpretation of results.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

Introduction

This chapter presents the results of the study from the qualitative and quantitative perspective. Two types of data are involved here, qualitative and quantitative data. The qualitative data (observation and interview) were first transcribed from the field notebook and sound recorder to Microsoft Word document. A thematic analysis was then conducted. The quantitative analysis was done using two statistical techniques, which are descriptive statistic and inferential statistics. Data gathered from the observation, interview and survey were analyzed to determine the impact of curriculum changes on pupils' competence achievement in English language in primary schools in Yaounde, Cameroon.

4.1 Presentation of Qualitative Results

This section presents results collected from the field. It begins with findings from class observation and then followed by findings from interview. The focus here is on various themes developed in the course of the investigation. Each theme is directly or indirectly related to the research questions of the study.

4.1.1 Findings from Classroom Observation

The first part of the qualitative results involved class observation. Qualitative data were explored through thematic analysis. The following analysis were made from the field observations that took place between February and March 2023. The qualitative data were subjected to content analysis. Common themes related to the subject of the thesis were identified. In this study the checklist on the observation guide were regrouped into common themes as follows:

Theme 1: Observation on the implementation of Changes in Lesson Planning and pupils' competence achievement in English Language

From observation, we realized that all the teachers were fitted and able to handle their classrooms, but only few numbers of the teachers prepared monthly lesson plans using the new approach. They still have difficulties in preparing lessons plans using the new approach. They have not yet acquired the skills to plan lessons in English Language following the competence-based approach which is the new approach of lesson planning. The scheme of work or monthly plans they used in their classrooms are from the regional delegation as they are unable to produce theirs. Meanwhile they are the ones to break down the curriculum into monthly lesson

plans as they are the ones who know the needs, interest, strengths and weaknesses of their learners, but unfortunately, the monthly lesson plans or scheme of work are given to them. In the same light, most of them neglect certain components of English language like listening, speaking writing, reading, vocabulary and literature, as they do not prepare and plan lessons on these components. This leads to poor pupils' competences achievement in these components. Most of them have the desire to learn but those learning opportunities are limited and scarce. Also, we observed that, only few numbers of the teachers in primary schools, prepare and plan lessons on projects in English Language in Yaounde. Pupils were so excited and happy when carrying out projects in English Language. They get involved in the preparation of project, implementation and exhibition of projects, leading to competences acquisitions in English language. Furthermore, we observed that when teachers planned lessons in English language, they teach better as lessons help them to be more organised and effective. This helps the learners to be engaged in the lesson and learn better.

On the other hand, we observed that when teachers planned their lessons in English Language, pupils learn better as pupils are engaged to learn. Teachers too will teach better as lesson planning help them to be organised, and teach effectively as they know what to teach at each stage of the lesson. In the same light, we observed that some teachers used only the English textbooks to teach without lesson plans, by so doing, they fumble in class, as they do not know what comes next after an activity and they are not organised. Hence, pupils learning in English Language is hindered and therefore pupils' competence achievement in English Language.

Theme 2: Observation on the use of New Teaching Methods and pupils' competence achievement in English language

Teaching methods used by teachers are not specific for any teaching situation but depend largely on the topic under discussion. It was observed that teachers tried to use various teaching techniques and methods prescribed in the new curriculum for English language, such as verbalization, cooperative learning, project-based learning, discussion, pedagogic of differentiation, discovery etc. It was also observed that teachers do a lot of verbalizations of new words; spell them out for the learners to hear and write boldly on the chalkboard for the learners. Cooperative learning method which is one of the major changes in the new curriculum is practiced to a lower extent as most teachers' complaint of overcrowded classrooms in public schools. Even project-based learning is a challenge as a method of teaching due to lack of knowledge on how to go about it and lack of resources. However, whenever there is practice,

pupils learn better as these methods helps them to be active and engage in the teaching /learning process.

To add to the above points, we observed that pupils were very active and engage in the teaching/learning process, whenever they were involved or took part in the teaching/learning activities. Consequently, they learnt better and acquired more when the teachers used active teaching methods to implement English Language program. Pupils also participated when they learnt in social groups like the cooperative learning methods and project -based methods.

Theme 3: Observation on the use of the New Teaching/learning Materials and Pupils Competence Achievement in English Language

We observed that only few teachers had all the textbooks and teachers guides as far as English language was concerned. Most of the teachers have only the main textbooks in English language. Also, few teachers had textbooks in literature which is newly introduced as an aspect of English language in new Curriculum in primary schools. In the same light, few schools have modern teaching/learning materials like television, radio, computers and smart phone in their classrooms. Some teachers used their smart phones as teaching aid in the teaching of English language which made their lessons very interesting and captivating to the pupils. Charts are used to a lesser extent, even diagrams and real objects.

On the other hand, we observed that, most of the learners had learning materials like textbooks and workbooks but the teachers hardly assigned them to work on those books. The teachers frequently used the only one interactive chalkboard during curriculum implementation in the classrooms. We further observed that learners are so excited and engaged when they are asked to read from their textbooks, especially textbooks that have attractive and colourful images. Even when work is given in their workbook, they do it excitedly.

Theme 4: Observation on the Practice of the New Assessment methods and Pupils Competence Achievement in English language

We observed that teachers assessed pupils continuously; that is daily, weekly, monthly, termly and annually. They assessed pupils but they do not keep record of performance. Only few teachers keep records of daily, and weekly assessments. Also, most teachers used written form of assessment to assess their learners. Observation, oral, and practical forms of assessment are rarely used. In English language, assessments are mostly carryout in grammar, vocabulary, writing, and reading but assessments in speaking, listening and literature as components of English language are mostly neglected in the teaching/learning process of English language.

Examinations are part of every educational setting. Examinations are written at the end of each term. Examination is often used by teachers to assess their pupils on what they have learned within a term. Pupils tend to be more serious with their studies in order to pass their examinations and not to acquire the competences. This behaviour of examination focus has contributed to poor competence achievement in English language as many pupils succeed in the examinations but the competences are not yet acquired. Homework as a form of assessment is being neglected as only few teachers give work to pupils to do at home. Teachers rarely give group assessments. Even pupils' projects are rarely assessed and marks given to motivate learners to learn.

To add to the above points, we observed that, pupils performed better when they are assessed using all the forms of assessment. That is orally, practically, written and observation. By so doing pupils express their ideas in a way that is suitable for them and they learn better and acquire more in English language.

Theme 5: Observation on Teacher`s Mastery of English language and Pupils Competence Achievement in English Language in the Classrooms.

Here we observed that most of the teachers are doing their best to master English language as a subject. Even though, they are still struggling to master some of the components like literature, listening, speaking, vocabulary and reading. We also observed that when teachers write well and correctly, learners also write well and correctly as they observe and imitate what they teacher does. When teachers read well, the pupils also imitate and read well. Even with pronunciation, when teachers pronounce well, the pupils observed and imitate, consequently, they pronounce well too. This implies that, pupils look up to their teacher as a model. They observed and imitate teachers' behaviours. Hence when the teacher has a mastery of English language as a subject, teaching will be effective and pupils will learn better and acquire more in English Language.

4.1.2 Findings from Head teachers` Interview

The second part of qualitative analysis involved interview data. The interview guide (see appendix) was the main instrument used for data collection. Data collected were through smartphone, which acted as a sound recording device. The data was later transcribed into laptop, where the following themes pertaining to curriculum changes and pupils` competence development in English language in primary schools were identified:

- Changes in Lesson Planning and pupils` competence achievement in English language

- Changes in Teaching Methods and competence pupils' achievement in English language
- Changes in Teaching/learning materials and pupils' competence achievement in English language
- Changes in Assessment methods and pupils' competence achievement in English language
- Changes in Teacher's mastery of English language and pupils' competence achievement in English language

The distribution of frequencies according to gender reveals that this sample is made up of 12 respondents of which 7 are females and 5 are males. Therefore, we realized that the females make up the majority of the respondents (60%) and the male make up 40%. This can easily be understood as the bar chart indicates. The study involved 12 participants from 12 schools. The researcher interviewed all the 12 participants to check whether the teachers plan their lessons, used appropriate teaching methods, have the necessary teaching and learning materials, used the appropriate assessment methods as prescribed in the new curriculum and their mastery of the subject as far as the implementation of English language in the classrooms is concerned. To hide the respondents' identity, the researcher chose a method of naming the participants without tampering with the data they provided.

Interview Analysis

Data from interview has been coded and analyzed thematically. The frequency with which each theme occurred as reported by the respondents was transcribed and a summary presented. Reports of the interviews are presented on the table below as follows:

Theme 1: Changes in Lesson Planning and Pupils' Competence Achievement in English Language

Interview Items

Researcher: Following the new curriculum, what are some of the major changes introduced in lesson planning in English language? Do all your teachers plan monthly, weekly and daily lessons in English language? Do you verify and correct your teachers' English language lesson plans every week before they take them to the classrooms for implementation? Do your teachers prepare and plan lessons on all the components of English language?

Table 4.1: Respondents Opinions on Lesson Planning and Pupils Competence Achievement

Respondents	Respondents Opinions
Respondent A	<p>We now emphasize competency- based objectives and integrate more functional English. Yes, all my teachers plan lessons in English language weekly. I always verify and correct my teachers' lessons every week before they take them to the class for implementation. My teachers prepare and plan lessons in most of the components of English language but not all. They plan lessons in English language weekly and daily but not monthly. Yes, they follow and respect stages of lesson plan in English language.</p>
Respondent B	<p>Lesson plans are more structured with clear weekly targets. Most do, though some struggle with consistency. I check and correct their lessons every week before they take them to the classrooms for implementation. They prepare lessons mostly in grammar, and reading, other components like literature, speaking, listening in English language are still lacking. Yes, some of them follow and respect all the stages in English language lesson planning, and they state the competence to be develop in their lessons. Sometimes but not always.</p> <p>Teachers now align plans with real -life communication skills. Weekly and daily planning is strong; monthly is less frequent. Yes, we correct grammar during review. Yes, and they submit for review. Yes, though speaking, listening, writing and vocabulary are sometimes neglected. They follow the</p>
Respondent C	

stages of a lesson plan and sometimes they state the competences to be develop in their lessons plan. We encourage real life expression.

Respondent D

There is a shift from grammar heavy to activity-based planning. Yes, especially since the inspections require documentation. Of course, I check. They plan lesson in some not all. They plan lessons weekly and daily and monthly is rare. They respect stages of lesson plan in English language.

Many changes have been introduced. My teachers' plan lessons in English language weekly, and I correct my teachers' lessons every week before they take them to their classroom. My teachers prepare and plan lessons in most of the components of English language. They plan lessons weekly and daily and monthly. They follow and respect stages of lesson plan in English language and the learning activities matches to the competences stated.

Respondent E

We include more learner- centered. We monitor teachers' lessons every week before they take them to class for teaching activities. The teachers prepare and plan lessons in almost all the components of English language. Components like listening, speaking and literature are sometimes neglected They plan lessons weekly and daily in English language. Yes. Though some activities are too general.

Respondent F

From six stages to three stages. Yes, all my teachers plan lessons in English language daily and weekly. Monthly is rare. I always verify. My teachers prepare and plan lessons in almost all of the components of English language. They prepare lessons weekly and daily. Yes, they follow and respect stages of lesson plan though some plan lack clarity and we adjust based on pupils feedback.

Respondent G

Changes in lesson planning approach from six stages to three stages. The findings here reveal that head teacher verifies and corrects teachers' lessons before they take them to the classrooms for implementation. It tie to our supervision checklist. We balance all components weekly. We link it to daily routines. We use rubrics to check alignment.

Respondent H

Teachers use thematic units to guide planning. All the teachers plan lessons in English language every week. We correct teachers' lessons plan in English language every week before they take them to the classroom for delivery. My teachers prepare and plan lessons in most of the components of English language but not all. They prepare lessons plan weekly and monthly.

Respondent I

Lesson plans now include differentiated strategies for mixed- ability learners. we correct teachers' lessons plan every week. My teachers prepare and plan lessons in most of the components of English language. They prepare lessons plan weekly and daily but not monthly. Yes, they follow and respect stages of lesson plan in English language and the learning activities matches to the competences stated.

Respondent J

From six stages to three stages. We always verify teachers' lessons every week . My teachers prepare and plan lessons in most of the components of English language. They prepare lessons plan weekly, daily and monthly and respect stages of lesson plan in English language..

Of course, there are changes, all my teachers plan lessons in English language. I verify and correct lessons before they take to the classrooms for implementation. They rarely plan monthly lesson plan in English Language.

Respondent K

Teachers now integrate ICT in their lessons. All the teachers plan daily and weekly lessons in English language. I monitor and correct teachers' lessons. My teachers prepare and plan lessons in most of the components of English language but not all. They prepare lessons plan weekly and daily but not monthly. They respect stages of lesson plan in English language.

Respondent L

Lesson plans are more inclusive, considering bilingual learners' needs. We have made it a school wide policy. Almost all the teachers plan daily and weekly lesson plans. We verify teachers' lessons every week before they take them to class. Yes. It improves pupils' engagement

Findings gathered from Changes in lesson planning approaches and pupils' competence achievement in English language in primary schools revealed that, the common changes made in lesson planning include the changes made in the stages of a lesson, from six stages to three stages and the introduction of integrated learning theme. Most of the teachers in primary school plan lessons in English language weekly and the head teachers always verify and correct teachers' lesson plans before they carry them to the classrooms for implementation. The findings also revealed that most teachers do not plan lessons in some components of English language like speaking, listening, literature, reading and writing which consequently affect pupils' competence achievement of listening skills, communication skills, reading skills and writing skills, leading to poor pupils' competence achievement in English language. In the same light, most of the teachers in primary schools prepare lesson plans in grammar where they follow and respect the new approach of lesson planning and the stages involved in lesson planning in English language.

Theme 2: Changes in Teaching methods and Pupils Competence Achievement in English Language

Interview Items

Researcher: Do you screen the teachers' teaching methods before the lesson begins? How often do you organize capacity reinforcement programs to help teachers improve on their teaching methods? Do your teachers practice cooperative learning in their classrooms? What about project-based learning? Which other methods do your teachers used to teach English, Language?

Table 4.2: Respondents Opinion on Teaching Methods and Pupils competence achievement in English Language in Primary Schools

Respondents	Respondents Opinions
Respondent A	<p>Yes, we review lesson teaching methods weekly to ensure alignment with pedagogical standards. I organize capacity reinforcement programs monthly to help teachers improve in their teaching methodology. With cooperative learning, some few teachers used it as a teaching approach. Unfortunately, the nature of our benches and overcrowded classrooms hinders the teachers to use this approach. Then with project-based learning, almost all the teachers practice project-based learning in the respective classes. Teachers use discovery methods, discussion, questioning, illustration, demonstration, storytelling, drill and practice methods, recitation methods</p>
Respondent B	<p>I screen teachers teaching methods before the lesson begins but not all the times, due to my busy schedule. I organize capacity reinforcement programs once per term, in collaboration with pedagogic inspector. Yes, especially during reading and comprehension activities. While with project, we carry it out at the end of term exhibitions. My teachers use, roleplay, story telling and song</p>
Respondent C	<p>Occasionally, especially during term openings and inspections. We organize capacity reinforcement programs twice a year focusing on language teaching strategies to help teachers improve in their teaching methods. With cooperative learning, teachers do not use it regularly, they prefer the traditional methods. The heavy benches make it difficult to change the sitting position for the pupils to sit in teams. Meanwhile with project-based learning not yet implemented due to lack of materials. Dictation, drills, and repetition,</p>

Respondent D

Yes, through pre-lesson briefings and classroom observation schedules. Rarely due to budget constraints. Teachers are still struggling to understand the principles of cooperative learning and project- based learning. They practice it occasionally and not systematically. My teachers used discovery methods, discussion, illustration, demonstration, dramatization methods.

Respondent E

Only when a teacher is newly employed or struggling with delivery. We organize capacity reinforcement programs every summer holiday to help teachers improve in their teaching methods in English language. Cooperative learning is part of our inclusive strategies, as well as with project-based learning. Teachers used interactive games, discussion, questioning, illustration, storytelling, experimental method.

Respondent F

Yes, we use a checklist during lesson preparation meetings. We organized capacity reinforcement programs quarterly with support from education partners to help teachers improve in their teaching methods in English language. Teachers are train to do so. Pupils create posters, charts, images with project-based learning. Our teachers use real life scenarios and debates, discussion, questioning, illustration.

Respondent G

Not consistently, due to time constraints and staffing limitations. We organize capacity reinforcement programs annually during pedagogic week to help teachers improve in their teaching methodology. Rarely, due to overcrowded classrooms. Then with project, almost all the teachers practice project- based learning in the respective classes. Teachers use reading, drilling, lecture demonstration, lecture illustration.

Respondent H

Yes, especially for English language lessons, which require structured delivery. We organize capacity reinforcement programs informally through peer mentoring and classroom visits. Yes, especially in grammar and vocabulary. Few teachers practice cooperative learning in their classrooms as well as project- based learning. Teachers used phonics, guided reading, drill and practice methods, recitation methods, experiment methods.

Respondent I

I do screen teachers teaching methods before the lesson begins but not all the times. I do not organize capacity reinforcement programs to help teachers improve in their teaching methodology due to many things that I need to handle in schools and out of school. With cooperative learning and project-based learning, teachers are still struggling to understand the principles and how to practice it in their classrooms. My teachers use discovery methods, discussion, questioning, illustration, demonstration, storytelling, drill and practice methods.

Respondent J

Yes, I sometimes screen but not often teachers teaching methods. We organized capacity reinforcement programs weekly. With cooperative learning and project-based learning some teachers practice them, other find it challenging. Our teachers used discovery methods, discussion, questioning, lecture-illustration, storytelling, drama.

Respondent K

Yes, screening is part of our weekly pedagogic coordination. We organize capacity reinforcement programs every two months. Cooperative learning and project based -learning is part of our school pedagogic culture. My teachers used repetition methods, storytelling, drill and practice methods, recitation methods

Respondent L

Occasionally, when we suspect gaps in methodology or pupils' engagement. Sporadically, depending on available resources and teacher needs. With cooperative learning and project-based learning teachers are practicing it to a lesser extent, some teachers do but not all the teachers. My teachers use discovery methods, discussion, questioning, illustration, storytelling, drill and practice methods, recitation methods

Findings gathered from changes in teaching methods and pupils' competence achievement in English language in primary schools revealed that most teachers do not have the opportunity to attend capacity reinforcement programs to help them improve on their teaching methods. Reinforcement programs are scarce. Most of the teachers are still struggling to understand and practice cooperative and project-based learning in their classrooms which are the two major changes introduced in the New curriculum, but they are using other methods like discovery methods, discussion, questioning, illustration, demonstration, and storytelling in the teaching of English Language in primary schools. However, lack of practice of cooperative and project-based learning hinder pupils from using the knowledge they have acquired in real life situations. Consequently, affecting pupils' competence achievement in English language in primary schools. The findings also revealed that most of the head teachers screened teaching methods in English language before the lessons begin.

Theme 3: Changes in Teaching/Learning Materials and Pupils Competence Achievement in English Language

Interview Items

Researcher: Which types of teaching/learning materials in English language are available in your schools? Are these materials in line with those prescribed in the new curriculum? Do all your teachers have a copy of the curriculum? Are English language textbooks given to pupils that are unable to buy? Do your teachers make good use of the teaching/learning materials in English language available in school? Does your school have modern teaching/learning materials?

Table 4.3: Respondents Opinions on teaching/learning Materials and Pupils Competence Achievement in English

Respondents	Respondents Opinions
Respondent A	In our school, we have the Curriculum, scheme of work, textbooks, workbooks, charts, computers. Yes, these materials are in line with those prescribed in the curriculum. Some of my teachers have the copy of the curriculum. Most of them have a copy of the scheme of work, and I do not have any problem with it because I think it has no major difference with the curriculum. No, we do not give out English language textbooks in this schools for free. My teachers are doing their best but they have to do more as far as English language is concerned. Yes, our school has some modern teaching/learning materials.
Respondent B	we have; textbooks, story books donated by NGOs. Not entirely. Pupils buy English language textbooks in this schools. our teachers are doing their best but some lack training. our school have some modern teaching/learning materials.
Respondent C	We have mostly textbooks, workbooks, charts, computers. These materials are partially aligned with those prescribed in the curriculum. We shared out copies among English language teachers for free.

Sometimes, through donation. My teachers are doing their best but they have to do more as far as English language is concern. My school has few modern teaching/learning materials.

Respondent D

Limited to textbooks and blackboard illustrations. We still use some old textbooks. Yes, most of them have. Most of them have copies of the scheme of work. Not regular, it depends on availability. Our teachers are doing their best. Our school has some modern teaching/learning materials.

Respondent E

Textbooks, posters, and phonics cards, charts. These materials are in line with those prescribed in the curriculum. Most of the teachers have the copy of the curriculum. we give out English language textbooks in this schools to vulnerable pupils for free. Materials are well integrated. Yes, computers, phonic app and tablets.

Respondent F

Only textbooks, workbooks, charts, and computers. There are in line with those prescribed in the curriculum. Some teachers have the copies of the curriculum. We do not give out English language textbooks in this schools for free. My teachers are doing their best. Yes, my school have some modern teaching/learning materials like computer.

Respondent G

Curriculum, scheme of work, textbooks, workbooks, charts, computers. Of course, these materials are in line with those prescribed in the curriculum. Some of the textbooks are not aligned. Occasionally, through PTA support, we give out English language textbooks for free. There are some modern teaching/learning materials.

Respondent H said the same respond as Respondent G

Respondent I

Curriculum, scheme of work, textbooks, workbooks, charts, computers. Yes, these materials are in line with those prescribed in the curriculum. Most of the teachers have the copies of the curriculum.

Occasionally, we give out English language textbooks in this schools for free. We have some modern teaching/learning materials.

Respondent J

Textbooks, workbooks, charts, pictures, diagram. Teachers try to align manually. Teachers have the copies of the curriculum. No, we do not give out English language textbooks for free. Only few teachers use them effectively. No, we do not have modern teaching/learning materials.

Respondent K

Scheme of work, textbooks, globes, charts. There are in line. The teachers have the copies of the curriculum. No, we do not give out English language textbooks. Teachers are trying their best. We have few modern teaching/learning materials.

Respondent L

Curriculum, scheme of work, textbooks, workbooks, charts, computers. Yes, materials align with the curriculum. Most of the teachers have copies of the curriculum. No, we do not give out English language textbooks in this schools for free. My teachers are doing their best but they have to do more as far as English language is concern. Yes, my school has modern teaching/learning materials like computer, radio.

Findings gathered from the use of the new teaching/learning materials and pupils' competence achievement in English language revealed that most teachers do not have the curriculum where English language program is found in primary schools. This document is a very important document needed in the teaching of English Language as a whole. The findings also revealed that most teachers depend on textbooks in teaching the subject as most of the schools do not have modern teaching/learning materials like computers, radio, television and this discourages learners from acquiring the necessary competencies needed to live in the society. Equally, most of the teachers are not provided with teacher's guide on how to implement the various components of English language, making it difficult for them to implement English language effectively, leading to poor pupils' competences achievement in English language. Whereas, when a variety of teaching/learning Materials are used in the teaching/ learning process in English Language, pupils learn better and acquire more in English language.

Theme 4: Changes in Assessment Methods and Pupils Competence Achievement in English Language

Interview Items

Researcher: How do you organize assessment in your schools? What are the different forms of assessment carried out in English language in your school? Do you provide the necessary materials to your teachers necessary for assessment? Do you always sign and put your stamp on the report booklet after assessment? How are the general learning outcomes of pupils in English language in your schools? Do you always go around to check pupils' behavior during assessment? Which form of assessment is mostly used?

Table 4.4: Respondents Opinion on Assessment Methods and Pupils Competence Achievement in English Language

Respondents	Respondents Opinions
Respondent A	<p>Assessment is organized weekly, monthly, terminally and annually. My teachers use different forms to assess learning outcomes in English Language. They used oral form of assessment, written form, practical form and attitude. Yes, I provide the necessary materials needed for assessment. I stamp the report booklet after terminal exam. English language remains a challenge as most of the learners are coming from francophone background and most of them cannot understand, speak nor write well. I always go around to different classes during assessment to check what is going on and I have discovered that most of the teachers used the written form of assessment.</p>
Respondent B	<p>We organized weekly, monthly, terminally and annually. My teachers use different forms of assessment to assess learning outcomes in English Language. We used oral form of assessment, written form, practical form and attitude. I provide the necessary materials needed for assessment in my schools. I often stamp the report booklet after terminal exam. English language remains a challenge as most of the learners are coming from francophone background and most of them cannot understand, speak nor write well. I always go around to different classes during assessment to check what is going on and I realized that most of the teachers used the written form of assessment.</p>
Respondent C	<p>Weekly and monthly assessment. Teachers use mostly written form. Oral form of assessment, practical form and attitude are not commonly used. Of course, I do provide. It is mandatory. Average performance. Occasionally, I always go around to different classes during assessment to check what is going on.</p>

Respondent D

Assessment is organized weekly, monthly, terminally and annually. Different forms of assessment are use. They use oral form of assessment, written form, practical form and attitude. I often provide the necessary materials needed for assessment. I stamp the report booklet at the end of the term. I always go around to different classes during assessment to check what is going on.

Respondent E

Assessment is organized by the teachers. My teachers use different forms of assessment to assess learning outcomes in English Language. They used oral form of assessment, written form, and practical form. We provide the necessary materials needed for assessment through PTA support. I stamp the report cards at the end of a school year. English language remains a challenge. I always go around during teaching.

Respondent F

Assessment is organized continuously. Teachers use written and oral forms of assessment. We provide the necessary materials needed for assessment. Yes, performance in English language is encouraging. Occasionally i go around to different classes during assessment to check.

Respondent G

We organized weekly, monthly, terminally and annually assessment. Different forms of assessment are used to assess learning outcomes in English Language. written form is the most common. I do provide the necessary materials. Report booklet .are stamped. Learning outcomes in English language is much better. I go around to different classes during assessment whereby have time.

Respondent H

Assessment is organized, monthly, terminally and annually. My teachers use different forms of assessment to assess learning outcomes in English Language. They used oral form of assessment, and written form. I often provide the necessary materials needed for assessment. I stamp the report booklets at the end of the school year. English language remains a challenge. I often go around .

Respondent I	Assessment is organized weekly and monthly. Teachers used oral form of assessment, written form, practical form and observation. No, teachers used their materials for assessment. Report booklets are often stamp. Performance in English language is improving. Sometimes
Respondent J	Assessment is organized, monthly, terminally and annually. Teachers used oral form of assessment and written form. Sometimes i provide the necessary materials needed for assessment, and stamp the report booklet by the end of each term. English language remains a challenge. I rarely go around.
Respondent K	We organized weekly and monthly assessment. Teachers use different forms of assessment to assess learning outcomes in English Language. We provide the necessary materials needed for assessment sometimes. I stamp the report booklet once a year. There is improvement in English language. Sometimes, not often.
Respondent L	Assessment is organized weekly and monthly. Most teachers used oral form of assessment, written form, practical form and attitude. Yes, I provide the necessary materials needed for assessment. . English language remains a challenge as most of the learners are coming from francophone background and most of them cannot understand, speak nor write well. Occasionally.

Findings gathered from assessment methods and pupils' competence achievement in English language revealed that, most of the Primary School teachers carryout weekly, monthly, termly and annually assessment in their schools. Most of the teachers use only the written form of assessment. They rarely used the oral, practical and observation forms of assessment. Some of them complaint of overcrowded classroom to carry out oral form of assessment. Some complaint of lack of materials to carryout practical form of assessment.

Theme 5: Teacher`s Mastery of English Language and Pupils Competence Achievement in English Language

Interview Items

Researcher: Have your teachers mastered the use of English language such that they can be models to the pupils? Have your teachers attended capacity building seminars on the teaching of reading as a component of English language? Have your teachers attended capacity building seminars on the teaching of writing as a component of English language? Have your teachers attended capacity building seminars on the teaching of listening and speaking as components in English language? Have your teachers` attended seminars on the teaching of literature as a component of English language in primary schools? Have your teachers attended capacity building seminars on the teaching of grammar and vocabulary as components of English language? Do you go around during English language lessons to observe what the teachers are doing in other to help them in their area of difficulties?

Table 4.5: Distribution of Respondents Opinions on teacher`s Mastery of English Language and Pupils Competence Achievement in English Language

Respondents	Respondents Opinions
Respondent A	Some of my teachers have mastered English language as a subject, but more need to be done, as the teachers are still struggling to understand and master all the components of English language as a subject. They have attended capacity building seminars on some of the components of English language. They have attended seminars on the teaching of reading, grammar and vocabulary. We are still planning to organize capacity building seminar on writing, literature, listening and speaking as components of English language. We suggest more in-service training for the teachers as far as English language.

Respondent B

They are generally competent, but literature, listening and speaking need improvement. They have attended capacity building seminars on some of the components of English language. They have attended seminars on the teaching of reading, grammar and vocabulary. No available capacity building seminar on writing, literature, listening and speaking as components of English language. Sometimes but not often. I suggest more in-service training for the teachers on listening and speaking skills.

Respondent C

Listening and grammar are strong areas, vocabulary is still developing. Our teachers have attended capacity building seminars on some of the components of English language and on the teaching of reading and grammar. No available capacity building seminars on writing, literature, listening and speaking as components of English language. I rarely go around to see what teachers are doing in the classrooms.

Respondent D

Teachers show good command across all skills, with literature being their strength. They have attended seminars on the teaching of reading, grammar and vocabulary. Not yet. I go around often to the classroom to see what teachers are doing.

Respondent E

Writing and grammar are well mastered but they still have challenges to master oral skills. They have attended capacity building seminars on the teaching of reading, grammar and vocabulary. We are still planning to organize capacity building seminar on writing, literature, listening and speaking. I rarely go around to see what teachers are doing in the classrooms. I suggest more in-service training for the teachers on the new program in English language.

Respondent F

Yes, most of them have mastered some skills in language but not all. They have attended seminars on the teaching of reading, grammar and writing. We are still planning to organize capacity building seminar on, literature, listening and speaking as components of English language. I sometimes go around to see what teachers are doing in the classrooms, but not often. I suggest more in-service training for the teachers on the mastery of the English language program in primary schools.

Respondent G

Proficiency is fair overall, but listening and speaking need reinforcement. They have attended seminars on the teaching of reading, grammar and vocabulary. We are still planning to organize capacity building seminar on listening and speaking. Sometimes.

Respondent H

My teachers have not yet master all the components of English language as a subject, but they still struggling to understand and master English language as a subject. They have attended seminars on the teaching of reading, grammar and vocabulary. For now, there is no capacity building seminar on writing, literature, listening and speaking. I rarely go around. I suggest a continuous in-service training for the teachers on the new curriculum.

Respondent I

Yes, my teachers are trained on some of the changes made in English language program. The teachers are still struggling to understand and master English language as a subject. They have attended capacity building seminars on some of the components, but not all. They have attended seminars on the teaching of reading, grammar and vocabulary. We are still waiting for capacity building seminar on writing, literature, listening and speaking as components of English language. I go around often.

Respondent J

Some teachers are trained on the changes in English language, but they are still struggling to understand and master some areas of the subject. They have attended several capacity building seminars on English language, but these seminars are center only on the teaching of grammar. We are still planning to organize capacity building seminar on writing, literature, listening and speaking as components of English language. Occasionally, I go around to verify what teachers are doing in the classrooms. I suggest more in-service training for the teachers.

Respondent K

Teachers are proficient, but continuous training is needed for literature and speaking. We organize capacity building seminar on writing, literature, listening and speaking every year. Sometimes I go around to see what teachers are doing in the classrooms, but not often. I suggest more in-service training for teachers in primary schools on the new English program.

Respondent L

They are competent in all areas, with regular workshops enhancing their capacity. We are still planning to organize capacity building seminar on writing, literature, listening and speaking as components of English language. I sometimes go around to see what teachers are doing in the classrooms, but not often. I suggest more in-service training for the teachers as far as the implementation of the new curriculum is concerned.

Findings gathered from teacher`s mastery of English Language and pupils` competences achievement in English language revealed that most of the teachers have undergone training in the teaching of reading, grammar, vocabulary as components of English language. These trainings on the above components help them to have a mastery on the above components, but these training are not sufficient as the teachers are still struggling in the mastery of listening, literature, writing as components in English language. Most Head teachers said that they are still waiting for capacity building seminars on literature, listening, speaking writing as components of English language. Most head teachers go around to see what the teachers are doing in their classrooms, but not often. Head teachers suggested and wish for more capacity building seminars for teachers in English language in primary schools.

4.2 Presentation of Quantitative Data

The purpose of this study is to find out the impact of curriculum changes on pupils` competence achievement in English Language in primary schools in Yaounde, Cameroon. This section deals with the analyses of data collected using quantitative instrument questionnaire. The questionnaire sought to find out the impact of curriculum changes on pupils` competence achievement in primary schools. Data has been analyzed using descriptive statistic and inferential statistic to test the hypothesis. The presentation of the data is done in line with the research questions that guide the study.

Questionnaires Distributed and Return Rate

This section will discuss the collection of data from questionnaires, how they were distributed and their return rates.

Return Rate of Questionnaires

The number of questionnaires distributed to the various teachers in different sub division and their return rates will be presented on the table below.

Table 4.6: Indicating Return Rates of Questionnaire

Sub Division	No Distributed	No Returned	No Not Returned	% Returned
Yaounde 1	81	81	00	100%
Yaounde 2	58	58	00	100%
Yaounde 3	43	43	00	100%
Yaounde 4	61	61	00	100%
Yaounde 5	44	44	00	100%
Yaounde 6	107	107	00	100%
Yaounde 7	52	52	00	100%
Total	446	446	00	100%

Source: Field work

The above table shows the number of questionnaires distributed and their return rates from the seven sub divisions in the city of Yaounde, Cameroon. In this domain, 446 questionnaires were distributed to teachers in these seven sub divisions and 446 questionnaires were returned, giving a return rate of 100%.

Section A: Descriptive Statistics on Social- Demographic Respondents

Descriptive statistics will be done on classes level, gender and age group. Class level in primary schools is the grouping of pupils according to their ages and characteristics. There are three levels in primary schools; level 1 which is made up of classes 1 and 2, level 2, which is made up of classes 3 and 4, and level 3, which is made up of classes 5 and 6. Gender refers to the sex of the respondents. In this study, gender is either female or male. Age group refers to the age range of respondents.

Table 4.7: Distribution of Respondent according to Class Level

Level of classes	Frequency	Percentages (%)
Level 1	69	15.5
Level 2	192	43.0
Level 3	185	41.5
Total	446	100.0

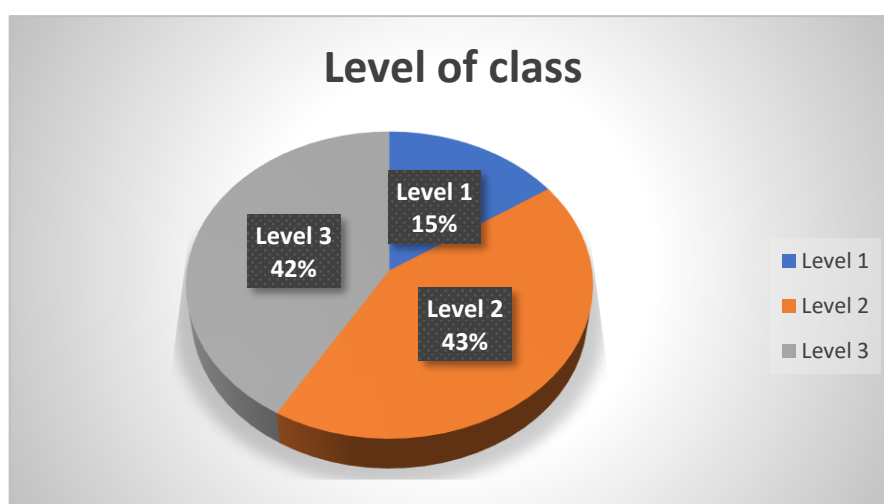


Figure 5: Distribution of respondent according to Level

Regarding respondents according to level, the highest respondents came from level 2, with frequency of 192 and a percentage of 43.0%. Second highest of respondents came from

level 3 with frequency of 185 with a percentage of 41.5%. And the least respondents came from level 1 with a frequency of 69 with a percentage of 15.5%.

Table 4.8: Distribution of Respondents According to Gender

Gender	Frequency	Percentages (%)
Male	87	19.5
Female	359	80.5
Total	446	100

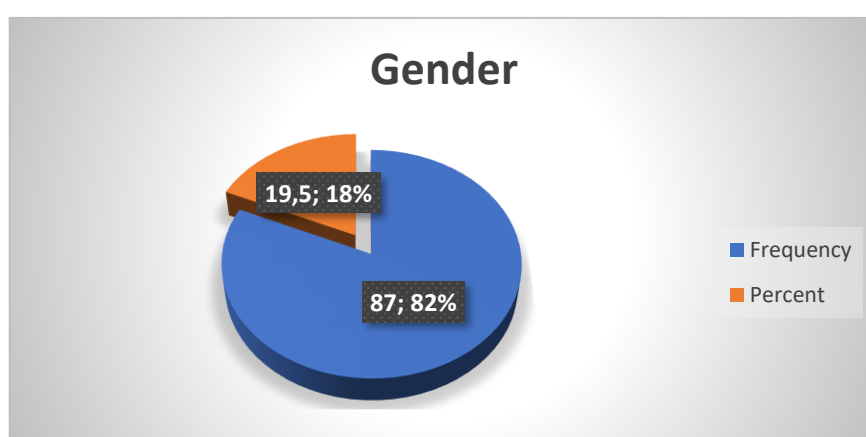


Figure 2: Distribution of respondents according to Gender

Concerning respondents according to gender, the highest respondents came from female population, with a frequency of 192 and a percentage of 43.0%. And the least respondents came from male population with a frequency of 87 with a percentage of 19.5%.

Table 4.9: Distribution of Respondents According to Age Range

Age	Frequency	Percent
20 - 30	60	13
31 - 40	235	53
41 - 50	81	18
51 - 60	70	16
Total	446	100.0

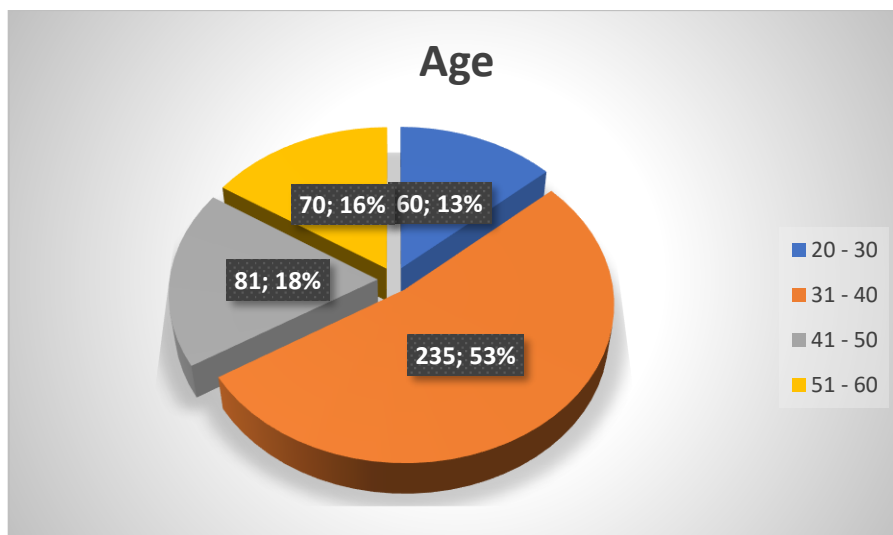


Figure 3 : Distribution of respondent according to Age Range

From table 4.9 and chart above, it presents the age categories of the teachers. 60 teachers of the age category 20-30 responded to the questionnaire with a percentage of 13.5%, while 235 teachers constituted the population who responded to the research questions with a percentage of 52.7% which were the highest responded. In the same light, those with the age range 41-50, had 81 who responded to the questionnaire with the percentage of 18.2 %. And 15.7 % of the age range 51 -60 responded to the questionnaire with the frequency of 70.

Section B: Descriptive Statistic on Frequency Count and Percentages of Questionnaire Items

Here data collected from the field is presented as descriptive statistics to permit a clear vision of the type of responses based on frequencies and percentages, the presentation will be followed by brief literature about the frequencies and the percentages. The scales will be discussed following five variables; lesson planning, teaching methods, teaching/learning materials, assessment methods, teacher's mastery of English language and dependent variable (pupils competence development in English language). This area will present analysis on the research questions and their items and will also show a summary of each variable.

A) Changes in Lesson Planning

The survey of Lesson Planning (LP) is developed to help us to understand how lesson planning affect pupils' competence achievement in English language in primary schools.

Scale items for changes in lesson planning: This scale is made up of 10 items (Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q 14)

Table 4.10: Distribution of respondents according to the statement: I prepare monthly lesson plan in English Language every month, and this helps me to be organized

Responses	Frequency	Percentages (%)
Strongly Agree	167	37.4
Agree	265	59.4
Disagree	14	3.2
Total	446	100

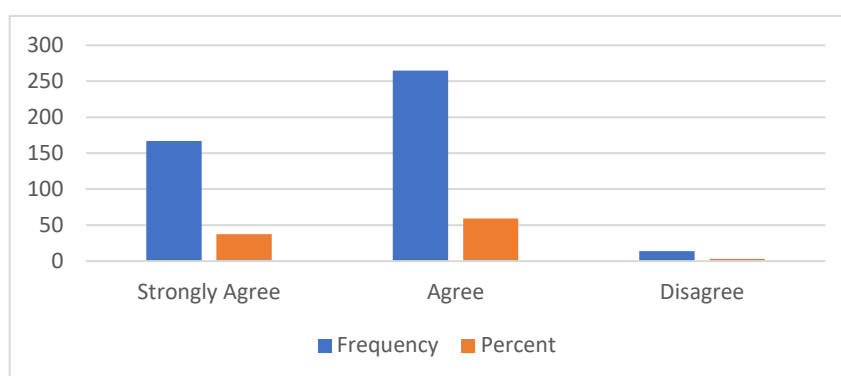


Figure 4: Distribution of respondents according to the statement: I prepare monthly lesson plan in English Language every month, and this helps me to be organized

From the table 4.10 and figure above, 167 teachers (37.4%) strongly agreed that when they prepare monthly lesson in English language, it helps them to be organized. While 265 (59.4%) agreed that when they prepare monthly lesson in English language, it helps them to be organized in class, follow by 14 teachers (3.1%) who disagreed that when they prepare monthly lesson in English Language, it helps them to be organized.

Table 4.11: Distribution of respondents according to the statement: I prepare weekly lesson plans in English language, and this helps me to be effective

Responses	Frequency	Percentages (%)
Strongly Agree	152	34.1
Agree	262	58.7
Disagree	27	7.2
Total	446	100

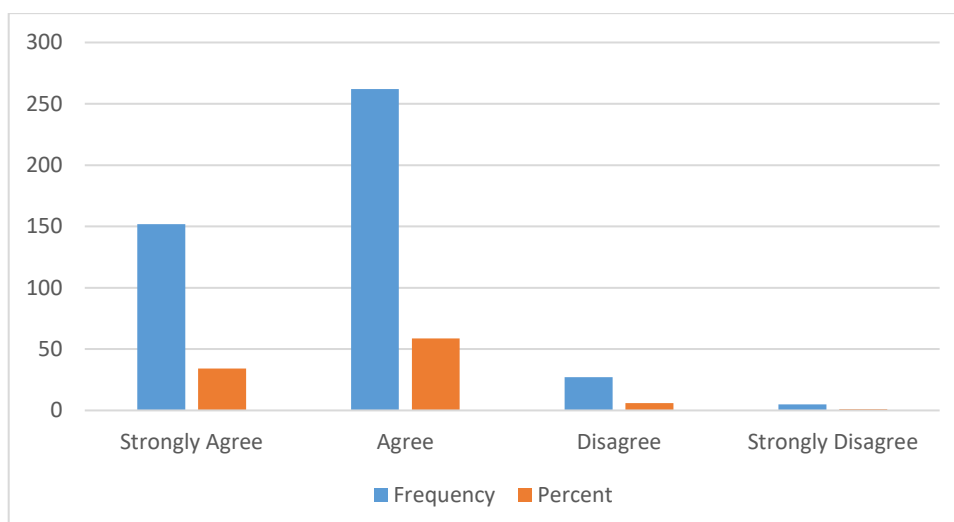


Figure 5: Distribution of respondents according to the statement: I prepare weekly lesson in English language, and this helps me to be effective

From the table and figure above, 152 teachers (34.1%) strongly agree that when they prepare weekly lesson plan in English language, it helps them to be effective in class. While 262 (58.7%) agree that when they prepare weekly lesson plan in English language, it helps them to be effective in class, followed by 27 teachers (6.1%) who disagree that when they prepare weekly lesson plan in English language, it helps them to be effective in class, then 5 (1.1%) respondents strongly disagree that when they prepare weekly lesson plan in English Language, it helps them to be effective in class.

Table 4.12: Distribution of respondents according to the statement: I prepare lesson plans in English language daily, and this guides me on what to teach in English language daily

Responses	Frequency	Percentages (%)
Strongly Agree	155	34.8
Agree	269	60.3
Disagree	22	4.9
Total	446	100

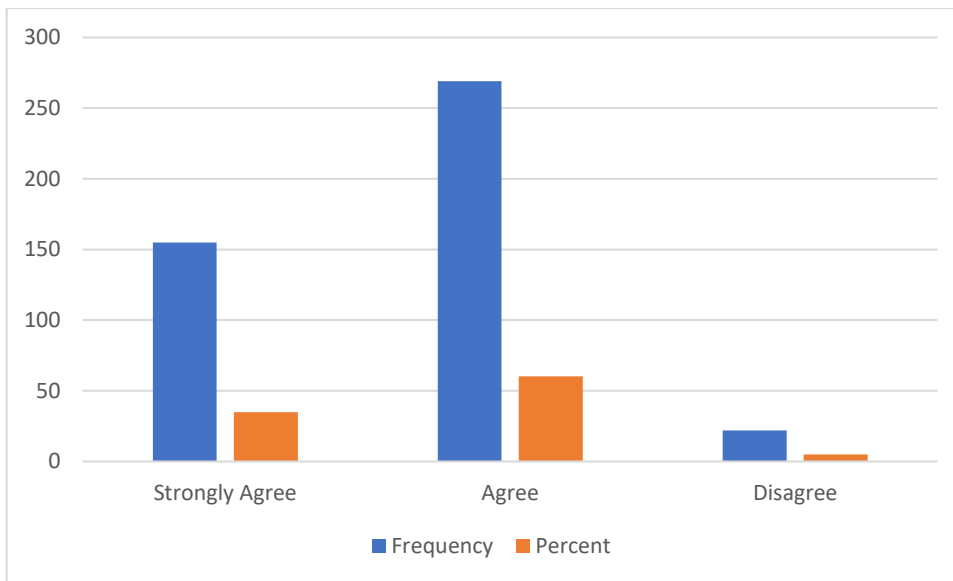


Figure 6: Distribution of respondents according to the statement: I prepare lesson plans in English language daily, and this guides me on what to in English language daily

From the table 4.12 and figure above, 155 teachers (34.8%) strongly agree that when they prepare English language lesson plan daily, it guides them on what to teach in class. While 269 (60.3%) agree that when they prepare daily lessons plan in English language, it guides them on what to teach in class, follow by 22 teachers (4.9%) who disagree to the statement.

Table 4.13: Distribution of respondents according to the statement: When I plan lesson in listening comprehension every week, it helps pupils to acquire listening skills

Responses	Frequency	Percentages (%)
Strongly Agree	142	31.8
Agree	214	48.0
Disagree	63	14.1
Strongly Disagree	27	6.1
Total	446	100

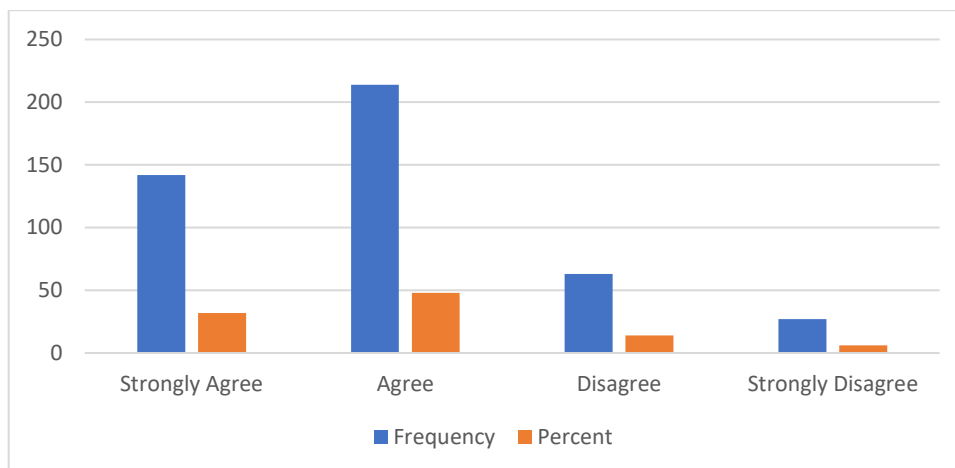


Figure 7: Distribution of respondents according to the statement: When I plan lessons in listening comprehension every week, it helps pupils to acquire listening skill

From the table 4.13 and figure above, 142 teachers (31.8%) strongly agree that when they plan lessons in listening comprehension every week, it helps pupils to acquire listening skills. While 214 (48.0%) agree to that statement followed by 63 teachers (14.1%) who disagree that when they plan lessons in listening comprehension, it helps learners to acquire listening skill, then 27 (6.1%) respondents strongly disagree to the statement.

Table 4.14: Distribution of Respondents According to the Statement: When I prepare lessons plan in speaking every week, it helps pupils to acquire speaking skill

Responses	Frequency	Percentages (%)
Strongly Agree	161	36.1
Agree	227	50.9
Disagree	30	6.7
Strongly Disagree	28	6.3
Total	446	100

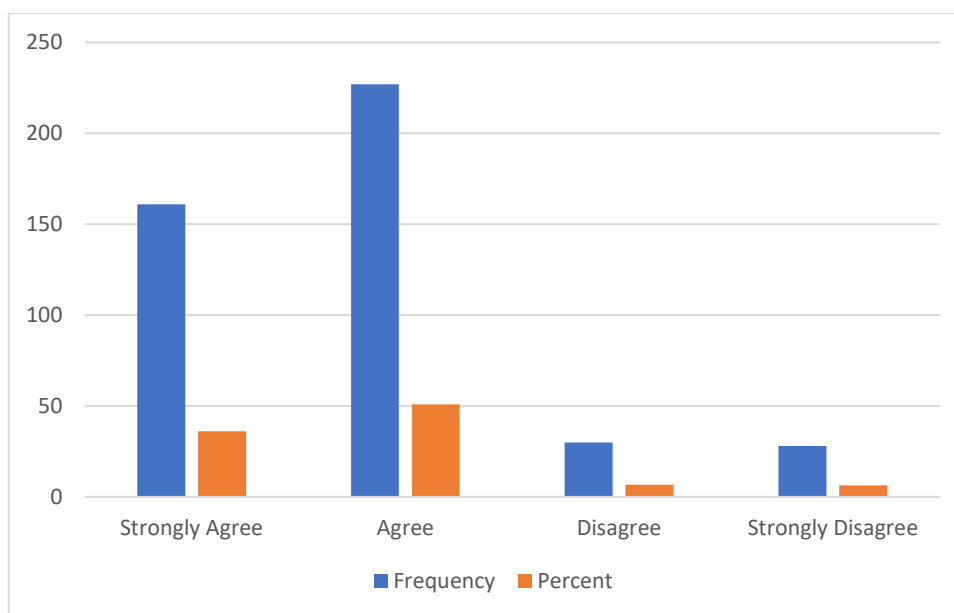


Figure 8: Distribution of Respondents According to the Statement: I prepare lessons plan in speaking every week and it helps pupils to acquire speaking skills

From the table 4.14 and figure above, 161 teachers (36.1%) strongly agree that when they prepare lesson plan in speaking every week, it helps pupils to acquire speaking skills. While 227 (50.9%) agree to that statement, followed by 30 teachers (6.7%) who disagree that when they prepare lesson plan in speaking, it helps pupils to acquire speaking skills, then 28 (6.3%) respondents strongly disagree that when they prepare lesson plan in speaking, it helps pupils to acquire speaking skills.

Table 4.15: Distribution of Respondent According to the Statement: When I prepare lesson plans in reading, it fosters acquisition of reading skill

Responses	Frequency	Percentages (%)
Strongly Agree	141	31.6
Agree	241	54.0
Disagree	50	11.2
Strongly Disagree	14	3.2
Total	446	100

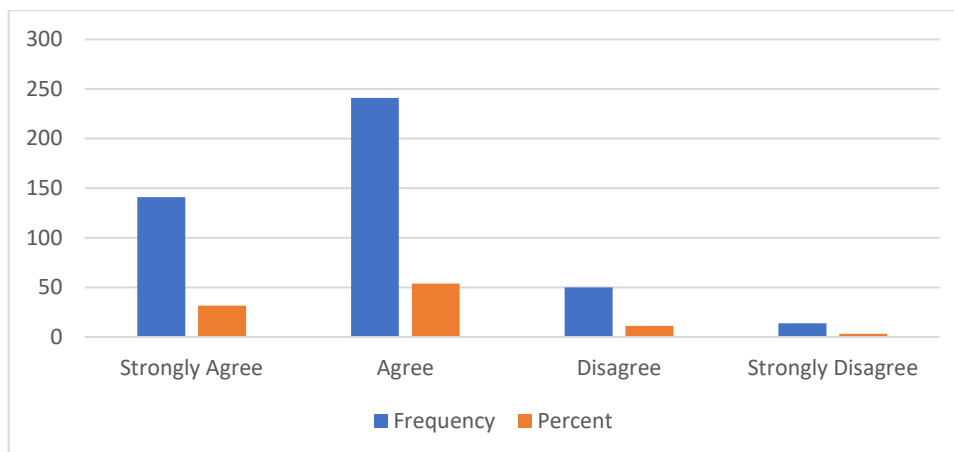


Figure 9: Distribution of Respondent According to the Statement: When I prepare lesson plans on reading, it fosters the acquisition of reading skills

From the table 4.15 and figure above, 141 teachers (31.6%) strongly agree that when they prepare lesson plan in reading, it fosters the acquisition of reading skills. While 241 (54.0%) agree to that statement, follow by 50 teachers (11.2%) who disagree that when they prepare lesson plan in reading, it fosters the acquisition of reading skills, then 21(3.7%) respondents strongly disagree to that statement.

Table 4.16: Distribution of Respondents According to the statement: When I prepare lesson plans in writing, it fosters the acquisition of writing skills

Responses	Frequency	Percentages (%)
Strongly Agree	146	32.7
Agree	249	55.8
Disagree	33	7.4
Strongly Disagree	18	4.1
Total	446	100

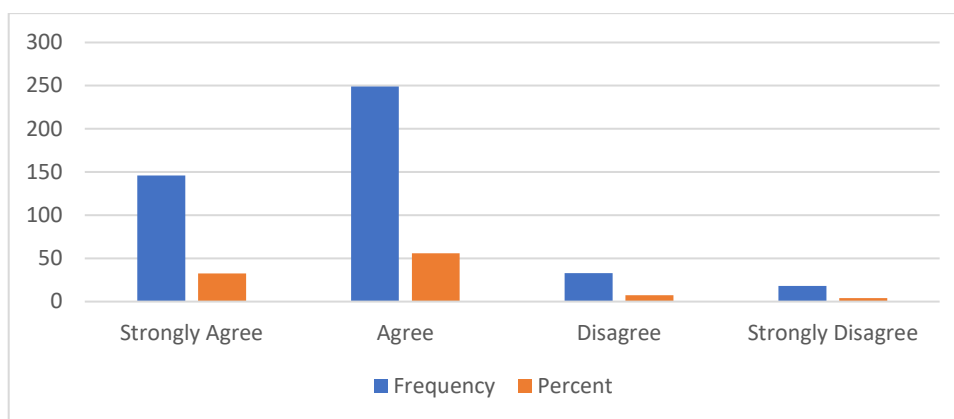


Figure 10: Distribution of Respondents According to the statement: When I prepare lesson plan on writing, it fosters the acquisition of writing skill

From the table 4.16 and figure above, 146 teachers (32.7%) strongly agree that when they prepare lesson plan in writing, it fosters the acquisition of writing skills. While 249 (55.8%) agree that when they prepare lesson plan in writing, it fosters the acquisition of writing skills, follow by 33 teachers (7.4%) who disagree that when they prepare lesson plan in writing, it fosters the acquisition of writing skills in English language, then 81(4.0%) respondents strongly disagree to that statement.

Table 4.17: Distribution of Respondents according to the statement: When I plan lessons in literature, it fosters the acquisition of communication skills

Responses	Frequency	Percentages (%)
Strongly Agree	162	36.3
Agree	244	54.7
Disagree	23	5.2
Strongly Disagree	17	3.8
Total	446	100

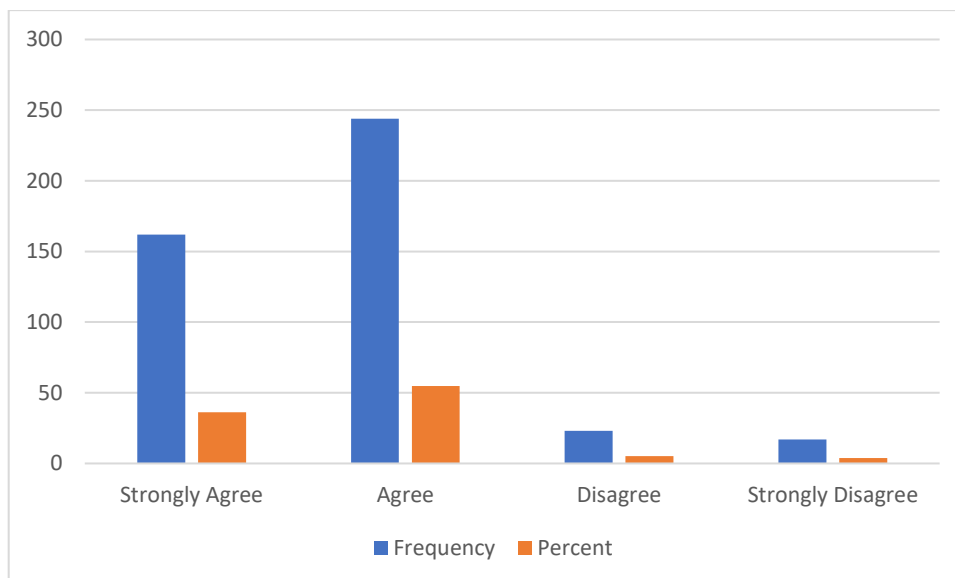


Figure 11: Distribution of Respondents according to the statement: When I plan lessons in literature, it fosters the acquisition of communication of skills

From the table 4.17 and figure above, 162 teachers (36.3%) strongly agree that when they plan lesson in literature, it fosters the acquisition of communication skills. While 244 (54.7%) agree that when they plan lesson in literature, it fosters the acquisition of communication skills. In English language, follow by 23 teachers (5.2%) who disagree that when they plan lesson in English language, it fosters the acquisition of communication skills in English language, then 17 teachers (3.8%) strongly disagree that when they plan lesson in literature, it fosters the acquisition of communication skills in English Language.

Table 4.18: Distribution of respondents according to the Statement: I prepare lesson on grammar and this fosters the acquisition of grammatic skills

Responses	Frequency	Percentages (%)
Strongly Agree	134	30.1
Agree	253	56.7
Disagree	59	13.2
Total	446	100

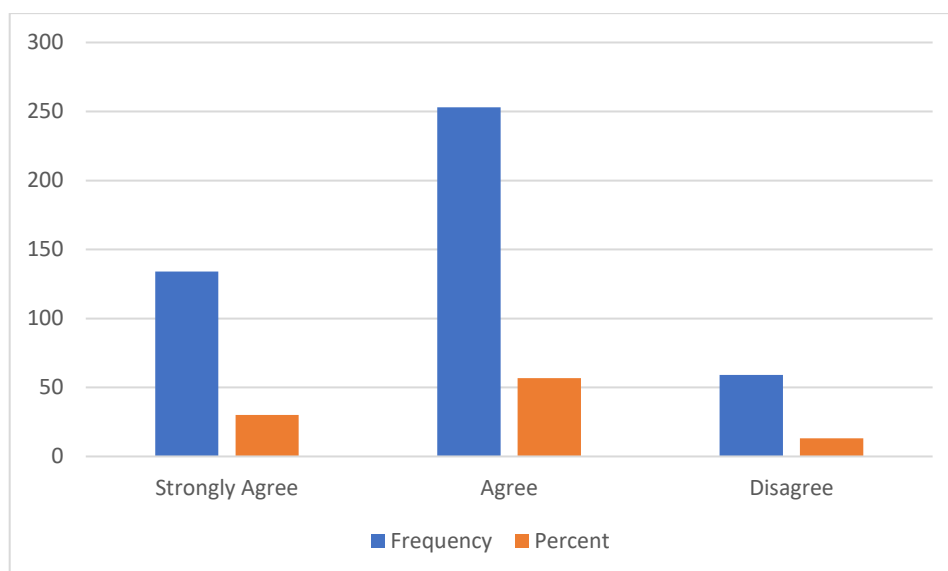


Figure 12: Distribution of respondents according to the Statement: I plan and teach lessons in grammar and this foster pupils proficiency in grammar

From the table 4.18 and figure above, 134 teachers (30.0%) strongly agree that when they prepare lesson plan in grammar, it fosters the acquisition of grammatic skills in English language. While 253 (56.7%) agree that when they prepare lesson plan in grammar in English language, it fosters the acquisition of grammatic skills in English Language, follow by 59 teachers (13.2%) who disagree that when they prepare lesson plan in grammar in English language, it fosters the acquisition of grammatic skills.

Table 4.19: Distribution of respondents according to the statement: I plan and teach lessons in vocabulary and it fosters pupil`s proficiency in vocabulary

Responses	Frequency	Percentages (%)
Strongly Agree	175	39.2
Agree	230	51.6
Disagree	33	7.4
Strongly Disagree	8	1.8
Total	446	100

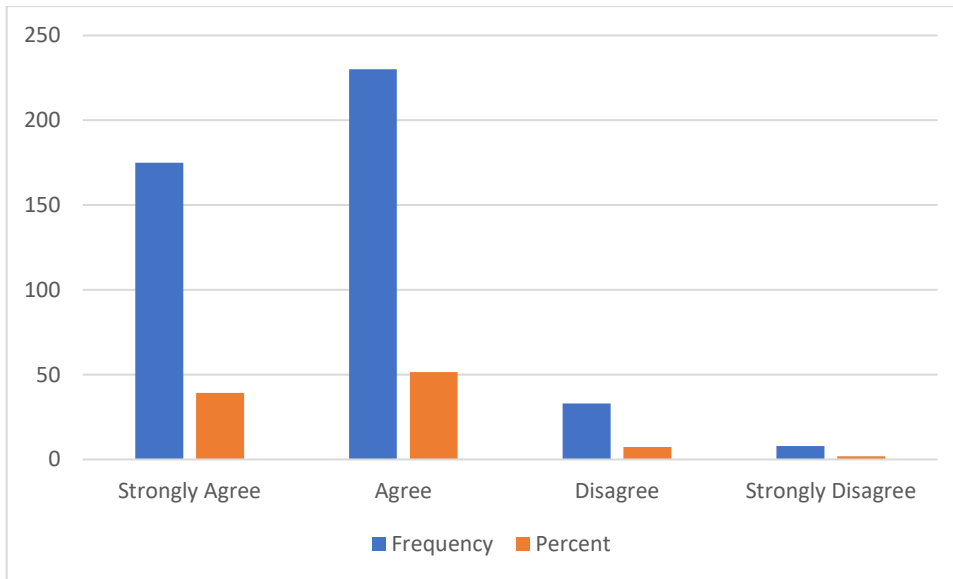


Figure 13: Distribution of respondents according to the statement: I prepare lesson in vocabulary and it helps to increase pupils' proficiency in vocabulary

From the table 4.14 and figure above, 175 teachers (39.2%) strongly agree that when they prepare lesson plan in vocabulary, it helps to increase pupils' proficiency in vocabulary in English language. While 230 (51.6%) agree that when they prepare lesson vocabulary in English language, it helps to increase pupils proficiency in vocabulary in English Language, follow by 33 teachers (7.4%) who disagree to that statement, then 8 (1.8%) respondents strongly disagree that when they prepare lesson in vocabulary in English Language, it helps to increase pupils proficiency in vocabulary.

Table 4.20: Summary Table for Variable 1: Changes in Lesson Planning

No	Items	SA(4) f(%)	A(3) f(%)	D (2) f(%)	SD(1) f(%)	Mean	Std.D
1	I prepare monthly lessons plan for English language every month, and this helps me to be organized	167(37.4)	265(59.4)	14(3.1)	0(0)	1.657	0.537
2	I prepare weekly English lessons plan every week, and this helps me to be effective in class	152(34.1)	262(58.7)	27(6.1)	5(1.1)	1.742	0.617
3	I prepare daily lesson in English language and this guides me on what and how to teach daily	155(34.8)	269(60.3)	22(4.9)	0(0)	1.702	0.556
4	I always prepare lessons on listening comprehension as a component of English language every week.	142(31.8)	214(48.0)	63(14.1)	27(6.1)	1.944	0.837
5	I prepare lessons plan in speaking as a component of English language every week	161(36.1)	227(50.9)	30(6.7)	28(6.3)	1.832	0.808
6	I always prepare lessons plan on reading as a component of English language every week	141(31.6)	241(54.0)	50(11.2)	14(3.1)	1.859	0.731
7	I always prepare lesson plan on writing as a component of English language every week	146(32.7)	249(55.8)	33(7.4)	18(4.0)	1.827	0.731
8	I prepare lessons on literature as a component of English language every week	162(36.3)	244(54.7)	23(5.2)	0(0)	1.765	0.716
9	I prepare lesson on grammar as a component of English language every week	134(30.0)	253(56.7)	59(13.2)	0(0)	1.832	0.637
10	I prepare lesson on vocabulary as a component of English language every week	175(39.2)	230(51.6)	33(7.4)	8(1.8)	1.718	0.678
	Total	1794	1734	565	308	3.12	2.89
	Percentages	40.8 %	39%	12.8%	7.0%		

From the summary table above, in line with item one 412 respondents with percentage of (61.6 %) generally agree that when lessons are planned monthly in English language, it helps teachers to be organized and teach better. While, on the other hand 34 teachers with a percentage of (38.4%) generally disagree to the statement making it a positive statement in the sense that the percentage of teachers who agree to this statement is greater than that of those who disagree. With respect to item two 384 teachers (88.4%) generally agree to the fact that they prepared weekly lessons in English language which make them effective in class, while 62 teachers (11.6%) generally disagree to this claim making it a positive statement. To continue with regards to item three, 381 teachers with a percentage of (78.3%) generally agree that they plan daily lessons in English language to guide them in the teaching/learning process. However, they were 65 (21.7%) who generally disagree to this statement implying that they do not prepare daily lessons in English language to guide them in the teaching/learning process, making it positive. Moving to item 4 some 324 teachers with (71.6%) generally agree that they prepare lesson plans in Listening as a component of English language, nevertheless some 122 teachers (28.45%) generally disagree to this statement. Hence, they do not prepare lesson plans in Listening as a component in English language English, making it positive statement. Item five focuses on, if they plan lessons in Speaking as a component in English language. On this statement 335 teachers with a percentage of (91.6) generally agreed while on the other hand 111 with a percentage of (8.4) generally disagree making the statement positive. In the same light, with item six, 335 teachers agreed with a percentage of (77.2%) that they prepare lessons in reading as a component in English language, while 111 (20.6) disagree with the statement, making it a positive statement. With item seven 332 teachers (77.02 %) agree that they prepare lesson plans in writing as a component of English language, while 114 teachers (22.4%) disagree that they do not plan lessons on writing as a component of English language, making it a positive statement, as the number of respondents who agree were more than the number of respondents who disagree. Moving to item eight, 337 teachers (79.5%) agree that they prepare lesson plans in Literature as a component of English language to help them teach better while 116 (20.5 %) teachers disagree with the statement that they prepared lesson plans in literature as a component of English language, making it a positive statement as the number of respondents who agree to the statement were more than the number of teachers who disagree with the statement. In line with item nine, 344 teachers (78.2%) agree that they prepared lesson plans on grammar every week as a component of English to be effective in class while 110 teachers (21.8 %) disagree with the statement, making it a positive statement as the number of respondents agree are more

than the number of respondents who disagree. Looking at item ten, 341 teachers (77.9) agree that they prepared lesson plans on vocabulary every week to be organized in class, while 115 (22.1%) disagree to the statement making it a positive statement, as the number of respondents who agree to the statement were more than the number of respondents who disagree to the statement.

And in all, 3529 teachers with a percentage of 80.2% agree to the above statements and 873 teachers with a percentage of 19.8% disagree to the above statements implying the statements were positive, meaning lessons planning positively affect pupils' competence development in English language in primary schools. The more frequent and effective teachers plan their lessons in all the components of English language, the more pupils will acquire competences in English language in primary schools

Whereas, the mean for lesson planning was 3.12, indicating +. with a positive standard deviation of 2.83, affirming the fact that; to a greater extent effective lesson planning in English language enhance pupils' competence development in English language in primary schools.

B) Changes in Teaching Methods

The survey of Teaching Methods (TM) is developed to help us to understand how teaching methods affect pupils' competence achievement in English language in primary schools.

Scale items for teaching methods: This scale is made up of 10 items (Q16, Q17, Q18, Q19, Q20, Q21, Q22, Q23, Q24, Q25)

Table 4.21: Distribution of respondents according to the statement: when Pupils enjoy learning in groups with their team mates during English lessons, they learn better and achieve more

Responses	Frequency	Percentages (%)
Strongly Agree	214	48
Agree	223	50
Disagree	9	2
Total	446	100

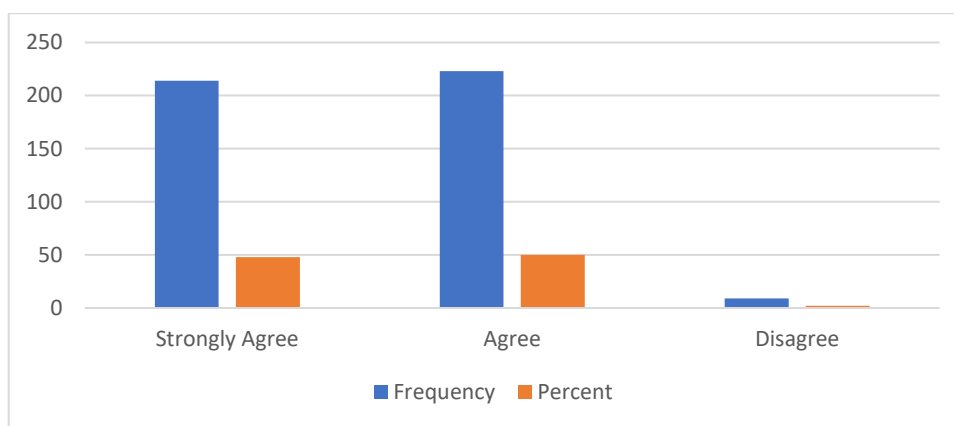


Figure 14: Distribution of respondents according to the statement: When Pupils enjoy learning in groups with their team mates during English lessons, they learn better and achieve more

From the table 4.21 and figure above, 214 teachers (48.0%) strongly agree that when pupils enjoy learning in groups with their team mates during English language lessons, they learn better and achieve more. While 223 (50.0%) agree that when pupils enjoy learning in groups with their team mates during English lessons, they learn better and achieve more, follow by 9 teachers (2.0%) who disagree to that statement.

Table 4.22: Distribution of respondents according to the statement: Pupils enjoy carrying out projects with their peers in English language, and this helps them to learn better and perform well academically.

Responses	Frequency	Percentages (%)
Strongly Agree	174	39.0
Agree	247	55.4
Disagree	25	5.6
Total	446	100

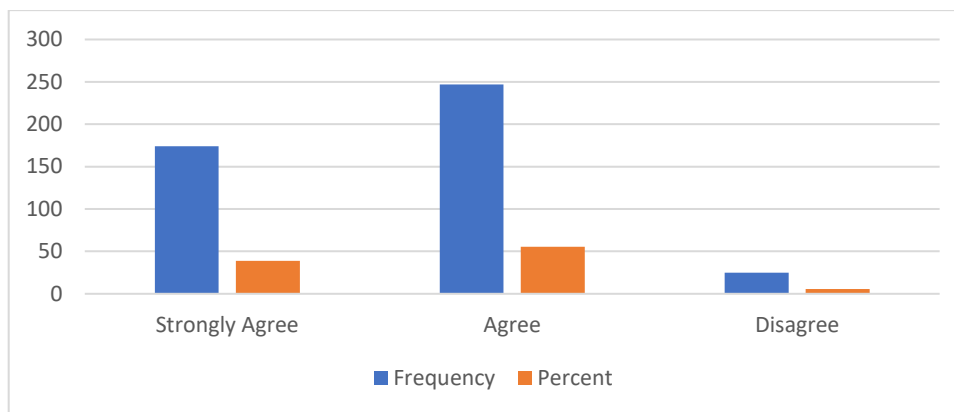


Figure 15: Distribution of respondents according to the statement: Pupils enjoyed carrying out project with their peers in English language, and this helps them to learn better and perform well academically.

From the table 4.22 and figure above, 174 teachers (39.0%) strongly agree that when pupils enjoy carrying out project with their peers in English language, they learn better and perform well academically in English language. While 247 (55.4%) agree to that statement, follow by 25 teachers (5.6%) who disagree to that statement, then 8(1.8%) respondents strongly disagree that when pupils enjoyed carrying out project with their peers in English language, they learn better and perform well academically in English language.

Table 4.23: Distribution of respondents according to the statement: Pupils understand better when their classmates explain concepts to them in teamwork during English lessons, and this helps them to learn better and achieve more

Responses	Frequency	Percentages (%)
Strongly Agree	174	39.1
Agree	229	51.3
Disagree	43	9.6
Total	446	100.0

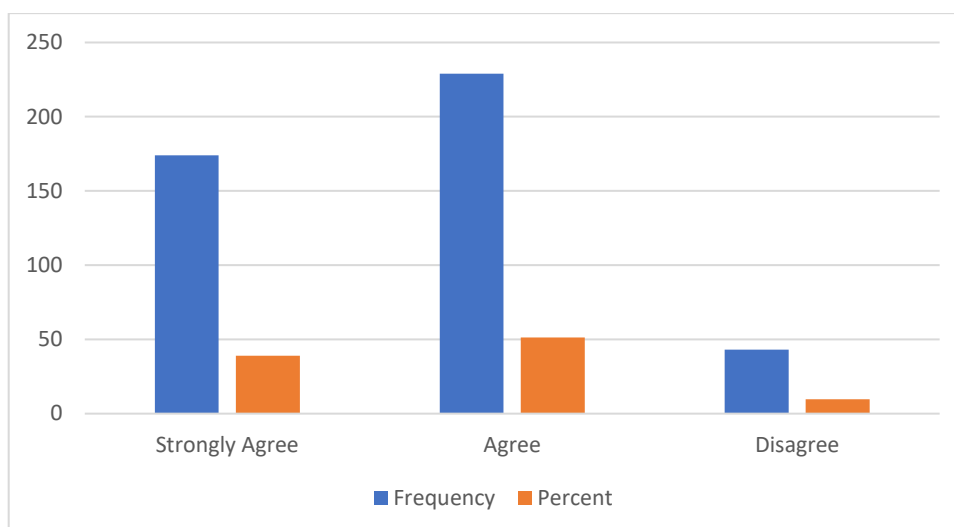


Figure 16: Distribution of respondents according to the statement: Pupils understand better when their classmates explain concepts to them in teamwork during English lessons.

From the table 4.23 and figure above, 174 teachers (39.0%) strongly agree that pupils understand better when their classmates explain concepts to them in teamwork during English lessons. While 229 (51.3%) agree that pupils understand better when their classmates explain concepts to them during English lessons, followed by 43 teachers (9.64%) who disagree to the statement that pupils understand better when their classmates explain concepts to them in teamwork during English lessons.

Table 4.24: Distribution of respondents according to the statement: Pupils easily understand concepts when illustrated practically

Responses	Frequency	Percentages (%)
Strongly Agree	167	37.4
Agree	225	50.4
Disagree	37	8.4
Strongly Disagree	17	3.8
Total	446	100

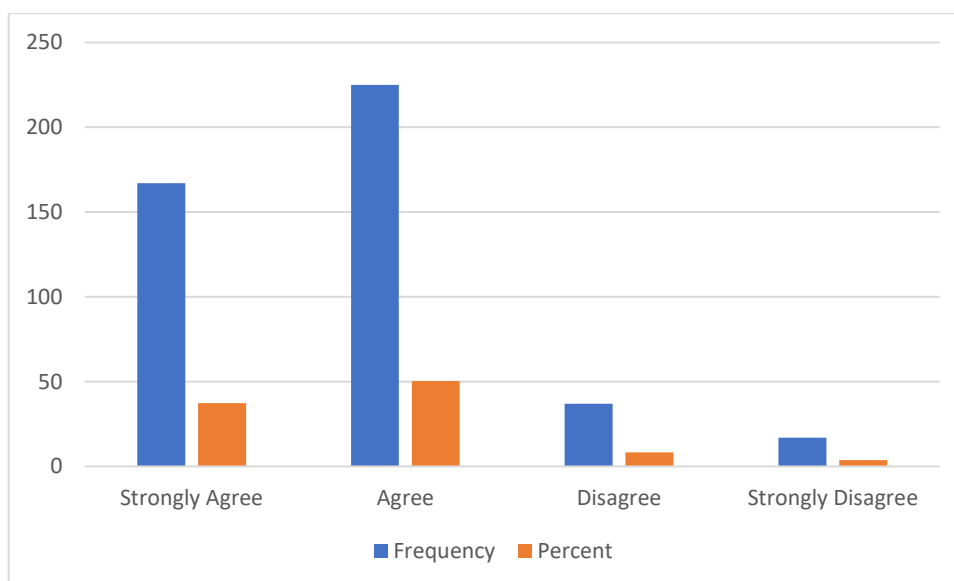


Figure 17: Distribution of respondents according to the statement: Pupils easily understand concepts in English language when illustrated practically

From the table 4.24 and figure above, 167 teachers (37.4%) strongly agree that pupils easily understand concepts in English language when illustrated practically While 225 (50.4%) agree to that statement, follow by 37 teachers (8.4%) who disagree to that statement that pupils easily understand concepts in English language when illustrated practically, then 17 (3.8%) respondents strongly disagree to the statement that pupils easily understand concepts in English language when illustrated practically.

Table 4.25: Distribution of respondents according to the statement: When pupils understand concept in English, they apply it in real life situations

Responses	Frequency	Percentages (%)
Strongly Agree	172	38.6
Agree	227	50.9
Disagree	34	7.6
Strongly Disagree	13	2.9
Total	446	100

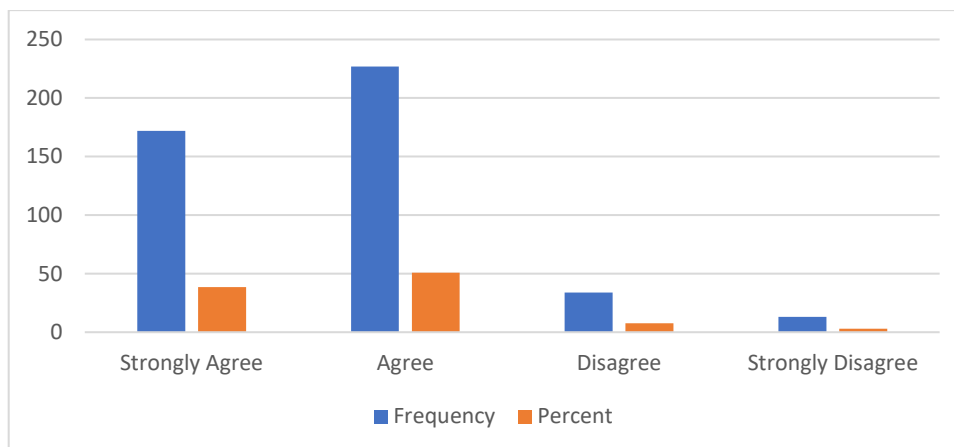


Figure 18: Distribution of respondents according to the statement: When pupils understand concepts in English, they apply it in real life situations

From the table 4.25 and figure above, 172 teachers (38.6%) strongly agree that when pupils understand concepts in English language, they apply them in real life situations. While 227 (50.9%) agree to that statement, followed by 34 teachers (7.6%) who disagree to that statement that when pupils understand concepts in English language, they apply them to real life situations, then 13 (2.9%) respondents strongly disagree to the statement.

Table 4.26: Distribution of respondents according to the statement: Pupils always feel bored, when the teacher is the only one talking during the teaching/learning process in English language

Responses	Frequency	Percentages (%)
Strongly Agree	170	38.1
Agree	234	52.5
Disagree	33	7.4
Strongly Disagree	9	2.0
Total	446	100

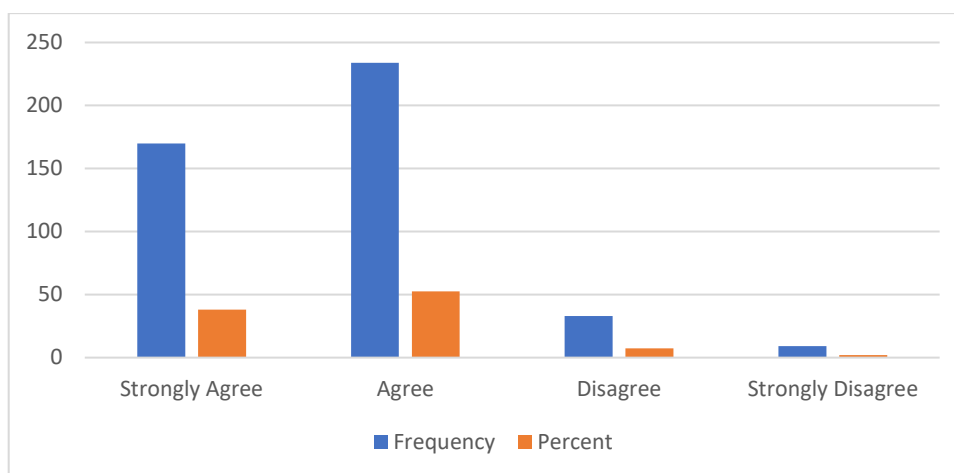


Figure 19: Distribution of respondents according to the statement: Pupils always feel bored, when the teacher is the only one talking during teaching/learning process in English language

From the table 4.26 and figure above, 170 teachers (38.1%) strongly agree that pupils feel bored when the teacher is the only one talking during English lessons. While 234 (51.6%) agree to that statement, follow by 33 teachers (7.4%) who disagree to the statement that pupils feel bored when the teacher is the only one talking during teaching/learning process in English language, then 9 (2.0%) respondents strongly disagree to the statement.

Table 4.27: Distribution of respondents according to the statement: Pupils easily understand English lessons when there is interactive.

Responses	Frequency	Percentages (%)
Strongly Agree	144	32.3
Agree	244	54.7
Disagree	58	13.0
Total	446	100

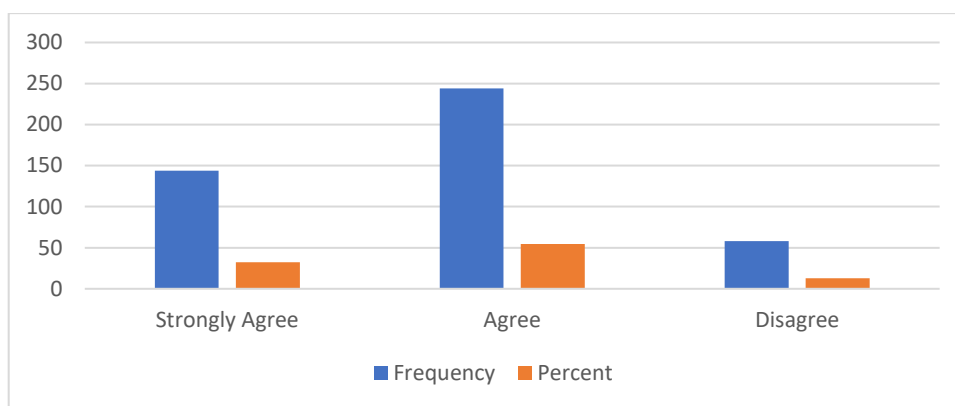


Figure 20: Distribution of respondents according to the statement: Pupils easily understand English lesson when it is interactive

From the table 4.27 and figure above, 144 teachers (32.3%) strongly agree to the statement that pupils easily understand English lessons when there is interactive. While 244 (54.7%) agree that pupils easily understand English lessons when it is interactive, followed by 58 teachers (13.0%) who disagree to the statement, then 58 teachers (13.0%) respondents strongly disagree to the statement that pupils easily understand English lessons when it is interactive.

Table 4.28: Distribution of respondents according to the statement: Pupils enjoyed doing homework in their English workbooks at home.

Responses	Frequency	Percentages (%)
Strongly Agree	170	38.1
Agree	256	57.4
Disagree	20	4.5
Total	446	100

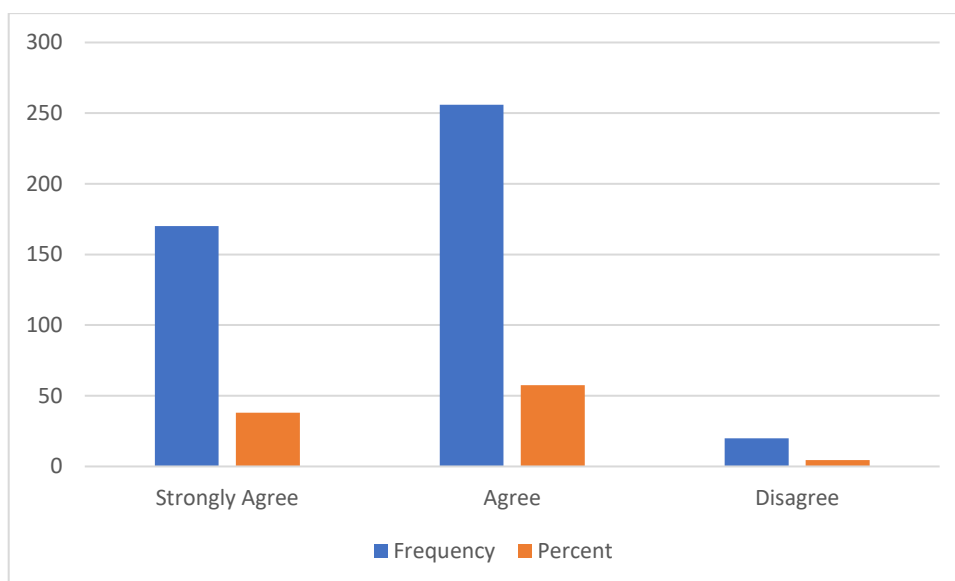


Figure 21: Distribution of respondents according to the statement: Pupils enjoyed doing homework in their English workbooks at home.

From the table 4.28 and figure above, 170 teachers (38.1%) strongly agree to the statement that pupils enjoyed doing homework in their English workbooks at home. While 256 (57.4%) agree to the statement that pupils enjoyed doing homework in their English workbooks at home. followed by 20 teachers (4.5%) who disagree to the statement.

Table 4.29: Distribution of respondents according to the statement: Pupils study and do research the more, when the teacher gives them work to do at home

Responses	Frequency	Percentages (%)
Strongly Agree	132	29.6
Agree	266	59.6
Disagree	48	10.8
Total	446	100

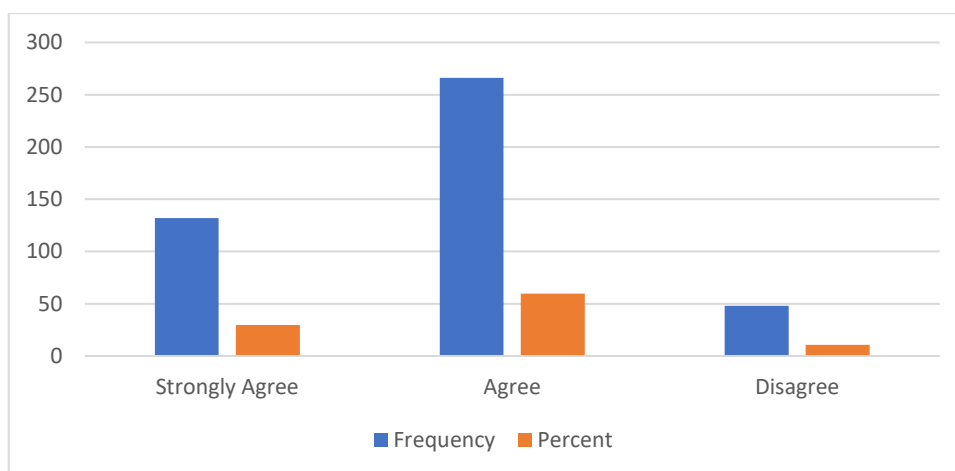


Figure 22: Distribution of respondents according to the statement: Pupils study and do research the more, when the teacher gives them work to do at home

From the table 4.249 and figure above, 132 teachers (29.6%) strongly agree to the statement pupils' study and do research the more, when the teacher gives them homework to do at home. While 266 (59.6%) agree to that statement, followed by 48 teachers (10.8%) who disagree to the statement that pupils' study and do research the more, when the teacher gives them work to do at home,

Table 4.30: Distribution of respondents according to the statement: Pupils learn better when they are active in the learning process

Responses	Frequency	Percentages (%)
Strongly Agree	151	33.9
Agree	242	54.2
Disagree	45	10.1
Strongly Disagree	8	1.8
Total	446	100

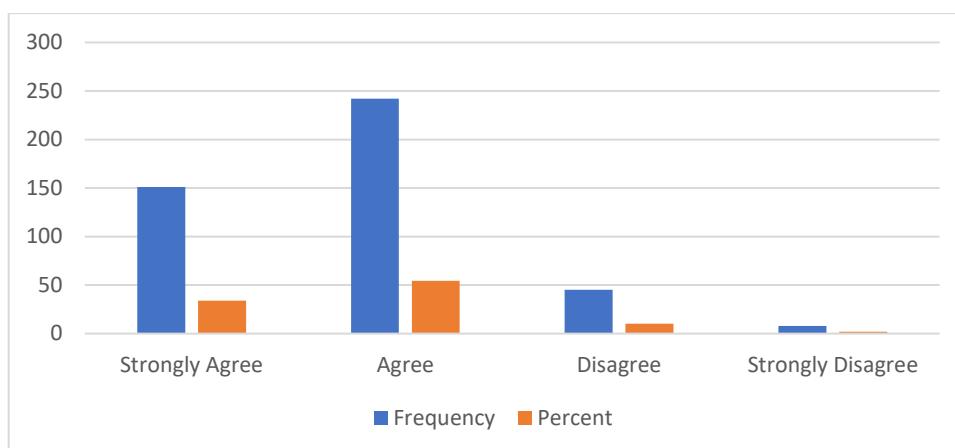


Figure 23: Distribution of respondents according to the statement: Pupils learn better when they are active in the learning process

From the table 4.30 and figure above, 151 teachers (33.9%) strongly agree to the statement that pupils learn better in English language when they are active in the learning process. While 242 (54.2%) agree to that statement, followed by 45 teachers (10.1%) who disagree to the statement that pupils learn better in English Language when they are active in the learning process, then 8 teachers (1.8%) respondents strongly disagree to the statement.

Table 4.31: Summary of the Variable Changes in Teaching Methods

No	Items	SA	A	D	SD	Mean	Std.D
		f(%)	f(%)	f(%)	f(%)		
1	When pupils enjoy learning in groups with their team mates, it helps them to achieve more academically	214 (48.0)	223(50.0)	9 (2.0)	0(0)	1.54	0.54
2	When pupils enjoyed carrying out project with their peers, it helps them to learn better and perform well academically.	174 (39.0)	247(55.4)	25 (5.6)	0(0)	1.67	0.58
3	Pupils understand better when their classmate explains concepts to them in teamwork, and this help them to increase their achievement	174 (39.0)	229(51.3)	43 (9.6)	0(0)	1.71	0.63
4	Pupils easily understand concepts when illustrated practically	167 (37.4)	225(50.4)	37 (8.3)	17(3.8.)	1.78	0.75
5	Pupils always apply what they have learn in a real-life situation	172 (38.6)	227(50.9)	34 (7.6)	13 (2.9)	1.75	0.72
6	Pupils always feel bored, when the teacher is the only one talking during the teaching learning process	170 (38.1)	234(52.5)	33 (7.4)	9 (2.0)	1.73	0.68
7	Pupils easily understand lesson when it is interactive and they discuss among themselves and the teacher	144 (32.3)	244(54.7)	58 (13.0)	0(0)	1.81	0.65
8	Pupils enjoyed working in their English workbooks in teams and this help them to learn more academically.	170 (38.1)	256(57.4)	20 (4.5)	0(0)	1.66	0.56
9	Pupils study and do research the more when the teacher gives them work to do at home	132 (29.6)	266(59.6)	48 (10.8)	0(0)	1.81	0.61
10	Pupils learn better when they are active in the learning process or play a part in the process.	151 (33.9)	242(51.6)	45 (10.1)	8(1.8)	1.80	0.69
Total		1577	2242	395	179	3.02	2.47
Percentages		35.9%	51.0	9.0%	4.1%		

From the above analysis under research question number 2; to what extent does teaching methods affect pupils' competence achievement in English language in primary schools? In line with item one, 402 teachers, giving a percentage of (71.7) generally agreed that pupils enjoy learning in group with their mates and this help them to achieve more academically. However, 44 teachers with a percentage of (28.3%) generally disagree to this fact giving a positive statement, as the number of those who agree to the statement were more than the number of teachers who disagreed. Moving on to item two, 363 teachers with a percentage of (53.3 %) generally agree that pupils enjoy carrying out projects with peers, and this help them to learn better, meanwhile 83 teachers with a percentage of (46.7%) disagree with the statement making it a positive statement. Talking on item three, 400 teachers (88.3) generally agree that pupils understand better when their mates explain concepts to them in teamwork while 46 students (11.7) generally disagree with the statement that pupils understand better when their mates explain concepts to them in teamwork, making it a positive statement. Moreover, discussing on item four, 385 teachers with a percentage of (76.7) generally agree that pupils easily understand concepts when illustrated practically and 115 teachers with a percentage of (21.67) generally disagree to this statement making it positive statement. Base on item five of this research question, 400 teachers with a percentage of (83.3%) generally agree that pupils always apply what they have learnt in a real-life situation while 46 teachers with a percentage of (11.7) generally disagree to this statement. Making the statement to be a positive statement. In line with item six, 378 respondents with percentage of (61.6 %) generally agree that pupils feel bored when only the teacher is talking during learning and this hinder learning, while, on the other hand 68 teachers with a percentage of (38.4%) generally disagree to the statement making it a positive statement in a sense that the percentage of teachers who agreed to this statement is greater than that of those who disagree with the statement. With respect to item seven, 384 teachers (88.4%) generally agree to the fact that, pupils easily understand when the lesson is interactive, while 62 teachers (11.6%) generally disagree to this claim making it a positive statement, as the number of teachers who agreed are more than the number of teachers who disagreed. To continue with regards to research question two, item eight, 374 teachers with a percentage of (73.3%) generally agree that when you used more than one teaching methods in class during teaching, you meet pupils learning needs and style. However, they were 71 (26.7%) who generally disagree to this statement. Moving to item nine, 375 teachers (73.3%) generally agree that when they give homework, it motivates pupils to study hard and do, while 122 teachers (28.45%) generally disagree to this statement, making it a positive statement, as the

percentage of those who agree are more than the percentage of those who disagree. Item ten focuses on the statement pupils learn better when they are active and play role in the teaching/learning process on this statement 336 teachers with a percentage of (79.6) generally agree while on the other hand 110 with a percentage of (21.4) generally disagree making the statement positive.

And giving a total sum of 3819 teachers agreeing to the above statements with a percentage of (86.9) and 574 teachers with a percentage of (45.4) disagreeing to the above statements. This indicate that the statements were positive, meaning teaching methods have a positive effect on pupil's competence development in English language.

Whereas, the mean for the Teachers use of teaching methods was 3.02, indicating positive with a positive standard deviation of 2.47, affirming the fact that; to a greater extent teachers' choice of teaching methods in English language enhance pupils' competence development in English Language.

C) Changes in Teaching/learning Materials

The survey of Teaching/learning materials (TLM) is developed to help us to understand how teaching/learning materials affect pupils' competence development in English language in primary schools.

Scale items for teaching/learning materials: This scale is made up of 10 items (Q27, Q28, Q29, Q30, Q31, Q32, Q33, Q34, Q35, Q36)

Table 4.32: Distribution of respondents according to the statement: Pupils easily understand English lesson and perform better academically when they are taught with computer video games

Responses	Frequency	Percentages
Strongly Agree	140	31.4
Agree	273	61.2
Disagree	21	4.7
Strongly Disagree	12	2.7
Total	446	100

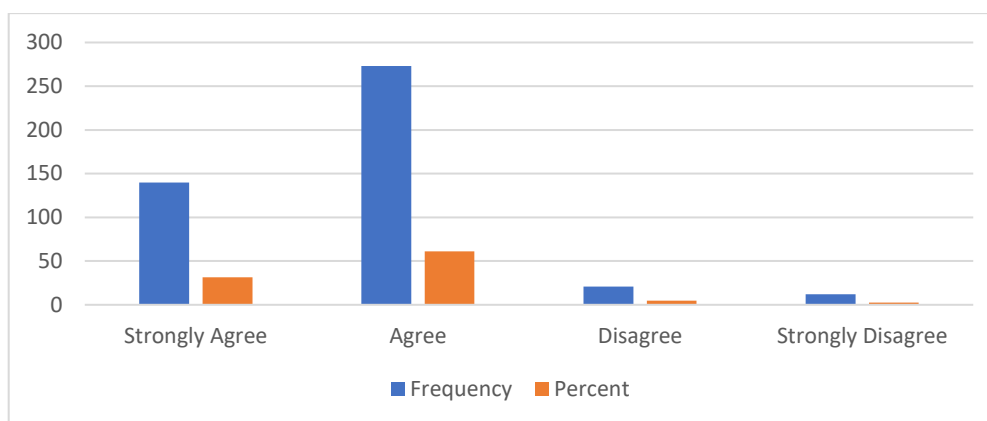


Figure 24: Distribution of respondents according to the statement: Pupils easily understand English lessons when they are taught with computer video games

From the table 4.32 and figure above, 140 teachers (31.4%) strongly agree to the statement that pupils easily understand English lessons when they are taught with computer video games. While 273 teachers (54.2%) agree to that statement, follow by 21 teachers (4.7%) who disagree to the statement that pupils easily understand English lessons when taught with computer video games, then 12 teachers (2.7%) strongly disagree to the statement.

Table 4.33: Distribution of respondents according to the statement: When pupils have all their textbooks, workbooks and learning materials in English language, they learn better and achieve more.

Responses	Frequency	Percentages (%)
Strongly Agree	133	29.8
Agree	264	59.2
Disagree	25	5.6
Strongly Disagree	24	5.4
Total	446	100

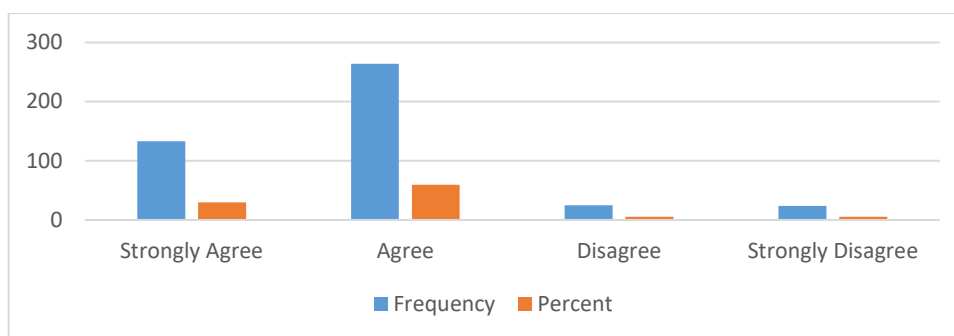


Figure 25: Distribution of respondents according to the statement: When pupils have all their textbooks, workbooks and learning materials in English language, they learn better and achieve more.

From the table 4.33 and figure above, 133 teachers (39.8%) strongly agree to the statement that when pupils have all their textbooks, workbooks and learning materials in English language, they learn better and achieve more. While 264 (59.2%) agree to that statement, follow by 25 teachers (5.6%) who disagree to the statement that pupils learn better in English Language when they have all their textbooks, workbooks and learning materials in English language, then 24 teachers (5.4%) strongly disagree to the above statement.

Table 4.34: Distribution of respondents according to the statement: When pupils do homework in their English work books, it reinforces what they have learnt in class.

Responses	Frequency	Percentages (%)
Strongly Agree	160	35.9
Agree	269	60.3
Disagree	17	3.8
Total	446	100

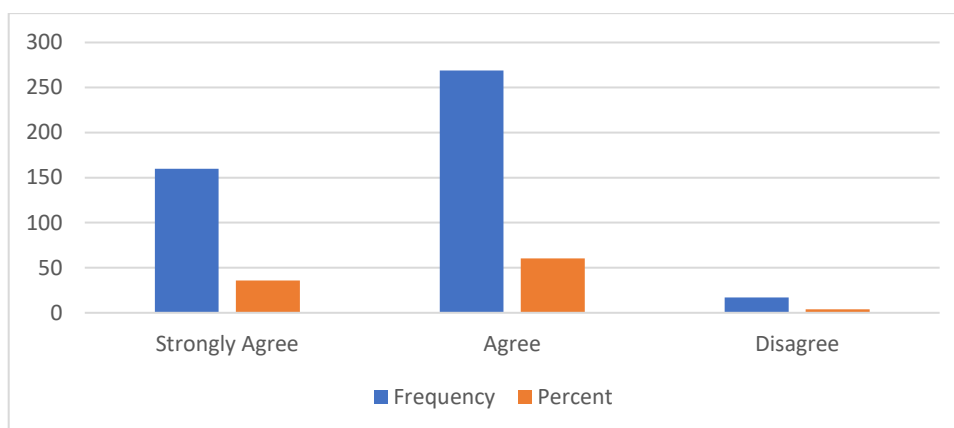


Figure 26: Distribution of respondents according to the statement: When pupils do homework in their English work books, it reinforces what they have learnt in class

From the table 4.34 and figure above, 160 teachers (35.9%) strongly agree to the statement that when pupils do assignment in their English language workbook, it reinforces what they have learnt in class. While 269 teachers (60.3%) agree to that statement, follow by 17 teachers (3.8%) who disagree to the statement that when pupils do assignment in their English Language workbook, it reinforces what they have learnt in class.

Table 4.35: Distribution of respondents according to the statement: Pupils write well in their exercise books, when teachers use the chalk board elaborately well

Responses	Frequency	Percentages (%)
Strongly Agree	140	31.4
Agree	285	63.9
Disagree	21	4.7
Total	446	100

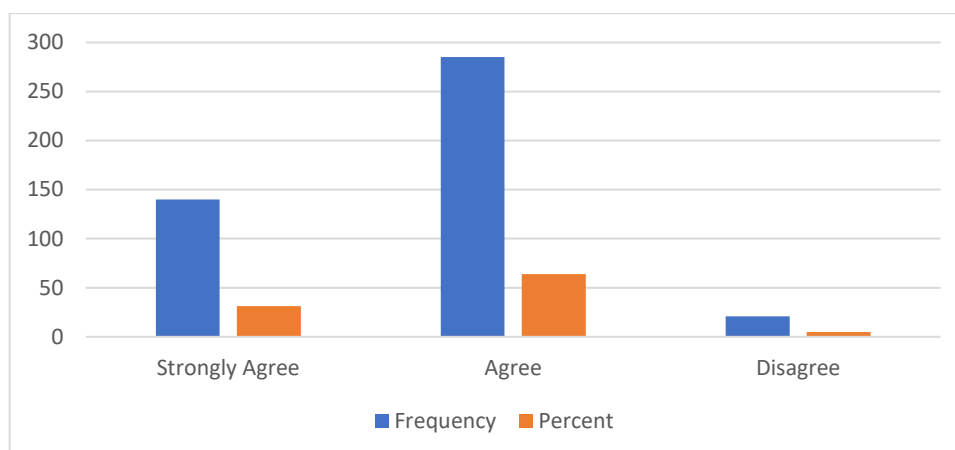


Figure 27: Distribution of respondents according to the statement: Pupils write well in their exercise books, when teachers use the chalk board elaborately well

From the table 4.35 and figure above, 140 teachers (31.4%) strongly agree to the statement that pupils write well in their exercise books when you use the chalkboard elaborately well. While 285 (63.9%) agree to that statement, follow by 21 teachers (4.7%) who disagree to the statement that pupils write well in exercise books when the teachers use the chalkboard elaborately well.

Table 4.36: Distribution of respondents according to the statement: Pupils are excited when teachers use flash cards in English language lessons and this helps them to learn better.

Responses	Frequency	Percentages
Strongly Agree	141	31.6
Agree	284	63.7
Disagree	21	4.7
Total	446	100

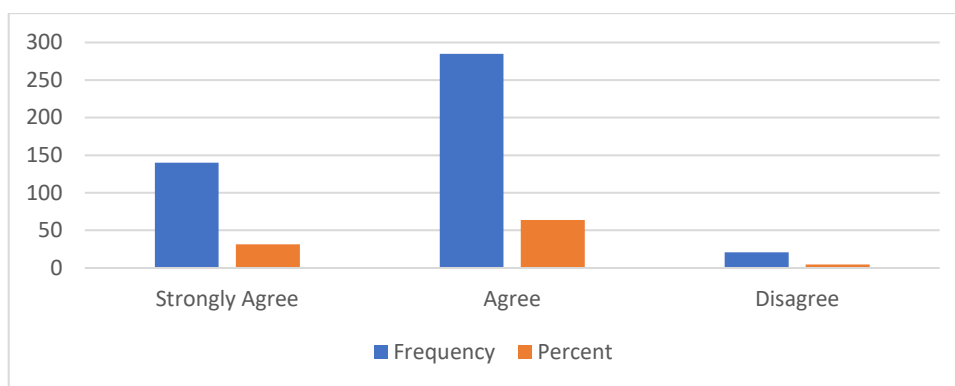


Figure 28: Distribution of respondents according to the statement: Pupils are excited when teachers use flash cards in English language lessons and this helps them to learn better.

From the table 4.36 and figure above, 141 teachers (31.6%) strongly agree to the statement that pupils are excited when you use flash cards in English lessons and this help them to learn in English language. While 284 (63.7%) agree to the statement, follow by 21 teachers (4.7%) who disagree to the statement that pupils are excited when you use flash cards in English language and this help them to learn better in English Language.

Table 4.37: Distribution of respondents according to the statement: When they see illustration on pictures in class, it helps them understand better, thus improves on academic achievement

Responses	Frequency	Percentages (%)
Strongly Agree	119	26.7
Agree	287	64.3
Disagree	28	6.3
Strongly Disagree	12	2.7
Total	446	100

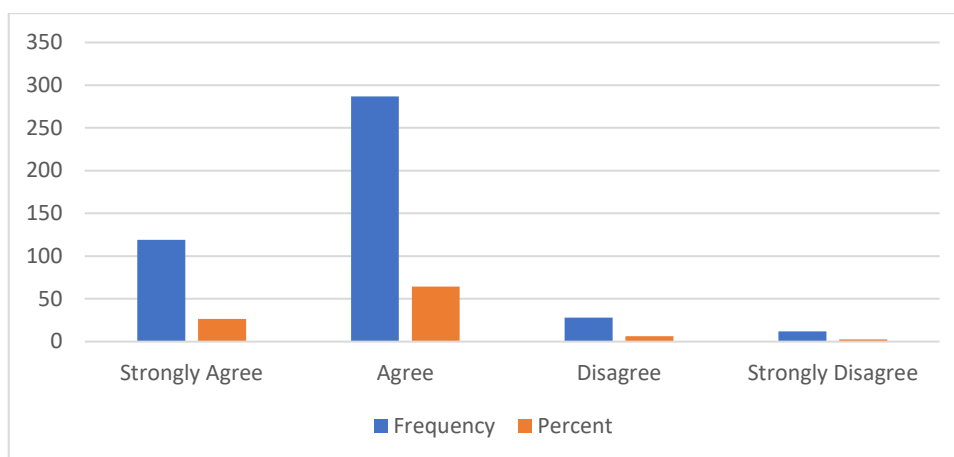


Figure 29: Distribution of respondents according to the statement: When they see illustration on pictures in English lessons, it helps them to understand better, and learn more

From the table 4.37 and figure above, 119 teachers (26.7%) strongly agree to the statement that pupils learn better in English language when they are active in the learning process. While 287 (64.3%) agree to that statement, followed by 28 teachers (6.3%) who disagree to the statement that pupils learn better in English Language when they are active in the learning process, then 12 teachers (2.7%) respondents strongly disagree to the statement.

Table 4.38: Distribution of respondents according to the statement: When pupils listen to facts from the Radio, they easily keep and store it in the memory.

Responses	Frequency	Percentages (%)
Strongly Agree	107	24.0
Agree	303	67.9
Disagree	32	7.2
Strongly Disagree	4	9
Total	446	100

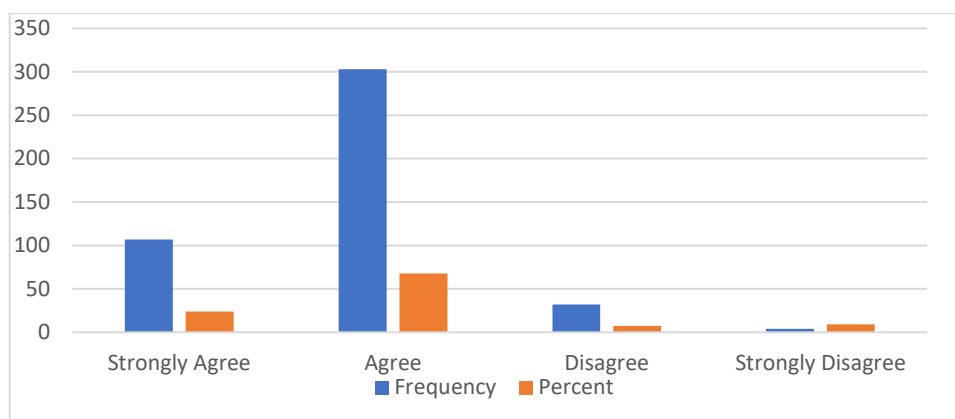


Figure 30: Distribution of respondents according to the statement: When pupils listen to facts from the Radio, they easily keep and store the fact in the memory

From the table 4.38 and figure above, 107 teachers (24.0%) strongly agree to the statement that when pupils listen to fact from the radio, they easily keep and store the fact in the memory. While 303 (54.2%) agree to the above statement, follow by 32 teachers (7.2.1%) who disagree to the statement that pupils easily keep and store fact from the radio in the memory, then 4 (.9 %) respondents strongly disagree to the statement.

Table 4.39: Distribution of respondents according to the statement: Teaching learning materials make learning interesting and enjoyable

Responses	Frequency	Percentages
Strongly Agree	99	22.2
Agree	311	69.7
Disagree	32	7.2
Strongly Disagree	4	.9
Total	446	100

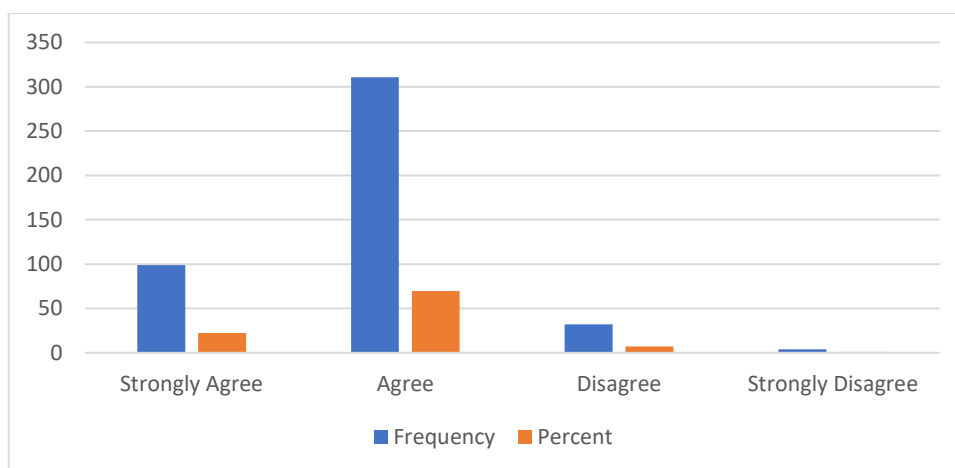


Figure 31: Distribution of respondents according to the statement: Teaching learning material in English makes learning interesting and enjoyable

From the table 4.39 and figure above, 99 teachers (22.2%) strongly agree to the statement teaching/learning material in English language makes learning interesting and enjoyable. While 311 (69.7%) agree to the above statement, follow by 32 teachers (7.2%) who disagree to the statement that teaching/learning material make learning interesting and enjoyable, then 4 teachers (.9%) strongly disagree to the statement.

Table 4.40: Distribution of respondents according to the statement: When you recount facts in English Language with the use of tape recorder, pupils understand better

Responses	Frequency	Percentages
Strongly Agree	94	21.1
Agree	316	70.9
Disagree	32	7.2
Strongly Disagree	4	.9
Total	446	100

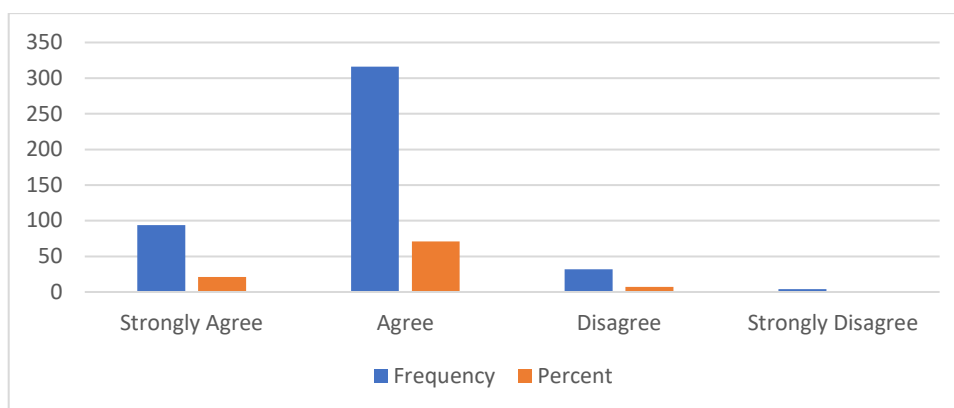


Figure 32: Distribution of respondents according to the statement: When you recount facts in English Language with the use of tape recorder, pupils understand better

From the table 4.40 and figure above, 94 teachers (21.1%) strongly agree to the statement that they recount facts in English language with the use of a tape recorder, pupils understand. While 316 (70.9%) agree to the above statement, followed by 32 teachers (7.2%) who disagree to the statement that pupils learn better when facts are recounted in English Language with a tape recorder, then 4 teachers (.9%) strongly disagree to the statement.

Table 4.41: Distribution of Respondents according to the statement: Pupils' attention is captured and they learn better when a smartphone is used as a teaching aid

Responses	Frequency	Percentages (%)
Strongly Agree	92	20.6
Agree	321	72.0
Disagree	29	6.5
Strongly Disagree	4	.9
Total	446	100

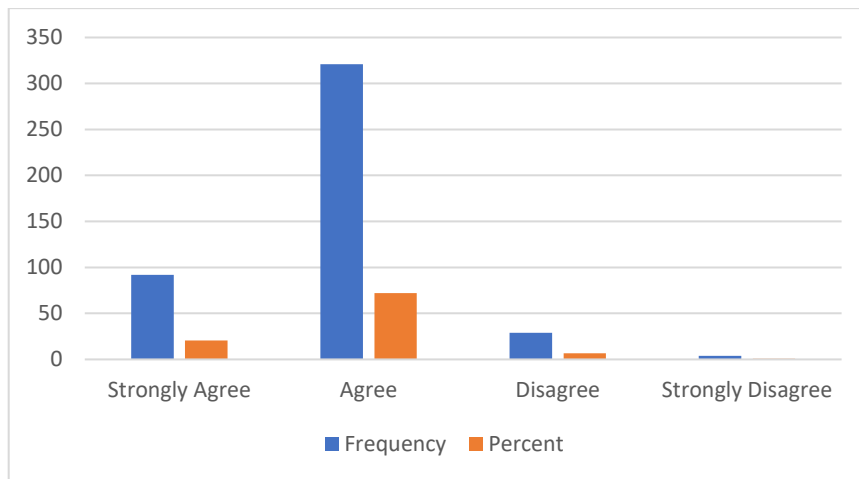


Figure 33: Distribution of Respondents according to the statement: Pupils attention is captured and they learn better when smartphone is used as a teaching aid.

From the table 4.41 and figure above, 92 teachers (20.6%) strongly agree to the statement that pupils learn better in English language when they are active in the learning process. While 321 (72.0%) agree to that statement, follow by 29 teachers (6.5%) who disagree to the statement that pupils learn better in English Language when they are active in the learning process, then 4 teachers (0.9%) respondents strongly disagree to the statement.

Table 4.42: Summary table for the variable changes in teaching/learning materials

No	Items	SA f(%)	A f(%)	D f(%)	SD f(%)	Mean	Std.D
1	Pupils easily understand lesson and perform better academically when they are taught with computer videogames	140 (31.4)	273 (61.2)	21 (4.7)	12 (2.7)	1.54	0.54
2	When pupils have all their textbooks, workbooks and learning materials in class, it helps them learn better, thus Improving on their academic achievement	153 (29.8)	264 (59.2)	25 (5.6)	24 (5.4)	1.67	0.58
3	When pupils do assignments in their work books, it reinforces what they have learnt, thus improves on achievement	160 (35.9)	269 (60.3)	17 (3.8)	0 (0)	1.71	0.63
4	Pupils write well in their exercise books, when you use the chalk board elaborately well	140 (31.4)	285 (63.9)	21 (4.7)	0 (0)	1.78	0.75
5	Pupils are excited when they see flash cards in class during teaching and learning process, it helps them learn better, thus improvement in their academic performance	141 (31.6)	284 (63.7)	21 (4.7)	0 (0)	1.75	0.72
6	When they see illustration on pictures in class, it helps them understand better, thus improves on academic achievement	119 (26.7)	287 (64.3)	28 (6.3)	12 (2.7)	1.73	0.68
7	When they listen to facts from the Radio, they easily keep it in memory and perform better academically	107 (24.0)	303 (67.9)	32 (7.2)	4 (.9)	1.81	0.65
8	Teaching learning materials makes learning interesting and enjoyable.	99 (22.2)	311 (69.7)	32 (7.2)	4 (.9)	1.66	0.56
9	When you recount facts with the use of tape recorder, they widely understand better and thus perform better in class.	94 (21.1)	316 (70.9)	32 (7.2)	4 (.9)	1.81	0.61
10	When you teach with smartphones as teaching learning materials in class, it helps learners to understand easily, thus improves their academic achievement	92 (20.6)	321 (72.0)	29 (6.5)	9 (.9)	1.80	0.69
	Total	1577	2242	395	179	2.47	2.49
	Percentages	35.9	51.0	9.0	4.1		

From the above analysis under research question number 3; to what extent does teaching/learning materials affect pupils competence development in English language in primary schools? In line with item one, 402 teachers, giving a percentage of (71.7) generally agree that pupils understand better when they are taught with computer video game. However, 44 teachers with a percentage of (28.3%) generally disagree to this fact giving a positive statement, as the number of those who agreed to the statement were more than the number of teachers who disagreed. Moving on to item two, 363 teachers with a percentage of (53.3 %) generally agree that when pupils have all their textbooks in English language, they learn better, meanwhile 83 teachers with a percentage of (46.7%) disagree with the statement making it a positive statement. Talking on item three, 400 teachers (88.3) generally agree that when pupils do assignments in their workbook, it reinforced what they have learnt, while 46 students (11.7) generally disagree with the statement that when pupils do assignments in their workbook, it reinforced what they have learnt, making it a positive statement. Moreover, discussing on item four, 385 teachers with a percentage of (76.7) generally agree that pupils write well in their exercise books when the chalkboard is used elaborately well. 115 teachers with a percentage of (21.67) generally disagree to this statement making it positive statement. Base on item five of this research question, 400 teachers with a percentage of (83.3%) generally agree that pupils are excited to learn when they see flashcards during curriculum implementation, while 46 teachers with a percentage of (11.7) generally disagree to this statement. Making the statement to be a positive statement. In line with item six, 378 respondents with percentage of (61.6 %) generally agree that when pupils see illustration on pictures, it helps them to understand the lesson better. While, on the other hand 68 teachers with a percentage of (38.4%) generally disagree to the statement making it a positive statement in a sense that the percentage of teachers who agreed to this statement is greater than that of those who disagreed with the statement. With respect to item seven, 384 teachers (88.4%) generally agree to the fact that, when they listen to fact from the radio, they easily store it in their memory, while 62 teachers (11.6%) generally disagree to this claim making it a positive statement, as the number of teachers who agreed are more than the number of teachers who disagreed. To continue with regards to research question two, item eight, 374 teachers with a percentage of (73.3%) generally agree that teaching/learning materials make teaching interesting and enjoyable. However, they were 71 (26.7%) who generally disagree to this statement implying teaching/learning materials do not make lessons interesting and enjoyable. Moving to item nine, 375 teachers (73.3%) generally agree that when you recount fact with the use of tape recorder,

they widely understand better, while 122 teachers (28.45%) generally disagree to this statement, making it a positive statement, as the percentage of those who agreed are more than the percentage of those who disagreed. Item ten focuses on, when you teach with a smartphone as a teaching/learning device in class, it helps pupils to understand better. On this statement 336 teachers with a percentage of (79.6) generally agree while on the other hand 110 with a percentage of (21.4) generally disagree making the statement positive.

And giving a total sum of 3819 teachers agreeing to the above statements with a percentage of (86.9) and 574 teachers with a percentage of (45.4) disagreeing to the above statements. This indicate that the statement was positive, meaning teaching/learning materials have a positive effect on pupil's competence development in English language.

Whereas, the mean for the use of teaching/learning materials was 2.47, indicating positive with a positive standard deviation of 2.49, affirming the fact that; to a greater extent teachers' use of teaching/learning materials in the teaching of English language enhance pupils' competence development in English Language.

D) Changes in Assessment Methods

The survey of Assessment methods (AM) is developed to help us to understand how assessment methods affect pupils' competence development in English language in primary schools.

Scale items for assessment methods: This scale is made up of 10 items (Q38, Q39, Q40, Q41, Q42, Q43, Q44, Q45, Q46, Q 47)

Table 4.43: Distribution of respondents according to the statement: When pupils are assessed before introducing a new lesson in English language, they remember previous knowledge

Responses	Frequency	Percentages (%)
Strongly Agree	98	22.0
Agree	323	72.4
Disagree	17	3.8
Strongly Disagree	8	1.8
Total	446	100

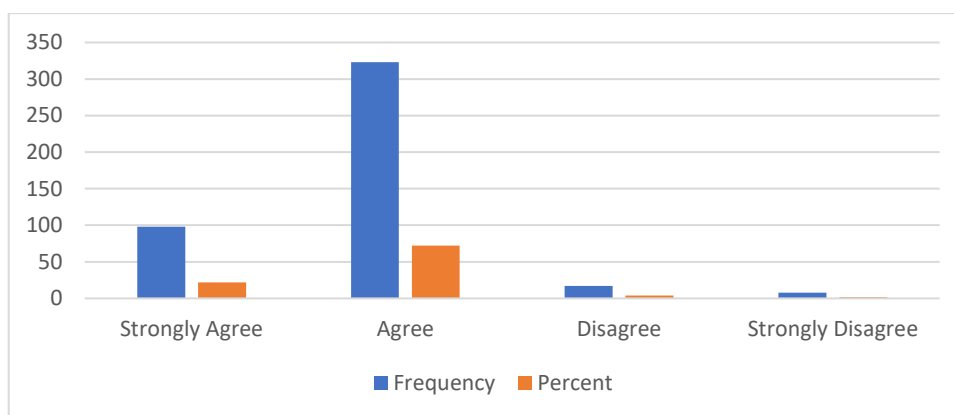


Figure 34: Distribution of respondents according to the statement: When pupils are assessed before introducing a new lesson in English language, they remember previous knowledge

From the table 4.43 and figure above, 98 teachers (22.0%) strongly agree to the statement that when pupils are assessed before introducing a new lesson in English language, they remember previous knowledge. While 323 (72.4%) agree to the statement, follow by 17 teachers (3.8%) who disagree to the statement that when pupils are assessed before introducing a new lesson in English language, they remember previous knowledge, then 8 teachers (1.8%) strongly disagree to the statement.

Table 4.44: Distribution of respondents according to the statement: When pupils are assessed by the end of an English lesson, they put into practice what they have learnt

Respondents	Frequency	Percentages (%)
Strongly Agree	107	24.0
Agree	295	66.1
Disagree	36	8.0
Strongly Disagree	8	1.8
Total	446	100

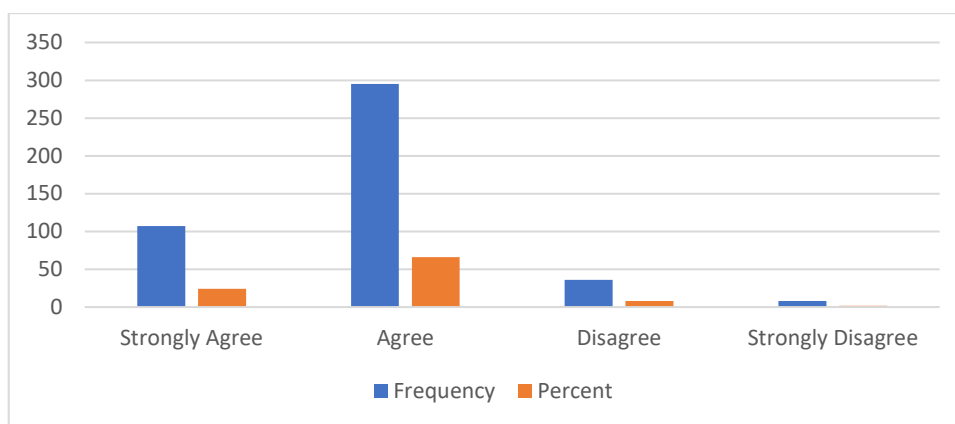


Figure 35: Distribution of respondents according to the statement: When pupils are assessed by the end of an English lesson, they put into practice what they have learnt

From the table 4.44 and figure above, 107 teachers (24.0%) strongly agree to the statement that when pupils are assessed by the end of an English language lesson, they put into practice what they have learnt. While 295 (66.1%) agree to the statement, follow by 36 teachers (8.1%) who disagree to the statement that when pupils are assessed by the end of an English lesson, they put into practice what they have learnt, then 8 teachers (1.8%) respondents strongly disagree to the statement.

Table 4.45: Distribution of respondents according to the statement: When pupils corrected examination and test scripts are givev back to them, it motivates them to learn better

Responses	Frequency	Percentages (%)
Strongly Agree	108	24.2
Agree	309	69.3
Disagree	17	3.8
Strongly Disagree	12	2.7
Total	446	100

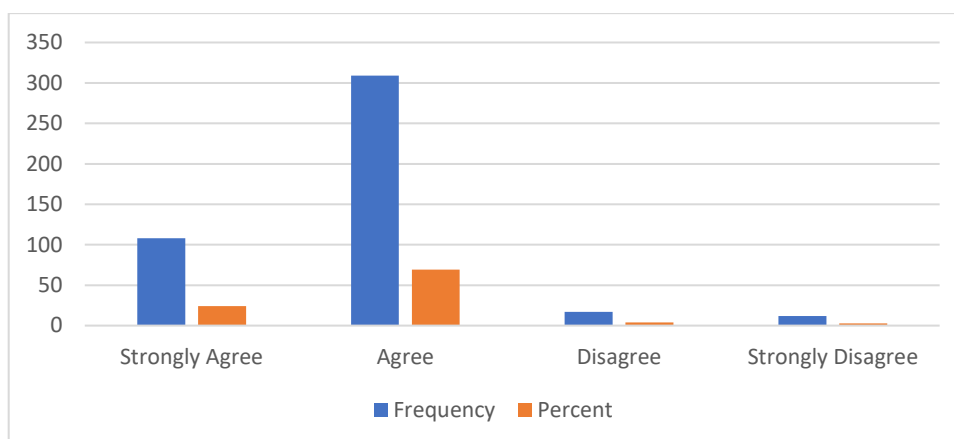


Figure 36: Distribution of respondents according to the statement: When pupils corrected examination and test scripts are given back to them, it motivates them to learn better

From the table 4.45 and figure above, 108 teachers (24.2%) strongly agree to the statement that pupils are motivated and learn better when they are given back their corrected examination and test scripts. While 309 (69.3%) agree to that statement, followed by 17 teachers (3.8%) who disagree to the statement that pupils are motivated and learn better when they are given back their corrected examination and test scripts in English Language, then 12 teachers (2.7%) respondents strongly disagree to the statement.

Table 4.46: Distribution of respondents according to the statement: When pupils test results in English are taken as part of their terminal results, it motivates them to study and work harder in class.

Responses	Frequency	Percentages (%)
Strongly Agree	199	44.6
Agree	229	51.3
Disagree	18	4.1
Total	446	100

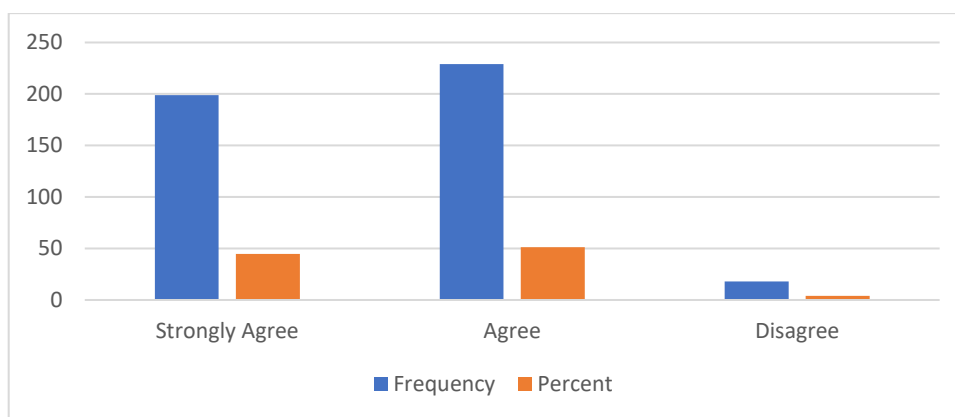


Figure 37: Distribution of respondents according to the statement: When pupils test marks in English are taken as part of their terminal marks, it motivates them to study and work harder in class.

From the table 4.46 and figure above, 199 teachers (44.6%) strongly agree to the statement that pupils' study and work harder in class when their test results in English language is taken as part of their terminal and annual examination marks. While 229 (51.3%) agree to that statement, followed by 18 teachers (4.0%) who disagree to the statement that pupils' study and work harder when their test marks in English language are added to their terminal and annual examination marks in English language.

Table 4.47: Distribution of respondents according to the statement: Formative assessment helps pupils to always read and study what they have done in school

Responses	Frequency	Percentages
Strongly Agree	148	33.2
Agree	278	62.3
Disagree	20	4.5
Total	446	100

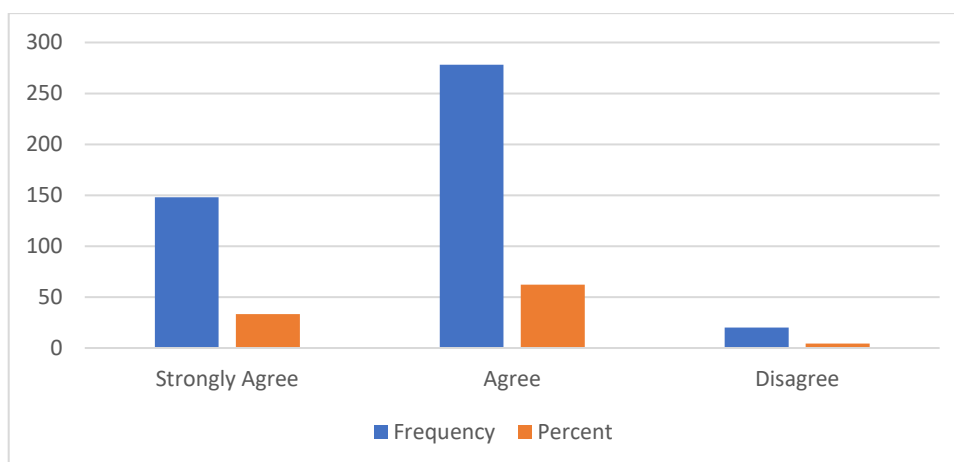


Figure 38: Distribution of respondents according to the statement: Formative assessment helps pupils to always read and study what they have done in school

From the table 4.47 and figure above, 148 teachers (33.2%) strongly agree to the statement that pupils always read and study what they have done in English language when there is formative assessment. While 278 (62.3%) agree to that statement, followed by 20 teachers (4.5%) who disagree to the statement that pupils read and study what they have done in English Language when there is formative assessment.

Table 4.48: Distribution of respondents according to the statement: Making observations and collecting information periodically helps to inform pupils of their strength and weaknesses

Respondents	Frequency	Percentages (%)
Strongly Agree	192	43.0
Agree	242	54.3
Disagree	12	2.7
Total	446	100

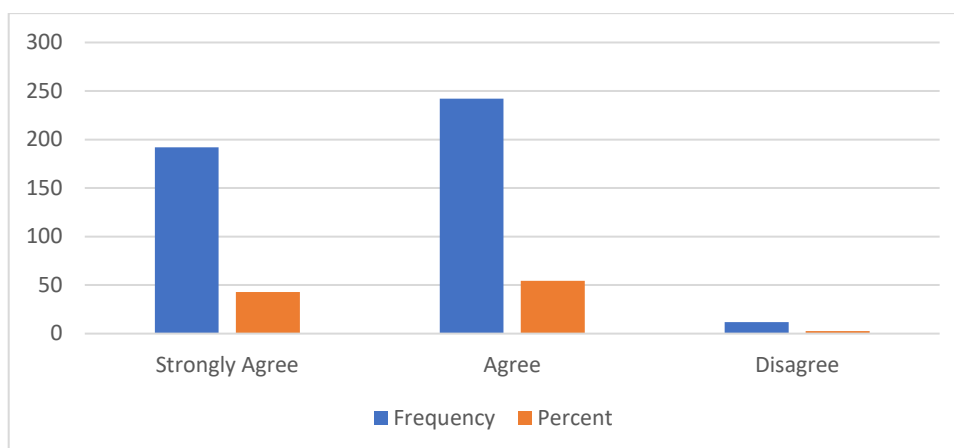


Figure 39: Distribution of respondents according to the statement: Making observations and collecting information periodically helps to inform pupils of their strength and weaknesses

From the table 4.48 and figure above, 192 teachers (43.0%) strongly agree to the statement that making observation and collecting information periodically help to inform pupils on their strength and weaknesses. pupils. While 242 (54.2%) agree to that statement, followed by 12 teachers (10.1%) who disagree to the statement that making observation and collecting information periodically help to inform pupils on their strength and weaknesses in English language.

Table 4.49: Distribution of respondents according to the statement: Assessments carried out at periodic intervals improve the overall achievement

Responses	Frequency	Percentages (%)
Strongly Agree	157	35.2
Agree	257	57.6
Disagree	32	7.2
Total	446	100

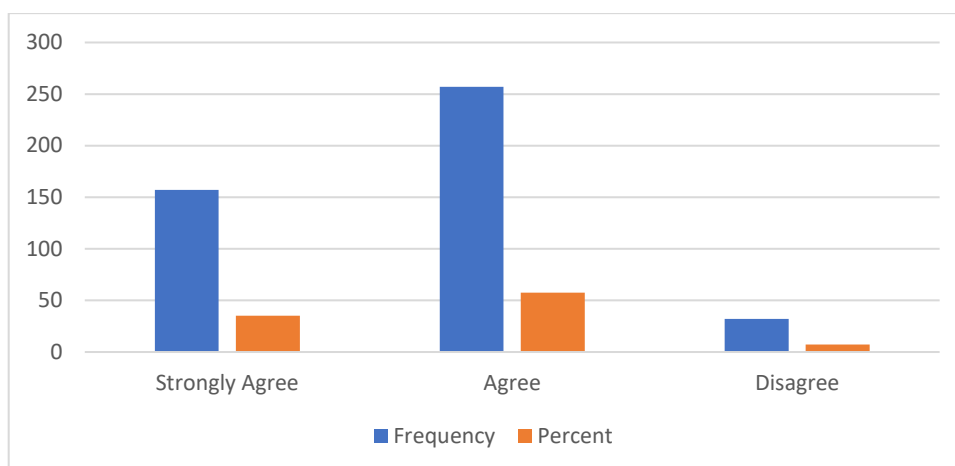


Figure 40: Distribution of respondents according to the statement: Assessments carried out at periodic intervals improve the overall achievement

From the table 4.49 and figure above, 157 teachers (35.2%) strongly agree to the statement that assessment carried out periodic intervals improve the overall achievement in English language. While 257 (57.6%) agree to that statement, follow by 32 teachers (7.2%) who disagree to the statement that assessment carried out at periodic intervals improve the overall achievement in English language.

Table 4.50: Distribution of respondents according to the statement: Effective assessment in English language lead to better academic achievement

Response	Frequency	Percentages (%)
Strongly Agree	190	42.6
Agree	248	55.6
Disagree	8	1.8
Total	446	100

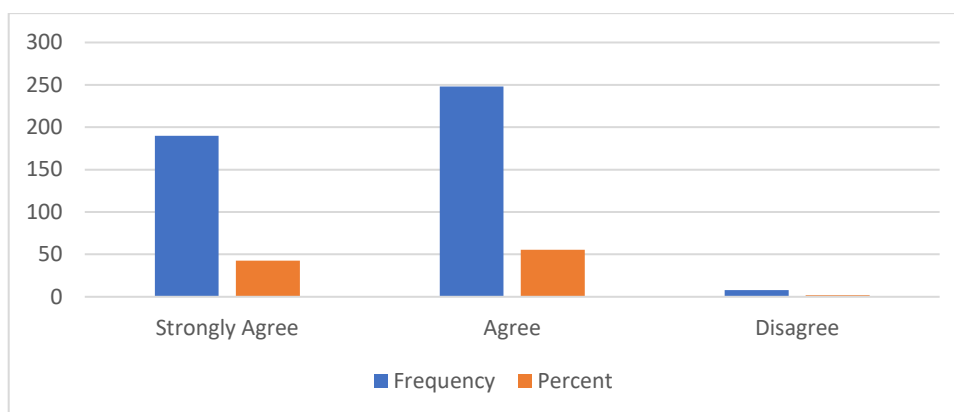


Figure 41: Distribution of respondents according to the statement: Effective assessment in English language led to better academic achievement

From the table 4.50 and figure above, 190 teachers (42.6%) strongly agree to the statement that Effective assessment in English language led to better academic achievement. While 248 (54.2%) agree to that statement, followed by 8 teachers (10.1%) who disagree to the statement that effective assessment in English language led to better academic achievement.

Table 4.51: Distribution of respondents according to the statement: Assessment materials in English language facilitate the implementation of effective assessments

Responses	Frequency	Percentages
Strongly Agree	148	33.1
Agree	254	57.0
Disagree	44	9.9
Total	446	100

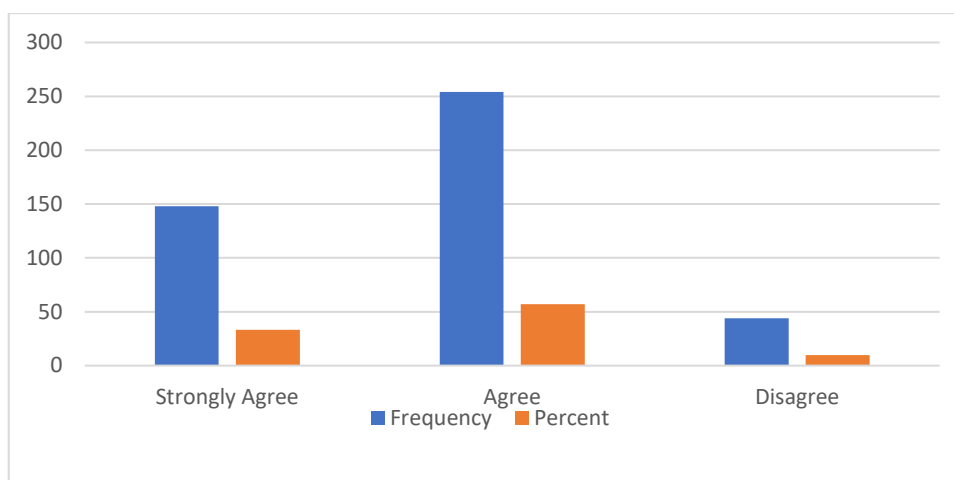


Figure 42: Distribution of respondents according to the statement: Assessment materials in English language facilitate the implementation of effective assessments

From the table 4.51 and figure above, 148 teachers (33.2%) strongly agree to the statement that assessment materials in English language facilitate the implementation of effective assessment. While 254 (57.0%) agree to that statement, follow by 44 teachers (9.9%) who disagree to the statement that assessment materials in English language facilitate the implementation of effective assessment.

Table 4.52: Distribution of respondents according to the statement: Availability of good record system (computers) facilitates the progress of implementation of assessments in schools

Responses	Frequency	Percentages (%)
Strongly Agree	164	36.8
Agree	262	58.7
Disagree	16	3.6
Strongly Disagree	4	.9
Total	446	100.0

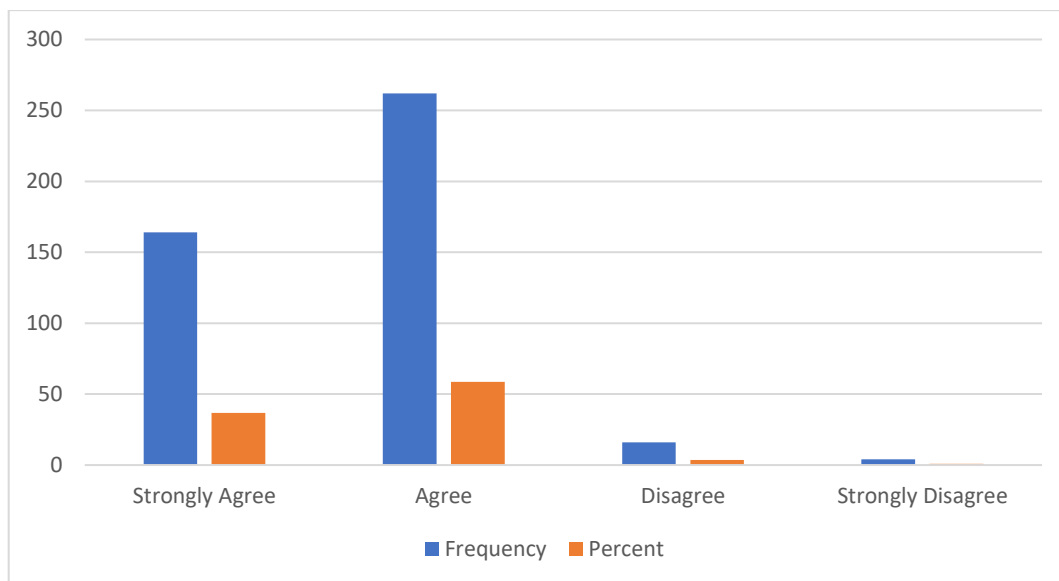


Figure 43: Distribution of respondents according to the statement: Availability of good record system (computers) facilitates the progress of implementation of assessment in schools

From the table 4.52 and figure above, 164 teachers (36.8%) strongly agree to the statement that availability of good record system facilitates the progress of implementation of assessment in schools. While 242 (58.7%) agree to that statement, followed by 16 teachers (3.6%) who disagree to the statement that availability of good record system facilitates the progress of implementation of assessment in schools, then 4 teachers (.9%) respondents strongly disagree to the statement.

Table 4.53: Summary table for the Variable Changes in Assessment methods

No	Items	SA f(%)	A f(%)	D f(%)	SD f(%)	Mean	Std.D
1	When learners are assessed before introducing a new lesson, it helps them remember previous knowledge	98 (22.0)	323 (72.4)	17 (3.8)	8 (1.8)	1.85	0.56
2	When they are assessed by the end of a lesson, it helps them put into practice what they have learnt	107 (24.0)	295 (66.1)	36 (8.1)	8 (1.8)	1.88	0.61
3	When pupils' examination and test scripts are giving back to them, after scoring, it motivates them to learn better	108 (24.2)	309 (69.3)	17 (3.8)	12 (2.7)	1.85	0.61
4	When pupils test results are taken as part of their terminal and annual examination results, it motivates them to study and work harder in class.	199 (44.6)	229 (51.3)	18 (4.0)	0 (0.)	1.59	0.57
5	Formative assessment helps pupils to always read and study what they have done in school	148 (33.2)	278 (62.3)	20 (4.5)	0 (0)	1.71	0.54
6	Making observations and collecting information periodically helps to inform pupils on their strength and weaknesses.	192 (43.0)	242 (54.3)	12 (2.7)	0 (0)	1.60	0.54
7	Assessment carried out at periodic intervals improve the overall achievement	157 (35.2)	257 (57.6)	32 (7.2)	0 (.0)	1.72	0.59
8	Effective assessment lead to better academic achievement	190 (42.6)	248 (55.6)	8 (1.8)	0 (0)	1.59	0.53
9	Learning materials facilitate the implementation of effective assessments in schools	148 (33.2)	254 (57.0)	44 (9.9)	0 (0)	1.77	0.61
10	Availability of good record system (computers) facilitates the progress of implementation of assessment in schools	164 (36.8)	262 (58.7)	16 (3.6)	4 (.9)	1.69	0.58
Total		1699	2061	422	203	1.72	
Percentages		38.7	47.0	9.6	4.6	0.57	

From the summary table above in line with research question four; how does changes in assessment methods affect pupils' competence achievement in English language? In line with item one, 388 teachers with a percentage of (68.4%) generally agree that, when learners are assessed before introducing a new lesson, it helps them remember new previous knowledge, while 65 teachers with a percentage of (31.6) generally disagree to this statement that when learners are assessed before introducing a new lesson, it helps them to remember previous knowledge making it positive as the number of teachers who agreed is more than the number of teachers who disagreed. Moving on to item two, 358 teachers with a percentage of (73.4%) generally agree that when pupils are assessed at the end of the lesson, it helps them to put into practice what they have learnt. In the same light, 88 teachers with a percentage of (26.6%) generally disagree making the statement positive. Moreover, item 3 was to find out if pupils examination and test script when given back to them motivate them to learn better. 366 teachers (72 %) generally agree to this statement while 80 teachers (28%) who generally disagree to the above statement. Talking on item four, 392 teachers with a percentage of (78.3%) generally agree that when pupils test result is taken as part of their terminal and annual examination results, it will motivate them to study and work. However, some 54 teachers with a percentage of (21.7) generally disagree to this statement making the statement positive, as the percentage of those who agreed are more than the percentage of those who disagreed. On item five, 374 (76.3%) generally agree that formative assessment helps pupils to always read and study what they have done in school, while some 72 teachers with a percentage of (28.3%) were of the opinion that formative assessment do not helps pupils to always read and study when they are in school. In line with item six, 378 respondents with percentage of (61.6 %) generally agree that making observations and collecting information periodically helps to inform pupils on their strength and weaknesses, While, on the other hand 68 teachers with a percentage of (38.4%) generally disagree to the statement making it a positive statement in a sense that the percentage of teachers who agreed to this statement is greater than that of those who disagreed with the statement. With respect to item seven, 384 teachers (88.4%) generally agree to the fact that, assessment carried out at periodic intervals improve the overall achievement, while 62 teachers (11.6%) generally disagree to this claim making it a positive statement, as the number of teachers who agreed are more than the number of teachers who disagreed. To continue with regards to research question four concerning item eight, 374 teachers with a percentage of (73.3%) generally agree that effective assessment lead to better academic achievement. However, they were 71 (26.7%) who generally disagree to this statement implying effective

assessment do not lead to better academic achievement. Moving to item nine, 375 teachers (73.3%) generally agree that learning materials facilitate the implementation of effective assessment in schools, while 122 teachers (28.45%) generally disagree to this statement, making it a positive statement, as the percentage of those who agreed are more than the percentage of those who disagreed. Item ten focuses on, availability of good record system (computer) facilitate the progress of implementation of assessment in schools. On this statement 336 teachers with a percentage of (79.6) generally agree while on the other hand 110 with a percentage of (21.4) generally disagreed making the statement positive.

And on a general note, 3760 with a percentage of (85.7%) agree to the above research statements or questions while 625 teachers with (14.2%) disagree to the above questions, implying that the questions were positive, meaning assessment methods have a positive effect on pupil's competence development in English language in primary schools.

The mean for the use of assessment methods in the teaching of English language was 3.17, indicating +. with a positive standard deviation of 2.86, affirming the fact that; assessment methods in English language enhance pupil's competence development in English language.

E) Teacher's Mastery of English Language

The survey of Teacher's Mastery of English Language (TMOEL) is developed to help us to understand how teacher's mastery of English Language affects pupils' competence development in English language in primary schools.

Scale items for Teacher's Mastery of English Language: This scale is made up of 10 items (Q49, Q50, Q51, Q52, Q53, Q54, Q 55, Q56, Q57, Q 58)

Table 4.54: Distribution of respondents according to the statement: When teachers write grammatically correct, it helps pupils to acquire writing skills

Responses	Frequency	Percentages (%)
Strongly Agree	167	37.4
Agree	265	59.4
Disagree	14	3.2
Total	446	100

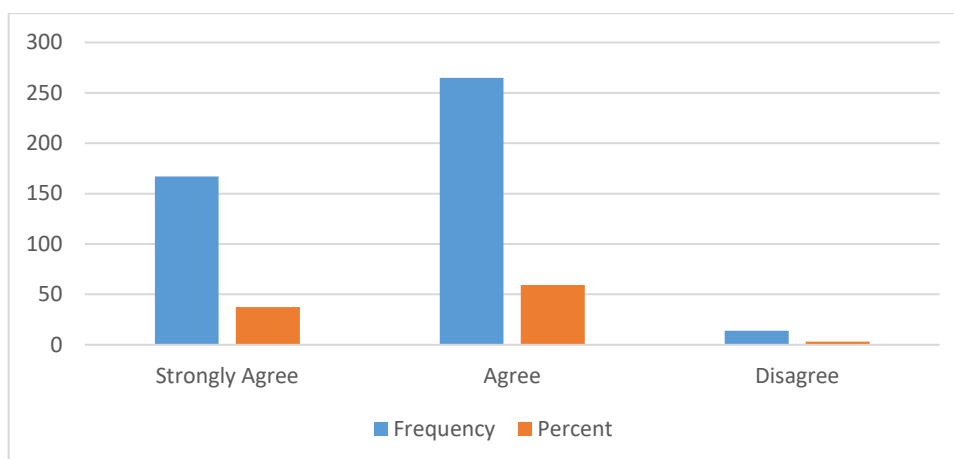


Figure 44 : When teachers write grammatically correct, it helps pupils to acquire writing skills

From the table 4.54 and figure above, 167 teachers (37.4%) strongly agree to the statement that when teachers write grammatically correct, it helps pupils to acquire writing skills. While 265 (59.4%) agree to that statement, followed by 14 teachers (3.1%) who disagree to the statement that when teachers write grammatically correct, it helps pupils to acquire writing skills pupils.

Table 4.55: Distribution of respondents according to the statement: When teachers write coherently organized paragraphs, pupils learn to write coherently organized paragraphs

Responses	Frequency	Percentages (%)
Strongly Agree	152	34.1
Agree	262	58.7
Disagree	27	6.1
Strongly Disagree	5	1.1
Total	446	100

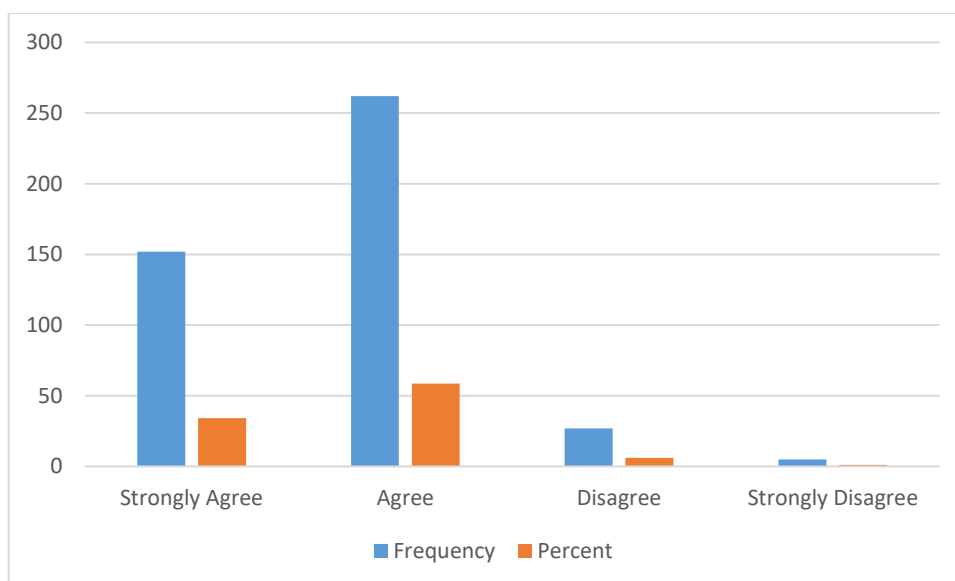


Figure 45: Distribution of respondents according to the statement: When teachers write coherently organized paragraphs, pupils learn how to write coherently organized paragraphs

From the table 4.55 and figure above, 152 teachers (34.1%) strongly agree to the statement that when teachers write coherently organized paragraphs, pupils learn how to write coherently organized paragraphs. While 262 (58.7%) agree to that statement, follow by 27 teachers (6.1%) who disagree to the statement that when teachers write coherently organized paragraphs, pupils learn how to write coherently organized paragraphs, then 5 teachers (1.1%) respondents strongly disagree to the statement.

Table 4.56: Distribution of respondents according to the statement: When teachers read fluently, it helps pupils to acquire reading skills

Responses	Frequency	Percentages (%)
Strongly Agree	155	34.8
Agree	269	60.3
Disagree	22	4.9
Total	446	100

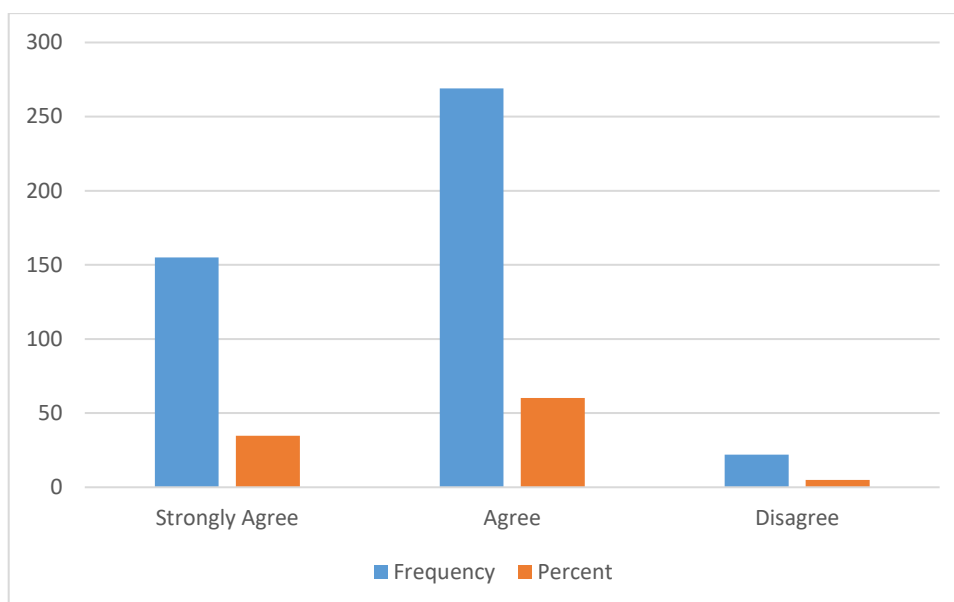


Figure 46: Distribution of respondents according to the statement: When teachers read fluently, it helps pupils to acquire reading skills

From the table 4.56 and figure above, 151 teachers (34.8%) strongly agree to the statement that when teachers read fluently, it helps pupils to acquire reading skills. While 269 (60.3%) agree to that statement, follow by 22 teachers (4.9%) who disagree to the statement that when teachers read fluently, it helps pupils to acquire reading skills.

Table 4.57: Distribution of respondents according to the statement: When teachers pronounce correctly, pupils pronounce correctly too

Responses	Frequency	Percentages (%)
Strongly Agree	142	31.8
Agree	214	48.0
Disagree	63	14.1
Strongly Disagree	27	6.1
Total	446	100

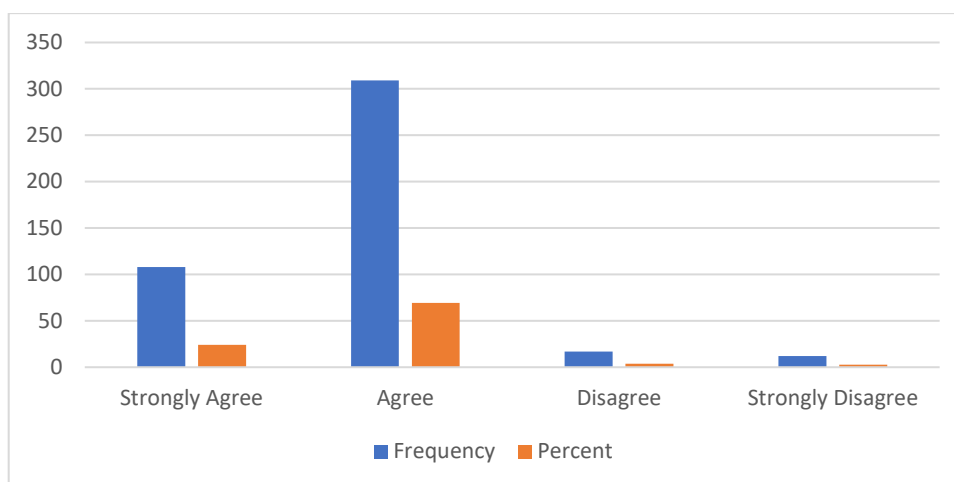


Figure 47: Distribution of respondents according to the statement: When teachers pronounce correctly, pupils pronounce correctly too

From the table 4.57 and figure above, 142 teachers (31.8%) strongly agree to the statement that when teachers pronounce correctly, pupils pronounce correctly too. While 214 (48.0%) agree to that statement, follow by 63 teachers (14.1%) who disagree to the statement that when teachers pronounce correctly, pupils pronounce correctly too, then 27 teachers (6.1%) respondents strongly disagree to the statement.

Table 4.58: Distribution of respondents according to the statement: When teachers used appropriate vocabulary, it helps pupils to acquire vocabulary skills

Responses	Frequency	Percentages (%)
Strongly Agree	214	48.0
Agree	223	50.0
Disagree	9	2.0
Total	446	100

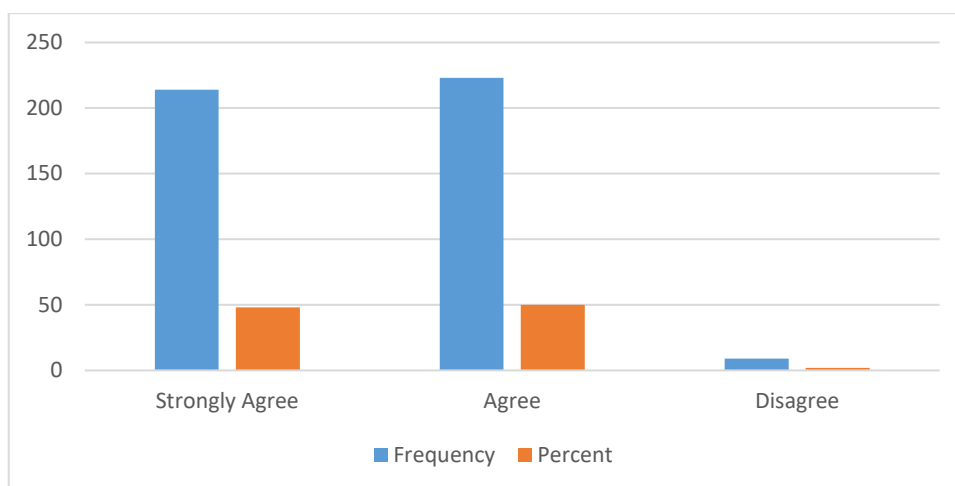


Figure 48: Distribution of respondents according to the statement: When teachers used appropriate vocabulary, it helps pupils to acquire vocabulary skills

From the table 4.58 and figure above, 214 teachers (48.0%) strongly agree to the statement that when teachers used appropriate vocabulary, it helps pupils to acquire vocabulary skills. While 223 (50.0%) agree to that statement, follow by 9 teachers (2.0%) who disagree to the statement that when teachers used appropriate vocabulary, it helps pupils to acquire vocabulary skills.

Table 4.59: Distribution of respondents according to the statement: When teachers write clear and concise, it promotes pupils writing skills

Responses	Frequency	Percentages (%)
Strongly Agree	174	39.0
Agree	247	55.4
Disagree	25	5.6
Total	446	100

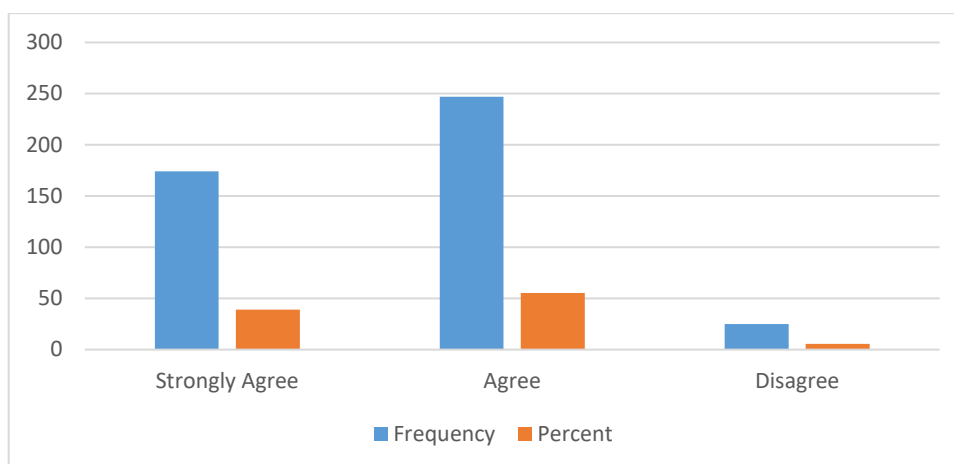


Figure 49: Distribution of respondents according to the statement: When teachers write clear and concise, it promotes pupils writing skills

From the table 4.59 and figure above, 174 teachers (39.0%) strongly agree to the statement that when teachers write clear and concise, it promotes pupils writing skills. While 229 (51.3%) agree to that statement, follow by 43 teachers (9.6%) who disagree to the statement that when teachers write clear and concise, it promotes pupils writing skills

Table 4.60: Distribution of respondents according to the statement: When teachers speak fluently and confidently, it helps pupils to acquire speaking

Responses	Frequency	Percentages (%)
Strongly Agree	174	39.0
Agree	229	51.3
Disagree	43	9.6
Total	446	100

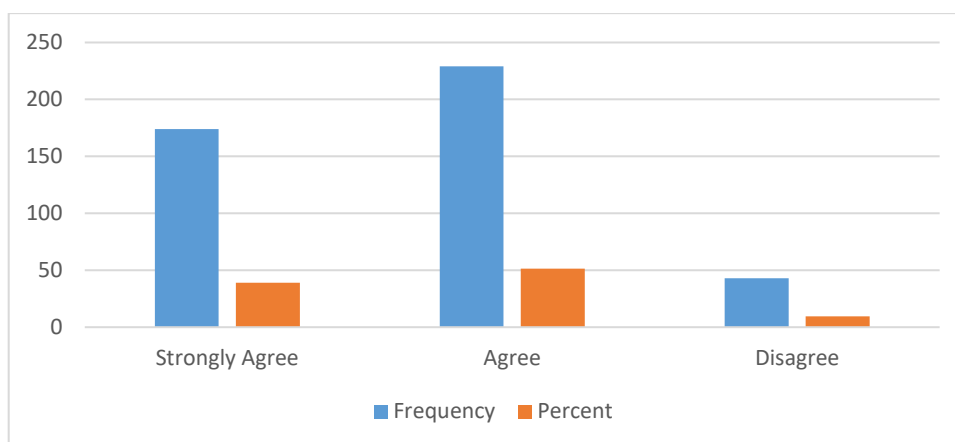


Figure 50: Distribution of respondents according to the statement: When teachers speak fluently and confidently, it helps pupils to acquire speaking skills

From the table 4.60 and figure above, 174 teachers (39.0%) strongly agree to the statement that when teachers I speak fluently and confidently, it helps pupils to acquire speaking skills in English language. While 229 (51.3%) agree to that statement, follow by 43 teachers (9.6%) who disagree to the statement that when teachers speak fluently and confidently, it helps pupils to acquire speaking skills in English language.

Table 4.61: Distribution of respondents according to the statement; When teachers adjust their speaking style in different situations, pupils learn better and acquire more

Responses	Frequency	Percentages (%)
Strongly Agree	140	31.4
Agree	273	61.2
Disagree	21	4.7
Strongly Disagree	12	2.7
Total	446	100

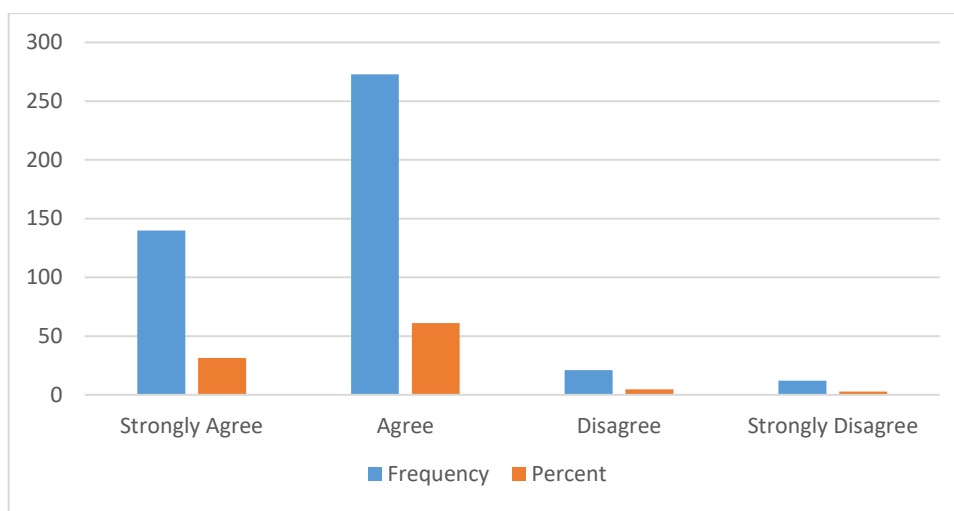


Figure 51: Distribution of respondents according to the statement; When teachers adjust their speaking style in different situations, pupils learn better and acquire more

From the table 4.61 and figure above, 140 teachers (31.4%) strongly agree to the statement that when teachers adjust their speaking style in different situations, pupils learn better and acquire more in English language. pupils learn better in English language. While 273 (61.2%) agreed to that statement, follow by 21 teachers (4.7%) who disagree to the statement that when teachers adjust their speaking style in different situations, pupils learn better and acquire more in English language, then 12 teachers (2.7%) strongly disagree to the statement.

Table 4.62: Distribution of respondents according to the statement: When teachers used different listening style in class, pupils learn better and acquire listening skills

Responses	Frequency	Percentages (%)
Strongly Agree	133	29.8
Agree	264	59.2
Disagree	25	5.6
Strongly Disagree	24	5.4
Total	446	100

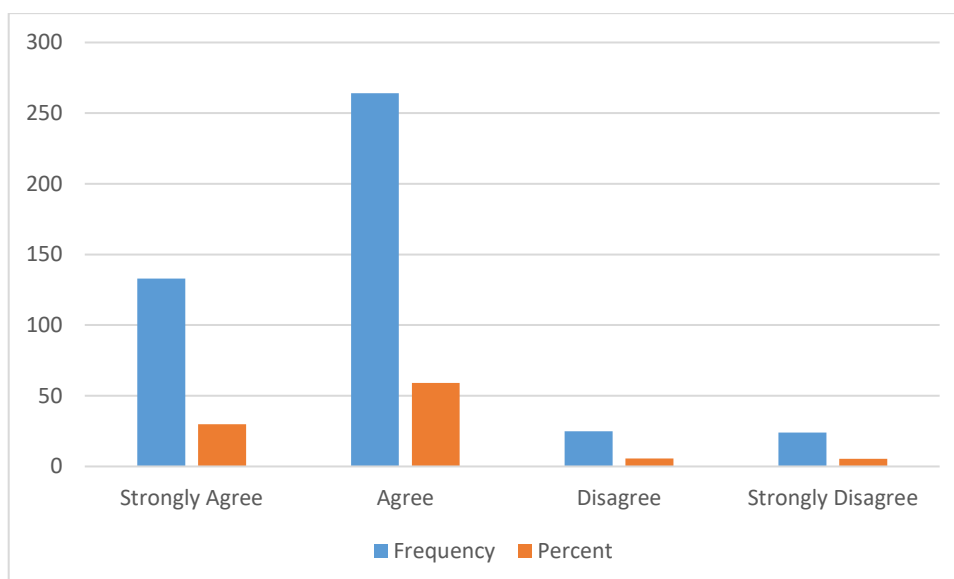


Figure 52: Distribution of respondents according to the statement: When teachers used different listening style in English, pupils learn better and acquire listening skills

The statement that when teachers used different listening style in English lessons, pupils learn better and acquire listening skills. While 264 (59.2%) agree to that statement, follow by 25 teachers (5.6%) who disagree to the statement that when I used different listening style in English pupils learn better and acquire listening skills, then 24 teachers (5.4%) strongly disagree to the statement.

Table 4.63: Distribution of respondents according to the statement: When teachers teach dialogue and conversation effectively, pupils develop listening skills

Responses	Frequency	Percentages (%)
Strongly Agree	160	35.9
Agree	269	60.3
Disagree	17	3.8
Total	446	100

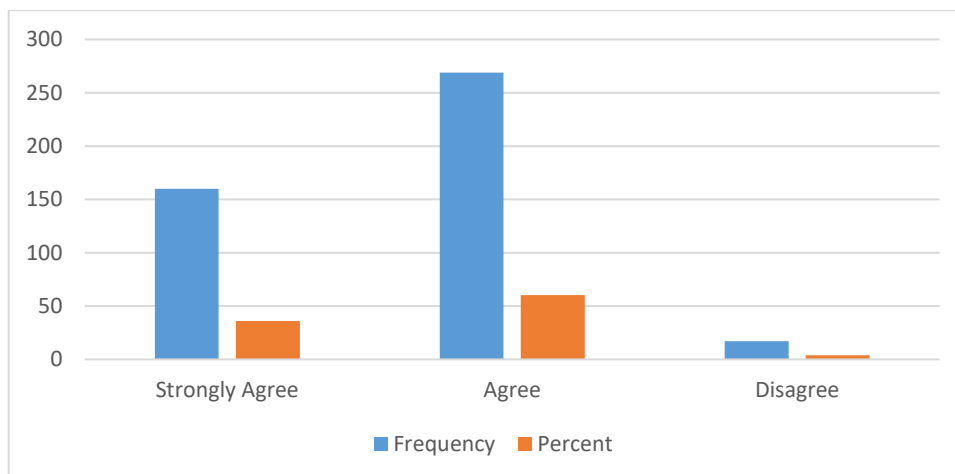


Figure 53: Distribution of respondents according to the statement: When teachers teach dialogue and conversation effectively, pupils develop listening skills

From the table 4.63 and figure above, 160 teachers (35.9%) strongly agree to the statement that when t teach dialogue and conversation effectively, pupils develop listening skills. While 269 (60.3%) agree to that statement, follow by 17 teachers (3.8%) who disagree to the statement that when teachers teach dialogue and conversation effectively, pupils develop listening skills.

Table 4.64: Summary table for the variable teacher`s mastery of English language

No	Items	SA f(%)	A f(%)	D f(%)	SD f(%)	Mean	Std.D
1	When I write grammatically correct, it helps pupils to acquire writing skills	167(37.4)	265(59.4)	14(3.1)	0 (0)	1.66	0.54
2	When I write coherently organized paragraphs, pupils learn writing better	152(34.1)	262(58.7)	27(6.1)	5 (1.1)	1.74	0.62
3	When I read fluently, it helps pupils to acquire reading skills	155(34.8)	269(60.3)	22(4.9)	0 (0)	1.70	0.56
4	When I read and understand text in English, it helps pupils to learn better	142(31.8)	214(48.0)	63(14.1)	27 (6.1)	1.94	0.84
5	When I used appropriate vocabulary, it helps pupils to acquire vocabulary skills	214 (48.0)	223(50.0)	9 (2.0)	0 (0)	1.54	0.54
6	When I write clear and concise, it promotes writing skills	174 (39.0)	247(55.4)	25 (5.6)	0 (0)	1.67	0.58
7	When I speak fluently and confidently, it helps pupils to acquire speaking competence	174 (39.0)	229(51.3)	43 (9.6)	0 (0)	1.71	0.63
8	When I adjust my speaking style in different situations, pupils learn better and acquire more	140 (31.4)	273 (61.2)	21 (4.7)	12 (2.7)	1.54	0.54
9	When I used different listening style in class, pupils learn better	153 (29.8)	264 (59.2)	25 (5.6)	24 (5.4)	1.67	0.58
10	When pupils practice dialogue and conversation, it helps them to develop listening skills	160 (35.9)	269 (60.3)	17 (3.8)	0 (0)	1.71	0.63
	Total	1576	2249	384	179	3.04	2.40
	Percentages	35.3	50.2	9.0	3.1		

From the summary table above in line with research question five; how does teacher's mastery of English language affect pupils' competence achievement in English language? In line with item one, 388 teachers with a percentage of (67.3%) generally agree that, when they write grammatically correct, pupils also write grammatically correct in English language, while 76 teachers with a percentage of (32.6) generally disagree to this statement that when they write grammatically correct, pupils also write grammatically correct in English language, making it positive as the number of teachers who agree is more than the number of teachers who disagreed. Moving on to item two, 356 teachers with a percentage of (72.4%) generally agree that when they write coherently organized paragraphs, pupils imitate and write coherently organized paragraphs too. In the same light, 99 teachers with a percentage of (27.6%) generally disagree making the statement positive. Moreover, item 3 was to find out if teachers reading fluently motivate pupils to love reading in English language. 355 teachers (71 %) generally agree to this statement while 81 teachers (27%) generally disagree to the above statement. Talking on item four, 382 teachers with a percentage of (77.3%) generally agree that they used different strategies to teach English language, pupils learn how to read better. However, some 54 teachers with a percentage of (22.7%) generally disagree to this statement making the statement positive, as the percentage of those who agreed are more than the percentage of those who disagreed. On item five, 372 (74.3%) generally agree that when I used appropriate vocabulary in English language, it boosts pupils' vocabulary in English language, while some 74 teachers with a percentage of (30.3%) were of the opinion that appropriate vocabulary do not helps pupils to boost their vocabulary in English language. In line with item six, 377 respondents with percentage of (60.6 %) generally agree that when I write clearly and concise, it promotes the development of pupils writing skills in English language. While, on the other hand 69 teachers with a percentage of (37.4%) generally disagree to the statement making it a positive statement in a sense that the percentage of teachers who agreed to this statement is greater than that of those who disagreed with the statement. With respect to item seven, 383 teachers (89.4%) generally agree to the fact that, when they speak fluently and confidently, it motivates pupils to speak fluently and confidentially too. While 62 teachers (13.6%) generally disagree to this claim making it a positive statement, as the number of teachers who agreed are more than the number of teachers who disagreed. To continue with regards to research question five concerning item eight, 373 teachers with a percentage of (72.3%) generally agree that when they used adjust their speaking style in different in different situations, pupils learn better and acquire speaking competences However, they were 71 (26.7%) who generally disagree to this

statement implying teachers speaking style in different situations do not lead to better learning and acquisition of speaking competences. Moving to item nine, 374 teachers (72.3%) generally agree that using different listening style in English language, promote the development of listening skills, while 123 teachers (29.45%) generally disagree to this statement, making it a positive statement, as the percentage of those who agreed are more than the percentage of those who disagree. Item ten focuses on, when teachers teach dialogue and conversation effectively in English language, it fosters the acquisition of listening skills. On this statement 334 teachers with a percentage of (80.6) generally agree while on the other hand 109 with a percentage of (22.4%) generally disagree making the statement positive.

And on a general note, 3759 with a percentage of (86.7%) agree to the statements under research question five above while 627 teachers with (15.2%) disagree to the above statement under research question five, implying that the statements were positive, meaning teacher's mastery of English language has a positive effect on pupil's competence development in English language in primary schools.

The mean for the use of teacher's mastery of English language in the teaching of English language was 3.04, indicating +. with a positive standard deviation of 2.40, affirming the fact that; teacher's mastery of English language in the teaching of English language in primary schools enhances pupil's competence development in English language.

F) Pupils Competence Development in English Language (Dependent Variable)

The survey on Pupils Competence Development in English Language (PCDIEL) is developed to help us to understand how changes in the approach of lesson planning, changes in teaching methods, changes in teaching/learning materials, changes in assessment methods and teacher's mastery of English language affect pupils' competence development in English language in primary schools.

Scale items for Pupils Competence Development in English Language: This scale is made up of 14 items (Q59, Q60, Q61, Q62, Q63, Q64, Q 65, Q66, Q67, Q 68, Q69, Q70, Q 71, Q71)

Table 4.65: Distribution of respondents according to the statement: When the teacher plans his lessons effectively in English language, teaching will be effective, thus, pupils' competence development in English language

Responses	Frequency	Percentages (%)
Strongly Agree	166	37.2
Agree	276	61.9
Disagree	4	.9
Total	446	100

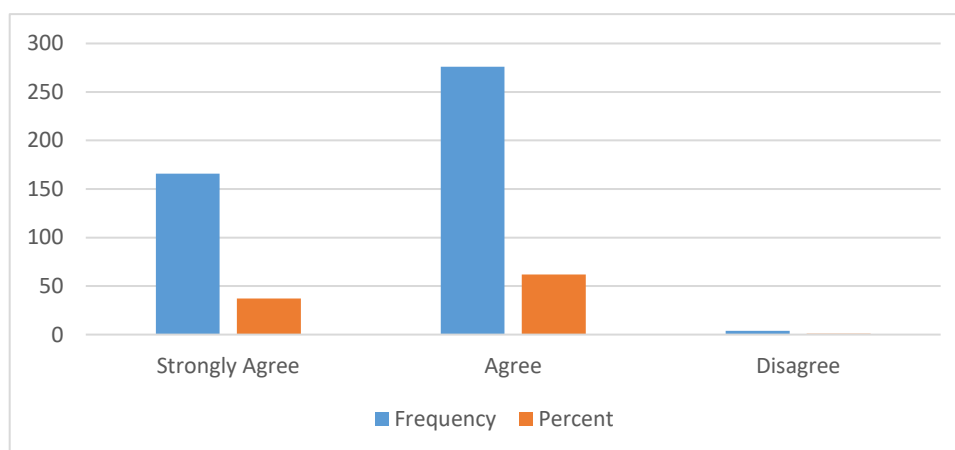


Figure 54: Distribution of respondents according to the statement: When the teacher plan his lessons well, teaching will be effective, thus, pupils' competence development

From the table 4.65 and figure above, 166 teachers (37.2%) strongly agree to the statement that when the teacher plans his lessons effectively in English language, teaching will be effective, thus, pupils' competence development in English language. While 276 (61.9%) agree to that statement, followed by 4 teachers (0.9%) who disagree to the statement that when the teacher plans his lessons effectively in English language, teaching will be effective, thus, pupils' competence development in English language.

Table 4.66: Distribution of respondents according to the statement: Pupils learn better and acquire more in when the teacher used Learner-Centered Teaching methods during teaching learning processes in English language

Responses	Frequency	Percentages (%)
Strongly Agree	160	35.9
Agree	249	55.8
Disagree	37	8.3
Total	446	100

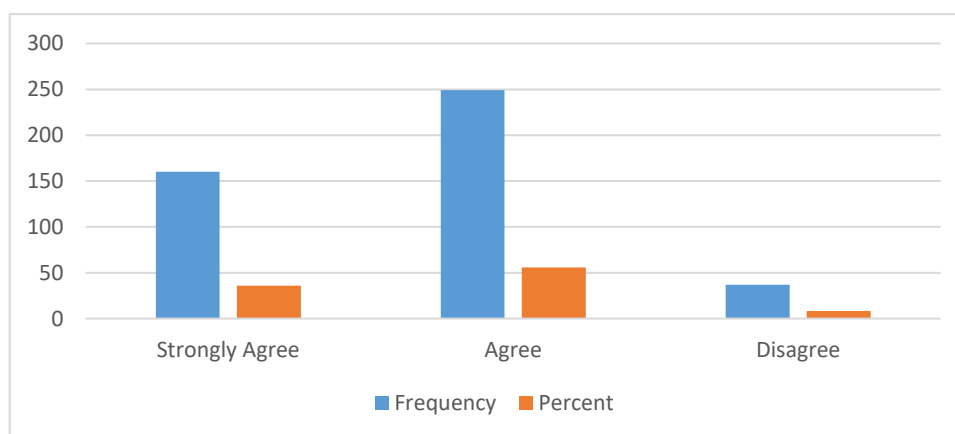


Figure 55: Distribution of respondents according to the statement: pupils learn better and acquire more when the teacher uses Learner- Centered Teaching methods during teaching learning processes in English language

From the table 4.66 and figure above, 160 teachers (35.9%) strongly agree to the statement that Pupils learn better and acquire more when teacher uses Learner- Centered Teaching methods during teaching learning processes in English language. While 249 (55.8%) agree to that statement, followed by 37 teachers (10.1%) who disagree to the statement that Pupils learn better and acquire more when teacher uses Learner- Centered Teaching methods during teaching learning processes in English language.

Table 4.67: Distribution of respondents according to the statement: Pupils stored and retrieve information easily when there are active in the learning process

Responses	Frequency	Percentages (%)
Strongly Agree	109	24.4
Agree	319	71.5
Disagree	18	4.1
Total	446	100

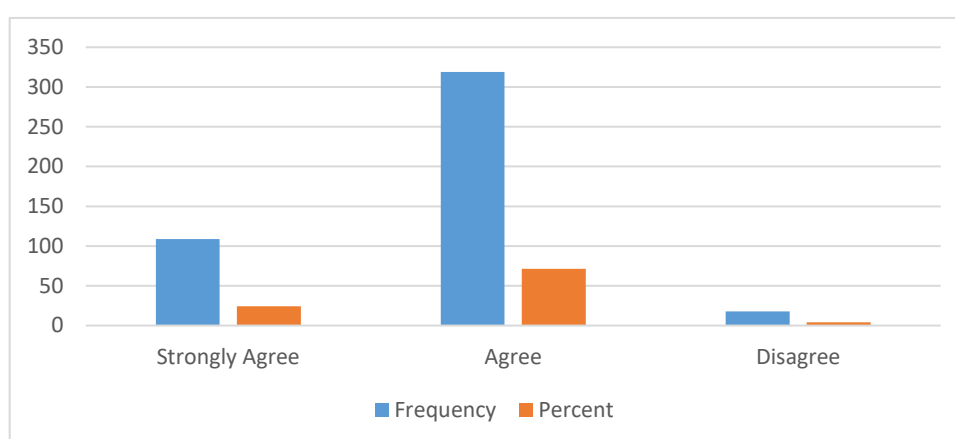


Figure 56: Distribution of respondents according to the statement: Pupils store and retrieve information easily when there are active in the learning process

From the table 4.67 and figure above, 109 teachers (24.4%) strongly agree to the statement that pupils store and retrieve information easily when there are active in the learning processes in English language. While 319 (71.5%) agree to that statement, follow by 18 teachers (4.0%) who disagree to the statement that pupils stored and retrieve information easily when there are active in the learning processes in English language.

Table 4.68: Distribution of respondents according to the statement: when pupils have all their learning materials in English language, they learn better and develop competences in English language

Responses	Frequency	Percentages (%)
Strongly Agree	166	37.2
Agree	255	57.2
Disagree	25	5.6
Total	446	100

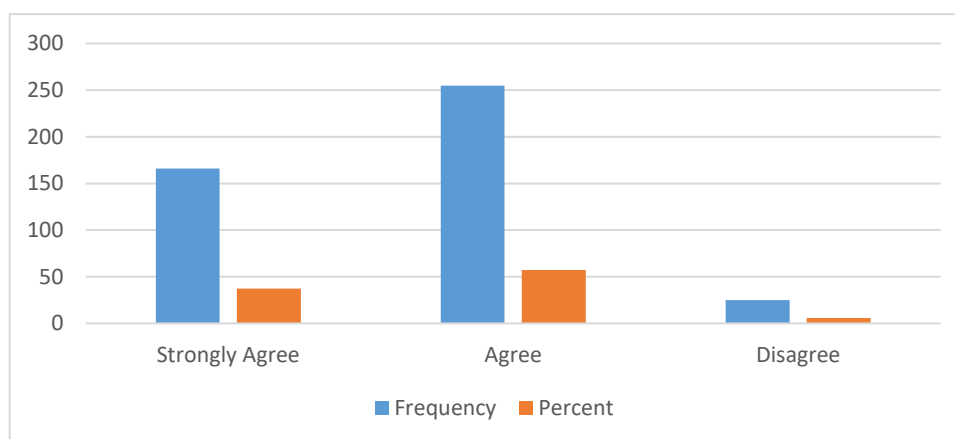


Figure 57: Distribution of respondents according to the statement: when pupils have all their learning materials in English language, they learn better and develop competences in English Language

From the table 4.68 and figure above, 166 teachers (37.2%) strongly agree to the statement that pupils when pupils have all their learning materials in English language, they learn better and acquire competences in English language. While 255 (57.2%) agree to that statement, follow by 25 teachers (5.6%) who disagree to the statement when pupils have all their learning materials in English language, they learn better and develop competences in English language.

Table 4.69: Distribution of respondents according to the statement: Teaching/ learning materials in English language help to reinforced lessons taught, thus pupils development of competences in English language

Responses	Frequency	Percentages (%)
Strongly Agree	122	27.4
Agree	298	66.8
Disagree	17	3.8
Strongly Disagree	9	2.0
Total	446	100

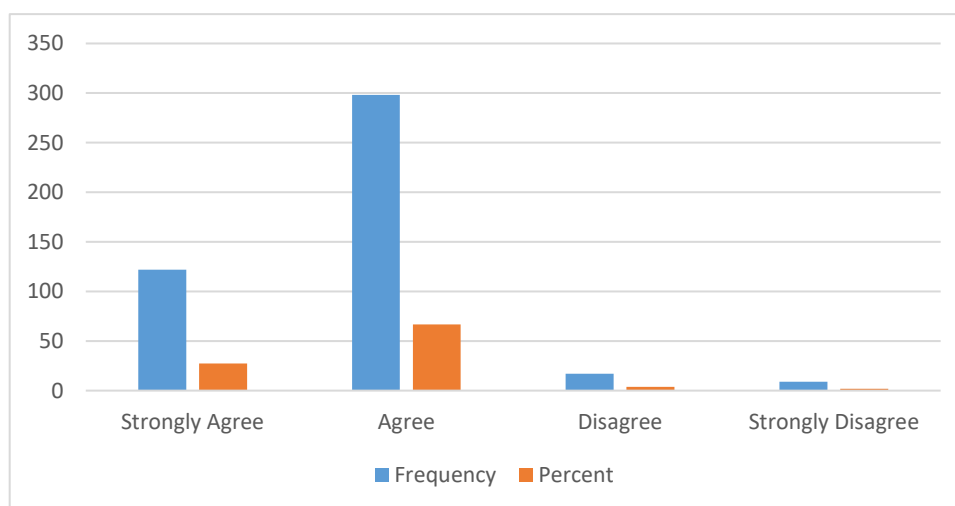


Figure 58: Distribution of respondents according to the statement: Teaching/ learning materials in English language help to reinforced lessons taught, thus pupils' competences development in English language

From the table 4.69 and figure above, 122 teachers (27.4%) strongly agree to the statement that Teaching/ learning materials in English language help to reinforced lessons taught, thus pupils competences development in English language. While 298 (66.8%) agree to that statement, follow by 17 teachers (3.8%) who disagree to the statement that teaching/ learning materials in English language help to reinforced lessons taught, thus pupils competences development in English language, then 9 teachers (2.0%) respondents strongly disagree to the statement.

Table 4.70: Distribution of respondents according to the statement: When pupils are assessed in English language, it motivates them to study hard, thus increase in academic achievement

Responses	Frequency	Percent
Strongly Agree	136	30.5
Agree	276	61.9
Disagree	25	5.6
Strongly Disagree	9	2.0
Total	446	100.0

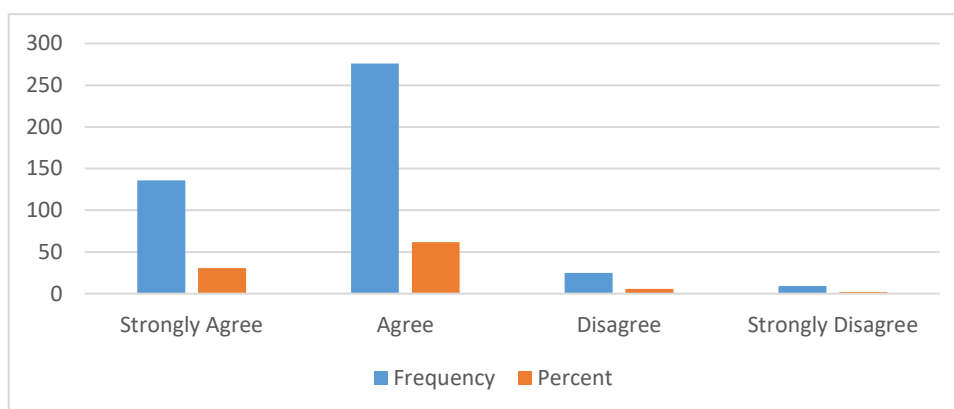


Figure 59: Distribution of respondents according to the statement: When pupils are assessed in English language, it motivates them to study hard, thus increase in academic achievement

From the table 4.70 and figure above, 136 teachers (30.5%) strongly agree to the statement that, when pupils are assessed in English language, it motivates them to study hard, thus increase in competence development in English language. While 276 (61.9%) agree to that statement, follow by 25 teachers (5.6%) who disagree to the statement that, when pupils are assessed in English language, it motivates them to study hard, thus increase in competence development in English Language, then 9 teachers (2.0%) respondents strongly disagree to the statement.

Table 4.71: Distribution of respondents according to the statement: When you motivate activities in speaking it promotes the development of speaking competences in English language

Responses	Frequency	Percentages (%)
Strongly Agree	122	27.4
Agree	295	66.1
Disagree	29	6.5
Total	446	100

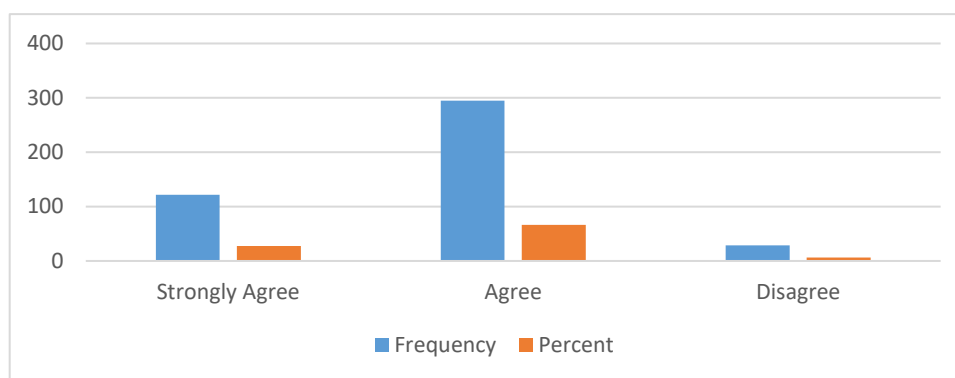


Figure 60: Distribution of respondents according to the statement: When you motivate activities in speaking in English language it promotes the development of speaking competences in English language

From the table 4.71 and figure above, 122 teachers (27.4%) strongly agree to the statement that when you motivate activities in speaking in English language, it promotes the development of pupils speaking competences in English language. While 295 (66.1%) agree to that statement, followed by 29 teachers (6.5%) who disagree to the statement that when you motivate activities in speaking it promotes the development of speaking competences in English language.

Table 4.72: Distribution of respondents according to the statement: When you encourage activities in listening in English language, it promotes the development of pupils listening competences in English language

Responses	Frequency	Percentages (%)
Strongly Agree	144	32.3
Agree	261	58.5
Disagree	37	8.3
Strongly Disagree	4	.9
Total	446	100

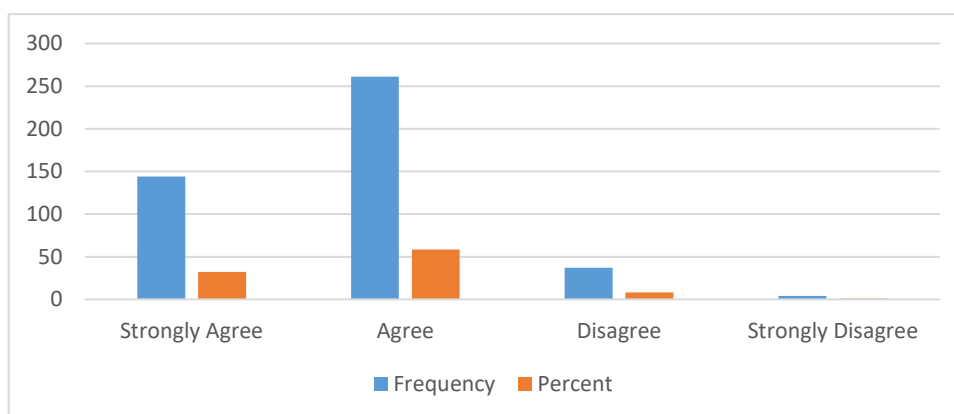


Figure 61: Distribution of respondents according to the statement: When you encourage activities in listening in English language, it promotes the development of pupils listening competences in English language

From the table 4.72 and figure above, 144 teachers (32.3%) strongly agree to the statement that when you encourage activities in listening in English language, it promotes the development of pupils listening competences in English language. While 261 (58.5%) agree to that statement, follow by 37 teachers (8.3%) who disagree to the statement that when you encourage activities in listening in English language, it promotes the development of pupils listening competences in English language. then 4 teachers (.9%) respondents strongly disagree to the statement.

Table 4.73: Distribution of respondents according to the statement: When teachers prepare and teach writing effectively as a component of English language, it promotes the development of writing competences in English language

Responses	Frequency	Percentages (%)
Strongly Agree	126	28.3
Agree	287	64.3
Disagree	29	6.5
Strongly Disagree	4	.9
Total	446	100

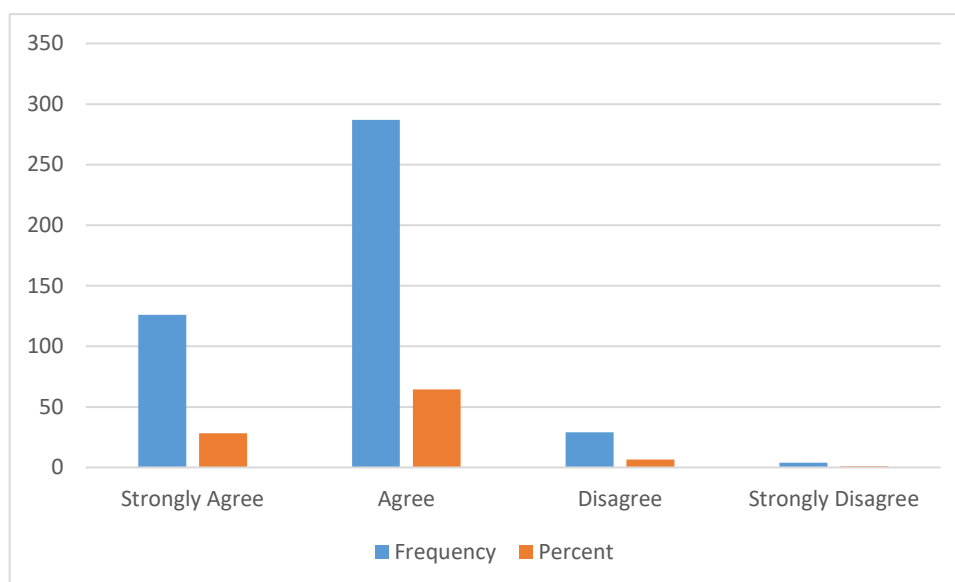


Figure 62: Distribution of respondents according to the statement: When teachers prepare and teach writing effectively as a component of English language, it promotes the development of pupils writing competences in English language

From the table 4.73 and figure above, 126 teachers (28.3%) strongly agree to the statement that when teachers prepare and teach writing effectively as a component of English language, it promotes the development of pupils writing competences in English language. While 287 (64.3%) agree to that statement, follow by 29 teachers (6.5%) who disagree to the statement that when teachers prepare and teach writing effectively as a component of English language, it promotes the development of pupils writing competences in English language, then 4 teachers (.9%) respondents strongly disagree to the statement.

Table 4.74: Distribution of respondents according to the statement: When teachers prepare and teach reading as a component of English language, it promotes the development of reading competences in English language

Responses	Frequency	Percentages
Strongly Agree	131	29.4
Agree	274	61.4
Disagree	37	8.3
Strongly Disagree	4	.9
Total	446	100

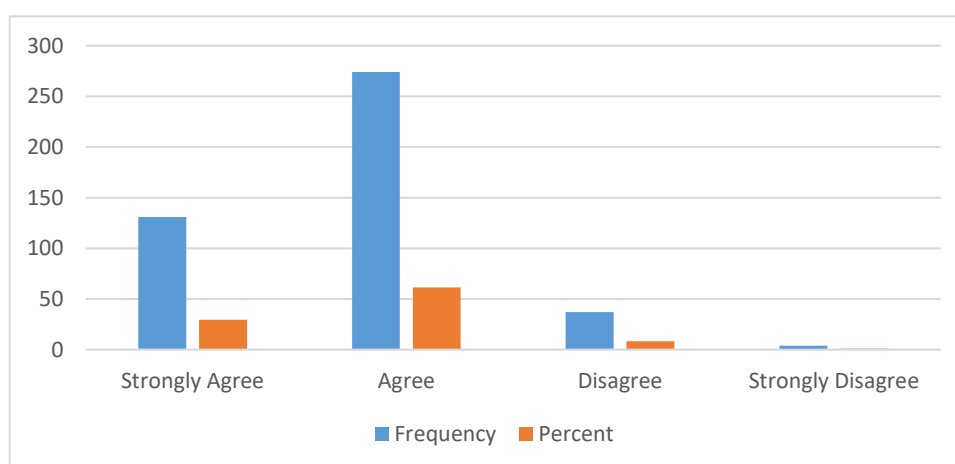


Figure 63: Distribution of respondents according to the statement: When teachers prepare and teach reading as a component of English language, it promotes the development of reading competences in English language

From the table 4.74 and figure above, 131 teachers (29.4%) strongly agree to the statement that when teachers prepare and teach reading as a component of English language, it promotes the development of reading competences in English language. While 274 (61.4%) agreed to that statement, follow by 37 teachers (8.3%) who disagree to the statement that when teachers prepare and teach reading as a component of English language, it promotes the development of reading competences in English language, then 4 teachers (.9%) respondents strongly disagree to the statement.

Table 4.75: Distribution of respondents according to the statement: When teachers prepare and teach grammar lessons, it promotes grammar skills in English language

Responses	Frequency	Percentages (%)
Strongly Agree	130	29.1
Agree	283	63.5
Disagree	24	5.4
Strongly Disagree	9	2.0
Total	446	100

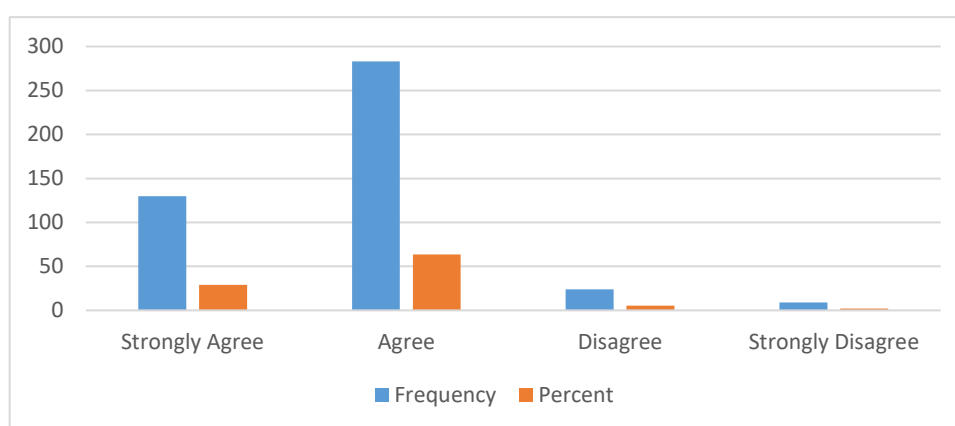


Figure 64: Distribution of respondents according to the statement: When teachers prepare and teach grammar lessons, it promotes grammar skills in English language

From the table 4.75 and figure above, 130 teachers (29.1%) strongly agreed to the statement that when teachers prepare and teach grammar lessons, it promotes grammar skills in English language. While 283 (63.5%) agreed to that statement, followed by 24 teachers (5.4%) who disagreed to the statement that when teachers prepare and teach grammar lessons, it promotes grammar skills in English language, then 9 teachers (2.0%) respondents strongly disagreed to the statement.

Table 4.76: Distribution of respondents according to the statement: When you prepare and teach lessons in vocabulary weekly it boosts vocabulary skills in English language

Responses	Frequency	Percentages (%)
Strongly Agree	195	43.7
Agree	237	53.1
Disagree	5	1.1
Strongly Disagree	9	2.0
Total	446	100

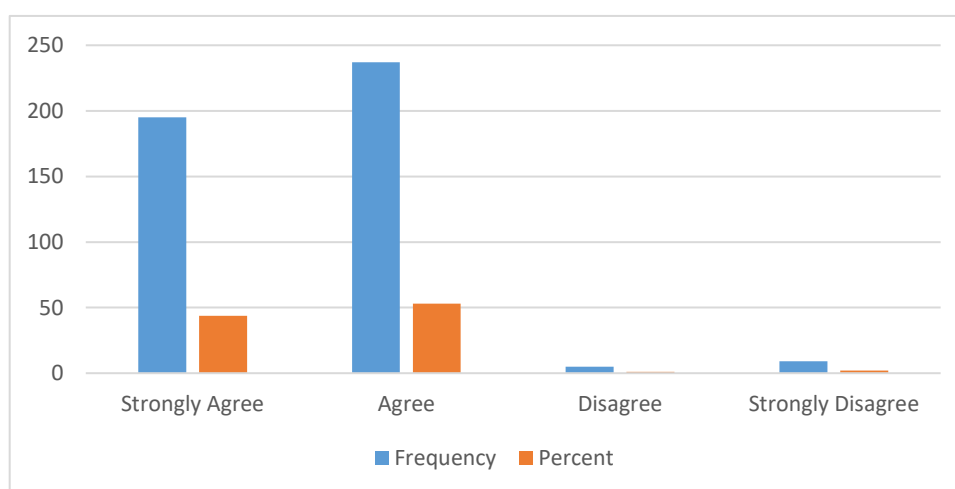


Figure 65: Distribution of respondents according to the statement: When teachers prepare and teach lessons in vocabulary weekly it boosts vocabulary skills in English language

From the table 4.76 and figure above, 195 teachers (43.7%) strongly agree to the statement that when teachers prepare and teach lessons in vocabulary weekly it boosts vocabulary skills in English language. While 237 (53.1%) agree to that statement, follow by 5 teachers (1.1%) who disagree to the statement that when teachers prepare and teach lessons in vocabulary weekly it boosts vocabulary skills in English language, then 9 teachers (2.0%) respondents strongly disagree to the statement.

Table 4.77: Distribution of respondents according to the statement: When teachers prepare and teach lessons in literature, it promotes the development of competences in communication

Responses	Frequency	Percentages (%)
Strongly Agree	114	25.6
Agree	309	69.3
Disagree	14	3.1
Strongly Disagree	9	2.0
Total	446	100

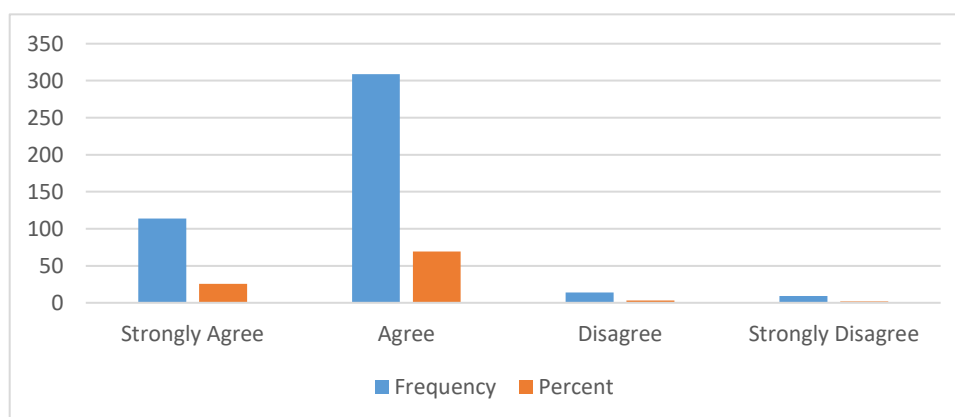


Figure 66: Distribution of respondents according to the statement: When teachers prepare and teach lessons in literature, it promotes the development of competences in communication

From the table 4.77 and figure above, 114 teachers (25.6%) strongly agree to the statement that when teachers prepare and teach lessons in literature, it promotes the development of competences in communication. While 309 (69.3%) agree to that statement, follow by 14 teachers (10.1%) who disagree to the statement that when teachers prepare and teach lessons in literature, it promotes the development of competences in communication, then 9 teachers (2.0%) respondents strongly disagrees to the statement.

Table 4.78: Distribution of respondents according to the statement: Lack of learning materials in English language hinder effective learning. Thus, poor pupils` competence development in English language

Responses	Frequency	Percentages (%)
Strongly Agree	146	32.7
Agree	268	60.1
Disagree	13	2.9
Strongly Disagree	19	4.3
Total	446	100.0

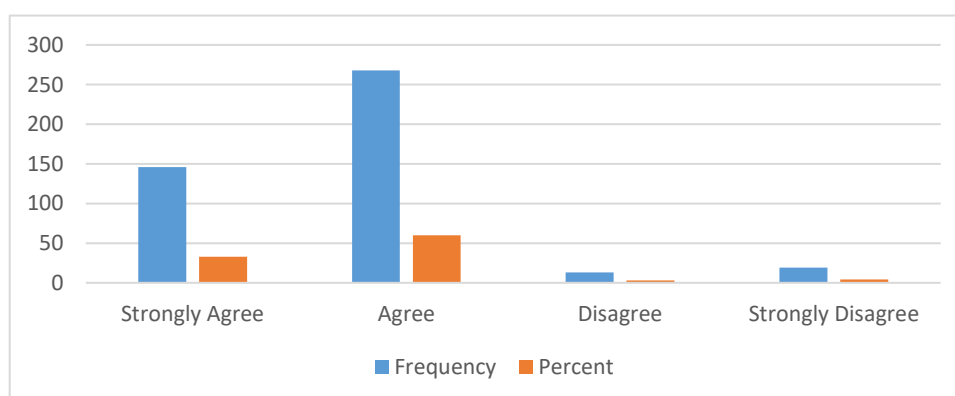


Figure 67: Distribution of respondents according to the statement: Lack of learning materials in English language hinders effective learning. Thus, poor pupils` competence achievement in English language

From the table 4.78 and figure above, 146 teachers (32.7%) strongly agree to the statement that lack of learning materials in English language hinders effective learning. Thus, poor pupils` competence achievement in English language. While 268 (60.1%) agree to that statement, follow by 13 teachers (2.9%) who disagree to the statement that lack of learning materials in English language hinders effective learning. Thus, poor pupils` competence achievement in English language, then 19 teachers (4.3%) respondents strongly disagree to the statement.

Table 4.79: Summary table for the dependent variable (Pupils Competence Development in English Language)

No	Items	SA f(%)	A f(%)	D f(%)	SD f(%)	Mean	Std.D
1	When the I plan lessons effectively in English language, teaching is effective, thus, pupils' competence achievement in English	166 (37.2)	276 (61.9)	4 (.9)	0 (0)	1.64	0.50
2	Pupils learn better and acquire more when I used Learner- Centered Teaching methods during teaching learning processes in English	160 (35.9)	249 (55.8)	37 (8.3)	0 (0)	1.72	0.61
3	Pupils store and retrieve information easily when they are active in the learning processes in English language	109 (24.4)	319 (71.5)	18 (4.0)	0 (0)	1.80	0.49
4	Pupils concentrate and perform better in English language, when they have all their learning materials in English language	166 (37.2)	255 (57.2)	25 (5.6)	0(0.)	1.68	0.57
5	Teaching/ learning materials in English language help to reinforce lessons taught, thus developing competences in English	122 (27.4)	298 (66.8)	17 (3.8)	9 (2.0)	1.80	0.60
6	When pupils are assessed in English, it motivates them to study hard, thus increase in academic achievement	136 (30.5)	276 (61.9)	25 (5.6)	9 (2.0)	1.79	0.63
7	When you teach speaking as a component of English language it promotes the development of speaking competences in English language	122 (27.4)	295 (66.1)	29 (6.5)	0 (0)	1.79	0.54
8	When you teach listening as a component of English language, it promotes the development of listening competences in English language	144 (32.3)	261 (58.5)	37 (8.3)	4 (.9)	1.78	0.63
9	When you prepare and teach writing as a component of English language, it promotes the development of writing competences in English language	126 (28.3)	287 (64.3)	29 (6.5)	4 (.9)	1.80	0.59
10	When you prepare and teach reading as a component of English language, it promotes the development of reading competences in English language	131 (29.4)	274 (61.4)	37(8.3)	4 (.9)	1.81	0.61
11	When you prepare and teach grammar lessons it promotes grammar skills in English language	130 (29.1)	283 (63.5)	24 (5.4)	9 (2.0)	1.80	0.62
12	When you prepare and teach lessons in vocabulary weekly it boosts vocabulary skills in English language	195 (43.7)	237 (53.1)	5 (1.1)	4 (2.0)	1.61	0.62
13	When you prepare and teach lessons in literature, it promotes the development of competences in communication	114 (25.6)	309 (69.3)	14 (3.1)	9 (2.0)	1.82	0.58
14	When pupils lack learning materials in English Language, it hinders them from learning effectively. Thus poor competence development	146 (32.7)	268 (60.1)	13 (2.9)	19 (4.3)	1.79	0.69
Total		2373	2954	560	276	3.40	2.87
Percentages		38.5	47.9	9.1	4.5		

From the summary table above in line with the main research question, to what extent does curriculum changes affect pupils' competence achievement in English language in primary schools following can be discerned: Concerning item one, 412 teachers with a percentage of (88.4) generally agree that when the teachers plan their lessons effectively using the new methods, teaching will be effective, thus, increase in pupils' competence achievement in English. In the same way, another 29 with a percentage of (11.6) generally disagree to this statement making it positive, as the percentage of teachers who agreed were more than the percentage of those who disagreed. Moving on to item two, 377 with a percentage of (73.4) generally agree that pupils learn better and acquire more when teachers used Learner- Centered Teaching methods during teaching learning processes, another group of teachers 64 in number with a percentage of (26.6) generally disagree making it positive statement. Moreover, item three was to find out if Pupils store and retrieve information easily when they are active in the learning process. 384 (78.7%) generally agree to this statement while another group of teachers 62 (21.3%) who generally disagree to the above statement, making the statement positive as the percentage of those who agreed was more than that of those who disagreed. Talking on item four, 380 with a percentage of (78.3%) generally agree that when pupils have all their learning materials in English language they learn better, However, 60 teachers with a percentage of (26.7%) generally disagree to this statement making the statement positive. To continue, on item five, 371 teachers (71.6) generally agree that teaching learning materials in English language help to reinforced lessons taught, while 75 teachers with a percentage of (28.4%) were of the opinion that teaching/learning materials in English language do not help to reinforce lessons taught. In line with research item six, 375 with a percentage of (75.4) generally agree that, when pupils are assessed, it motivates them to study hard, thus increase in academic achievement another 71 students with a percentage of (24.6%) generally disagree to this statement making it positive. Moving on item seven, 368 with a percentage of (68.4) generally agree that, when they teach speaking as a component of English language it promotes the development of speaking competences in English language. Though another group of 78 with a percentage of (31.6%) generally disagree making the statement positive, as the percentage of teachers who agree to the statement is more that the percentage of teachers who disagree. Moreover, item eight was to find out if teaching listening as a component of English language, i promote the development of listening competences in English language, 386 (79.6%) generally agree to this statement with another group of 60 (21.4%) who generally disagree to the above statement, making it a positive statement. Talking on item nine, 377 teachers with a

percentage of (73.4%) generally agree that when you prepare and teach lessons on writing as a component of English language, it promotes the development of writing competences in English language. However, 69 teachers with a percentage of (26.6%) generally disagree to this statement making the statement positive. on item ten, 374 teachers with a percentage of (76.6%) generally agree that when you prepare and teach lessons on reading as a component of English language, it promotes the development of reading competences in English language, while 72 teachers with a percentage of (23.4%) were of the opinion that planning and teaching lessons on reading as a component of English language promote the reading competences in English language. With item eleven, 366 teachers agree that when they prepare and teach grammar lessons, it promotes grammar skills in English language, while 80 teachers disagreed with the statement making it positive statement. Concerning item twelve, 400 teachers with a percentage of (87.8%) agree that when they prepare and teach lessons on vocabulary weekly it boosts vocabulary skills in English language. But 46 teachers with a percentage of (12.2%) disagree with the above statement, making it positive statement as the percentage of teachers who agreed is more than the percentage of teachers who disagreed. Looking at item thirteen, 389 teachers with a percentage of (79.2%) agree that when they prepare and teach lessons on literature, it promotes the development of competences in communication

while 57 teachers with a percentage of (21.8%) disagree with the statement making it positive. Lastly with item fourteen, 368 teachers with a percentage of (68.4%) agree that, lack of learning materials in English language hinder effective learning, while 78 teachers with a percentage of (31.6%) disagree to the statement.

On a general note, 5327 teachers with a percentage of (86.4%) agree to the above research statements under the main research question while 836 teachers with (13.6%) disagree to the above research statement under the main research question. This implying that the statement are positive, meaning Curriculum Change affect pupils competence development in English language positively in Primary schools.

Summary of Findings on Descriptive Statistics

We will summarize the findings based on the research questions

Research question one which is “How does changes in lesson planning affect pupils Competence achievement in English language in Primary schools”? Teachers abide the fact that lesson planning helps pupils to succeed as it affects them positively in their academics and hence acquisition of competences in English language in primary schools in Yaounde.

In line with research question two which is on “What is the relationship between changes in teaching methods and pupils’ competence achievement in English language in public primary schools in the city of Yaounde?”. It is seen that majority of the teachers have agreed that variety of teaching methods chosen and used in the teaching of English language help pupils to learn better and acquire more in English Language, thus acquisition of competences in English language hence affecting them positively.

Based on research question three, which state that “To what extent does changes in teaching/learning materials affect pupils competence achievement in English language in primary schools in Yaounde? it can be concluded that majority of the teachers stood for the fact that the use of various teaching/learning materials affect pupils competence achievement in English language as all the statements under teaching/learning materials were positives as majority of teachers with highest percentages agreed to the statements under the research question three. Making it a positive statement.

In line with research question four which is on “What is the relationship between changes in assessment methods and pupils’ competence achievement in English language in primary schools in the city of Yaounde? It is seen that majority of the teachers have agreed that the extent to which assessment methods are chosen and used in the classrooms help pupils to improve on their academic performance in English language, thus acquisition of competences in English language hence affecting them positively

Based on research question five, which state that “What is the relationship between teacher’s mastery of English language and pupils competence achievement in English language in primary schools in the city of Yaounde? it can be concluded that majority of the teachers stood for the fact that teacher’s mastery of English language affect pupils competence development in English language as all the statements under teacher’s mastery of English language were positives as majority of teachers with highest percentages agreed to the statements under the research question five. making it a positive statement.

4.3. Verification of Hypotheses (Inferential Statistics)

In this part each hypothesis is restated and the variables are identified. The following hypotheses will be tested at the 0.05 level of significance. The level of significance is chosen at 0.05. Alpha(α) precise the margin admitted for error and will help us to reduce the possibility of rejecting alternative hypotheses (H_a) when it is confirmed in the social science $\alpha = 0.05$.

Decision Rule

The decision role for testing statistical significance of Pearson product moment correlation coefficient (PPMC) is that if the calculated value of Pearson correlation coefficient (r) is greater than the critical or tabulated value, we reject the null hypothesis, and retain the alternative hypothesis and if the calculated value of Pearson Correlation Coefficient (r) is less than the critical or tabulated value, we retain the null hypothesis

4.4 Calculation of Pearson Correlation Coefficient on Changes in Lesson Planning and Pupils Competence Development in English Language

Table 4.80: Contingency table showing Pearson correlation coefficient for the variables: Lesson Planning and pupils Competence achievement in English language

		Lesson Planning	Competence Achievement
Lesson Planning	Pearson Correlation	1	.862**
	Sig. (2-tailed)		.000
	N	446	446
Competence Achievement	Pearson Correlation	.862**	1
	Sig. (2-tailed)	.000	
	N	446	446

Correlation is significant at 0.01 level (2-tailed)

Hypothesis 1

The following hypotheses were tested at the 0.05 level of significance. The level of significance is chosen at 0.05. Alpha(α) precise the margin admitted for error and will help us to reduce the possibility of rejecting alternative hypotheses (H_a) when it is confirmed in the social science $\alpha = 0.05$.

H_{a1} : There is a significant relationship between changes in lesson planning and pupils' competence achievement in English language in primary schools.

H_{01} : There is no significant relationship between changes in lesson planning and pupils' competence achievement in English language in primary schools I Yaounde.

Considering Lesson planning and pupils' Competence achievement in English language, on the table above, we observe a Pearson's r value of .862, showing a strong positive correlation between these two variables. Based on these results, ($p\text{-value} = 0.00 < .05 = \alpha$), we reject the null hypothesis which state that there is no significant positive relationship between changes in lesson planning and pupils' competence development in English language in primary schools. Since r on the table above is $.862 > 0.50$ we can say that there is a strong positive relationship

between the changes lesson planning and pupils' competence development in English language in public primary schools in Yaounde.

Verification of hypothesis 2

Ha 2: There is a significant relationship between changes in teaching method and pupils' competence achievement in English Language in public primary schools in Yaounde.

H02: There is no significant relationship between changes in teaching method and pupils competence achievement in English Language in primary schools.

Hypothesis was tested with the Pearson correlation and the following table obtained.

Table 4.81: Contingency table showing Pearson correlation coefficient for the variables: Changes in Teaching method and pupils competence in English Language

		Teaching Method	Pupils Competence Achievement
Teaching Method	Pearson Correlation	1	.767**
	Sig. (2-tailed)		.000
	N	446	446
Pupils competence Achievement	Pearson Correlation	.767**	1
	Sig. (2-tailed)	.000	
	N	446	446

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 2

The following hypotheses were tested at the 0.05 level of significance. The level of significance is chosen at 0.05. Alpha(α) precise the margin admitted for error and will help us to reduce the possibility of rejecting alternative hypotheses (Ha) when it is confirmed in the social science $\alpha = 0.05$.

Ha2: There is a significant relationship between changes in teaching method and pupils' competence achievement in English Language in primary schools

H02: There is no significant relationship between changes teaching methods and pupils' competence achievement in English language in primary schools

Considering changes in teaching method and pupils' Competence achievement on the table above, we observe a Pearson's r value of .767, showing a strong positive correlation between these two variables. Based on these results, ($p\text{-value} = 0.00 < .05 = \alpha$), we reject the null hypothesis which state that there is no significant relationship between changes in teaching method and pupils' competence achievement in English Language in public primary schools. Since r on the table above is $.767 > 0.50$ which is the critical value, meaning there is a strong

positive relationship between changes in teaching method and pupils competence achievement in English Language in public primary schools.

Verification of hypothesis 3

Ha3: There is a significant relationship between changes in teaching/learning materials and pupils` competence development in English language in primary schools

H03: There is no significant relationship between changes in teaching/learning materials and pupils` competence achievement in English Language in Primary schools.

Hypothesis was tested with the Pearson correlation and the following table obtained.

Table 4.82: Contingency table showing Pearson correlation coefficient for the variables: Changes in Teaching/learning materials and pupils competence development in English language

		Teaching/learnin g materials	Pupils competence achievement
Teaching/learning materials	Pearson Correlation	1	.741**
	Sig. (2-tailed)		.000
	N	446	446
Pupils competence achievement	Pearson Correlation	.741**	1
	Sig. (2-tailed)	.000	
	N	446	446

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 3

The following hypotheses were tested at the 0.05 level of significance. The level of significance is chosen at 0.05. Alpha(α) precise the margin admitted for error and will help us to reduce the possibility of rejecting alternative hypotheses (Ha) when it is confirmed in the social science $\alpha = 0.05$.

Ha3: There is a significant relationship between changes in teaching/learning materials and pupils` competence achievement in English language in primary schools.

H03: There is no significant relationship between changes in teaching/learning and pupils` competence achievement in English language in primary schools

Considering changes in teaching/learning materials and pupils` Competence achievement in English language, on the table above, we observe a Pearson's r value of .741, showing a strong positive correlation between these two variables. Based on these results, (p-

value = $0.00 < .05 = \alpha$), we reject the null hypothesis which states that there is no significant positive relationship between changes in teaching/learning materials and pupils' competence achievement in English language in primary schools. Since r on the table above is $.741 > 0.50$ we can say that there is a strong positive relationship between changes in teaching/learning materials and pupils' competence achievement in English language in primary schools in Yaounde.

Verification of hypothesis 4

Ha4: There is a significant relationship between changes in assessment methods and pupils' competence achievement in English language in Primary Schools.

H04: There is no significant relationship between changes in assessment methods and pupils' competence achievement in English Language in primary schools.

Hypothesis was tested with the Pearson correlation and the following table obtained.

Table 4.83: contingency table showing Pearson correlation coefficient for the variables: Changes in Assessment methods and pupils competence Achievement in English language

		Assessment methods	Pupils competence achievement
Assessment methods	Pearson Correlation	1	.560**
	Sig. (2-tailed)		.000
	N	446	446
Pupils competence achievement	Pearson Correlation	.560**	1
	Sig. (2-tailed)	.000	
	N	446	446

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 4

The following hypotheses were tested at the 0.05 level of significance. The level of significance is chosen at 0.05. Alpha(α) precise the margin admitted for error and will help us to reduce the possibility of rejecting alternative hypotheses (Ha) when it is confirmed in the social science $\alpha = 0.05$.

Ha1: There is a significant relationship between changes in Assessment Methods and pupils' competence development in English language in primary schools.

H01: There is no significant relationship between changes in Assessment methods and pupils' competence achievement in English language in primary schools

Considering changes in assessment methods and pupils' Competence achievement in English language, on the table above, we observe a Pearson's r value of .560, showing a moderate positive correlation between these two variables. Based on these results, (p -value = $0.00 < .05 = \alpha$), we reject the null hypothesis which state that there is no significant positive relationship between changes in assessment methods and pupils' competence achievement in English language in primary schools.

Since r on the table above is $.560 > 0.50$ we can say that there is a moderate positive relationship between changes in assessment methods and pupils' competence achievement in English language in primary schools in Yaounde.

Verification of hypothesis 5

Ha5: There is a significant relationship between teacher's mastery of English language and pupils' competence achievement in English language in Primary Schools.

H05: There is no significant relationship between teacher's mastery of English Language and pupils' competence achievement in English Language in primary schools.

Hypothesis was tested with the Pearson correlation and the following table obtained

Table 4.84: Pearson correlation coefficient for the variables: Teacher's Mastery of English language and pupils' competence achievement in English language

		Teacher's mastery	Pupils competence achievement
Teacher's mastery	Pearson Correlation	1	.920**
	Sig. (2-tailed)		.000
	N	446	446
Pupils competence achievement	Pearson Correlation	.920**	1
	Sig. (2-tailed)	.000	
	N	446	446

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 5

The following hypotheses were tested at the 0.05 level of significance. The level of significance is chosen at 0.05. Alpha(α) precise the margin admitted for error and will help us to reduce the possibility of rejecting alternative hypotheses (Ha) when it is confirmed in the social science $\alpha = 0.05$.

Ha5: There is a significant relationship between Teacher's Mastery of English Language and pupils' competence achievement in English language in primary schools.

H05: There is no significant relationship between Teacher`s Mastery of English Language and pupils` competence achievement in English language in primary schools

Considering teacher`s mastery of English Language and pupils` Competence achievement in English language, on the table above, we observe a Pearson`s r value of .920, showing a strong positive correlation between these two variables. Based on these results, ($p\text{-value} = 0.00 < .05 = \alpha$), we reject the null hypothesis which state that there is no significant positive relationship between teacher`s mastery of English Language and pupils` competence achievement in English language in primary schools. Since r on the table above is $.920 > 0.50$ we can say that there is a strong positive relationship between teacher`s mastery of English Language and pupils` competence achievement in English language in primary schools in Yaounde.

Table 4.85: Recapitulative table of results

Hypotheses	Levels of significiances	Alpha	Correlation coefficient	Conclusion
Hypothesis one	0.00	0.05	.862	Ho rejected Ha retained
Hypothesis two	0.00		.767	Ho rejected Ha retained
Hypothesis three	0.00		.741	Ho rejected Ha retained
Hypothesis four	0.00		.560	Ho rejected Ha retained
Hypothesis five	0.00		.920	Ho rejected Ha retained

The acceptance of all the specific alternative hypotheses give us the right to retain the main alternative hypotheses of this study which states that there is a positive relationship between curriculum changes and pupils` competence achievement in English language in primary schools in the city of Yaounde.

Conclusion

This chapter analyses and presents qualitative and quantitative data. Qualitative data is analyzed using thematic analysis, and the quantitative data is analyzed using SPSS version 20. With the quantitative analysis we used both the descriptive analysis and inferential analysis. The descriptive analysis is presented on tables and bar charts. While Pearson Product Movement is used to test the hypothesis. Results of inferential statistic is present on the tables. The chapter ends with the recapitulative table of results.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATION

Introduction

This chapter begins with a brief summary of the study. A discussion of findings with regards to the research hypotheses follows. Next comes the implication of the study for researchers and educators, theories and practical implication are outlined and then the limitations of the study are discussed. The recommendations and suggestions for further study are discussed and lastly, we have the perspective and the general conclusion

5.1 Summary of the Thesis

This thesis is divided into five chapters. In chapter one, the researcher discussed the Background of the study, Statement of the problem, Purpose of the study, Objectives of the study, Research questions, Assumptions of the study, Significance of the study, and delimitations of the study. This chapter went further to look at the plan of work and operational definition of terms, and conclusion. The problem identified in this study is observed from the fact that, despite all the efforts made by Cameroon government and non-governmental organizations (world bank, Islamic Bank, UNESCO, UNICEF) through the ministry of Basic Education to ameliorate primary schools pupils performance, achievements remain low as most pupils leaving primary schools cannot read and write well, communicate and solve basic problems in English Language. In an effort to identify and examine variables believed to be indicators of pupils' Competence achievement in English Language in primary schools, this research work specifically investigated how Curriculum changes influence pupils' competence achievement in English language in primary schools in Yaounde, Cameroon. The research questions and objectives also aimed at addressing whether Curriculum changes influence pupils' competence achievement in English language in primary schools in Yaounde, Cameroon.

Chapter 2 presents the literature that was reviewed to support the study. Conceptual review was based on curriculum changes and pupils' competence achievement in English language. Curriculum changes was conceptualized into, changes in lesson planning approach, changes in teaching methods, changes in teaching/learning materials, changes in assessment methods and teacher's mastery of English language. The empirical on its turn, reviewed an insight into the study area and methodologies of other writers on the subject. The research gap

was also identified and discussed. The storehouse of knowledge served as a springboard for this study.

Chapter 3 discussed the research methodology and justified why the mixed design methods approach was used. The qualitative and quantitative designs were used to gather and analyse data. Issues of sampling, choice and design of instruments, reliability, validity, and ethical and legal considerations were also explained. Chapter 4 presented the qualitative and the quantitative data analysis. Qualitative data was analyzed using thematic analysis. While quantitative data was analysed using descriptive analysis and inferential analysis. The statistical tool used for Inferential statistics was the Pearson Product Moment Correlation Coefficient. Chapter 5 then discussed the findings, implications of the study, conclusions and recommendations of the study.

5.2 Summary of Findings

This study was set to find out the determinants of pupils' competence achievement in English language in primary schools. To achieve this objective, an exploratory study was carried out in English public primary schools in Yaounde. This study used a mixed methods approach to collect and analyze data. Teacher participants were drawn from English Public primary schools in Yaounde city. A total of 12 interviews were conducted on this subject, with 12 participants drawn from the Head Teacher's population. A total of 446 returned usable questionnaires were analyzed with the use of SPSS version 20.

The mixed method analysis found out that all the five retained variables: lesson planning; teaching methods; teaching/learning materials; assessment methods; and teacher's mastery of English language need to be considered to assess pupils' competence achievement in English language. After analysis, all the five null hypotheses were rejected and all the five alternative hypotheses were retained. This means that curriculum changes have an impact on pupils' competence achievement in English Language in primary schools. The summary of findings will be done on the qualitative data and quantitative data analysis according to research objectives

5.2.1 Summary of Qualitative Findings

Considering qualitative findings on changes in lesson planning and pupils competence development in English language, we observed that when teachers plan their lessons in English language effectively following the new approaches, they teach better and pupils learn more, resulting in increase in the acquisition of pupils' competences in English language. In the same

line, with the interview with the Head Teachers concerning lesson planning, most of the head-teachers agreed that when teachers planned lessons in English language, pupils learn better. Meaning there is a significant positive relationship between lesson planning and pupils competence achievement in English Language in primary schools. But unfortunately, we also observed that most of the teachers prepare lesson plans only in grammar as a component of English language. Most of the components like listening, speaking, reading, literature and vocabulary are neglected as only few teachers plan lessons on them. This was confirmed by the head teachers through interview. They expressed themselves that even though teachers teach better when they plan lessons in English, unfortunately, most of them focus only on grammar and neglect other components of English Language.

Considering qualitative findings on teaching methods, we observed that teachers are still struggling to adapt and use the new teaching methods prescribed in the new curriculum in primary schools. But each time they used the cooperative learning methods and project-based methods, the pupils are so excited to learn in groups as they interact socially. These difficulties to adapt and use the new methods prescribed in the curriculum were confirmed by most of the head teachers through the interview guide. They complained that their teachers have challenges like overcrowded classrooms which make cooperative learning a challenge and lack of resources to carryout project-based learning. Fortunately, when these methods are used in the classroom, pupils learn better as they learn to interact and learn from their friends. Thus, positive relationship between the new teaching methods and pupils` competence achievement in English language in primary schools.

Concerning qualitative findings on changes in teaching/learning materials and pupils competence achievement in English Language, we observed that teachers rarely used teaching/learning materials in their classrooms during English language lessons. Most of them often used the print teaching/learning materials which is the English Language textbooks. We also observed that when teaching/learning materials are used like; charts, pictures, telephones, pupils learn better as their attention is captured and they stayed focused, thus increase in pupils` achievement in English language in primary schools. This was confirmed by the head teachers through interview. They explained that pupils are excited with modern teaching/learning materials but unfortunately for them only print teaching/learning materials are available for the teaching of English language. Headteachers complaint insufficient teaching/learning materials in English language

Concerning qualitative findings on changes in assessment methods and pupils' competence achievement in English Language, we observed that most teachers give mostly written assessment in English language in primary schools. We also observed that when they administered written and oral assessment, the achievement rate will be higher compared to the achievement when it is only written. In the same light, we observed that when diagnostic assessment is carried out before the lesson, pupils learn better as they build new knowledge on what they already know. But unfortunately, not all teachers carry out diagnostic assessment before the new lessons. Still on assessment, when teachers assessed pupils during the teaching learning process in English Language, it helps the learners to be on track. While formative assessment give room to remediation. Concerning the interview with head teachers, most headteachers explained that most of the teachers are still having challenges in using the new approach CBA to carry out assessment in their classrooms. They plead on more training on how to assess pupils using the CBA approach.

Concerning qualitative findings on teacher's mastery and pupils competence achievement in English language, we observed that majority of teachers are still struggling to master the changes made on the English language program in primary schools. We also observed that when they mastered a portion of the program, they will teach effectively and pupils will learn better. Thus, increase in pupils' competence achievement in English Language. This was confirmed with head teachers' interview, whereby most head teachers explained that most of their teachers faced difficulties in implementing the English language program as they have not yet mastered the new program. Most of the head teachers said that more training is needed on the implementation of the new English language program.

5.2.2 Summary of Quantitative Findings According to research Objectives

Finding I: To assess the extent to which changes in lesson planning affects pupils' Competence Achievement in English Language in public primary schools in the city of Yaounde.

Concerning changes in lesson planning and pupils' competence achievement in English Language in primary schools, we observed from the analysis in chapter four that, a Pearson's correlation coefficient (r) value of 0.862, showing a strong positive correlation between changes in lesson planning and pupil's competence achievement in English language in primary schools. Since r from the analysis above is 0.862, which is greater than 0.50, we reject the null hypothesis and retained the alternative hypothesis which state that there is a significant positive relationship between changes in lesson planning and pupils' competence achievement in

English language in primary schools. This strong positive correlation shows that the more teachers plan effective lessons in English language, the more pupils will perform better thus increase in pupil's competence achievement in English language in primary schools.

As r calculate is $0.862 > 0.50$ we can say that there is a strong positive relationship between changes in lesson planning and pupil's competence achievement in English language in primary schools, meaning the more teachers plan and teach effective lessons in English language in primary schools, the more pupils will perform better in English language, thus increase in acquisition of pupils' competences in English language in primary schools.

Finding 2: To investigate the extent to which changes in teaching methods affect pupils' Competence Achievement in English Language in public primary schools in Yaounde

Concerning changes in teaching methods and pupils' competence achievement in English Language in primary schools, we observed from the analysis in chapter four that a Pearson's correlation coefficient (r) value of 0.767, showing a strong positive correlation between changes in teaching methods and pupil's competence achievement in English language in primary schools. Since r from the analysis above is 0.767, which is greater than 0.50, we reject the null hypothesis and retained the alternative hypothesis which state that there is a significant positive relationship between changes in teaching methods and pupils' competence achievement in English language in primary schools. This strong positive correlation shows that the more teachers used the new teaching methods prescribed in the new curriculum to teach English language, the more pupils will perform better in English language, thus increase in pupil's competence achievement in English language in primary schools.

As r calculate is $0.767 > 0.50$ we can say that there is a strong positive relationship between changes in teaching methods and pupil's competence achievement in English language in primary schools, meaning the more teachers used different teaching methods prescribed in the new curriculum, the more pupils will perform better in English language, thus increase in pupils' competence achievement in English language in primary schools.

Finding 3: To assess the extent to which changes in teaching/learning materials affect pupils' Competence achievement in English Language in public primary schools in the city of Yaounde.

Concerning changes in teaching/learning materials and pupils' competence achievement in English language in primary schools, we observe a Pearson's r value of 0.741, showing a strong positive correlation between changes in teaching/learning materials and pupils' competence achievement in English language in primary schools. Based on the results, (p -value

$= 0.00 < .05 = \alpha$), therefore we reject the null hypothesis which state that “there is no positive relationship between changes in teaching/learning materials and pupil’s competence achievement in English language in primary schools “and accept the alternative hypothesis which state that” there is a positive significant relationship between changes in teaching/learning materials and pupils’ competence achievement in English Language in public primary schools”.

As r calculate is $0.741 > 0.50$ we can say that there is a strong positive relationship between changes in teaching/learning materials and pupil’s competence achievement in English language in primary schools, meaning the more teaching/learning materials are used in the teaching of English language, the more pupils will perform better in English language, thus increase in pupils ‘competence development in English language in public primary schools.

Finding 4: To examine the extent to which changes in Assessment Methods affect pupils’ Competence Achievement in English Language in public primary schools in the city of Yaounde.

Considering changes in assessment methods and pupils’ competence achievement in English in primary schools, we observed a Pearson’s r value of 0.560, showing a moderate positive correlation between these two variables. Based on these results, ($p\text{-value} = 0.00 < .05 = \alpha$), we reject the null hypothesis which state that “there is no positive relationship between changes in assessment methods and pupils competence achievement in English language in primary schools and accept the alternative hypothesis which state that there is a significant relationship between changes in assessment methods and pupils competence achievement in English language in primary schools

Since r on the table above is $0.560 > 0.50$ we can conclude that there is a moderate positive relationship between changes in assessment methods and pupils’ competence achievement in English language in public primary schools.

Finding 5: To assess the extent to which teacher’s mastery of English language affects pupils’ Competence Achievement in English Language in public primary schools in Yaounde.

Concerning teacher’s mastery of English language and pupils’ competence achievement in English language, we observe a Pearson’s r value of 0.920, showing a strong positive correlation between teacher’s mastery of English language and pupils’ competence achievement in English language in primary schools. Based on the results, ($p\text{-value} = 0.00 < .05 = \alpha$), therefore we reject the null hypothesis which state that “there is no significant positive

relationship between teacher's mastery of English language and pupil's competence achievement in English language in primary schools "and accept the alternative hypothesis which state that" there is a positive significant relationship between teacher's mastery of English language and pupils' competence achievement in English Language in primary schools".

As r calculate is $0.920 > 0.50$ we can say that there is a strong positive relationship between teacher's mastery of English language and pupil's competence achievement in English language in public primary schools, meaning the more teachers have a mastery on English language as a subject, the more, they will teach better, thus increase in pupils' competence achievement in English language in public primary schools.

5.3 Discussion of Findings

The discussion of findings will be done by ascertaining the results of the hypotheses link to specific authors and theories

5.3.1 Discussion of Findings on Hypothesis 1:

As observed in this study, the relationship between changes in lesson planning and pupils' competence development in English language were examined and verified using Pearson correlation coefficient. Considering changes in lesson planning and pupils' competence achievement in English Language in primary schools, we observed from the analysis in chapter four a Pearson's r value of 0.862, showing a strong positive correlation between changes in lesson planning and pupil's competence achievement in English language in primary schools. Since r from the analysis above is 0.862, which is greater than 0.50, we reject the null hypothesis and retained the alternative hypothesis which state that "there is a positive significant relationship between changes in lesson planning and pupils' competence achievement in English language in primary schools. This strong positive correlation shows that the more effective and consistent teachers plan lessons in English language, the more pupils perform better thus increase in pupil's competence achievement in English language in English language in primary schools. This implies that lesson planning in English language significantly affects pupils' competence achievement in English language in primary schools in the city of Yaounde.

A careful study and analysis of the qualitative and quantitative data collected on lessons planning in English language, depicts that to a greater extent teacher changes in lesson planning in English language significantly influenced pupils' competence achievement in English language in primary schools. This finding aligns with previous research that has highlighted the

positive impact of lesson planning on student academic achievement. Numerous studies (Panasuk and Todd, 2005; Liyanage and Bartlett, 2010; Stender, 2014) conducted worldwide have shown that effective lesson planning enhances learning outcomes and improves student performance. These studies have emphasized the importance of structured and organized instructional approaches, such as lesson planning, in promoting pupils' engagement, understanding, and retention of academic content. Prior research has also reported similar patterns of results regarding the comparison between experimental and control groups. Studies (Haynes, 2007; Woodward, 2004) have consistently demonstrated that students who receive instruction through well-designed lesson plans tend to outperform those who are taught using conventional teaching practices. This indicates that the use of lesson planning strategies positively influences student learning and achievement. Moreover, the current study's findings regarding the significant improvement in academic performance within the experimental group from pre-test to post-test are in line with previous research. Previous studies (Singh, 2007; Hanane, 2016; Hillman and Ocampo Eibenschutz, 2018) have reported the effectiveness of lesson planning in enhancing student progress and academic growth over time. The current study's findings regarding the strong positive relationship between lesson planning and pupils' competence achievement in English language in primary schools is in line with previous research. Previous studies have reported the effectiveness of lesson planning in enhancing student progress and academic growth over time.

However, in stressing the relationship between changes in lesson planning and pupils' competence achievement in English language, Sadia K et al (2024) in their study reported that "utilization of various lesson planning in teaching induces impactive results in the teaching and learning process. Based on their findings, they recommended that lesson planning should be incorporate into the curriculum; and that teachers should be encouraged and permitted to attend workshops and seminars where the importance, methods of lesson planning are discussed so as to enable them to be efficient at teaching and produce good results. These results have important implications for educators, policymakers, and curriculum developers, emphasizing the critical role of effective lesson planning in enhancing students' academic achievements at the elementary level. By implementing well-structured and engaging lesson plans, educators can optimize teaching and learning experiences, leading to improved educational outcomes. The findings highlight the importance of incorporating comprehensive lesson planning strategies in curriculum design and instructional practices. Future research should further explore the long-term effects of lesson planning on academic performance, considering diverse subjects and

student populations. However, the results of the study reveal a significant difference in the performance of experimental and control groups. By implication, the students taught using lesson plans and lesson planning (experimental group) performed better than their counterparts who were taught without any lesson plan (control group)

From the theoretical frame work in relation to the data collected on the above objective, results reveal that, in terms of examining the extent to which changes in lessons planning in English language affect pupils' competence achievement in English. Piaget's focus on children as active learners who construct knowledge through schemas emphasizes that the implementation of curriculum changes must consider the child's stage of development (e.g., pre-operational, or concrete operational stage in primary schools). Piaget (1950) called on teachers to plan lessons based on the different ages and levels of pupils' classes. With young learners, lessons should be planned in consideration of using play-based activities, incorporate stories, role-play and visual aids that allow for imagination and expression. This theory explains how learners develop their mental abilities and at what stage to give which type of material to children. It has added to our understanding of children's intellectual growth. It also stressed that children are not merely passive recipients of knowledge. Instead, pupils are constantly investigating and experimenting as they build their understanding of how the world works. Meaning, learning is an active process of constructing knowledge. For this reason, teachers should make lessons participatory.

In the same light, teachers should create opportunities for pupils on hand -on activities, this will help learners to explore language through real -world experiences. Thus, build their own understanding of language concepts through discovery learning. At each stage of cognitive development of learners, approaches to lesson planning changes, teaching method changes, teaching/learning material changes and even the assessment method and language of the teacher changes to suit the feature or characteristics of that age group or stage.

To add to the above points on theoretical framework, teachers should align lesson objectives with developmental Stages of Piaget theory. With Preoperational stage (Young Learners), teachers should use play-based activities in their lesson planning, incorporate stories, role-plays, and visual aids that allow for imagination and expression. With Concrete Operational stage (Early Elementary), concerning lesson planning, teachers should provide concrete examples and hands-on activities, such as group discussions or projects that involve real-life contexts (e.g., a menu project to learn food vocabulary). Whereas, with formal Operational stage (Older Pupils), teachers should plan lesson in such a way that will encourage

critical thinking through debates, essays, or presentations on abstract concepts (e.g., themes in literature). In the same light, teachers should use language that is appropriate for the pupils' cognitive levels. For younger children, use simple and concrete language. For older pupils, teachers should introduce complex vocabulary and abstract discussion. Encourage pupils to express their reasoning, and validate their thought processes, which foster both language development and cognitive growth. Plan activities in your lesson that will allow pupils to explore and discover language rules through activities rather than direct instruction. For example, instead of explaining grammar rules, provide examples and let them identify patterns. Also, in your lessons foster collaboration through group work where pupils can share ideas and construct knowledge. This reflects Piaget's idea of learning as a process of building on existing knowledge through social interactions. By so doing, pupils will learn better and acquire the various competences in English language in primary schools.

5.3.2 Discussion of Findings on Hypothesis 2

As observed in this study, the relationship between changes in teaching methods and pupils' competence achievement in English language were examined and verified using Pearson correlation coefficient. Concerning changes in teaching methods and pupils' competence achievement in English Language in primary schools, we observed from the analysis in chapter four a Pearson correlation coefficient (r) value of 0.767, showing a strong positive correlation between changes in teaching methods and pupil's competence achievement in English language in primary schools. Since Pearson correlation coefficient (r) from the analysis above is 0.767, which is greater than 0.50, we reject the null hypothesis which states that "there is no significant positive relationship between changes in teaching methods and pupils' competence achievement in English language in primary schools". and retain the alternative hypothesis which states that "there is a significant positive relationship between changes in teaching methods and pupils' competence achievement in English language in primary schools". This strong positive correlation shows that the more teachers used different teaching methods prescribed in the curriculum new curriculum in the teaching of English language, the more pupils will perform better in English language thus increase in pupil's competence achievement in English language in primary schools. This implies that the new teaching methods significantly affect pupils' competence achievement in English language in primary schools in the city of Yaounde.

From a careful study and analysis of the qualitative and quantitative data collected on teaching methods in English language, it depicts that to a greater extent changes in teaching

method significantly influence pupils' competence achievement in English language in primary schools. This finding aligns with previous research that has highlighted the positive impact of teaching methods on students' academic achievement. Numerous studies have confirmed the positive relationship between teaching methods and pupils' academic achievement. Gemayma Claro (2023) in her study revealed that most of the teachers' methods of teaching have a great effect on students' academic performance; based on these findings, Student-Centered Method and Teacher-Student Interactive Methods were recommended in order to improve students' academic performance. Also, Omotere (2011), findings revealed that telling stories as a method of teaching, from culturally diverse sources supports the creation of multicultural awareness in classrooms and encourages the development of healthy self-concepts. This study however, failed to streamline when story telling is more appropriate to use in the teaching and learning process. Similarly, Nina Kowalczyk (2011), found out that project -based teaching method as an effective teaching method. He described it in the nursing literature.

However, in stressing the relationship between changes in teaching methods and pupils' competence achievement in English language. Yasemin Gödek (2016) examined group and collaborative work, in order to indicate their importance and the variable use of these techniques. Collaborative work was defined and then its importance, purposes, benefits for both students and teachers, and some problems that teachers confront in their classrooms were also discussed. Secondly, Yasemin discussed on how the variation between the teachers who are using group work, collaborative work, and individual or whole class work was explored and different kinds of group work were also described. Some research evidences on group work were referenced and the consistency of results discussed. And finally, some recommendations for teachers in using group work and collaborative work were outlined.

From the theoretical framework Vygotsky (1978) emphasis is on the important of interactive teaching method and support from teachers, parents and peers to ensure progress in schools. This theory thus suggests that for the teacher to be effective, he or she should create an environment of support for the pupils to learn. This is appropriate to the CBA which emphasizes more on the needs of the learner and on learners- centred teaching methods. For the learners to develop listening, speaking, writing and reading competences in English language, the teacher has to create an environment of support to foster the development of these competences, by using interactive teaching methods or learners centred teaching methods like the cooperative teaching approach, the project based learning approach , the differentiation teaching approach, discovery just to name these few. These teaching methods will facilitate learners to learn better

as team work encourages collaboration among learners. The slow learners will learn from the fast learners as they interact in a supportive learning environment created by the teacher. In the context of English language teaching, group activities, peer collaboration, and discussions can be used to foster language development. Teachers can encourage pupils to work together on projects, engage in collaborative writing, and participate in group discussions. Vygotsky's theory supports these methods being studied through an interactive, social-academic environment. (Schutz, R.,2014). In his zone of proximal development (ZPD), Russian psychologist, L. Vygotsky puts forth the idea that support is essential in order for students/learners to go beyond their current performance level (1978). With guidance, they gradually take on more responsibility for their own learning while participating jointly in learning activities with their more proficient instructors and classmates. This interaction through activities is considered a key factor for the learners in understanding the English language as he seeks to grow in independence and knowledge. Pupils are given learning instruction through production tasks. According to John-Steiner, cognitive development from a Vygotskian point of view joins productive activities through social interaction with the learning process. (1996). John-Steiner explains the theory stating that learning is a simultaneously individual and social process. A learner observes through social participation and then internalizes in order to "construct new knowledge" (p. 197). This pattern is true of young children as well as mature thinkers, as internalization is the basis of the lifelong learning process. Vygotsky maintained that theory and practice were complementary to one another and that theory should not be viewed as simply an explanation but a way to understand and implement change (Vygotsky, 1997). Vygotsky's theory stresses the importance of communication in the development of language, which in turn stimulates the development of thought processes. The importance of the role of the teacher in terms of second language acquisition is reinforced by the need for communication between the teacher and student (Schutz, 2014). Teachers communicate through interactive teaching methods. Collaborative learning can be witnessed when students work together on a research project. As they collaborate, they observe and learn from each other's unique contributions and perspectives. To encourage collaborative learning, teachers can use cooperative learning, project-based learning and discussions which are the new teaching methods prescribed in the new curriculum in primary school

To add to the above points on theoretical framework, Vygotsky emphasized the importance of social interaction, cultural context, and the role of language in cognitive

development. Teachers can use the teaching strategies of gradual release of responsibility. He/she Starts by modeling a reading or writing task, then guide pupils through it, and finally allow them to complete the task independently. Also, visual Aids, incorporate charts, graphic organizers, and story maps that help pupils visualize relationships between concepts can be used in the teaching of English language. During English language lessons, pupils can be organized into heterogeneous groups where they can work together on language tasks, such as reading a story and discussing its themes or creating a dialogue based on vocabulary lessons. In the same light, teachers can allow pupils to teach each other specific language skills or concepts in their group work, reinforcing their understanding through explanation and discussion. Encourage pupils to participate in discussions about texts, asking open-ended questions that require them to think critically and articulate their ideas. After introducing a new concept, have pupils think about their responses individually, then share with a partner before discussing as a class. Incorporate literature and texts that reflect students' cultures and experiences, making lessons more engaging and relevant. By so doing pupils will enjoy English lessons and become engage in the teaching/learning. Hence pupils' competence achievement in English Language

5.3.3 Discussion of Findings on Hypothesis 3

As observed in this study, the relationship between changes in teaching/learning materials and pupils' competence achievement in English language were examined and verified using Pearson correlation coefficient. Considering changes in teaching/learning materials and pupils' competence achievement in English Language in primary schools, we observed from the analysis in chapter four that a Pearson's correlation coefficient (r) value of 0.741, showing a strong positive correlation between changes in teaching/learning materials and pupil's competence in English language in primary schools. Since r from the analysis above is 0.741, which is greater than 0.50, we reject the null hypothesis and retained the alternative hypothesis which state that there is a significant positive relationship between changes in teaching/learning materials and pupils' competence achievement in English language in primary schools. This strong positive correlation shows that the more teachers used diverse teaching/learning materials prescribed in the new curriculum, in the teaching of English language in the primary schools, the more pupils will perform better in English language. Thus, increase in pupil's competence achievement in English language in primary schools. This implies that the used of teaching/learning materials in English language significantly influence pupils' competence achievement in English language in primary schools.

From a careful study and analysis of the qualitative and quantitative data collected on teaching/learning materials in English language, it depicts that to a greater extent the used of new teaching/learning materials in the teaching of English language significantly influenced pupils' competence achievement in English language in primary schools. This finding aligns with previous research that has highlighted the positive impact of teaching/learning materials on student academic achievement.

Numerous studies conducted worldwide have shown that the effective use of teaching/learning materials and their availability enhances learning outcomes and improves student performance. Most studies that look into the state of teaching/learning materials in schools, always attach poor performance with lack of, or inadequacy of these materials, so teaching/learning materials are important in teaching and learning and are inadequate in many schools (Kerr, 2003). Although studies in Tanzania (see for example those of Sumra and Rajani, 2006; Hakielimu, 2007; Makombe et al, 2010) have lamented on poor performance, they did not link this situation with inadequate quality of teaching/learning resources. These studies are clear that there is a strong link between adequate and quality teaching/learning materials and quality teaching and learning process (Blair, 1998) but have not shown this link with students' academic performance. Other studies conducted by researchers such as Earthman and Lemasters (1996) have shown that learners who are provided with quality, safe, and modern materials learn much better and their academic performance are high. Similarly, Maimbgehe (2024) found out that the use of computers, smartphones, and television as modern teaching/learning materials have a strong positive relationship with pupils' academic performance in English language in primary schools. Recommendations issued from the results, note that: Modern teaching/learning materials should be made available to teachers and pupils in school; teachers should implement the use of modern teaching/learning materials as aid to improve on pupils learning styles and needs; Parents too should provide modern teaching/learning materials at home to meet up with their children's needs.

Prior research has also reported similar patterns of results regarding the relationship between teaching/learning materials and Pupils academic performance in English language. Murtala Sale (2016) examined the relevance of using instructional Materials at primary schools in Katsina metropolitan, Nigeria. It employed survey design using cluster-sampling technique. The questionnaire was used to gather data for analysis. Statistical and frequency tables were used to analyze the data gathered. The results show that teachers and students alike have realized the effectiveness of modern instructional materials in teaching and learning for the

attainment of set objectives in the basic primary education policy. It also discovered that reluctance in the use of instructional materials would hamper the achievement of qualitative primary education. The study therefore suggests that there should be the provision of adequate and up-to-date instructional materials to all primary schools in Katsina State for effective teaching and learning. The current study's findings regarding the strong positive relationship between teaching/learning materials and pupils' competence achievement in English language in primary schools is in line with previous research. Previous studies have reported the effectiveness of teaching/learning materials in enhancing student progress and academic growth over time.

However, in stressing the relationship between changes in teaching/learning materials and pupils' competence achievement in English language. Alfred and John K (2023), carried out an investigation, to investigate how instructional materials affect students' academic performance. This study investigates how instructional materials affect students' academic achievement in Burundi post-basic English curriculum. This paper is a report of part of research conducted in 2023 to evaluate the instructional influences of the post-basic school English curriculum on learners' achievement in Burundi. This study utilized a convergent parallel research design and pragmatic paradigm, supported by Communicative Language Teaching for the 21st Century and the Social Learning Theory. To gather data from 16 English teachers and 330 language learners at the post-basic school level in the second and third years in the Bujumbura Municipality, a learners' questionnaire, teachers' interviews, and classroom observations were used. This study employed stratified and random sampling techniques to select respondents, and the data was analyzed descriptively and thematically. The study established that learners' textbooks were level-appropriate, with 66.5% of the respondents understanding the content of the pupil's textbook. The investigation also demonstrated the authenticity of the activities in the learners' textbook since the developed themes were daily life-based issues. However, it was found that the learning activities were insufficient because some themes were not fully developed. The study further demonstrated that the majority of the sampled schools had an alarming scarcity of teaching materials including textbooks, and audio and audio-visual teaching aids. This research finally revealed that instructional materials had a moderate influence on students' academic achievement (overall mean = 3.257, SD = .6901). The government is advised to provide the missing teaching and materials to facilitate the smoother teaching and learning process and enhance students' academic performance.

From the theoretical framework Mayer (2009) on the principles of multimedia learning, it holds that teaching/learning materials can enhance pupils' understanding and retention of information in English Language. Mayer's Cognitive Theory of Multimedia Learning emphasizes the importance of how information is presented and the processes involved in learning. For the better use of teaching/learning materials to enhance pupils learning in English language, teachers should eliminate extraneous material and ensure that videos, presentations, and other materials are concise and focused on the key learning objectives to avoid cognitive overload. They should use bold text, arrows, or color changes to draw attention to critical concepts in your teaching materials. Avoid presenting the same material in multiple formats. For instance, they should not provide both on-screen text and a voice-over that reads the same text. Instead, they should consider focusing on either format to enhance learning without overloading the cognitive process. In the same words, Mayer encourages the integration of visuals (images, diagrams, videos) alongside verbal explanations. This supports the processing of information through dual channels and can improve understanding. For example, when teaching an English language concept, use a chart, picture, diagram or animation while explaining the process verbally. Provide pupils with an overview of key concepts and vocabulary before delving into more complex materials. This pre-training helps to build a foundation and prepares students to better understand the English language content. Also, with the use of teaching/learning materials, Mayer encourage teachers to include interactive elements in their materials, such as quizzes or practice activities that allow pupils to apply what they have learned. This does not only reinforces understanding but also engages pupils actively, fostering deeper learning. In other words, teachers should design materials that allow for self-paced learning. Whether through videos that can be paused and replayed or online modules that students can complete at their own speed, allowing students to control their learning journey can enhance comprehension. Encourage students to relate the material to their own experiences or backgrounds. This can help to make the content more relevant and memorable. By so doing, pupils will learn better and acquire competences in English language in primary schools.

5.3.4 Discussion of Findings on Hypothesis 4

As observed in this study, the relationship between changes in assessment methods and pupils' competence achievement in English language were examined and verified using Pearson correlation coefficient. Considering changes in assessment methods and pupils' competence achievement in English Language in primary schools, we observed from the analysis in chapter four that a Pearson's correlation coefficient (r) value of 0.560, showing a

moderate positive correlation between changes in assessment methods and pupil's competence achievement in English language in primary schools. Since r from the analysis above is 0.560, which is greater than 0.50, we reject the null hypothesis and retain the alternative hypothesis which state that there is a significant positive relationship between assessment methods and pupils' competence achievement in English language in primary schools in the city of Yaounde. This moderate positive correlation shows that when teachers carry out assessment using different forms and types prescribed in the new English language program in primary schools, pupils will perform better as assessment will push them to work harder. Assessment will also expose their area of weakness where remediation will be carried out, and after remediation they will learn better and acquire more in English language. Thus, increase in pupil's competence achievement in English language in primary schools. The moderate positive relationship between changes in assessment methods and pupils' competence development, implies that assessment in English language significantly affects pupils' competence achievement in English language

From a careful study and analysis of the qualitative and quantitative data collected on assessment in English language, it depicts that to a greater extent teacher assessment in English language significantly influenced pupils' competence development in English language in primary schools. This finding aligns with previous research that has highlighted the positive impact of assessment on student academic achievement. Numerous studies have similar results with this findings. Katamba (2014) investigated the impact of assessment and examination on the academic achievement of undergraduates and the results showed positive impact of assessment and examination on the overall academic achievement of undergraduates in the course. The study recommended that Lecturers are expected to create several devices/techniques for assessment so that student(s) who perform low in one technique may perform high in the other technique. This is what is recommended in the new curriculum in primary schools in Cameroon, where teachers use different techniques and forms for assessment so that pupils who perform low in one technique may perform high in the other. For instance, when the teacher assesses pupils orally, practically and in written form, it will meet the needs of different learners in class. Mwebaza (2010) examined assessment and students' performance in "A" Level Secondary Schools in Masaka District. The study was carried out to explore the assessment practice in secondary schools with the major focus on Continuous Assessment Strategies. The study specifically sought to find out the different assessment strategies and their contribution to students' performance. The findings of the study revealed that: Numerous

Assessment Strategies (i.e. the written tests, recap exercises, take-home assignments, check lists, observation, presentations and projects) were being used in “A” level secondary schools. Findings of the study also showed a positive relationship between some of the assessment strategies used and students’ performance. The researcher concluded that assessment strategies positively contribute to the performance of students. It was recommended that regulations and policies should be put in place so that all schools can benefit from the practice and a uniform policy should be emphasized. Basome and Vencie (2018) examined the influence of continuous assessment on academic performance in primary schools of Ibulanku Sub-County, Iganga District (Uganda). The study explores the meaning of Continuous assessment, the Purpose of Continuous Assessment, Challenges hindering the implementation of Continuous Assessment and what could be done to address the challenges hindering the implementation of Continuous Assessment. This study uses descriptive design, specifically literature from the library and key informant interviews were used to complement the information on the Influence of continuous assessment on academic performance in primary schools. It was recommended that, the Government should mount intensive workshop to educate teachers on the appropriate principles of continuous assessment and the workshop should focus objectively on constructing and using assessment as tools. Binta (2007) carried out a study on effects of continuous assessment on the academic achievement of NCE Chemistry Students in Kaduna State. The findings of the study revealed that: Continuous Assessment has significant effect on academic achievement of NCE students. In the light of the findings from this study, it was recommended that chemistry teachers should strive to see that at least four C. A’s are given to students per semester in order to improve their academic achievement and that teachers should also be properly trained on the methods and techniques of Continuous Assessment construction and administration for the system to be effective.

From the theoretical frame Thorndike (1874) theory on the law of Learning, specifically law of exercise state that pupils learn better when they carryout numerous assessments. The effect states that behaviors followed by positive outcomes are likely to be repeated, while those followed by negative consequences are not. Teachers are encouraged to use assessments that include positive feedback mechanisms. For instance, when pupils show improvement or master a concept, provide specific praise or rewards (e.g., stickers, certificates) to reinforce their efforts. Develop assessments that are enjoyable and engaging (such as games or interactive activities) so that pupils associate assessments with positive experiences. This can encourage them to put forth their best effort. Here Thorndike also encourages teachers to Provide

constructive, actionable feedback that helps pupils understand their strengths and areas for improvement, fostering a growth mindset. With the law of Exercise, Thorndike posits that the more an item is practiced, the stronger the associations become between the stimulus and the response. Teachers should implement regular, low-stakes assessments that allow for practice and reinforcement of skills, such as weekly spelling tests, reading fluency checks, or vocabulary quizzes. Use varied assessment methods (oral, written, visual) to ensure that pupils can engage with the material in multiple ways and strengthen their learning through repetition across formats. Encourage integrated assessments that combine reading, writing, speaking, and listening, enabling students to practice English language skills in a contextualized manner. According to the law of Readiness learners will perform better when they are prepared and motivated to learn. Design assessments that cater to different readiness levels. For instance, provide tiered assignments that offer varying levels of challenge, ensuring that all pupils can engage meaningfully with the content. By putting the above points into action, pupils will learn better and achieve more in English language. Hence pupils' competence achievement in English language in primary schools.

5.3.5 Discussion of Findings on Hypothesis 5

As observed in this study, the relationship between teacher's mastery of English language and pupils' competence achievement in English language were examined and verified using Pearson correlation coefficient. Considering teacher's mastery of English and pupils' competence achievement in English Language in primary schools, we observed from the analysis in chapter four a Pearson's r value of 0.920, showing a strong positive correlation between teacher's mastery of English and pupil's competence achievement in English language in primary schools. Since the Pearson correlation coefficient (r) from the analysis above is 0.920, which is greater than 0.50, we reject the null hypothesis and retain the alternative hypothesis which state that there is a significant positive relationship between teacher's mastery of English and pupils' competence achievement in English language in primary schools. This strong positive correlation shows that the more teachers master the English language program, the better they will teach the program and use language correctly, hence pupils will learn and perform better. Also, when a teacher has proficiency in reading, writing, speaking, grammar and vocabulary, which are components of English language in primary, the teacher will speak and teach correctly and pass out the right information to the learners. Thus, increase in pupil's competence achievement in English language in English language in primary schools. This

Finding implies that teacher's mastery of English language significantly affects pupils' competence development in English language in primary schools in Yaounde.

From a careful study and analysis of the qualitative and quantitative data collected on teacher's mastery of English language, we realise that to a greater extent teacher's mastery of English language program significantly influenced pupils' competence achievement in English language in primary schools. This finding aligns with previous research that has highlighted the positive impact of teacher's mastery on pupils' academic performance. Ajongakoh (2021) found out that: There is a significant relationship between teachers' ability to speak and write English and students' academic achievement in HTTTC Kumba; there is a significant relationship between teachers' reading ability of the English Language and students' academic achievement in HTTTC Kumba. Based on these findings, it was recommended that teacher's proficiency in English should be scrutinized prior to recruitment if they are to serve as English teachers. This is in line with our findings which showed that teacher's mastery in English language has a positive significant relationship with pupils' competence achievement in English language, meaning the more teachers master the English language program and have mastery and proficiency in reading, writing, speaking, grammar and vocabulary, the more they will be effective in the teaching of English language. Similarly, Duru et al (2020) carried out a study to find out the effects of teacher subject mastery on the academic performance of secondary school students in Jalingo L.G.A. They found out that subject mastery significantly affects the academic performance of secondary students.

Moreover, the current study's findings regarding the significant improvement in academic performance within the experimental group from pre-test to post-test are in line with previous research. Previous studies (Singh, 2007; Hanane, 2016; Hillman and Ocampo Eibenschutz, 2018) have reported the effectiveness of teacher's mastery of English language in enhancing student progress and academic growth over time. The current study's findings regarding the strong positive relationship between teacher's mastery of English Language and pupils' competence development in English language in primary schools is in line with previous research. Previous studies have reported the effectiveness of teacher's mastery of English language in enhancing student progress and academic growth over time.

Theoretically, Bandura (1977) In Education, Behavioral Modeling encourages students to learn by observing their teachers and peers. Teachers can take advantage of this principle to provide examples of appropriate behavior and demonstrate how to perform specific tasks in the teaching of English language. A teacher can demonstrate how to read, write, speak, listen during

English lesson and pupils will observe, and imitate his/her actions. Thus, pupils' competence achievement in English language. For example, during a class the teacher gives a detailed demonstration of how to solve a particular problem in English language, pupils then observe and learn specific techniques from the teacher before trying it themselves. Teachers should demonstrate fluent and accurate use of the English language. This includes modeling correct pronunciation, grammar, vocabulary usage, and appropriate language for different contexts (formal vs. informal). After modeling a language concept or structure, provide students with structured opportunities to practice. For instance, after demonstrating a conversation, students can role-play similar dialogues, imitating the teacher's language use. By so doing, pupils will acquire competences in English language.

5.4 Implications of the Study

This area of the study looks at implication from six perspectives: Implication of the study for policy and planning, for Curriculum for theories, for researchers and teachers, Educational Practice and for learners and educational systems.

5.4.1 Policy and Planning Implications

The implications for policymakers, such as the Ministry of Basic Education (MINEDUB), revolve around resource allocation and quality assurance. There is an urgent Need for Teacher Language Audits. The very strong correlation of .920 for Teachers mastery of English Language is the most critical finding. This implies that the success of the implementation of curriculum changes is fundamentally constrained by the teachers' own language proficiency. The policy implication is the urgent need to assess the actual English language proficiency of primary school teachers and use these data to inform targeted intervention. English Language Proficiency should be prioritized in the recruitment and training of Primary Schools teachers. Policy must shift to prioritize language competence over other qualifications in the recruitment process for English language teachers in primary schools. Furthermore, the content of in-service training programs must be heavily weighted toward raising the teachers' English language skills and providing practical phonetic and grammatical training, a factor other research confirms is a common issue in Cameroon.

The strong correlation between changes in Lesson planning approach ($r = .862$) and changes in Teaching methods ($r = .767$) with pupils competence achievement imply that the curriculum reforms require continuous support for teachers in pedagogical content knowledge. New teaching methods (likely aimed at communicative competence) will fail if teachers lack

the subject mastery or the skills to plan and execute lessons effectively, especially in resource-constrained environments or high pupils-to-teacher ratio classrooms.

The moderate correlation between changes in Assessment methods and Pupils' Competence achievement ($r = .560$) suggests that while assessment is important, it may still be dominated by traditional, summative, and anxiety-inducing practices. Policy needs to push for the effective integration of formative, criterion-referenced assessment that provides constructive feedback and truly measures the competencies the new curriculum aims to achieve.

5.4.2 Implications for Curriculum Implementation and Educational Policy

Curriculum reforms must be accompanied by strong teacher support systems. The study shows that curriculum changes variables are only effective when teachers understand and implement them well. This implies that, MINEDUB must link curriculum reforms with intensive teacher capacity-building, Policy reforms without adequate teacher training will not yield expected improvements in competence achievement in English language.

Resource allocation should target real instructional needs. Given the proven importance of teaching/learning materials, lesson plans, and teaching methods, the findings imply that, School budgets should prioritize instructional resources such as graded readers, phonics charts, word cards, and digital tools where possible. Investment in resources must be equitable across public primary schools to reduce disparities.

Monitoring and pedagogic supervision must become more formative. The correlations indicate that implementation quality directly affects learner outcomes. This implies that, Inspectors, pedagogic advisers, and head teachers should shift from fault-finding supervision toward supportive coaching. Emphasis should be placed on observing lesson planning, teaching methods, and assessment techniques. Assessment policies must move toward competency-based evaluation. The moderate correlation for assessment implies that, National assessments and classroom tests need to focus more on reading fluency, comprehension, writing skills, and oral communication. Policies should recommend performance-based assessments that reflect real language use.

5.4.3 Theoretical Implications of the Study

Elevating the Teacher as a Model, teachers must recognize that their personal English language competence is the single most critical factor influencing pupils' competence achievement in English Language in primary schools as the correlation coefficient is very high

with .920 (Bandura's modeling theory). This necessitates a professional commitment to continuous self-improvement in their own language skills.

Adopting Communicative and Interactive Pedagogy, School administrators and teachers should fully embrace and be trained in active, learner-centered teaching methods (supporting $r = .767$), moving away from rote learning to approaches that facilitate social interaction and construction of meaning, in line with Vygotsky's theory on Zone of Proximal Development (ZPD)

The moderate but significant correlation with changes in Assessment methods ($r = .560$) implies that assessments should be reformed to be more formative. Teachers should use assessment results to provide immediate, constructive feedback to pupils, guiding instruction and encouraging practice. Teachers should take continuous assessment seriously, taking into consideration all the components of English Language during assessment. (Thorndike's theory on the Law of Learning).

The strong correlation between changes in Teaching/learning materials and pupils' competence achievement ($r = .741$) means schools must ensure that materials are utilized effectively, not just possessed. Materials, but should be selected and used in a manner that reduces cognitive load (Mayer's theory) and provides concrete experiences (Piaget's theory).

Constructivist theories, championed by educators like Piaget and Vygotsky, emphasize the role of active learning and social interaction in constructing knowledge. This implies that the implementation of curriculum changes should promote hands-on activities, experiential learning and collaborative activities in English language. By so doing, pupils will engage more deeply with the learning activities and teaching/learning materials, leading to improved learning outcomes in English language. For example, project-based learning or inquiry-based approaches that encourage critical thinking and problem solving can enhance pupils' understanding and retention of knowledge. Bandura's social cognitive theory highlights the role of self-efficacy and observational learning in education. This implies that, curriculum changes should incorporate elements that will boost pupils' confidence in their abilities in English language (such as differentiated instruction that meets diverse learning needs and styles). By so doing, pupils will be motivated to engage and succeed academically in English language. Additionally, peer interaction during English lessons and support from the teacher should be encouraged. This will enhance pupils' motivation and increase in the acquisition of competences in English Language.

The strong correlation coefficient of teachers' mastery of English Language has strengthened Bandura's social learning theory on modeling. This implies that, when a teacher masters the English language program and has proficiency in listening, speaking, writing, reading, grammar and vocabulary, he will act as a good model for learners to observe and imitate. In the same light, he will plan effective lesson plans, teach better, assess effectively using the different teaching methods and teaching/learning materials. Thus, acquisition of competences in English language.

5.4.4 Implications of the Study for Researchers and Teachers

All the study variables have shown that, changes in lesson planning, teaching methods, teaching/learning methods, assessment practices and teacher's mastery of English language have an influence on pupils' competence achievement in English language. This implies continuous in-service training of primary school teachers on the implementation of the new curriculum in general and in English language in particular. This training will help them to be able to master the changes made in lesson planning, teaching methods, teaching/learning materials, assessment practices and even changes made on their roles as the implementers of those changes. Teachers need adequate training to effectively implement new curriculum. Without proper professional development, the quality of instruction will suffer. Ongoing support for teachers, including access to teaching/learning resources and collaborative opportunities, will improve the implementation of curriculum changes. Curriculum Changes that incorporate relevant, real-world applications will increase pupils' engagement and motivation, leading to better learning outcomes. Curriculum that focuses on pupils' interests and learning styles tend to enhance motivation, which is closely linked to achievement. Adaptations in how pupils are taught and assessed in English language in light of curriculum changes will significantly affect pupils' competence achievement in English language. Flexible teaching methods and assessment strategies that align with new content can provide better insights into pupils learning outcomes. Continuous feedback loops will help teachers adjust instruction and help pupils understand their progress, thereby improving learning outcomes. The implementers of Curriculum changes should consider the diverse backgrounds and needs of pupils in the classroom. Failure to meet pupils needs and learning styles will widen achievement gaps. Ensuring that all pupils have equal access to teaching/learning resources related to the new curriculum is crucial for equitable learning outcomes. A well-integrated curriculum that connects different subjects and skills can enhance comprehension and retention, positively impacting pupils learning outcomes.

5.4.5 Implications for Educational Practice

Strengthening teacher competence is critical for improving learner achievement. The exceptionally high correlation between teachers' mastery of English (.920) and pupils' English competence achievement indicates that pupil achievement depends heavily on the linguistic competence of their teachers. This implies that, Schools must prioritize improving teacher English fluency, classroom English language instruction will remain ineffective if teachers lack mastery, regardless of curriculum design or materials.

Lesson planning must be treated as a core instructional practice. With lesson planning showing a very strong correlation (.862) with pupils' competence achievement in English language, the finding implies that, teachers who plan detailed, structured, and competency-aligned lessons create more effective learning experiences. Pedagogic Supervisors and head-teachers need to enforce and support teachers regular, high-quality lesson planning in English language in primary schools.

The use of learner-centered and communicative teaching methods is essential as there is strong correlation between teaching methods (.767) and pupils' competence achievement in English language. This imply that, pupils' competence achievement in English language is enhanced when teachers use interactive, communicative, and activity-based instruction. Traditional teacher-dominated approaches limit learners' ability to apply the English skills expected in the new curriculum in primary schools.

While teaching/learning materials showed a strong correlation (.741), the findings imply that, access to teaching/learning materials is necessary but not enough; teachers must know how to integrate them into lessons using appropriate pedagogical strategies. Resource provision initiatives should always be accompanied by training.

The moderate correlation for assessment (.560) implies that, current assessment methods in primary schools may be limited, overly summative, or misaligned with competency-based goals. Effective formative assessment practices, regular feedback, performance tasks, diagnostic checks are needed to improve English language competence achievement. Teachers should assess all the components in English Language, not neglecting some of the components like speaking, listening, vocabulary, literature.

Teachers need to acquire professional development and ongoing training to effectively deliver new content and pedagogical approaches, which directly affects pupils learning. Implementing curriculum changes in English language with engaging and high-quality lesson

plans, diverse teaching methods and adequate teaching/learning materials with high correlation as seen above. This will lead to consistency in teaching quality in English language. Engaging and relevant lesson planning in English language will increase pupils' motivation and participation in English language lessons, leading to increase pupils' competence achievement in English language. A curriculum that allows for differentiated instruction will meet diverse learning needs, helping all pupils to achieve better learning outcomes. Changes in curriculum must be aligned with assessment practices to accurately measure pupils understanding and skill mastery in English language. Misalignment will lead to poor learning outcomes in English language. New assessment tools that provide timely and constructive feedback will enhance learning and learning outcomes. Successful implementation of curriculum changes often requires additional teaching/learning resources (e.g., materials, technology), which can strain budgets and impact implementation and effectiveness. When teachers plan and adapt English language lessons, teaching methods, assessment practices, teaching/learning materials in light of curriculum changes pupils will learn better and acquire more in English language.

5.4.6 Broader Implications for Learners and the Education System

Improved English language competence achievement enhances future academic success. Since English is both a subject and a medium of instruction in the English sub system of Education in Cameroon, stronger competence achievement among primary school pupils implies, Better performance in secondary levels. Increased equity in learning opportunities across the Anglophone subsystem in Yaoundé.

Strengthening the implementation of curriculum changes will reduce achievement gaps. When teachers plan lesson effectively, use good methods, and master the language, pupils including those from low socioeconomic backgrounds, stand a better chance of succeeding.

A well-implemented revised curriculum supports national development goals, Improved competence achievement in English language contributes to, higher literacy levels, better communication abilities, and a more skilled, competitive workforce in Cameroon's bilingual society.

5.5 Contributions of the Study

5.5.1 Theoretical Contributions

Extension of constructivist and sociocultural theories; The study provides empirical evidence that supports the views of Piaget and Vygotsky that learning is strengthened when instruction is well-planned, interactive, scaffolded, and developmentally appropriate. The very

high correlations for lesson planning and teaching methods affirm that cognitive readiness and social mediation are central to the achievement of English language competence.

Support for cognitive multimedia learning theory (Mayer); The significant positive relationship between teaching/learning materials and pupils' competence achievement in English language contributes to existing research showing that multimedia resources enhance comprehension and reduce cognitive load in language learning contexts.

Empirical validation of behavioral learning principles (Thorndike); The moderate positive relationship for assessment methods indicates that reinforcement and feedback mechanisms still influence language acquisition in the Cameroonian context, though assessment practices require further alignment with formative assessment theory.

Contribution to Bandura's social learning theory; The very strong correlation between teachers' mastery of English and pupil competence reinforces Bandura's argument that learners depend heavily on competent models. This study adds to African literature showing that teacher proficiency is a crucial determinant of learner outcomes.

5.5.2 Empirical Contributions

Provides new data for the Cameroonian educational system; There is limited research on curriculum changes and pupils' competence achievement in English Language in primary schools in Yaoundé. This study generates fresh qualitative and quantitative evidence that clarifies which curriculum implementation variables most strongly influence pupils' English competence achievement.

Identifies teacher mastery as the strongest predictor; The study empirically demonstrates that teachers' mastery of English has the highest correlation (.920) with pupils' competence achievement in English in primary schools. This adds to the body of knowledge advocating for teacher language proficiency training in bilingual systems.

Clarifies the influence of lesson planning in the revised curriculum; The high correlation between lesson planning (.862) and pupils' competence achievement in English language shows that curriculum effectiveness depends strongly on how teachers interpret, plan, and sequence learning activities in the classrooms.

Shows the relative weakness of assessment practices; Assessment methods, though positive, show lower predictive strength. This contributes to literature suggesting that

assessment reform is still lagging behind curriculum reform in many African educational contexts and Cameroon in particular.

5.5.3 Practical Contributions

This finding on the correlation coefficient between teacher's mastery of English language and pupils' competence achievement in English language in primary schools will guide policymakers in prioritizing teacher professional development; The results offer concrete evidence for Ministries of Basic Education and Teacher Training Colleges to focus on strengthening English language mastery among primary schools' teachers.

Supports curriculum implementers and school administrators; The study identifies key operational areas in the implementation of curriculum changes; lesson planning, teaching strategies, teaching/learning materials, and assessment methods that must be addressed to improve pupils' competence achievement in English language in primary schools.

Provides a framework for improving teaching practices; Teachers can use findings to adjust their lesson planning approach, teaching method selection, and assessment approaches to align with competence-based curriculum expectations.

Informs textbook developers and material designers; Evidence on the importance of teaching/learning materials can guide publishers and curriculum designers to produce more relevant, age appropriate, interactive, competence-based and user-friendly English language teaching/ learning materials for primary schools pupils.

5.5.4 Contributions to Language Science

- Provides empirical evidence on how curriculum reforms influence English competence in bilingual context.
- Validates major theories of language acquisition (Piaget, Vygotsky, Mayer, Thorndike, Bandura)
- Add localized African data to global language science, enriching sociolinguistic and psycholinguistic research

5.5.4 Contributions to Language Didactics

- Identifies teacher mastery and lesson planning as strongest predictors of competence
- Promotes learner-centered, interact pedagogy over rote memorization
- Highlights need for assessment reform to capture oral and listening skills.

- Encourages multimedia integration and culturally relevant resources
- Emphasizes continuous teacher training and contextualized didactics aligned with Cameroon` bilingual policy.

5.6 Limitation of the Study

In spite of the final realization of this work, the researcher still had some limitations.

Firstly, this study is based on one of the subjects out of ten subjects prescribed in the new curriculum in primary schools. It was based on curriculum change and pupils` competence development in English language in primary schools. In the same light, the study was based only on the major changes made in the new primary schools` curriculum like the changes made on lesson planning, changes made on teaching methods, changes made on teaching/learning materials, changes made on assessment methods and teacher`s mastery of English language. The study was limited only to the Anglophone Government primary schools in Yaounde. Mission and private primary schools were not included in this study

To add to the above point, another major limitation was the inadequate or near absence of research studies carried out pertaining to this study. This made the review of related literature more or less impossible. This research area has not been exploited by many authors, thus limiting the researcher to the few available internet sources on research carried out. At a point in time, the researcher felt discouraged but remained tenacious and moved on. Inadequate research studies have been carried out on curriculum changes and pupils` competence achievement in English language in primary schools. This area of literature review on previous studies is very scanty. Making things difficult for the researcher.

5.7 Proposed Pedagogical Considerations for the Implementation of Curriculum Changes in English Language Program in Primary Schools

This approach to implement this new program should model the correct implementation of Curriculum Changes in English Language in primary schools. Below is a comprehensive, research-based set of pedagogical considerations for the implementation of the revised English language program in primary schools in the city of Yaounde. The proposals reflect the key findings of our study: lesson planning, teaching methods, teaching/learning materials, assessment methods, and teacher mastery.

Curriculum changes can only translate into real learning gains when they are supported by specific pedagogical practices. The following considerations guide teachers, head-teachers,

policymakers, and curriculum designers on how to effectively implement the revised English Language program in the Cameroonian primary school context.

5.7.1 Pedagogical Considerations Related to changes in Lesson Planning

a) Adopt Competency-Based Lesson Planning Approaches. Since the new curriculum is competency-based curriculum, teachers must: Break down the curriculum competencies into clear, measurable learning objectives, align planned activities with real-life tasks reflecting learners' daily contexts using the integrated learning themes in the new curriculum, include listening, speaking, reading, writing, vocabulary, and grammar outcomes in every lesson.

b) Ensure Progressive Sequencing of Content. Teachers must: move from simple to complex skills, integrate spiral learning where concepts are revisited with increasing depth.

c) Integrate Time for Remediation. Curriculum changes often challenge pupils; therefore, lesson plans must: Provide time for review, reinforcement, and individual support, include differentiated learning tasks.

5.7.2 Pedagogical Considerations Related to changes in Teaching Methods

a) Use Learner-Centered Teaching Approaches. Teachers must: shift from teacher-dominated methods to pupil participation, facilitate discovery learning, collaborative learning, and peer-to-peer interaction.

b) Implement Communicative Language Teaching (CLT). Curriculum changes emphasize communicative competences. Teachers must: Prioritize speaking and listening over rote grammar, use daily role-plays, dialogues, storytelling, and simulations.

c) Promote Task-Based Language Teaching. Teachers should design English tasks that mirror real-life use: Writing short messages, describing objects around school, reading simple notices, giving directions

d) Balance Traditional and Innovative Approaches. Although modern methods are encouraged, teachers may still use: Guided repetition, drills, modeling, but these should support learning and not replace active learning.

5.7.3. Pedagogical Considerations Related to changes in Teaching/Learning Materials

a) Provide Locally Relevant Instructional Materials. The implementation of curriculum changes will only be effective if teaching/learning materials reflect learners' context: Local stories, pictures and examples from integrated learning themes from the New Curriculum

b) Develop Low-Cost teaching/learning Materials, as public schools have limited resources as we noticed during observations, teachers should make: Word cards, Flashcards, Picture charts, Realia (common household items)

c) Integrate Digital and Audio Resources in the teaching of English language, even basic devices can support implementation of curriculum changes in English language such as, Teacher-recorded pronunciation, WhatsApp audio stories, Phone-based reading recordings

d) English Textbooks Writers should ensure alignment between Textbooks and the New Curriculum. Teachers must, Supplement textbooks when they fail to cover competencies, adjust or modify tasks to meet curriculum outcomes

5.7.4 Pedagogical Considerations Related to changes in Assessment Methods

a) Adopt Continuous Competency-Based Assessment. Teachers must: move beyond high-stakes exams, conduct weekly micro-assessments, monitor skill development in real-time

b) Prioritize Assessment of Oral Language Skills. Assess: fluency, pronunciation, vocabulary, Listening comprehension. These are essential but often ignored in the implementation of English language in the classroom as we observed during observation.

c) Use Alternative Assessment Approaches. Use approaches such as, Portfolios, Projects, Reading logs, Dialogue performances. This aligns assessment with curriculum competencies.

d) Provide Constructive Feedback, instead of grading alone, teachers must: Offer timely corrective feedback, highlight strengths and areas for improvement, encourage learner self-assessment.

5.7.5 Pedagogical Considerations Related to Teacher Mastery of English

a) Continuous Professional Development (CPD). Teachers require ongoing training in: English-grammar and phonology, modern teaching methods, educational technologies and Competency-based approaches.

b) Teacher Language Improvement Programs. Schools should provide opportunities for: English refresher courses, Pronunciation clinics, Peer language workshops

c) Encourage Professional Learning Communities (PLCs). Teachers should meet regularly to: Share lesson plans, reflect on teaching challenges, co-create materials. This

supports effective implementation of curriculum changes in English language in primary schools.

5.8.6 School-Level Pedagogical Considerations

a) Establish English Reading Clubs. These build competence in: Fluency, Confidence Expression

b) Encourage Collaborative Planning. Headteachers should support: Weekly lesson-planning meetings, and sharing of materials among teachers

c) Create Print-Rich Learning Environments. Schools should provide: Reading corners, pupils-created posters, and story displays

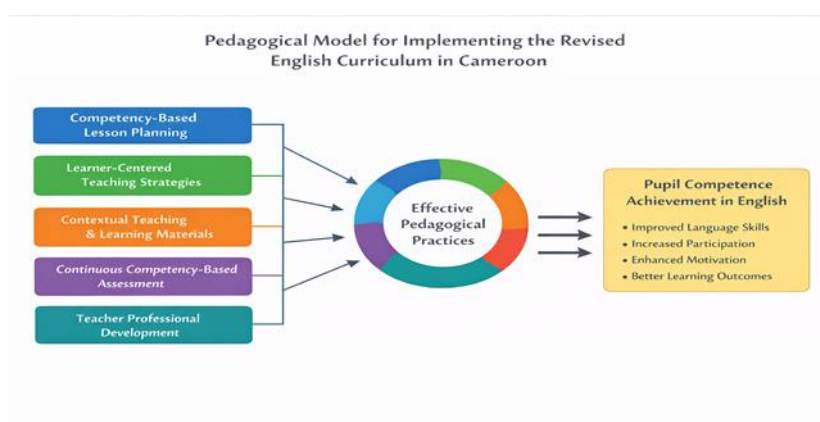
5.9.7 Policymaker and Curriculum Developer Considerations

a) Provide clear implementation guides. Teachers need user-friendly curriculum guides with: model lesson plans, sample activities, assessment templates

b) Provide regular monitoring and support. Inspectors should: offer mentorship rather than policing, and help teachers understand new curriculum expectations

c) Allocate adequate time for the implementation of curriculum changes. Curriculum changes should be rolled out gradually with: Pilot phases, Feedback cycles, Teacher support mechanism.

Below is a proposed pedagogical model summarizing the above pedagogical considerations for the implementation of revised English language curriculum for primary schools in Cameroon.



Source: Researcher Initiative

5.8 Recommendations from the Findings

Below is a practical classroom guide that translates our pedagogic considerations into what teachers should do to improve pupils' acquisition of English Language competences in public primary schools in the city of Yaounde, Cameroon.

A Sample of a Competency-Based Lesson Plan in English Language in Primary Schools

Class: Primary Five (P5)

Duration: 40 minutes

Topic: Describing People

Theme: Communication in Daily Life

1. Competence to be Developed: By the end of the lesson, pupils should be able to: describe a person using simple English sentences based on physical appearance and personal qualities.

2. Specific Learning Objectives: At the end of the lesson, pupils should be able to:

-Identify vocabulary related to physical description.

-Use simple adjectives to describe people.

-Construct short oral sentences describing a person.

-Write simple descriptive sentences.

3. Changes in Teaching and Learning Materials: Consistent with the pedagogical consideration of using contextual and low-cost materials, the teacher uses: picture charts of people, flashcards with descriptive words, word cards, chalkboard and chalk, real-life examples (pupils in class), locally produced picture drawings

These materials reflect learners' environment and encourage active participation.

4. Changes in Teaching Methods (Competency-Based Methods): This lesson will use learner-centered teaching strategies, including: group work, question-and-answer technique, demonstration, role play, guided practice, peer interaction

These methods support communication and active learning, which aligns with competency-based curriculum principles.

5. Lesson Development

Stage 1: Introduction (5 minutes)

Teacher Activities

The teacher: Greets pupils, shows a picture of a person, and ask questions such as:

What do you see in this picture?

Is the person tall or short?

What is the hair colour?

Pupils' Activities

Pupils: Observe the picture, respond orally to questions, and share ideas.

Competency Developed

Observation and oral expression.

Stage 2: Presentation (10 minutes)

Teacher Activities

The teacher introduces vocabulary using flashcards: tall, short, fat, thin, young, old

The teacher demonstrates sentences such as:

He is tall. She is short. She has long hair.

Pupils' Activities

Pupils: repeat the words, identify people in pictures, practice pronunciation.

Teaching Method

Demonstration and repetition.

Stage 3: Practice (15 minutes)

Activity 1: Group Work

The teacher divides pupils into small groups.

Each group receives: picture cards, vocabulary flashcards.

Task: Ask pupils to describe the person in the picture.

Example: He is tall. She has short hair. She is young.

Teacher Role: Guides pupils, corrects pronunciation, encourages participation.

Competence Developed

Communication and collaborative learning.

Activity 2: Role Play

The teacher called two pupils to come to the front.

Task: Ask one pupil to describes the other and vice versa

Example: He is tall. He has short hair. Classmates listen and identify the person.

Competency: This activity promotes speaking confidence.

Stage 4: Consolidation (5 minutes)

Teacher Activity: The teacher asks pupils to describe their friend and describe their teacher.

Pupils' Activity: Pupils respond using simple sentences, like my friend is tall, my teacher is kind.

6. Competency-Based Assessment

Assessment is continuous and formative, aligned with the pedagogical considerations of our thesis.

Oral Assessment: Teacher evaluates pupils based on, correct use of vocabulary, pronunciation, sentence construction, confidence in speaking.

Written Assessment: Pupils write three sentences describing a person.

For example: She is tall, she has long hair, she is young.

Teacher checks, spelling, sentence structure, vocabulary usage.

7. Remediation and Enrichment for Weak Learners

Teacher: repeats vocabulary, uses more pictures, practices oral repetition.

For Advanced Learners: Teacher asks pupils to write five sentences describing a family member.

8. Link to Pedagogical Considerations of our Thesis

This lesson plan reflects the pedagogical considerations identified in our study:

Pedagogical Consideration**Application in Lesson**

Competency-based lesson planning	-	Clear competence and objectives defined
Learner-centered methods	-	Group work, role play, discussion
Contextual teaching materials	-	Local pictures and classroom examples
Continuous assessment	-	Oral questioning and written tasks
Active learner participation	-	Pupils describe real people

Conclusion

This competency-based lesson plan demonstrates how primary school teachers in Yaounde can:

- Implement Changes introduced in English Language program using learner-centered teaching methods

- Use contextual and low-cost teaching materials in the teaching of competency-based English language curriculum

- Apply continuous competency-based assessment in the teaching of the new English language program

- Promote communication and language competence in primary schools.

These practices support the effective implementation of the changes introduced in the English language program and enhance pupils' competence achievement in English language learning.

Recommendation to Curriculum Designers

Curriculum changes is a multifaceted process that can significantly impact pupils' competence achievements in English language in primary schools. To curriculum designers, understanding the implications of these changes is crucial for them in creating effective educational experiences. Curriculum changes should align with local, state, or national educational standards to ensure that pupils are meeting required competencies. Curriculum designers should stay updated on educational standards and incorporate them into curriculum frameworks to enhance learning outcomes. A curriculum that is relevant to pupils' lives can increase engagement and motivation during teaching and learning process in English language, which are critical for academic success. Curriculum designers should integrate real-world applications and teaching/learning materials which are relevant to make learning meaningful to

pupils. Changes in curriculum must consider diverse learning needs to cater for all pupils, including those with learning disabilities or different cultural backgrounds. Curriculum designers should design flexible curriculum that provide multiple pathways for learning and assessment to accommodate different learning styles and learning needs. Curriculum changes often necessitate adjustments in lesson planning approach, teaching methods, teaching/learning materials, assessment practices to accurately measure pupils learning and performance in English language. Curriculum designers should implement formative and summative assessments that align with revised learning objectives and provide timely feedback. Curriculum changes can only be effective if teachers are adequately trained to master the changes made in the curriculum and if they are supported with necessary teaching and learning materials in the implementation.

Curriculum designers and planners should invite teachers when designing and planning the curriculum so that they can participate and give their own ideas concerning the designing and planning of the curriculum. Teachers should be aware of changes made in the curriculum. They should take part in any changes made in the curriculum so that they can contribute and share their ideas on the reality of what is going on in the classroom.

On the other hand, curriculum designers should simplify the changes made in the curriculum for English language program. When this is done, teachers will understand it better for effective implementation. When lesson planning approaches are simplified in English language, teachers will understand it better and subsequently will plan effective lessons in English language. When the new teaching methods are simplified in English language, teachers will understand better on how to use these methods in lesson delivery. In the same light, when assessment practices are simplified in English language, teachers will easily understand and assess better.

Recommendation to the Head-Teachers

Head-teachers should foster Professional Learning Communities (PLCs): Establish regular, peer-led sessions where teachers with high English proficiency can mentor and provide language modeling to their colleagues, helping to elevate overall staff mastery and improve lesson planning techniques ($r = .862$). They should also mandate quality control for Lesson Planning. Strengthen supervision of lesson plans to ensure they are communicative, contextualized, and structured to incorporate the new teaching methods. Head Teachers should act as instructional leaders focusing on pedagogical quality.

To add to the above point, Head teachers should not only sit in their offices to manage the schools, they should go around and supervise the teaching /learning process in general and English language in particular. Head teachers should check and make sure that the teachers are using the right approach in lessons planning, the correct teaching and assessment methods prescribed in the new curriculum for the teaching of English language and the appropriate teaching/learning materials. They should make sure that their teachers prepare and teach lesson on all the components of English language and not only on some components. The headteachers should organize internal seminar on capacity building on the new approaches on lesson planning, teaching methods, teaching/learning materials and assessment practices. They should also encourage their teachers to attend pedagogic seminars and animations in their various sub division under the inspectorate of Basic education. They should send all teachers to attend these animations and not some of the teachers.

Recommendation to English Language Textbook Writers

English language Textbooks writers should follow the national curriculum of primary schools to write their textbooks. They should not bring in content that are not found in the curriculum. Also, they should write English Language textbooks with bright and colorful pictures and diagrams to capture the attention of the learners. Textbooks should be simplified according to the level, ages, and characteristics of the learners. English language Textbooks writers should accompany English language textbooks with Teacher's Guides for better understanding and implementation of the English language program. In the same light, English Language textbook writers should take into consideration all the components of English Language when writing. None of the components should be neglected. Equal weight should be given to listening, speaking, reading, writing, literature, grammar and vocabulary.

5.8 Difficulties Encountered

A piece of work of this nature is quite demanding materially, intellectually, morally and financially. It is normal that the researcher encountered major difficulties upon completion of this research work.

The researcher was faced with the problem of moving from one institution to another to administer questionnaires and to collect archival data in the different institutions. It was actually a challenges task for the researcher to ensure that the questionnaires were responded on time. This posed a lot of problems considering that the researcher needed to carry out research alongside her job activities and other responsibilities.

Also, some teachers did not want to respond to the questionnaires in the first place. Some respondents had a lukewarm attitude in completing and returning the questionnaire. Some demanded financial reward before any information was given.

The financial aspect of the research is also worth mentioning. Much finance was required to move from one school to another to carry out data on different days. Typing and printing of questionnaires for all the selecting schools as well as the manuscripts and the actual research material was very costly for the researcher.

Finally, text books and other instructional materials related to the study were very difficult to find. Available library resources were also a problem. The few books found did not provide recent theories and literature on curriculum changes and pupils' competence achievement in English language in primary schools. In this regard, the researcher was obliged to consult other sources especially the internet.

5.9 General Conclusion

The provision of quality education has remained at the heart of international goals since the Dakar Forum in 2000. In simple term, the problem in this study was that despite the many policies and measures taken by the Cameroon government through the Ministry of Basic Education and educational partners like the world Bank, UNESCO, UNICEF, Islamic Bank to improve on the quality of education in primary schools in Cameroon, pupils' competence achievement remains low as the learning outcomes in class and external exam keep falling. Pupils leave primary schools and are unable to read and write well, nor express themselves correctly in English Language. This problem prompted this investigation titled; "Examining the Impact of Curriculum Changes on Pupils Competence Achievement in Primary schools in the city of Yaounde, Cameroon". From this topic, we came out with the objectives, questions and hypotheses of the study.

In our research we had as objectives to (a) find out how changes in lesson planning affects pupil's competence achievement in English language in primary schools, (b) to find out the relationship between changes in teaching methods and pupils competence achievement in English language in primary schools (c) to find out the relationship between teaching/learning materials and pupils competence achievement in English language in primary schools, (d) to find out the relationship between changes in assessment methods and pupils competence achievement in English language in primary schools, (e) to find out the relationship between teacher's mastery of English language and pupils' competence achievement in English

language in primary schools in the city of Yaounde, Cameroon. After the analysis of data, we found out that: Curriculum changes has a positive relationship with pupils' competence achievement in English Language in primary schools. The findings answered our main research question, which was "What is the relationship between curriculum changes and pupils' competence achievement in English Language in primary schools in the city of Yaounde"? The results of the findings, revealed that; the relationship between curriculum changes and pupils' competence achievement in English Language is positive. This means that the more, teachers implement curriculum changes, the more pupils will learn better and acquire competences in English Language in primary schools. The hypotheses of the present study were:

- There is a positive relationship between changes in lesson planning and pupils' competence achievement in English language in primary schools in the city of Yaounde.
- There is a positive relationship between changes in teaching methods and pupils' competence achievement in English language in primary schools in the city of Yaounde.
- There is a positive relationship between changes in teaching/learning materials and pupils' competence achievement in English language in primary schools in the city of Yaounde.
- There is a positive relationship between changes in assessment methods and pupils' competence achievement in English language in primary schools in the city of Yaounde.
- There is a positive relationship between teacher's mastery of English Language and pupils' competence achievement in English language in primary schools in the city of Yaounde.

The analysis of data collected from the field enables us to draw conclusion that all our research hypotheses were confirmed and consequently, the general hypothesis was also confirmed. This means that curriculum changes have a positive significant relationship with pupils' competence achievement in English language in public primary schools in the city of Yaounde, Cameroon.

Based on the finding discussed above, all the five alternative hypotheses (H_a) were retained while the five null hypotheses (H_o) were rejected. This decision was based on the principle of Pearson's correlation which was the statistical tool used in data analysis. This confirmation automatically implies that the main hypothesis which states: Curriculum changes have a positive significant relationship with pupil's competence achievement in English language in public primary schools in Yaounde was retained, Our calculation through the Pearson's correlation statistic shows that there is a strong positive relationship between changes

in lesson planning and pupils competence achievement in English language in public primary schools, there is a positive relationship between changes in teaching methods and pupils competence achievement in English language in public primary schools, there is a positive relationship between changes in teaching/learning materials and pupils competence achievement in English language in public primary schools, there is a moderate positive relationship between changes in assessment methods and pupils competence achievement in English language in public primary schools, there is a strong positive relationship between teacher`s mastery of English language and pupils competence achievement in English language in public primary schools. This implies that the more teachers plan effective lessons, and used different teaching and assessment methods prescribed in the curriculum, with different and modern teaching/learning the more pupils will perform better, thus increase in the acquisition of competences in English language in primary schools in the city of Yaounde.

The present study has contributed to scientific knowledge because it supports theories that emphasize the importance of adaptive curricula that cater to pupils different learning styles and needs. The cognitive theory of Piaget, the social constructive theory of Vygotsky, Richard Mayer theory of multimedia learning, Albert Bandura social learning theory used in this work have proven very effective in the implementation of Curriculum changes in primary schools. These theories have confirmed the fact that pupils learn better socially when they interact with their peers, the teachers and the classroom environment. In the same light, according to Jean Piaget, pupils learn better when lesson is plan according to their developmental features. This study has strengthened and proven Richard Mayer theory of Multimedia learning. Mayer said pupils learnt better when word is combined with pictures, charts, diagram, map to explain a concept. This is very true as teaching/learning materials influence pupils` competence achievement positively.

To add to the above points, this study has enriched the body of evidence supporting reform initiative, demonstrating that specific changes in the curriculum can lead to improved pupils` achievement. This knowledge will guide policymakers and educators in designing effective interventions and curriculum based on empirical data. Insight from this research findings, will enhance understanding of how curriculum affect pupils` engagement, motivation, and learning strategies in the field of English Language acquisition. This understanding will lead to more effective lesson planning, teaching methods, used of teaching/learning materials, assessment methods.

Also, insights from this research findings will enhance, understanding of how curriculum changes affect pupils' engagement, motivation and learning strategies in the field of English Language. This understanding will be led to more effective teaching practices and pupils- centered approaches.

The results of this study will generate further research questions and hypotheses regarding the factors that mediate the relationship between curriculum changes and pupils' competence achievement in English language.

The results will encourage interdisciplinary research that connect educational psychology, linguistics and social- cultural theories of learning. Understanding how curriculum changes impact language competence will overlap with studies in cognitive development and social influences on learning.

The findings of this research will provide a framework for examining the effectiveness of different curriculum model across various educational contexts, including differing demographic and educational system. Investigating whether, the observed relationship hold in diverse setting will led to generalize principles applicable to wider educational context.

The findings of this study will inform teaching training and professional development program by identifying effective practices that teachers can adopts to improve language instructions. The results of this study will be led to community of practice, focused on the improvement of lesson planning approaches, teaching methods, the used of teaching/learning materials and assessment methods.

The findings of this study will serve as a bases for advocating changes in educational policy, promoting evidence, driven curriculum, reforms that prioritize English language competences. The findings will highlight the needs for investment in curriculum development and implementation.

5.9 Research Perspectives

The analysis of the data collected from the 35 Public English primary schools in the city of Yaounde, Cameroon, outlined the relationship between curriculum changes and pupils' competence achievement in English language in primary schools. Research extended to cover other cities in Cameroon could produce additional interesting information. The research topics on curriculum changes and pupils' competence achievement in English language in primary schools can cover a wide range of issues, methodologies, and theoretical frameworks. Future

research that could strengthen the current literature and expand the current knowledge on the impact of curriculum changes in the learning setting is presented in the following paragraphs:

- A need for similar work in another division or different region as the researcher could not fully exploit this work in all the divisions and regions.
- This study was limited only in English public primary schools in Yaounde; further research can be carryout in nursery schools, secondary schools and colleges.
- This work was carried out specifically in English Language as a subject in primary schools, similar work can be carried out in other subjects in the primary schools.
- Examining the role of teacher training in the successful implementation of a revised primary school curriculum.
- Investigating differentiated instruction within a new curriculum and its outcomes on diverse learners' academic performance in English language.
- Teachers' perceptions of curriculum changes and their impact on student performance in English language in primary education.
- How do cultural values influence the implementation of curriculum changes in primary education and its impact on learning outcomes?
- The impact of socio-economic factors on the effectiveness of curriculum reforms in primary education.
- Exploring curriculum changes aimed at promoting equity in primary education and their effects on underrepresented groups' academic performance.
- Comparative Studies Across Regions. Future studies could compare curriculum implementation and pupils' competence achievements across different regions of Cameroon to explore whether socio-economic, linguistic, or infrastructural differences influence outcomes.
- Longitudinal Studies on Curriculum Implementation. A longitudinal study observing teachers' adaptation to the new curriculum over several years would provide deeper insights into changes in teaching behaviour, learner competence, and institutional support mechanisms.
- Studies on Teacher Professional Development Models. Further research could investigate which specific teacher training and professional development models most effectively support competence-based curriculum reforms in English Language.

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APPENDIXES

Appendix 1 : Research Budget

N	Item	Qty	Unit Cost in FCFA	Total Cost in FCFA
1	Laptop computer	1	300.000	300.000
2	Digital Camara/ Sound recorder	1	50.000	50.000
3	Online and Local Library fees	Lump sum	200.000	200.000
4	Internet, calls and messages	Lump sum	400.000	400.000
5	Data Analysis	1	150.000	150.000
6	Papers	10	2.500	25000
7	Mobile internet modem	1	25.000	25.000
8	Binding of thesis	5	20.000	100.000
	Total Expenditure		1.645.000	1.250.000

Appendix 2: Teacher Questionnaire

Université de Yaoundé I

**Faculté des Sciences de
l'Éducation**

**Département de Curricula et
Evaluation**



University of Yaoundé I

The Faculty of Education

**Department of Curriculum and
Evaluation**

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am a doctoral student of the Faculty of Education, University of Yaoundé I, currently conducting a research for a thesis in partial fulfillment of the requirements for the award of a Ph.D. in Curriculum and Evaluation. The thesis topic is: **Curriculum Changes and Pupils Competence development in English Language in Anglophone Public Primary Schools in the city of Yaounde, Cameroon.** You are invited to be part of this important study which will enable us to examine the impact of curriculum changes on pupils' competence development in English language in primary schools.

Your honest responses to all the question items in the questionnaire will be valued. The responses you supply shall be handled with confidentiality they deserve and will be used strictly for the purpose of this study.

Thank you for participating in this study.

SECTION A: DEMOGRAPHIC INFORMATION

Please, kindly provide or mark a thick (✓) against your most preferred choice from the list below.

1 Level of Class1.....2.....3

2) Gender: male, female

3) Age20-30.....31-40.....41-50.....51-60-----

SECTION B

The following are statements pertaining to curriculum changes and pupils competence development in English language. Please read these statements carefully and choose the ones that apply to you within the appropriate column. If you Strongly Agree, tick (SA) 4. If you Agree with the statement, tick (A) 3. If you Disagree, tick (D) 3. If you Strongly Disagree, tick (SD) 1.

SECTION 1 : Changes in Lesson Planning

S/N	ITEMS	SA	A	D	SD
1	I prepare monthly lesson plan for English language every month, and this helps me to be organized				
2	I prepare weekly English lesson plan every week in English language, and this helps me to be effective in class.				
3	I prepare daily lesson in English language and this guides me on what and how to teach daily.				
4	I always prepare lesson plan on listening comprehension as a component of English language every week.				
5	I prepare lesson plan in speaking as a component of English language every week				
6	I always prepare lesson plan on reading as a component of English language every week				
7	I always prepare lesson plan on writing as a component of English language every week				
8	I prepare lesson plan on literature as a component of English language every week				
9	I prepare lesson plan on grammar as a component of English language every week				
10	I prepare lesson plan on vocabulary as a component of English language every week				

SECTION 2 : Changes in Teaching methods

S/N	ITEMS	SA	A	D	SD
1	When pupils learn in groups with their team mates during English Language, they learn better and achieve more academically				
2	When pupils carry out project with their peers, they learn better and perform well academically.				
3	Pupils understand better when their classmate explain concepts to them in teamwork, and this help them to increase their achievement				
4	Pupils easily understand concepts when illustrated practically in English				
5	Pupils apply what they have learn in English Language in a real life situation				
6	Pupils feel bored, when the teacher is the only one talking during the teaching learning process				
7	Pupils easily understand lesson when it is interactive and they discuss among themselves and the teacher				
8	Pupils enjoyed working in their English workbooks in teams and this help them to learn more academically.				
9	Pupils study and do research the more when the teacher gives them work to do at home				
10	Pupils learn better when they are active in the learning process or play a part in the process.				

SECTION 3: Changes in Teaching /Learning Materials

S/N	ITEMS	RESPONSES			
		SA	A	D	SD
1	Pupils easily understand lesson and perform better academically when they are taught with computer video games				
2	When pupils have their textbooks, workbooks and learning materials in English language in class, it helps them learn better, thus Improving on their academic achievement				
3	When pupils do assignments in their English Language work books, it reinforces what they have learnt, thus improves on achievement				
4	Pupils write well in their exercise books, when you use the chalk board elaborately well				
5	Pupils are excited when they see flash cards in class during teaching and learning process, it helps them learn better, thus improvement in their academic performance				
6	When they see illustration on pictures in class, it helps them understand better, thus improves on academic achievement				
7	When they listen to facts from the Radio, they easily keep it in memory and perform better academically				
8	Teaching /learning materials in English Language, makes learning interesting and enjoyable.				
9	When you recount facts with the use of tape recorder, they widely understand better and thus perform better in class.				
10	When you teach with smartphones as teaching learning materials in class, it helps learners to understand easily, thus improves their academic achievement				

Section III : Changes in Assessment Methods

Items	Responses			
	SA	A	D	SD
1. When learners are assessed before introducing a new lesson in English Language, it helps them remember previous knowledge				
2. When they are assessed by the end of a lesson in English Language, it helps them put into practice what they have learnt				
3. When pupils' examination and test scripts are giving back to them, after scoring, it motivates them to learn better				
4. When pupils test results are taken as part of their terminal and annual examination results, they are motivates to study and work harder in class.				
5. Formative assessment in English language helps pupils to always read and study what they have done in school				
6. Making observations and collecting information periodically helps to inform pupils on their strength and weaknesses.				
7. Assessment carried out at periodic intervals improve the overall achievement				

8. Effective assessment in English Language led to better learning outcomes in English Language.				
9. Learning materials facilitate the implementation of effective assessments in English Language				
10. Availability of good record system (computers) facilitates the progress of implementation of assessment in English Language				

SECTION IV: Teacher`s Mastery of English Language

S/N	ITEMS	RESPONSES			
		SA	A	D	SD
1	When I write grammatically correct, it helps pupils to acquire writing skills				
2	When I write coherently organized paragraphs, pupils learn writing better				
3	When I read fluently, it helps pupils to acquire reading skills				
4	When I read and understand text in English, it helps pupils to learn better				
5	When I used appropriate vocabulary, it helps pupils to acquire vocabulary skills				
6	When I write clear and concise, it promotes writing skills				
7	When I speak fluently and confidently, it helps pupils to acquire speaking competence				
8	When I adjust my speaking style in different situations, pupils learn better and acquire more				
9	When I used different listening style in class, pupils learn better				
10	When pupils practice dialogue and conversation, it helps them to develop listening skills				

Section V: Pupils Competence Achievement in English Language

S/N	ITEMS	RESPONSES			
		SA	A	D	SD
1	When I plan lessons effectively in English Language, teaching is effective, and pupils learn better resulting in acquisition of competences in English Language.				
2	Pupils learn better and acquire more when you used Learner-Centered teaching methods during the teaching learning process in English Language.				
3	Pupils stored and retrieve information easily when there are active in the learning process in English Language				
4	Pupils concentrate and perform better in English language, when they have all their learning materials in English language				

5	Teaching/ learning materials in English language help to reinforced lessons taught, thus development of competences				
6	When pupils are assessed continuously in English Language, it motivates them to study hard, resulting in the acquisition of competences in English Language.				
7	When you teach speaking as a component of English language it promotes pupils speaking competences in English language				
8	When you teach listening as a component of English language, it promotes pupils listening competences in English language				
9	When you plan and teach writing as a component of English language, it promotes the development of writing competences in English language				
10	When you prepare and teach reading as a component of English language, it promotes pupils reading competences in English language				
11	When you plan and teach grammar lessons effectively, it promotes the acquisition of pupils' grammar skills in English language				
12	When you plan and teach lessons in vocabulary weekly it boosts vocabulary skills in English language				
13	When you plan and teach lessons in literature, it promotes the development of competences in literature				
14	Lack of learning materials in English Language hinder effective learning. Thus, poor competence development				

Appendix 3: Classroom Observation on the Implementation of Curriculum Changes

Observation Guide

Date: -----Time: -----to-----

Class: -----Lesson: -----

Objectives;

- To shed light on what is going on in the classroom as far as implementation of curriculum changes is concern
- To guide preparation of questions for interview and survey

Observation	Indicators
The changes in lesson planning approach	Availability of general lesson plan, weekly lesson plan, individual lesson plan in English language,
The changes in teaching methods (new teaching methods)	The use of discovery methods, discussion, cooperative teaching methods, project-based learning, roleplay, drama, story telling
The changes in teaching/learning materials and types and uses of teaching/learning materials	The availability of Print materials, audio devices, visuals devices, audio-visual devices
The changes in assessment methods and the types, form of assessment	Written, oral, practical and attitude form of assessment, diagnostic assessment, formative assessment, continuous assessment summative assessment
Teacher`s mastery of subject matters	Proficiency in reading, writing, speaking, listening, grammar and vocabulary

Activity/ General Remark

Appendix 4: Head-teachers Interview Guide on Curriculum Changes

Brief introduction of the Researcher

Appreciation of Interviewee

Presentation of aims and objectives of the Research

Information about reassuring confidentiality

Introduction of interview questions

Conclusion and thanking the interviewee

Background Information of Respondent

Gender-----School-----

Questions

- 1) What are some of the changes made on lesson planning, teaching methods, teaching/learning materials and assessment methods in English Language?
- 2) Do your teachers plan monthly, weekly, and specific lesson plan in English Language?
- 3) Do your teachers prepare lessons on all the components of English language?
- 4) Do your teachers have the opportunity to attend seminars on the teaching of reading, writing, listening, speaking, grammar and vocabulary?
- 5) Do your teachers often use the new teaching methods prescribed in the new curriculum in the teaching of English Language?
- 6) Do your teachers have the teaching materials for English language?
- 7) Do your school have modern teaching/learning materials like computers, television, Telephone, and radio?
- 8) Which types and forms of assessment is being carried in your school?
- 9) Do your teachers have proficiency in reading, writing, listening, speaking, grammar and vocabulary?
- 10) What do you think the government can do to help teachers to improve on the implementation of curriculum changes in English Language?

1. How I spent Christmas Holidays.
2. My New Year Resolutions.

NB. Resolutions are the things you have promised yourself to do or not to do this new year to be successful.

GBPS BASTOS GROUP TWO	SCORE	APPRECIATION
ASSESSMENT N° 4		A+
CLASS SIX		
PUPILS NAME		A
EXAM N°:		B
DATE :		N

ENGLISH LANGUAGE PAPER TWO

Section A : GRAMMAR AND VOCABULARY (30marks)

You have learnt that the English grammar is made up of two components: parts of speech and tenses. With your knowledge of these components, answer the following questions as instructed.

- 1- The dog wagged ____ tail when it saw me.
A) its B) It's C) their D) my **A B C D**
- 2- When _____ you go on holidays?
A) Was B) were C) will D) going **A B C D**
- 3- The widow was left alone with _____ to look after her.
A) Some one B) anyone C) no one D) not one **A B C D**
- 4- Aboubakar likes playing football, _____?
A) Do B) doesn't he C) isn't he D) none of these **A B C D**
- 5- _____ told you my name?
A) What B) who C) which D) whom **A B C D**
- 6- The taxi was going _____ full speed before it crashed.
A) On B) with C) at D) in **A B C D**
- 7- _____ the president came to Bamenda many people went to see him
A) While B) if C) when D) before **A B C D**

- 8- You can do better than _____
A) those B) these C) that D) there **A B C D**
- 9- _____ of your sisters is the tallest?
A) whose B) what C) who D) which **A B C D**
- 10- Douala is the economic capital _____?
A) Is it B) isn't it C) not so D) didn't it **A B C D**
- 11- The distance _____ Yaounde and Buea is long enough to last five hours.
A) Among B) between C) to D) none of these **A B C D**
- 12- Did you notice the _____ of cars at the wedding ceremony?
A) Bunch B) fleet C) array D) group **A B C D**
- 13- _____ father works at the BICEC bank.
A) Joe and Sarah's B) Joe's and Sarah C) Joe's and Sarah's D) Joe and Sarah
A B C D
- 14- Her niece fell and hurt _____
A) Herself B) itself C) himself D) themselves **A B C D**
- 15- The house is to houses as the sheep is to _____
A) sheeps B) shops C) sheep D) ships **A B C D**
- 16- Slaves were carried to Europe in _____
A) Chips B) sheeps C) ships D) sheep **A B C D**
- 17- This problem will be difficult to _____
A) solving B) solved C) solves D) solve **A B C D**
- 18- We haven't _____ yams to sell today.
A) Any B) some C) none D) a **A B C D**
- 19- _____ is a good way to keep fit.
A) run B) runing C) running D) runner **A B C D**
- 20- lets begin by looking round the house. _____ we?
A) Will B) shall C) does D) is

I- Place the gender names in the table below such that the masculine matches with the feminine genders. Each answer has a mark.

Ram, bride, boar, nephew, ewe, groom, witch, sow, niece, wizard

MASCULINE GENDER	FEMININE GENDER

Choose the word that is opposite in meaning to the underlined words.

- 1) Citizens were asked to conserve water.
A. **Maintan** B. **waste** C. **protect** D. **disperse.**
- 2) The obstinate pupil refused to apologise to the teacher.
A. **Adamant** B. **obedient** C. **eager** D. **lazy.**
- 3) The earth road to Ndu is rough.
A. **Beautiful** B. **smooth** C. **coarse** D. **large.**

Here are some analogies. Choose the best word to complete them.

4) The bride is to the ----- as the husband is to the wife.

A. Host **B. groom** **C. bridemaide** **D. man.**

5) The lion is to the lioness as the ram is to the -----

A. Boar **B. dog** **C. ewe** **D. rammess.**

6) Nephew is to niece as ----- is to bachelor.

A. Spinster **B. waitress** **C. duchess** **D. widow.**

Appendix 6: Teachers and Head-teachers Participation Request

Mr/Mrs/Miss, -----

I am a doctorate student at the university of Yaounde 1, currently conducting research for a thesis in partial fulfilment of the requirement for a Ph.D. in Curriculum Development and Evaluation. We are inviting you to be part of this important study that will enable us to examine the impact of curriculum changes on pupils competence development in English Language in primary schools. The research is entitled: Curriculum Changes and Pupils Competence Development in English Language in Primary Schools in the city of Yaounde, Cameroon.

The aim of this study is to scrutinize the changes made in the New Curriculum in Primary Schools and how these changes made in lesson planning, teaching methods, teaching/learning materials, assessment methods and teacher's Mastery of English language influence pupils competence development in English Language in Primary Schools.

The research will involve observing teachers and pupils in the natural classroom settings. Level selected for the observation include level 1,2 and 3. Please read through the form carefully to see if you are interested in participating in the project.

You do not have to agree that you can answer the questionnaire if you are not willing. You can choose to say no, even if the school is one related to any member of your family or relatives you may ask as many questions as you like and we would take the time to answer them. You do not have to decide today. You can think about it and tell me what you decide later.

We are asking you to participate in answering the questionnaire statements, which will take about 45 minutes, although, we are asking for about one hours of your time. The fact that, the researcher has many schools, the head teachers of concerned will receive a working session with the researcher and guide the teachers on how they will answer the questionnaire .

Upon completion of my research project, I would be happy to share a summary of the results with you. For further information about the research, you may contact me through the number (237) 674531604 or by email: maimbgehendiwane@gmail.com.

Appendix 7: Participant Consent Form

I,, the undersigned,
give consent to my participation in the research project.

Class taught.....

Title of Project:

Curriculum Changes and Pupils Competence Development in English Language in Anglophones Public Primary Schools in the City of Yaounde, Cameroon.

In giving my consent, I acknowledge that:

- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.
- I have read the teachers/headteachers participation request Sheet and have been given the opportunity to discuss the information and my involvement in the project with the researcher.
- I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher now or in the future.
- I understand that my involvement is strictly confidential and no information about me will be used in any way that reveals my identity.

By completing this form and continuing, I give my consent to be involved with this study concordant with the terms outlined above.

Signature.....Date.....

Appendix 8 : Information Sheet

Kind of Study: This is a Ph.D. research study

Researcher: Maimbgehe Helen Ndiwane

Supervisor: Prof. MUTIA Rosalyn

Title: “Examining the Impact of Curriculum Changes on Pupils Competence Achievement in English Language in Public Primary Schools in the city of Yaounde, Cameroon.”

1) Purpose of the Research

The aim of this study is to examine the changes made in the New Primary School Curriculum and to find out how these changes made in lesson planning, teaching methods, teaching/learning materials, assessment methods, teacher`s mastery of English language affect pupils competence achievement in English language in primary schools in the city of Yaounde, Cameroon. That is, how curriculum changes are implemented in the classroom during English lessons and how these changes influence pupils` competence achievement in English Language. The purpose of this research is based on the following research objectives:

1. To investigate how changes in lesson planning approaches in English language influence pupils` competence achievement in English language in primary schools in the city of Yaounde city.
2. To investigate how changes in teaching methods in English language influence pupils` competence development in English language in primary schools in the city of Yaounde, Cameroon.
3. To investigate how changes in teaching/learning materials in English Language influence pupils` competence development in English Language in primary schools in the city of Yaounde
4. To investigate how changes in assessment methods influence pupils` competence achievement in English Language in primary schools in the city of Yaounde, Cameroon.
5. To investigate how teacher`s mastery of English Language influence pupils` competence achievement in English Language in Primary Schools in the city of Yaounde, Cameroon.

Who is carrying out the study?

The study is being conducted by Maimbgehe Helen Ndiwane, and it will form the basis for degree of Ph.D in the area of curriculum and Evaluation, at the University of Yaounde 1, under the supervision of Prof. MUTIA Rosalyn, University of Yaounde1.

What does the study involve?

This study will involve several classroom visits. During this period, the researcher will:

- Take part in classroom observation, where each visit will last for one hour;
- Carry out an interview with the head teachers which will last about five minutes to answer the questions about the implementation of curriculum changes in the schools. The interview will be audio recorded and can be stopped if the Head teacher does not find it comfortable. However, the Head teacher can decide that the interview should not be recorded;
- Present 67 question items taking approximately 45minutes. The researcher will guide the teachers on how to complete the items

Can someone withdraw from the study?

Being in this study is completely voluntary. You may choose not to participate in this study. You are not under obligation to participate. You have an option not to participate if you are not comfortable. Participation in this study is voluntary, and you can refuse to be in the study or stop at any time.

Will anyone else know the Responses?

All responses are anonymized and treated in the strictest confidence, no individual or schools will be identifiable in the study or any publication related to the study. In any publication or presentation of research, headteachers and teachers identity will be kept confidentially.

How can someone get further information?

When you read this information, Madam Maimbgehe will discuss it with you further and answer any questions you might have. If you will like to know more at any stage, please feel free to contact Maimbgehe Helen by email at maimbgehendiwane@gmail.com and by telephone (+237) 674531604.

This information sheet is for you to keep

Appendix 9: Pearson significant table

<i>df</i> = N-2	Level of significance for a one-tailed test			
	.05	.025	.01	.005
	Level of significance for a two-tailed test			
	.10	.05	.02	.01
1	.988	.997	.9995	.9999
2	.900	.950	.980	.990
3	.805	.878	.934	.959
4	.729	.811	.882	.917
5	.669	.754	.833	.874
6	.622	.707	.789	.834
7	.582	.666	.750	.798
8	.549	.632	.716	.765
9	.521	.602	.685	.735
10	.497	.576	.658	.708
20	.360	.423	.492	.537
30	.296	.349	.409	.449
40	.257	.304	.358	.393
50	.231	.273	.322	.354
60	.211	.250	.295	.325
70	.195	.232	.274	.302
80	.183	.217	.256	.284
90	.173	.205	.242	.267
100	.164	.195	.230	.254
∞	.073	.087	.103	.114

Appendix 10 : Test of reliability

Pilot test reliability statistics

Section I : Lesson planning

Reliability Statistics	
Cronbach's Alpha	N of Items
.803	10

Decision : reliable scale

Section II: Teaching methods

Reliability Statistics	
Cronbach's Alpha	N of Items
.864	10

Decision : reliable scale

Section III: Teaching learning materials

Reliability Statistics	
Cronbach's Alpha	N of Items
.782	10

Decision: reliable scale

Section IV: Assessment

Reliability Statistics	
Cronbach's Alpha	N of Items
.887	10


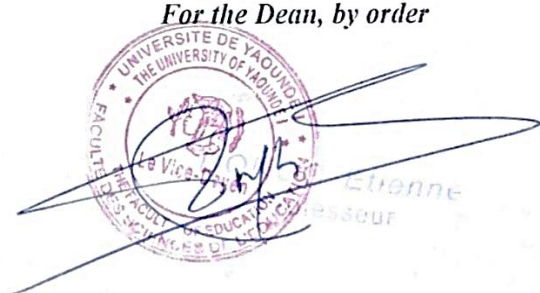
Decision: reliable scale

Section v: Pupils competences development in

Reliability Statistics	
Cronbach's Alpha	N of Items
.880	14

Decision : reliable scale

Appendix 11 : Research authorization

<p>FACULTÉ DES SCIENCES DE L'ÉDUCATION ***** CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES HUMAINES, SOCIALES ET ÉDUCATIVES ***** UNITÉ DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES DE L'ÉDUCATION ET INGÉNIERIE ÉDUCATIVE ***** DÉPARTEMENT DE CURRICULA ET EVALUATION *****</p>		<p>THE FACULTY OF EDUCATION ***** POSTGRADUATE SCHOOL FOR HUMAN, SOCIAL AND EDUCATIONAL SCIENCES ***** DOCTORAL UNIT OF RESEARCH AND TRAINING IN SCIENCE OF EDUCATION AND EDUCATIONAL ENGINEERING ***** DEPARTMENT OF CURRICULUM AND EVALUATION *****</p>
<p>N° <u>27</u> /22/UY1/FSE/VDSSE</p>		
<h3><u>RESEARCH AUTHORISATION</u></h3>		
<p>I the undersigned, Professor BELA Cyrille Bienvenu, Dean of the Faculty of Education, at University of Yaoundé I, hereby certify that MAIMBGEHE Helen NDIWANE, matriculation N° 19P3751, is a research student in PhD, in the Faculty of Education, Department: CURRICULUM AND EVALUATION, Option: DEVELOPER AND EVALUATOR OF CURRICULUM.</p>		
<p>She is carrying out a research work in view of preparing a Doctorate degree. Her work is entitled: <i>“The challenges faced by Primary school teachers in the implementation of new curriculum and the effects on pupils academic performance in Cameroon”</i>, under the supervision of MUTIA Roselyn, Associate Professor at University of Yaoundé I.</p>		
<p>I would be grateful if you provide her with every information that can be helpful in the realization of her research work.</p>		
<p>This Authorization is to serve the concerned for whatever purpose it is intended to.</p>		
<p>Done in Yaoundé on <u>27 JAN 2022</u></p>		
<p><i>For the Dean, by order</i></p>		
		

Appendix 12 : Research authorization of divisional delegation of Mfoundi (Basic Education)

REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie
MINISTRE DE L'EDUCATION DE BASE
DELEGATION REGIONALE DU CENTRE
DELEGATION DEPARTEMENTALE
DU MFOUNDI



REPUBLIC OF CAMEROON
Peace-Work-Fatherland
MINISTRY OF BASIC EDUCATION
CENTRE REGIONAL DELEGATION
DIVISIONAL DELEGATION OF MFOUNDI

Yaoundé, le 08 JUN 2024

AUTORISATION DE RECHERCHE

N° 016 / AS/MINEDUB/DREB-C/DDEB-MFDI

Une autorisation de recherche est accordée à Maimbgeh e
Helen Ndiwane, étudiant(e) à l'université
de Yaoundé I : Faculté Science of Education
afin d'effectuer une recherche académique à l'Mfoundi
du January au July 2024 ; dans le cadre des
activités interview, observation and
questioning
cas public schools in Mfoundi (Teachers)

L'intéressé(e) prendra attache avec le(s) directeur(s) de(s) la ou les dite(s)
école(s) du département du Mfoundi.

En aucun cas l'ordre normal du déroulement des enseignements ne sera
perturbé.



Mme Mona Maria Gortende
LE DELEGUE DEPARTEMENTAL
Professeur à l'École Normale d'Instituteurs
Hors Echelle