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UNIVERSITE DE YAOUNDE I
FACULTÉDES SCIENCES DE
L'ÉDUCATION
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CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE (CRFD) EN
« SCIENCES HUMAINES, SOCIALES ET
EDUCATIVES »

REPUBLIC OF CAMEROUN
Peace – Work – Fatherland
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UNIVERSITY OF YAOUNDE I
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POST COORDINATE SCHOOL
FOR
SOCIAL AND EDUCATIONAL
SCIENCES

TEACHING COMPETENCE AND ENGLISH LANGUAGE PROFICIENCY OF FRANCOPHONE STUDENT-TEACHERS IN SOME SELECTED TEACHER TRAINING COLLEGES IN MFOUNDI DIVISION

A dissertation submitted in partial fulfillment of the requirement
for the award of a Master's
Degree in Sciences of Education and Educational Engineering

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Année Académique : 2016

CERTIFICATION

We hereby certify that this dissertation entitled 'Teaching Competence and English language proficiency of Francophone students in some selected Teacher Training Colleges in Mfoundi Division was written by Tosam Raphael Kimal and submitted to the department of General Didactics in view of obtaining the Master Diploma in English Didactics (TESL/ Applied linguistics).

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DEDICATION

To my Late parents: Tosam Elias Nyuoh and Tosam Maria Ndisi

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS AND SYMBOLS

CBA   Competency based approach

CBLT   Competency based language teaching

TTC   Teacher Training College

L2   Second Language

PENI   professeur d'enseignement normal et instituteur

DIPEN   diplôme professeur d'enseignement normal

PLEG   professeur de lycée et enseignement général

PLET   professeur de lycée et enseignement technique

ENS   Ecole normal supérieur

BEPC   Brevet d'études du premier cycle

BAC   Baccalaureate

GCE OL General Certificate of Education- Ordinary level

GCE AL General certificate of Education- Advanced level

GBTTC Government Bilingual teacher training college

ENIEG Ecole normale instituteur de l'enseignement général

EMA   Ecole maternelle d'application

EPA   Ecole primaire d'application

LMA   English Modern Letters

ENPCIEG Ecole normale privée catholique des instituteurs de l'enseignement général

MINESEC Ministère Des Enseignements Secondaires

ZPD   Zone of Proximal développement

ZAD   Zone of actual development

CLT   Communicative language teaching

TBL   Task based learning

GD   Guided discovery

C.A.P.I.E.M.P : certificat d'aptitude pédagogique instituteur de l' l'enseignement général

IV   Independent Variable

DV   Dependent Variable

%   Percentage

ABSTRACT

The study contends that, the teaching of English as a second official language to Francophone student-teachers in Teacher Training Colleges in Mfoundi Division of the Centre region of Cameroon is not adapted to the everyday communication needs of the Francophone student-teachers. The objective of the study is to establish the relationship that exists between the teaching competence of English language teachers and the English language proficiency of Francophone student teachers in Teacher Training Colleges. We used the questionnaire to collect expressed responses from 24 English language teacher trainers, 40 certified practicing primary and nursery school teachers and 152 student teachers undergoing training in some selected Teacher training colleges in Mfoundi Division. Four working hypotheses were emitted and the data collected from the respondents were analysed using percentages and then processed using the chi square Statistical Package for Social Sciences (SPSS) version 20.0. The following results were obtained: The views of the student teachers and certified practicing primary and nursery school teachers indicate that, English language proficiency of Francophone student teachers in Teacher Training colleges could be improved if English language teacher trainers make use of; the competency based approach, English language textbooks, micro teaching strategy and the classroom assessment techniques during language lessons. On the contrary, the English Language teacher trainers indicate that, the use of the competency based approach and classroom assessment techniques in the teaching of English language to Francophone student teachers do not facilitate to improve on the English language proficiency of Francophone student teachers. However, the English teacher trainers do agree that the use of the micro teaching strategy could render Francophone student teachers more proficient in the use of English language. At the end of the study, it is suggested that the teaching competence of English language teachers in Teacher Training College should become a legitimate topic for discussion and revision. This will help to demolish the wall that exists between the theoretical knowledge of English language Francophone student teachers receive in the Teacher Training Colleges and the effective use of the language on the field.

RESUME

Dans le cadre de la rédaction de notre mémoire en vue de l'obtention du Master II en Science de l'Education, notre attention a été retenue par le thème suivant: « Compétences d'enseignement et aptitudes des élèves maitres francophones en anglais dans les Ecoles normales des instituteurs de l'enseignement général ».,une étude menée dans le département du Mfoundi de la Région du Centre du Cameroun. Le constat prouve que l'enseignement de l'Anglais comme deuxième langue à 1'Ecole Normale des Instituteurs de l'Enseignement Général n'est pas adapté aux besoins quotidiens de communication des élèves maitres francophones. C'est fort de ce constat que nous avons formulé l'objectif de l'étude suivante: établir la relation qui existe entre la compétence de l'enseignement des professeurs d'anglais et la maîtrise de ladite langue par des élèves maitres francophones dans les Ecoles Normales des Instituteurs de l'Enseignement Général. Puis, quatre hypothèses de recherche ont été émises et comme instrument de collecte des données nous avons utilisé le questionnaire adressé à 24 enseignants d'anglais dans les Ecoles Normales Instituteurs de l'Enseignement Général et à 44 maitres d'application des écoles primaires et maternelles, aussi à 152 élèves maitres en formation dans certaines Ecoles Normales des Instituteurs de l'Enseignement Général sélectionnées dans le département du Mfoundi. Les données recueillies ont été analysées à l'aide des pourcentages et du test du khi carrée au seuil de signification 5%(SPSS) version 20.0. Nous pouvons conclure que les compétences acquises par les élèves maitres francophones via l'enseignement de l'anglais peuvent leur conférer une aptitude pour l'enseignement de ladite langue dans les écoles primaires et maternelles. Ces propositions sont éclairées par les recherches de certaines théories au niveau de la revue de la littérature. Parvenu au terme de notre étude, nous suggérons que la compétence des enseignants d'anglais dans les Ecoles Normales des Instituteurs de l'Enseignement Général puisse devenir un centre d'intérêt afin que les disparités constatées entre les savoirs acquis en anglais par les élèves maitres francophones pendant leur formation à 1'Ecole Normale des Instituteurs de l'Enseignement Général et leur mise en pratique réelle sur le champ de l'éducation soient résorbées.

CHAPTER ONE

INTRODUCTION

This study is divided into five chapters:

Chapter one handles the background of the study, statement of the problem, the objectives of the study (general and specific), the research question (general and specific), research hypotheses (general and specific), significance of the study (that is, to the policy makers, to the teachers and school administrators, to the students and to the entire society), and delimitation of the study. The second part of chapter one constitutes the definition of key concepts used in the study. This is to avoid semantic confusion and to facilitate understanding. Each concept contains at least, two definitions to maintain clarity of the work.

Chapter two is divided into the review of literature, related theories and conceptual framework.

Chapter three consists of the methodological proceedings. This involves the research design, population of study, sample size, sampling technique, research instruments, validation of the instruments, the pilot study, techniques of data analyses, and formulation of hypotheses, indicators, and modalities of the study.

Chapter four focuses on the presentation and analyses of data. This involves testing the hypotheses and interpreting results.

Chapter five dwells with discussions of research findings and recommendations.

1.1 BACKGROUNDS TO THE STUDY

1.1.1 Historical background

To carry out a study of this nature effectively, it is of prime importance to situate the status of English as a second official language in Cameroon, given that Cameroon is a country with two official languages.

Cameroon during the first part of the 20th century was under European colonization and unlike other African territories; Cameroon was divided into two and ruled by two foreign powers, namely France and Great Britain. The legacy of colonisation in Cameroon at the political level started with a federation of two states in 1961, namely British Southern Cameroon with English as official language, and French Eastern Cameroon with French as official language.

This was followed by two sub systems of education, the Francophone sub system with French as the medium of instruction and the Anglophone sub system with English as the language of instruction. The advent of the unitary State in 1972, only confirmed the status of the two official languages in the then new constitution (section 1, article 1, and paragraph 3): "the official languages of the Republic of Cameroon shall be French and English, both languages having equal status". This means that the two languages have the same legal and social status to be used indiscriminately with the same frequency in the administration, media, education and politics amongst others, throughout the country.

In addition to the fast changing world today, English language has become an important communication tool in politics, education, economics, science, technology and the media. Knowledge of this importance has contributed in inspiring the Cameroonian government to train French speaking Cameroonians in TTC to teach English as a second language in the Francophone primary and nursery schools.

1.1.1.1 The teaching of English as a second language

English language teaching tradition has been subjected to tremendous changes. According to Omaggio (1990), the trends undergone by English teaching can conveniently be grouped into three phases: The period of the traditional approach to language teaching that lasted up to 1960s; the phase of classical communicative language teaching from 1970s to the 1990s; and the period of current language teaching from late 1990 to the present.

Omaggio, contends that, the first phase of English language teaching was the traditional approach to language teaching which lasted up to 1960 characterized by a number of methods such as grammar translation method, direct method and the audio visual method in teaching.

First of all, the grammar translation method prioritized grammatical competence as the bases of language proficiency. According to Richards, Jack and Rogers (2001), it was of vital importance during this period to focus on the following modalities; grammatical rules, syntactic structures, rote memorization of vocabulary items and translation of literary texts to enable speakers become scholarly. However, this method was criticized because the communicative abilities of the learners could hardly be enhanced. Following the limitations of the Grammar Translation Method, the direct method was developed by linguists. According to Brown (2009), proponents of this method believed that a second language could be taught without translation or use of learner's native tongue. Second language learning should be

taught in a similar way the first language is acquired by children. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little of any analyses of grammatical rules and syntactic structures. The teaching of grammar was deductive in nature as learners were presented with grammar rules and then given opportunities to practice using them as opposed to the inductive approach in which students are given examples of sentences containing grammar rules and asked to work out the rule for themselves. It was assumed that learning a language meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situations. Once a basic command of the language was established through oral drilling control and practice of the four language skills were introduced usually in the sequence of listening, speaking, reading and writing. As time went on, a number of changes took place. The Direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth. As a major setback with this method, teachers complained that it was time consuming to carry out certain activities such as miming vocabulary when a simple translation could do. Students who preferred translation classes also became so frustrated. Yet, after a period of decline, this method was revived, leading to the emergence of the Audio-lingual Method.

Another method that characterized the traditional approach to language teaching was the audio lingual method which saw the day in the 1940s during the Second World War. The outbreak of World War II heightened the need for Americans to become orally proficient in the languages of their allies and enemies alike. To this end, bits and pieces of the Direct Method were appropriated in order to form and support the audio lingual method, also known as the "Army Method". This Method was characterized by conditioning and habit-formation models of learning of behaviorist's psychologists. Great attention to accurate pronunciation and accurate mastery of grammar was stressed from the very beginning stage of learning since it was assumed that if learners made errors, these would quickly become a permanent part of their speech. However, the audio lingual method again fell short of promoting communicative competence of the learner as it paid undue attention to memorization and drilling, while downgrading the role of context and world knowledge in language learning. After all, it was argued that, errors in language learning were not necessarily bad or pernicious.

The traditional approach to language teaching lasted up to 1960s followed by the Classical Communicative Language Teaching approach in the 1970s.

According to Richards, Jack and Rogers (2001), the Classical Communicative Language Teaching approach, began in the 1970s, and soon spread around the world as older methods within the framework of the traditional approach, fell out of fashion. The classical communicative approach to language teaching grew out of theories that the kind of language learners need to learn is the kind they will need for real life situations. It does not only focus on grammatical or linguistic competence but, it engages learners in the pragmatic and functional use of language for meaningful purposes; it views fluency and accuracy as complementary principles underpinning communicative techniques and learners to use the language in unrehearsed contexts. The classical communicative language teaching approach gave rise to current trends in Communicative Language Teaching approach in the 1990s.

The third phase of English language teaching according to Jana and Mary (2009), was the current trends in Communicative Language Teaching which runs from the 1990s to the present. This approach describes general principles grounded in the creation of communicative competence as the goal of second and foreign language learning/teaching. The communicative syllabus and methodology are the ways of achieving this goal. Current communicative language teaching approach and practice, thus, draws on a number of different educational paradigms and traditions. Since it draws out a number of direct sources, there is no single or agreed upon sets of practices that characterise current communicative language teaching. Rather, communicative language teaching, today, refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of learners, level, and learning goals and so on. The much talk about, competency based approach in teaching, today, is an upshot of the communicative competence.

The competency based approach (CBA), as an extension of the communicative language teaching goes one step further by making sure that the learners can apply what they learn in class to real life situations outside the classroom. According to Richards and Rodgers (2001), the competency based approach centres on what learners are expected to do with the language they acquire in class. It focuses on acquiring life coping skills while developing the language skills to perform these acts. It is based on theories of learning which state that for effective learning to take place, learners need to know that, what they are studying will improve on their lives .During lessons, the language is introduced and practiced in different situations that are similar to situations in real life.

1.1.2 Contextual Background to the study

Teaching competence and English language proficiency are concepts applied in educational contexts. The art of teaching does not merely involve a simple transfer of knowledge from one person to another. Instead, it is a complex process that facilitates and influences the process of learning. As posited by Bloom (1958), cited by Tanyi (2009), learning can occur on affective, psychomotor, and cognitive levels. The quality of the teacher could be estimated on how much he can manipulate these three domains during the teaching/ learning process and to what extent, the student teachers could understand from his teaching and use language in solving real life problems.

The teaching of English as a second official language to French speaking Cameroonians in Teacher Training Colleges using plausible teaching methods and tools have always been a thorny issue to the English language teacher trainer and the Educational community at large. This is complicated because the curricular, and its intended aims and learning outcomes, the teaching methods and resources used to support learning and the assessment tasks and criteria for evaluating it are all aligned. Dealing with these issues, requires the teacher trainers to be competent with a fair degree of mastery of teaching methods, resources used to support learning and assessment techniques. It is therefore, very important for the English language-teacher in TTC, to always relate his teaching to the expected learning outcomes of the student-teacher. One of these learning outcomes relates to the ability of the Francophone student-teacher to be proficient in the use of English language to the point where he can teach it in the Francophone Primary and nursery schools upon graduation from TTC. This is the relevance of teaching competence and English language proficiency in Teacher Training College.

The training of English language teacher trainers in the Higher Teacher Training Colleges in Cameroon on how to teach English as a second language to Francophone student teachers in TTCs seems to be a major challenge in teacher training colleges today. The Higher Teacher Training Colleges (ENS) in Cameroon, train teacher-trainers in the department of Sciences of Education to teach English as first and second official languages, English Didactics as well as other professional subjects to both Anglophones and Francophone student teachers in the TTC. In addition to the department of the sciences of education, there are the departments of Bilingual studies programme (BIL) and English Modern Letters (LMA) that also mould English language and literature teachers to teach English as the first and second official

languages. All these categories of teacher trainers are expected to mould Francophone student teachers in TTC, up to a point where they can use the language successfully in real life situations by teaching it to the Francophone primary and nursery schools.

This study, teaching competence and English proficiency of Francophone student teachers, therefore, focuses on four main themes:

1. The use of the competency based approach and the English language proficiency of Francophone student teachers.

2. The use of the English language course books and the English language proficiency of Francophone student teachers.

3. The use of the micro teaching strategy and the English language proficiency of Francophone student teachers.

4. The use of classroom assessment techniques and the English language proficiency of Francophone student teachers.

Admission into the Teacher training colleges in Cameroon is through competitive examinations. The entry requirements to sit for the competitive exams for the French speaking student teachers comprise, BAC for the one year course, Probatoire for the two years course, BEPC for the three years course. English language is taught as a second official language to French speaking students in the Teacher Training colleges in Cameroon. The teaching of English language to Francophone student teachers is at two levels; firstly, as a second official language and secondly, as English didactics. Each of these courses is taught for two hours per week. The transition which Francophone student teachers undergo in TTC in order to teach English in the Francophone primary and nursery schools is a matter of great concern. Some of the student teachers admitted into the TTC, even though, through competitive exams have limited proficiency in English language. Consequently, they are expected to pass through the various proficiency levels: Beginning, early intermediate, intermediate, early advanced and advanced in the four domains of Listening, speaking, reading, and writing.

Teacher Training Colleges in Cameroon have three levels (BACC, PROBATOIRE and BEPC) The curricula for the teaching of English as a second language and English didactics are drawn up to cover over a period of 36 weeks in the following classes in TTC:
 BAC (one- year course)-60 hours,

PROBATOIRE (two- years' course) -120 hours,

BEPC (three- years' course)-180 hours

The student- teachers during their training carry out internships in both the Nursery and Primary schools according to the following duration:

- 06 weeks for the BAC student teachers (one- year course)

- 12 weeks for the PROBATOIRE student-teachers (two- years' course)

- 18 weeks for the BEPC student-teachers (three- years' course)

The teaching of English language to Francophone students in TTC in Cameroon has a number of expected outcomes: At the level of terminal competence, the Francophone student teachers, at the end of the course, must be able to solve professional problem situations involving resources from English and English didactics (principles, procedures,/methods, techniques and appropriate approaches in teaching/learning process of English language) and any other relevant objectives. It is also expected that graduates from the Teacher training colleges in Cameroon, should exhibit minimal professional proficiency to be able to speak English language with sufficient structural accuracy and fluency in order to participate actively and effectively in most formal and informal social and professional topics. It is equally assumed that successful Francophone student teachers from TTC must have acquired a number of teaching-related competencies such as :the ability to read and understand basic information in standard text books designed for various classes, plan and facilitate learning/ teaching activities on English language, organize class work in English classes according to various situations adapted to learners, produce and use appropriate monitoring, supervisory, evaluative and remedial techniques and strategies suitable for English language classes, amend educational practices taking into account changes and innovations on the teaching of English language. According to law N0.58/004 of April 1998 laying down guidelines of Education in Cameroon, Francophone student teachers who successfully graduate from the Teacher training colleges are expected to teach all the subjects in their various classes including English language in the Francophone primary and nursery schools.

The Francophone primary schools where the graduates from TTC are expected to teach are divided into six classes.

SIL (Section d'initiation à la lecture) refers to Class 1 in the primary school.

CP (Cours Préparatoire) refers to Class 2 year in the primary school.

CE1 (Cours Elémentaire 1) refers to Class 3 in the primary school.

CE2 (Cours Elémentaire 2) refers to Class 4 in the primary school.

CM1 (Cours Moyen 1) refers to Class 5 in the primary school.

CM2 (Cours moyen 2) refers to Class 6 in the primary school.

For the Francophone nursery schools, classes are divided into two sections: "Petit section" for the nursery one pupils and "Grande section" for the nursery two pupils.

1.1.3 Justification of context of study

Recent concerns about the unsatisfactory performance of French speaking learners of English language, carried out by Fomo (2007), Djieuga (2008) and Nkwetisama (2012) sought to find out the attitudes and motivations of French speaking students learning English as second language. The findings, even though varied, demonstrate that majority of Francophone learners of English in Cameroon are instrumentally motivated. To them, what constitutes a problem to the language proficiency of student-teachers is the quality and quantity of teachers posted to teach English in TTC in Cameroon. Also writing on the revamping of school bilingualism in Francophone primary schools, Fasse (2012) observes that majority of graduates from the TTCs leave the training centres insufficiently trained to teach English language in the Francophone primary and nursery schools. He goes on to reiterate that a number of factors such as; inadequate specialised English language Teacher Trainers in TTC, insufficiency of didactic materials, absence of clear syllabus amongst others could account for the inadequate training of student teachers in TTC. He also remarks that about 72% of those who are posted to teach English language in TTCs find it difficult to teach pronunciation.

The above argument could imply that, in the Teacher training colleges in Cameroon, learners are taught grammar, vocabulary, essay writing, comprehension and pronunciation, but, they are not adequately taught how to use the English language functionally in their various classrooms in the primary and nursery schools.

As Cameroon prepares to become an emerging country by 2035, its TTC sector needs to emerge. First of all, there is a need to offer quality training and education to student teachers in TTC who in turn are expected to lay the much needed solid foundation in our children in the Francophone nursery and primary schools. Consequently, there is a need to empower student teachers to cope with complex and diversified real life situations necessary for sustainable development. English language Teacher trainers in TTC, are therefore, expected to instill in the Francophone student teachers, essential competencies and skills that will enable them overcome problems in real life situations as well as also teach English language in the Francophone primary and nursery schools. This could be done through the use of classroom tools, such as: the use of the competency based approach in teaching, the use of

classroom assessment techniques, the use of micro teaching strategy and through the use of course books in the teaching of English language.

1.1.4 Theoretical background

The role of methodology in language teaching in general and English Language in particular, is becoming a primary concern of both theoreticians and practitioners especially in Teacher Training Education in Cameroon. Our study, "teaching competence and English language proficiency of Francophone student teachers" make use of the following theories:

1.1.4.1 Socio-cultural learning theory of Vygostky (1978)

This theory describes learning as a social process in which social interaction plays a fundamental role in the development of cognition in the learner. Firstly, through interaction with others and secondly, through 'scaldfolding' strategies by the teacher or more experienced peer to develop complex skills.

1.1.4.2 The taxonomy of educational objectives by Bloom (1958)

Bloom's taxonomy refers to a classification of the different objectives that educators set for students (learning objectives). It divides educational objectives into three "domains": cognitive, affective, and psychomotor. This theory serves as a backbone to many teaching philosophies, in particular those that lean more towards the acquisition of competencies and skills rather than content.

1.1.4.3 The scaffolding theory of Second Language Acquisition- Krashen (1996)

Krashen's theory maintains that a second language is acquired unconsciously in a manner similar to the acquisition of a first language. According to him, acquiring a language is predicated upon the concept of receiving messages learners can understand. This theory focuses on the natural way of acquiring a language, the relationship and interaction between grammatical and socio linguistic competence.

The above theories are related to our study since they are concerned with interaction and development of individual skills and competencies in the student teachers.

1.2 STATEMENT OF THE PROBLEM

In the Teacher Training Colleges (TTC) in Cameroon, English language is taught to Francophone student teachers at two levels; firstly, as a second official language and

secondly, as English didactics. One of the most important objectives following law N0.58/004 of April 1998 lays down guide lines of Education in Cameroon and Arête N°. 332/14 of 10/09/2014 by the minister of secondary education revising the syllabuses for the Teacher Training Colleges in Cameroon to enable student teachers acquire adequate proficiency in the second official language, so as to teach it to pupils in the Nursery and the Primary schools. This explains why, for the past years, a lot of reforms have been carried out, in Cameroon with the aim of selecting and adapting suitable teaching methods as well as preparing appropriate materials for the teaching of English as a second language to the Francophone student-teachers in the Teacher Training Colleges in Cameroon.

In spite of this, the teaching of English language to Francophone students in majority of our Colleges only enables them pass the different written examinations (Fomo: 2007). A conspicuous reflection of this is recognisable in the brilliant performance of Francophone candidates on English language for the CAPIEMP examinations in the centre region during the 2012/2013 and 2013/2014 school year as indicated in the mark sheets for the CAPIEMP examination in MINESEC. An analysis of the results of successful Francophone candidates in the 2012/2013 CAPIEMP certificate examination shows that, out of the 878 Francophone candidates who sat for the examination 625 had a passed mark in English language representing a percentage passed of 71.18%. In the 2013/2014 school year, the situation was similar. Out of the 891 Francophone candidates who sat for the examination, 619 Francophone candidates had a passed mark in English language representing a percentage passed of 69.47%. Following these performance, one would expect the Francophone student-teachers who successfully graduate from TTC to teach English language effectively in the Francophone primary and nursery schools.

It is ironical that, today, there seems to be gap between the knowledge of English language, Francophone student-teachers acquire in Teacher Training Colleges and the effective implementation of the knowledge in the primary and nursery schools upon graduation from the Teacher training colleges. Djieuga (2008) and Nkwetisama (2012), report that amongst the complaints of Francophone primary and nursery school teachers during seminars and pedagogic visits by pedagogic inspectors, the speaking skill has always been reported as the greatest difficulty, teachers' face in the teaching of English language. This is an unfortunate situation, because the mastery of the four language skills especially, the speaking skill is very instrumental to any language teacher to teach effectively. To cement this view, the researcher while supervising student teachers in the Francophone practicing primary and nursery schools

(EMA/EPA) attached to GBTTC Yaoundé, discovered that less than 15% of the certified practicing primary and nursery school teachers were able to teach English language in their various classes. This could suggest that, majority of the certified practicing primary and nursery school teachers were not adequately trained in TTC to teach English language in the Francophone primary and nursery schools.

Taking the above arguments on board, it can be noted that Djieuga and Nkwetisama are drawing the attention of researchers to the fact that, the teaching competence of English language teacher trainers in Teacher Training Colleges has a relationship with the quality of English language proficiency of Francophone student teachers in TTC. The researchers could also be suggesting that, an effective acquisition and production of English Language by second language learners could be possible if the English language teacher trainers go beyond mere theoretical education and reconsider their teaching tools.

 Although a lot of research work has been carried out on the teaching competence of the English language teachers over the years, we still wonder, whether or not, the use of classroom pedagogic tools such as: the competency based approach, English language textbooks as well as the use of micro teaching strategy and the classroom assessment techniques could bridge the gap between theory and practice in Teacher Training Colleges. In other words, can an English Language Teacher Trainer who employs the use of the above classroom pedagogic tools, successfully train Francophone student-teachers in TTC to be proficient in the teaching of English language in the Francophone primary and nursery schools?

1.3. OBJECTIVE OF THE STUDY

This study is divided into the general and specific objectives.

1.3.1 General objective

To establish the relationship that exists between the teaching competence of English language teachers and the English proficiency of Francophone student teachers in the teacher colleges in Mfoundi Division of the centre region in Cameroon.

1.3.2 Specific Objectives

1. To investigate the relationship that exists between the use of competency based approach in teaching and the English language proficiency of Francophone student teachers in TTC.

2. To establish the relationship that exists between the use of English language text books and the English language proficiency of Francophone student teachers in TTC.

3. To investigate the relationship that exists between the use micro teaching strategy and the English language proficiency of Francophone student teachers in TTC.

4. To investigate the relationship that exists between the use of classroom assessment techniques and the English language proficiency of Francophone students in TTC.

1.4. RESEARCH QUESTIONS

There are two of them:

1.4.1 General research question

Does the teaching competence of the English language teacher have a relationship with the English language proficiency of the Francophone student teachers in TTC?

1.4.2 Specific Research Questions

1. Does the use of the competency based language in teaching approach have a relationship with the English language proficiency of Francophone student teachers in TTC?

2. Does the use of English language text books in the teaching of English have a relationship with the English language proficiency of Francophone student teachers in TTC?

3. Does the use of micro teaching strategy in the teaching of English language have a relationship with the English language proficiency of Francophone student teachers in TTC?

4. Does the use of the classroom assessment techniques have a relationship with the English language proficiency of Francophone student teachers in TTC?

1.5. HYPOTHESES OF THE STUDY

The following general and working hypotheses were formulated.

1.5.1 General Hypothesis

The teaching competence of the English language teachers is related to the English language proficiency of the Francophone students in TTC.

1.5.2 Working Hypotheses

1. The use of the competency based language teaching approach has a significant relationship with the English language proficiency of Francophone student teachers in TTC.

2. The use of English language text books in the teaching of English language has a significant relationship with the English language proficiency of Francophone student teachers in TTC.

3. The use of micro teaching strategy in the teaching of English language has a significant relationship with the English language proficiency of Francophone student teachers in TTC.

4. The use of classroom assessment techniques has a significant relationship with the English language proficiency of Francophone student teachers in TTC.

1.6. THE SIGNIFICANCE OF THE STUDY

The value of any research lies on its contribution to the scientific community. This research seeks to show the relationship which exists between teaching competence and the English language proficiency of French speaking student teachers in the Teacher Training colleges in Mfoundi Division. English language teacher trainers are expected to be versed and use a number of teaching tools during language lessons such as; the use of the competency based approach in teaching of English language, the use of English language course books, the use of micro teaching strategy and the use of classroom assessment techniques to improve on the professional and linguistics proficiencies of French speaking student teachers in TTC.

In addition, the research has value to a number of actors within the educational community. Some of these actors are:

To policy Makers : The research will be valuable to all the stake holders in charge of pedagogy in the Ministries of Education in Cameroon to go back to the drawing board to revise the curricular and teaching methods used in teaching English language in Teacher training Colleges. Policy makers could institutionalize the use of course books for the teaching of English language.

 To teachers and school administrators: This work will be an additional asset to English teacher trainers and school administrators to help them understand some of the reasons behind poor English language proficiency of Francophone student teachers in teacher training

colleges. Consequently, more seminars could be organized to improve on the output of the teacher trainers on the communicative language activities. In which case, English language teacher trainers could adjust their teaching methods as well as vary other teaching tools during lessons so as to improve on the English language proficiency of Francophone student teachers. In addition to this, school administrators could reflect on prescribing course books for the teaching of English language in their various TTCs.

To student Teachers: Once language teachers make use of the findings of this research, student teachers on their part, will not only be partially proficient in English but adequately proficient in both spoken and written language required to teach in the primary and nursery schools.

To future researchers: Researchers interested on second language teaching/learning especially in the Teacher training colleges, the primary and nursery schools will find this work valuable for the review of literature.

1.7. SCOPE OF THE STUDY

The scope of a study shows the boundaries of the research.

The research on the teaching competence and English proficiency of Francophone student teachers is carried out in Mfoundi Division of the Centre region of Cameroon. Although the teaching competence of the English language teacher cuts across the ability of the teacher to: interact with students, create enabling learning environment, prepare good learning designs, maintain good classroom management, communicate well with students, collaborate with colleagues, maintain professional appearance and demonstrate professional commitment amongst other factors, this study is limited to indicators such as; the competency based approach to language teaching, the use of text books, the use of micro teaching strategy and classroom assessment techniques and the English language proficiency of Francophone student teachers in TTC. It covers 2014/2015 school year. The study falls within the domain of psycho pedagogy since it handles issues related to teaching/learning approaches, teaching methods, teaching/learning techniques in the Teacher Training College amongst others. The study also has sociological undertones since issues related to social integrations especially; the attitude of the teacher towards himself, the attitude of the teacher towards the students and the attitude of the students towards each other during the teaching and learning process.

1.8. DEFINITION OF KEY CONCEPTS

To define concepts in a research work, it is always important to give the denotation meaning of the concept, through the definition of that same concept by other authors to the contextual definition as used in the research work. The concepts in this work include; teaching competence, second language, proficiency, competency based approach and course books, micro teaching, and classroom assessment techniques

1.8.1 Second Language teaching

Halliday (1973), views second language teaching/learning as the study of how second languages are taught/learned and the factors that influence the process. To him, language teachers should understand that students can learn better if the various learning channels such as; visual, auditory, tactile/kinesthetic, smell, and taste are employed during language lessons to facilitate understanding and practice.

Swain (1995), in her "comprehensible output hypothesis" asserts that, a second language class, targets four primary functions: fluency, awareness of language knowledge gaps, opportunities to experiment with language forms and structures and feedback from others about language use.

Krashen (1996) sees a second language teaching as the systematic use of instructional strategies designed to promote the acquisition of another language by learners whose primary language is not English through regular interaction with others who already know the language.

Second language as far as study is concerned refers to the teaching of English language by English language trainers and learning of English as a second official language by Francophone student teachers in Teacher Training Colleges.

1.8.2 English Language Proficiency

According to Jermaine, Dale and Ray (1988), English language proficiency refers to the ability for learners to practice the four English language skills (listening, speaking, reading and writing) in order to communicate meaningfully, effectively and creatively for real life purposes.

Krashen (1996), views English language proficiency as the ability for the English language learner to: use English language functionally for the purposes of communication in social conversations, jokes, and inquiry, use forms of the structure of the English language such as; grammar, sentence structure, and syntax; use English language fluently by speaking it as well as demonstrating a wide development of essential varied vocabulary.

Douglas (1999), sees English language proficiency as a balance of the three components of language; content (the topics of communication), function (a task; the purpose of a spoken or written communication), and accuracy (correctness or appropriateness in pronunciation, writing, grammar, culture, and vocabulary choice).

According to our study, English language proficiency refers to the ability of Francophone student teachers to use the four English language skills correctly with sufficient structural accuracy and fluency in informal and formal professional and social situations.

1.8.3. Competence

Hedge (1996) defines competency in terms of superior performance that enables a person to carry out specific or superior actions at a superior level of performance.

According to Schempp (1998), competence is a pattern of thinking, feeling and acting, or speaking that causes the person to be successful in a specific role.

Taylor, Joseph & Atienza (2009), see competence as a description of one's ability, a measure of one's performance. These abilities are classified into three broad performance dimensions: professional practice, leadership and management, and personal effectiveness.

Competence according to our study refers to observable and measurable behavior of both teacher trainers and trainees during training. It is also used to illustrate the construction of capacities through interaction between the trainer and the trainee.

1.8.4. Teaching

Sterm (1983), defines teaching as activities of the teacher which are intended to bring about learning in the students.

Tazi (2008), sees teaching in terms of principles on: how to infer the student's cognitive state, how to develop subject matter to be delivered, what set of instructional actions to choose from and finally the most adequate teaching methods to use in communicating to the learners.

According to our study, teaching is a process which English language teacher trainers in Teacher Training Colleges use in guiding student-teachers to acquire adequate knowledge, appropriate skills and attitudes to enable them teach English language in the Francophone nursery and primary schools.

1.8.5. Teaching competence

According to Schempp (1998), teaching competence refers to the ability of the teacher to carry out reflective practices by recognizing a range of students' ability and knowledge, linking lessons to continual student assessment and the use of appraisals to identify difficulties and finding supporting activities as well as making decisions for teaching activities based on subjective student performance observations.

According to Danielson (2007), teaching competence constitutes activities of the teachers that cuts across the understanding of students' cultural backgrounds, interests, skills, and abilities, motivations and their interests in specific class content as well as clarifying, planning, monitoring, giving credible praise and feedback and describing the extent to which each student teacher has attained both short and long-term instructional goals.

According to our study, teaching competence refers to the appropriate teaching tools use by the English language teacher trainer such as; the competency based approach, micro teaching strategy, classroom assessment techniques, and English language course books to attain the expected teaching /learning outcomes.

1.8.6 Competency based approach

Schnech (1978), views the CBA as an outcome based teaching that is adaptive to the needs of the students, teachers and the community. The competencies describe the student's ability to apply basic and other skills to situations that are commonly encountered in everyday life.

The CBA, according to Savage (1993), is a performance based teaching to demonstrate mastery of basic and life skills necessary for the individual to function proficiently in the society. It is therefore, a functional approach to education that emphasizes life skills and it evaluates mastery of those skills according to actual learner performance.

Richards and Rogers (2001), hold that the CBA focuses on the outcomes of learning. It addresses on what learners are expected to do and links it to learners' needs in and out of the

school in terms of speaking, listening, reading and writing, and to reuse language in new situations.

The CBA according to our study is a teaching approach which can be used in teaching English language skills in an integrated way of teaching to help learners practice the four English language skills (listening, speaking, reading and writing) independently in real-life situations.

1.8.7 English language course book

Allwright (1981), views an English language course book as a working tool in the hands of both the teacher and the learner needed to compensate for teaching/learning deficiencies in order to make sure the content of the lessons are well thought out and covered properly.

According to Brynes (1988), an English language course book is a manual designed for the learners and their needs to help them learn when they want to study.

An English language course book or course book according to Kayapinar (2009), is a manual (printed or electronic) of instruction produced to the demands of educational institutions in any branch of study to help teachers to be consistent in the topics and genres in the four language skills areas (listening, speaking, reading, and writing).

As far as our study is concerned, an English language course book is any textbook prescribed by the service in charge of pedagogy in MINESEC for both the student teachers and the English language teacher trainer used for the teaching/learning of English language at the various levels in TTC. Such a course book must align with the current methodology in the teaching of English language, the current curricular as well as with the teaching/ learning outcomes.

1.8.8 Micro teaching

Micro teaching to Paintel (1980) is a teacher training technique used for learning teaching skills. It is a complex process that facilitates and influences the process of learning.

According to Allen (1996), micro teaching is a technique used by the student teachers to learn the art of teaching at ease, using effective methods to be followed when they graduate from the Teacher Training College.

As far as this study is concerned, micro teaching refers to the practice of teaching carried out by student teachers as part of their training on how to teach English language in the primary and nursery schools. It covers areas such as; lesson planning, teaching, the use of reinforcement strategies, illustrations, stimulus variation and feedback amongst others.

1.8.9 Classroom assessment techniques

According to Crown (1994), classroom assessment techniques are evaluation methods such as feedback used by the students and teachers during formative evaluation to check students' learning out comes during lessons.

Slavein (2012), posits that the classroom assessment techniques are techniques used by the teacher during lessons to help learners' correct identified errors on English language. These techniques align learning outcomes with methodology used during language classes and also identify strengths and weaknesses in the various methods used by the teacher in teaching.

Classroom assessment techniques according to our study, refer to those techniques used by the English language teacher trainer during lessons such as the use of feedback and setting of test items in order to align teaching with expected teaching/learning outcomes.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. LITERATURE REVIEW

A review of literature is an essential part of a research project. The review is a careful examination of a body of literature pointing toward the answer to the research question. The depth and breadth of the literature review emphasize the credibility of the researcher in his or her field.

2.1.1 REVIEW BY CONCEPTS

2.1.1.1 Teaching Competence

There is an increasing awareness in language teachers today, that no matter the method or a combination of methods, techniques and strategies that a language teacher chooses to use during language lessons, the essential requirement is for the teacher to provide a truly stimulating educational environment where the student can learn both consciously and unconsciously. Teaching competence of the English language teacher trainer therefore, describes how teachers should behave during the teaching/learning process to ensure that the course work should be well understood by the students. Many researchers such as Ellis (1994), believes that, the days of lectures during language lessons are in the past because the trend in education today is to facilitate students' exploration and effective acquisition and production of language in real life situations. This can be attained by competent English language teacher trainers who go an extra mile by varying their teaching tools according to the needs of the student teachers.

Some of these variations Schempp (1998), suggests, could be visible, when language teachers feel accountable for students' learning problems since learning difficulties are related to lesson structures and organizations. He goes on to say that competent teachers are quick to admit lack of knowledge on some aspects, show willingness to learn, create steps when teaching new concepts and rely on logical explanations to justify lesson content. Competent teachers carry out reflective practices during lessons by recognizing a range of students' ability to acquire new knowledge. They link lessons to continual student assessment (informal, subjective, and reflexive) and use appraisals to identify difficulties and finding supporting activities as well as making decisions for teaching activities based on subjective student performance observations.

Richards, Jack and Rogers (2001), echoes Schempp, but, go further to state that, competent teachers most of the times, move away from the centre stage more often and become listeners during English language lessons. They exhibit creative skills, provide sufficient challenges to students, vary the pace of lessons, help students to become independent learners, use a variety of materials and methods to make lessons interesting and cater for mixed ability levels in class, present language concepts clearly and simply as well as help students correct their mistakes without discouraging them to participate actively during lessons.

Danielson (2007), on his part weighs teaching competence in terms of the professional activities that English language teachers carry out, prior to the lessons, during lessons and after the lessons. First of all, the English language teacher before the lesson needs to understand students' cultural backgrounds, interests, skills, and abilities as they apply across a range of learning domains and or subject areas; He needs to understand students' motivations and their interests in specific class contents, clarifying and articulating the expected outcomes of student teachers and planning teaching for individuals or groups of students. Secondly, during teaching, the language teacher needs to monitor students' progress towards expected goals, identifying gains and difficulties students are experiencing in learning, adjusting teaching according to specific competencies and skills, motivating students to learn; and judging the extent of students' attainment of instructional outcomes. At the end of the lesson, the English language teacher needs to determine the extent to which each student teacher has attained both short and long-term instructional goals as well as carry out analyses of the strengths and weaknesses of learning outcomes.

Jana and Mary (2009), also echo Danielson, but, go on to reiterate that teaching competence of an English language teacher cuts across the planning of the lessons, implementation, evaluation and feedback. At the level of planning, teachers are required to make decisions about the students' needs in order to attain led down goals and objectives. Planning is also required to select required teaching methods and strategies most suited to the attainment of the goals and objectives. With respect to implementation, the teacher needs skills during lessons such as appropriate sequence of material, explaining, listening, motivating, demonstrating amongst others. Some teaching skills involve ways to differentiate instruction so that every student in the classroom can learn the material, while others involve different types of activities that motivate learners with different learning styles.

Deborah (2010), on her part, believes that, the English language skills of listening, speaking, reading and writing are characterised by a number of proficient related activities. In the listening skills, for example, the English language teacher is required to guide the student-teachers to; comprehend spoken instructions, identify main ideas supporting spoken English, determine speakers' attitude and point of view, comprehend the meaning of academic and professional vocabulary when spoken, make inferences and predictions when listening to a speaker. At the level of the speaking proficiency, competent English language teachers are expected to help the Francophone students; speak fluently using clear pronunciation and with appropriate intonation and stress, speak using appropriate grammar and vocabulary, speak for varied purposes, both formally and informally with focus, relevance and cohesion. With respect to the reading proficiency, the language teacher should assist the student teachers to demonstrate a mastery of reading strategies, identify the meaning of written vocabulary, and read texts for varied purposes. Lastly, at the level of the second language writing proficiency skills, Deborah goes on to say that, this could be attained if language teachers help student teachers to; write using appropriate conventions and grammar, write for varied purposes and audiences with appropriate tone and voice using various media, write using a range of vocabulary, sentence structures and verb tenses.

It can be gathered from the above writers that, no matter the method or a combination of methods, techniques and strategies that a teacher chooses to use during language lessons in TTC, the most important goal should be to enable student teachers to practice the four modalities in English language (listening, speaking, reading and writing) to teach English language in the primary and nursery schools meaningfully, effectively and creatively. Francophone student teachers in TTC should not only be taught to pass the written exams but should equally be taught to demolish the walls that exist between theory and practice. Thus, we strongly believe that, using teaching concepts such as; the competency based approach, micro teaching strategy, appropriate English language course books and effective classroom assessment techniques by English language teachers in TTCs could greatly enable the student-teachers to be proficient in the use of English language.

2.1.1.2 The Competency Based Approach (CBA)

The competency-based approach (CBA) to the teaching of English language is a communicative teaching approach that trains learners to apply what they learn in class to real-life situations outside the classroom. It entails using English in various situations that may be

different from the situations in which the skills and knowledge were learned. In a CBA class, the language is introduced and practiced in different situations that are similar to situations that could occur in real-life. Krashen (1996), believes that the used of the CBA is to enable that learners develop language and problem-solving abilities that they could use in new and challenging situations in and out of school. Learners could be active and likely feel more interested and motivated to learn during English lessons when the CBA is used. Competency-based teaching focuses on helping learners to develop capabilities as speakers, listeners, readers and writers. It can be motivating and inspiring for teachers to see students using English to express themselves and complete tasks competently and confidently.

Richards and Rodgers (2001), on their part argue that when English language teachers create a learner-centred, competency-based teaching classroom, learners take a more active role and teachers do not need to be the centre of attention as much. It is possible for English language teachers to have more freedom, control and ability because they can use methods of teaching that they and their students find interesting and useful as long as they focus on students developing the ability to use English in real life situations. The view is also buttressed by Nkwetisama (2012), who goes on to say that, in a CBA class, English language teachers plan and organize lessons to enable student teachers use English language while working. The students understand that the language and skills they are learning are relevant or useful to them to express themselves in English and exchange ideas, which can make them, feel successful and motivated to learn more. Student teachers may take an active role in their learning, which involves them more and contributes to higher motivation because it can hold their interest and build their self-esteem. This is important because it can help language teachers to design lessons that help the learners develop their various English proficiency skills.

2.1.1.3 English Language Course Books

Textbooks are a key component in most language programs. There are many different kinds of English as a Second Language (ESL) course books that are designed for students of all levels and ages. According to Angell, Du Bravac and Gonglewski, 2008; Byrnes, 1988), English language textbooks often shape the syllabi, and sometimes even the entire language program. Course books are needed because decisions are best made by experts (authors and publishers) since they have a different expertise from that required of teachers.

There are many reasons why English teachers choose to use ESL course books in the classroom. Sometimes it is based on our impressions and expectations of what teaching

materials should look like. Other reasons might be that the course books are visually appealing, easy for the teacher to prepare, and the activities fit well into the timetable. Angell et al. 2008 , also believe that English language course books are needed to compensate for teaching deficiencies, to make sure the content of the lessons are well thought out and covered properly. In essence, it seeks a teacher-proof curriculum, i.e. a curriculum that regardless of who delivers it has its aims achieved.

2.1.1.4 Micro Teaching Strategy

Micro teaching strategy according to Benton (2001), is a teaching training technique used for learning teaching skills. It is a technique used by the student teachers to learn the art of teaching at ease using effective methods to be followed when they graduate from the Teacher Training College. Micro teaching helps the intents to promote real time teaching experience. It can be practiced with a very small lesson and a less number of student teachers. According to Allen (1996), micro teaching strategy is important because it scales down the complexities of real teaching and immediate feedback can be sought after each practice session. The micro-teaching strategy facilitates and influences the process of learning how the student teacher is expected to teach after his training. The quality of the English language teacher trainer could also be estimated on his ability in providing opportunities to practice teaching through micro teaching.

Micro teaching contributes to a great extent, to the better understanding of the teaching process and its complexities. Anson (2003), reports that, the use of the micro teaching technique can enhance growth in the student teachers' knowledge on teaching. It is a personality development and confidence building strategy necessary for the pedagogic health of the student teacher. Roush (2005), describes micro teaching technique as a "scaled down teaching encounter designed to develop new skills and to refine old ones". Participants give and receive constructive feedback to achieve appropriate teaching/ learning goals. He goes on to say that micro teaching technique enhances and develops communication, problem solving, reflective and critical thinking skills in the student teacher. It improves learning by realistic applications and transforms difficult topics to learnable units. Teacher trainees gain their first teaching experience, develop their skills and competencies through micro teaching. Micro teaching therefore works as a focused instrument which helps to practice essential teaching skills safely and effectively

2.1.1.5 Classroom Assessment Techniques

According to Hughes (1989), classroom assessment techniques are techniques used by teachers to check students learning in class during lessons. These techniques provide: feedback about the teaching and learning process, make learning an on-going process of inquiry, experimentation and reflection, helps students become better monitors of their own learning and provide concrete evidence that the teacher cares about the learning outcomes of students. These techniques align learning outcomes with methodology used during language classes and also identify strengths and weakness in the various methods used by the teacher in teaching.

Crown (1994), like Hughes also believes that Classroom assessment techniques are important in English language classes since the feedback strategy used to help build confidence in the learner when expressing himself in English language. It provides student teachers with performance improvement information on the use of English language and to correct identified errors on English language. It aligns learning outcomes with methodology used during language classes as well as identifies strengths and weakness in the various methods use by the teacher in teaching.

2.1.1.6 English Language Proficiency

Krashen (1996), views second language proficiency as the ability for the second language learner to: use English language functionally for the purposes of communication in social conversations, jokes, and inquiry, use forms of the structure of the English language such as; grammar, sentence structure, and syntax; use English language fluently by speaking it as well as demonstrating a wide development of essential varied vocabulary. Douglas (1999), on his part, argues that second language proficiency should be a balance of the three components of language; content (the topics of communication), function (a task; the purpose of a spoken or written communication), and accuracy (correctness or appropriateness in pronunciation, writing, grammar, culture, and vocabulary choice. Carla on his part, believes proficiency of second language learners are defined by a number of speaking and reading characteristics as illustrated in the following table.

Table No. 01 showing the Speaking and Reading definitions of second language proficiencies

Proficiency Code	English Speaking proficiency	English Reading proficiency
0 - No Practical Proficiency	No practical speaking proficiency.	No practical reading proficiency.
1-Elementary Proficiency	Able to satisfy routine travel needs and minimum courtesy requirements	Able to read some personal and place names, street signs, office and shop designations, numbers and isolated words and phrases
2-Limited Working Proficiency	Able to satisfy routine social demands and limited work requirements	Able to read simple prose, in a form equivalent to typescript or printing, on subjects within a familiar context
3-Minimum Professional Proficiency	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics	Able to read standard newspaper items addressed to the general reader, routine correspondence, reports, and technical materials in the individual's special field.
4-Full Professional Proficiency	Able to use the language fluently and accurately on all levels pertinent to professional needs.	Able to read all styles and forms of the language pertinent to professional needs.
5-Native or Bilingual Proficiency	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native.

Source: Center for Advanced Research on Language Acquisition (2011)

From the views above, Francophone student teachers could be expected to manifest limited and or minimum professional proficiency on graduating from the TTC to enable them teach English language in the Primary and nursery school.

2.1.2 REVIEW BY OBJECTIVES

2.1.2.1 The Competency Based Approach (Cba) and English Language Proficiency

According to Richards and Rodgers (2001), the competency based language teaching approach centres on what learners are expected to do with the language they acquire in class. It focuses on acquiring life coping skills while developing the language skills to perform these acts. It is based on theories of learning which state that, for effective learning to take place, learners need to know that, what they are studying will improve on their lives. It exploits pedagogy of integration. Francophone student teachers in TTC need to study English as a second language within varied and relevant situations and contexts: the language should be introduced and practiced in different situations that are similar to situations in real life.

✓ **Teaching/earning objectives and English language proficiency**

According to Krashen (1996), the CBA focuses on the outcomes of learning in terms of precise measurable description of knowledge, skills and behaviour that students should possess at the end of a course of study. Learners continue to learn until the mastery of expected proficiencies is demonstrated. Competent teachers vary in the degree of precision with which they see the objectives they are pursuing in their teaching work. To make these objectives more explicit and to define them more clearly, demands, additional work from each teacher, an effort which ought to be rewarded by improved results. Learning objectives are used to improve on communication between the English teacher and the learner. Nkwetisama (2012), adds his voice and reiterates that the CBA enables the learner to comprehend precisely what is expected of him after the lesson or course. Once that is established, the student teacher will thus devote his time to activities which will enable him to attain the course objectives. He will be in a better position to distinguish what is important from what is less important from among the learning tasks covered by the course. Once the objectives have been specified, it might be expected that the teacher will try to pair up a pedagogical method and a learning objective, or a set of objectives, so as to increase the chances of attaining that objective or set of objectives. Objectives also compel the teacher to ask himself what educational material he will use in order to attain them more effectively. The objectives could also serve as criteria for the choice of teaching aids: collections of texts, volumes, films and others. He must, as far as possible, seek to ensure that the teaching aids are appropriate to the objectives set. The evaluation of learning must seek to verify whether objectives have been attained, otherwise

there is a considerable risk that the students will cease to attach importance to the objectives. However, precise and clear the objectives may be, they will remain a dead letter for the students if the latter do not perceive these objectives as having a connection with the instructional activities and with the evaluation of learning.

Based on the above argument, the Francophone student teachers should always be reminded amongst other learning objectives, that they are expected to teach English language to Francophone pupils in the primary and nursery schools when they leave the training centres. Such an understanding of objectives compels the Francophone student teachers to develop the required competencies necessary to be proficient in the use of English language. Through this way, the Francophone student teachers could see the learning of English language in TTC as useful to their lives in future.

✓ **Interactive activities and English language proficiency**

Interaction in a CBA class puts the English language teacher and student teachers face to face to exchange information, emotions and skills. It is during interaction that the language teacher implements his action plan through pedagogic strategies. Such pedagogic strategies take into consideration the duration of the lesson, the mastery of subject matter, the efficient regrouping of student teachers, scaffolding strategies, guided and autonomous practice, clear and accurate use of language to ensure a high success rate. Richard (2005), believes that, interaction promotes English language proficiency of the student teachers through various practices. At the level of modeling (I do) the English teacher performs tasks for the students to see. This enables student teachers to describe, explain and demonstrate similar tasks later when required to do so. In addition to modeling is guided practice (We do together) during which the English teacher groups students and guides them to carry out some tasks similar to the ones used during the modeling stage. Interaction could also be carried out using autonomous practice (I do alone) consisting of gradually giving student teachers several exercises similar to the ones presented during the modeling and guided practice, and asking them to find real life solutions without any assistance from the English language teacher. From time to time, the language teacher should check the responses from student teachers to give feedback until the required results are obtained. The autonomous practice enables student teachers to become independent. The students can practice individually or in teams where they help each other and cooperate.

Darling (2006), echoes Richard, but, goes further and points out that in the CBA class, English proficiency of second language learners could be achieved through fluency activities. In such language classes, fluency takes some priority over accuracy. Basically, being fluent means being able to keep the language coming. There may be mistakes, fillers and repetition. This is not so important, so long as the speakers are able to be understood. Competent teachers should encourage risk takers since majority of the Francophone student teachers are always afraid of making mistakes. This is a simple process of listening to what students say and giving feedback on the message rather than interrupting to correct pronunciation or grammar. This could be achieved through guided pair and group work activities as well as giving opportunities to student teachers to carry out autonomous practice. This is not to say that errors should not be corrected, but that notes of persistent problems should be set aside to deal with later through remediation activities. Activities presented should promote fluency and the teacher should look for ways of stimulating students to speak, and this wanting to speak overcomes their inhibitions about expressing themselves in English. For example, the teacher could ask students to come up with a list of questions they could ask their invitees in a given occasion. They could also choose their classmates from this list and to role play the personalities by answering the questions prepared by the rest of the class.

The student teacher can therefore, acquire abilities to use language for communication purposes thanks to the interwoven processes of listening, speaking, reading and writing. At the level of the teaching of speaking skills to Francophone student teachers, this could be easier if the students develop confidence in themselves and each other during language classes. The language teacher should look for ways of reducing student's fear of looking foolish and should build up their confidence and pleasure in using English language. A practical way of putting this into use is through storytelling, role play and drama. Meanwhile, the natural approach and physical Response teaching technique can also be used to reduce learner's anxiety as well as increase their confidence by providing comprehensive input and not pressurise students to talk before they are ready.

Interactive activities encourage active listening for students who shy away from speaking. Being a good listener in English conversations will build the confidence to taking a more active role in communication. Teachers therefore, according to Krashen (1996), as cited by Darling (2006), are expected to assist student teachers develop the ability to listen attentively to a variety of texts types, recognise, discriminate and produce accurately the sound systems, intonation, stress patterns of the language and respond to stories, news and rhymes. They are

also expected to teach students to acquire skills that permit them to identify discourse markers in texts such as listening for gist, answer questions and give instructions. This will help them to develop effective and appropriate strategies for listening.

Interactive activities also facilitate the teaching of reading skills. This entails, first of all, the teaching of the articulation of the sounds of the alphabet in isolation and in combination, (words).It is common knowledge that the letters of the alphabet and the respective sounds are not in one to one relationship. Teaching reading involves number of parameters such as silent reading which entails the understanding of written texts. This is followed by reading aloud which emphasises on correct pronunciation, fluency and audibility respond to all types of writing as well as retrieve information, demonstrative knowledge of the alphabet in using dictionaries, use pictures, context cues and phonic cues in reading. Student teachers could interact, compete and correct each other through reading activities.

At the level of writing skills francophone student teachers could voice their views amongst other channels through the use pictures, symbols or isolated letters, words or phrases to communicate meaning in writing, produce independent pieces of writing using complete sentences, using appropriate punctuation and spellings, structure sequences of real or imagined events coherently and undertake writing tasks such as filling the gaps. The students must show in writing, awareness of what in appropriate language use, demonstrate organisational difference between written and spoken English amongst others.

✓ **The place of the teacher, learner and subject in a CBA English language class**

In the teaching/learning situation, the teacher and student are the human factors meanwhile the third factor, the subject makes teaching possible. Shaw (1995), postulates that, the subject matter of any curricular contains facts/ideas and objectives or goals which indicate what changes in behaviour in terms of competencies and skills are desired in the learner as a result of teaching. The practical value of the subject matter translates how earnest, dedicated and effective the language teacher is. The language teacher, Seedhouse (1996), insists should know his subject matter because a teacher cannot teach without a mastery of knowledge of what to teach. This is very important because it is the message of the subject matter that will transform the lives of the student teachers in terms of competencies. The teacher should be able to communicate the feelings of the subject matter to the practical life of the student teacher. Competent teachers, Lamy and Goodfellow (1999), point out, must demonstrate a command of knowledge of the English language they teach. This is because, in every

learning/teaching situation, the knowledge of the materials to be learnt or taught could constitute an important asset in facilitating language acquisition and production. The effort of the teacher trainer to master the content of the English language syllabus programmed for the Teacher Training Colleges in Cameroon influences the way he teaches English language to the French speaking student teachers.

Darling (2006), also argues that, English language teachers need to teach focusing on the meaning, phonological, morphological, lexical and grammatical points to help learners internalize these structures to the extent where language recognition become automatic to stimulate language production. To do this effectively, the teacher must work on lesson preparation regularly, studies the subject matter thoroughly, find the natural sequence of the subject matter for presentation to students and use as many familiar examples and aids as possible. Harmer (2007), goes on to say those language teachers should incorporate both achievement-oriented tasks (those reflecting a specific skill component) and proficiency-oriented (Communicative) tasks into the classroom. This is because learners need to develop a certain level of grammatical control to communicate in the target language; thus, teachers should continue to include grammar practice in their teaching while working towards the goal of global proficiency.

The teacher's attitude in a second language class is equally very important. It is generally accepted by many behaviorists' theorists that the learning/ teaching process plays an influential role in creating a positive learning/teaching environment. This includes the attitude of the language teacher: towards himself, towards the learners and towards the subject matter. This is because learners learn better in situations that are lively to them (Tanyi, 2009). The attitude of the teacher towards himself deals with the ability of the teacher to identify his strengths and weaknesses and to develop strategies to cope with them. A teacher who has a positive attitude towards himself is open about his strengths and weaknesses as a teacher as well as has a good sense of humor. Language teachers who cannot cope with their strengths and weaknesses will find it very difficult taking care of learners differences. As far as teacher's attitudes towards the students are concerned, the later can easily sense an atmosphere of like or dislike and concern from the teacher towards them during lessons.

 A number of activities portray the positive attitude of a teacher in a second language class. In such a class, Shaw (1995), as cited by Darling (2006), points out that, the teacher, should show interest in the students and understands their individual needs. He should be

enthusiastic, friendly and patient and should never give up on a student. If a teacher adopts a positive attitude in class, the minds of the learners will be awakened to think positively and actively for learning to take place. It is in this perspective that Darling goes on to say that the teacher's attitude can incite and sustain the attention of the learner during lessons both emotionally and psychologically. She goes further to reiterate that student's arousal likely depends on the teacher's emotions and the correlations of the interests and needs of the second language learner. He also reiterates that high participation during lessons could be registered if the teacher demonstrates or adopts a positive attitude towards the students. Students can be able to produce correct sentences because they are positively reinforced when they say something right and negatively reinforced when they say something wrong. All of these depend on the teacher's attitude. Creating a safe learning environment that is conducive to learning is essential for language teachers. They must have high expectations for student performance and behaviour. All rules must be enforced consistently and fairly. Students should not have to worry about being bullied in the classroom and should feel comfortable when speaking.

According to Wright (1993), cited by Harmer (2007), the language teacher should master the different learning styles or common ways through which the student learns. To him, learners have different strategies, approaches and capabilities for learning that are a function of prior experience and hereditary. Thus, learning could be most effective when differences in learners' linguistics, cultural and social background are taken into account during the learning and teaching process. He goes on to say that some students may find that they have a dominant style, with far less of the other styles. There is no right mix, nor fixed learning styles. One can develop ability in less dominant styles, as well as further develop styles that they already use. By recognising and understanding that learning styles of learners differ from each other, a competent language teacher can use varying techniques to attend to the various needs of the students. This can improve the speed and quality of language learning and production.

On the part of the learner, CBA provides learners with the essential tools to interact successfully in the society, enhancing them to use their knowledge to solve different real-life situations. This view is supported by Tchombe (2012), citing Tosam (1997), who contends that the learner is required to go through a process of learner centered psychological principles such as: metacognitive and cognitive factors, affective and motivational characteristics, developmental and social factors as well as individual factor differences. The

learners continually question his/her own conviction to revise his/her prior knowledge. They decide whether the competencies are useful and relevant for them or not. The learner has an active role in the classroom and is expected to perform skills learnt during the language lessons.

✓ **The methodology of Competency Based teaching approach**

The content of whatever is taught is based on the teaching/ learning outcomes led down by the ministries of education. According to Harmer (2007), the language teacher in a CBA class makes use of an unlimited variety of teaching techniques and group work as well as extensive use of cours books, media and real life materials. Teachers teach these skills in an integrated way, since that is how the students are expected to use the language in and outside the classroom. The teacher can use partial integration activities by presenting a new complex situation that will necessitate the exercise of the skill to solve a problem which is similar to the competencies/skill the learners used at the beginning of the lesson. It is important, Nkwetisama (2012), suggests that language teachers in the CBA class, emphasis on: productive competencies, (speaking and writing) interpretive competencies (reading and listening), interactive competencies (speaking and writing), the linguistic competence (vocabulary, grammar and pronunciation) and strategic competence (strategies to help students learn and to use the language better). These competencies are not the main objective of study, but are tolls that learners use in order to better speak, listen, read, and write English. See appendix 4 for is a proposed lesson plan using the CBA. It portrays the implicit and explicit use of cognitive strategies like noticing or observing, emitting hypotheses and testing them, problem-solving and restructuring

2.1.2.2 English Language Course Books and English Language Proficiency

A wide variety of materials have been used to support communicative approaches to language teaching. Practitioners of communicative language teaching view course books as a way of influencing the quality of classroom interaction and language proficiency. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of course books.

Course books in English language, thus, have the primary role of promoting English language proficiency. As Richards (1983), upholds, course books are a key component in most language programs. They serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They could provide the basis for the

content of the lessons, the balance of skills taught and the kinds of language practice the students take part in, to attain the desired competencies. In other situations, the course book may serve primarily to supplement the teacher's instruction. For learners, the course book may provide the major source of contact they have with the language apart from input provided by the teacher during lessons. Brand and Yule (1983), postulate, that, in the case of inexperienced teachers' course books may also serve as a form of teacher training because they may provide them with the format and ideas on how to plan and teach English lessons. Learning how to use and adapt course books is hence an important part of a teacher's professional knowledge.

Harmer (2007), on his part, points out that, the course book could have some shortcomings. He argues that for a long time the course book was the 'bible' and the teaching manual which gave in minute details of what to teach. Today, with the advent of communicative language teaching (CLT), course books have become too restrictive because, it is, not always possible to find materials in the course book which would interest every student in the classroom. Iwahori (2008), picks up the same argument and suggests that teachers will need to adapt their course books by selecting appropriate material, adapt material to meet students need and interests, rejecting material if it is not appropriate and supplementing it with additional material if necessary. Teachers need to select and design tasks to practice interactive activities which could simulate real-life language proficiency. Merely, following an English language course book is unlikely to stimulate small-group interaction because specific tasks for various purposes are rarely found in some of the course books. A course book therefore, is just a simple tool in the hands of language teachers to facilitate the teaching/ learning process. What is more important than a course book is what the English teacher can do with it. Angell Du Bravac and Gonglewski (2008), share a similar view but goes further to reiterate that,the English teacher supplement the course book by getting the students talking to each other to exchange new and interesting information and ideas that their partner(s) do not know.

According to Kayapinar (2009), there are several ways to help students attain English language proficiency in the class using the course book. The teacher could adapt activities in the course book so that in every class, learners can use the grammar, vocabulary and pronunciation in contexts or situations that are similar to real life. This means that students should not know what their partner(s) are going to say but rather have to think about how to respond. To do this successfully, the teacher needs to: get a clear idea of the kinds of competencies and skills the student-teacher could work on using the course books available.

The language teacher could create clear communicative objectives focusing on how the learners will speak, listen, read or write, interact in, interpret and/or use English language in order to express or exchange ideas or information.

The above views are also endorsed by the 2015 edition national council for the approval of course books and didactic materials (NCATDM) in Cameroon. This structure, has as prime objective, to assist MINESEC on matters related to the use of course books in our schools. It advocates the use of course books in all our colleges because they are necessary vehicles of putting across pedagogic innovations, the content of syllabuses and pedagogic approaches to learners through teaching activities. This council therefore, is suggesting that English course books writers in Cameroon should write course books following the competency based approach to facilitate the acquisition of English proficiency by the students. NCATDM by saying so, could also be advocating that course books should be made compulsory and be used in all our colleges to attain the led down objectives of the curricular.

✓ **Satisfactory use of English language Course Books and English language proficiency**

Many scholars indicate that course books seem to be the main teaching resources in ESL classrooms. Byrd (2001), claims that majority of language teachers depend often on course books as a required tool to foster English language proficiency of second language learners. This is because course books provide content, activities and approaches that shape what happens both in and out of the English language classroom. González (2006), like Byrd adds that, course books are important for a number of reasons: they are apparently eclectic alternatives, based on the current theories proposed by communicative trends to overcome a number of huddles in an English language class. For instance: English language course books make use of: task-based approach that engages learners in problem-solving tasks; Content-based approach that offers opportunities to both the language teacher and the students to deal with interesting topics and subject matter, rather than coping with grammar-oriented lessons; collaborative learning approach that encourages students to work in groups, as an ideal way to exchange information socially and meaningfully. All these approaches and features use in course books are intended to develop communicative competence. Good course books can foster English language proficiency because they may contain pictures and graphic materials that may be more efficient than the teacher's descriptions. They may also contain all kinds of objects that the language teacher may find it difficult to bring into the classroom but which may foster English language proficiency.

Richard and Rogers believe that good English language course books should have three activities: Mechanical practice which refers to controlled activities that involve repetition and substitution drills. They are designed to practice the use of particular grammatical items. In many textbooks, this practice demands sentence completion (usually with grammar activities in isolation), even though it may lack authentic language negotiation; meaningful practice which refers to activities in which language is controlled and student teachers are required to make meaningful choices when carrying out practice, communicative practice which embodies those activities in which language is not totally predictable. Language production at this level is more spontaneous and authentic, because meaningful negotiation takes place within a real communicative context and real information is exchanged. These three types of language practice Richards and Rodgers (2006), reiterate, and essentially define the kinds of activities that could promote communicative competence in the second language learner.

Therefore, if course books are designed to develop English language proficiency, one can assume that they should contain a well-balanced number of activities pertaining to the three types of language practice described above. ESL course books chosen for our Teacher training colleges in Cameroon, must truly provide opportunities for student teachers to negotiate meaning in different contexts so as to use the English in real life situations when they leave the TTCs. English language teacher trainers need to be aware of the frequency of these types of practice in English language course books, in order to be sure the classroom material they use is effective for communicative purposes.

✓ **Choosing an English language course book that fosters English language proficiency**

Choosing a course book is not a frivolous matter. Brynes (1988), suggests that, when deciding on an English language course book for the student teachers, an informed decision should be made based on analyses and knowledge of the course book. In other words, choosing a course book should be based on a clear, detailed analysis of what it offers and what the student teachers need to master in terms of English language proficiency by the end of the course or school year. For instance, good course books should be accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners to foster English language proficiency on the part of the student teacher. Once the needs-analysis is done, it is a good idea to create a list of items that are considered desirable in the course book. One of these needs, Richard (2005), suggests, is the necessity for the English language course book to be a cross cultural discipline with task-

based materials, furnished with a variety of games, role plays, simulations, and task-based communication activities carefully prepared to reinforce English language proficiency in the student teacher. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets.

Many proponents of Communicative Language Teaching have equally advocated the use of "authentic," materials in the English language classroom. According to Kayapinar (2009), these might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. This is so because a learners' capacity to be proficient in a second language in a given real life situation depends on the idea of cross curricula competency.

Also concerned with the selection of course books for students in the Ministry of secondary education in Cameroon, Belinga (2009), on his part, proposes some methodical orientations for Cameroonians course books writers/designers. To him, good course books for Cameroonian schools should include components such as; anthropological, historical, epistemic, scientific, axiological and political. Belinga, is therefore, suggesting that, in writing course books for our colleges, the socio cultural, political, historical, background and all areas of life of the student should be considered. The content of any course book for colleges in Cameroon should reflect our Cameroonian values, our national languages, our cultural realities and not necessary western cultures which are far from the realities of the Cameroonian society. Such writers should also showcase an understanding of learner characteristics and handle issues related to our environment. Belinga is also suggesting that, course books for our colleges should be written by Cameroonians who in themselves master the real problems and challenges facing our society in order to foster socio cultural, economic and political development of Cameroon. In this light, learners could benefit because they would not only learn for the sake of passing exams, but, could improve on their overall capacity to listen, speak, read and write proficiently in real life situations. It is believed that adequate learning takes place in the context of situated actions. In other words English language proficiency of Francophone student teachers could be well developed through contents of the English language course book relevant to the student teacher in TTC.

Therefore, the selection of English language course books within the context of TTC in Cameroon should be compatible with the current English syllabuses as set out by the inspectorate in charge of pedagogy in MINESEC, the principles of competency based approach and the cognitive level of the student-teachers amongst other factors to foster English language proficiency of the student teachers in TTC.

2.1.2.3. Micro Teaching Strategy and English Language Proficiency

The history of micro teaching and English language proficiency goes back to the early and mid 1960s through the 1970s when it was used as a training program to improve the verbal and non-verbal aspects of the teachers' speech and general performance in the Stanford University. This approach consisted of three steps; teach, review and reflect and re-teach using learners in a real life situation. Today, the approach is used as a tool for teacher preparation to enhance the performance of intents while in training. The major goal of a successful teacher-training program is to expose prospective teachers/students to effective teaching strategies and experiences.

The place of micro teaching in teacher education programs has been examined for a number of years by researchers in different parts of the globe such as: Wilkinson (1996), Nicholl, (2003), Akalin (2005), Ogeyik, (2009), Fernandez, (2010). According to these writers, micro teaching which is a teacher training technique could be used to perk up the skills of student teachers in TTC on how to teach English language in the primary and nursery schools. It can provide trainees with an opportunity to improve on the various English language proficiencies. According to Allen (1996), cited by Fernandez (2010), the student teachers learn the art of teaching at ease and the lacunae of effective methods to be followed during English language lessons through micro teaching strategy. Micro teaching helps the intents to promote real time teaching experience. Paintel (1980), also echoed by Fernandez (2010), goes on to say that micro teaching technique makes it possible to shift teaching from teacher centred to the student centred. This technique facilitates learning/teaching objectives to be measurable, achievable and timely as it allows learning each competence and skill to the maximum since there is enough chance of listening, observing, and practice. This can provide student teachers with excellent opportunities to improve on their teaching skills as propounded in Skinners theory of operant conditioning cited by Tambo (2012).

Observing a student teacher use a trial and error method during micro teaching sessions could promote self-training. It is most effective with a very small lesson and a less number of

student teachers. It scales down the complexities of real teaching and immediate feedback can be sought after each practice session. This is important as it does not only help in eliminating errors and builds stronger teaching skills for the student teachers but increases in the would-be teacher, the much needed self-confidence and classroom management skills.

From the above argument, it could be deuced that the more the Francophone student teachers practice the teaching of English through micro teaching strategy, the more they would be able to teach English language when they graduate from the training colleges. An improvement of teaching skills also presupposes improvement of English language proficiency by the student teachers.

✓ **Planning and teaching a micro teaching English lesson**

A micro teaching lesson could require the teacher trainer to first of all give a model lesson. From the model lesson, a micro lesson is prepared and taught by the student teacher. The micro teaching lesson may require a number of didactic materials such as: TV/Computer, video recorder, Camera, board, flipchart, pin board, markers with different colours amongst others.

According to Alien and Rhan (1969), cited by Allen (1996), and Fernandez (2010), micro teaching should be organised in a logical sequence with a concise, relevant and appropriate content covering a specific duration. The following characteristics could constitute some of the core skills in micro teaching lessons such as; lesson planning, presentation, illustrations with examples, stimulus variation, asking of probing questions, classroom management, and the use of audiovisual aids.

At the level of lesson planning, Anson (2003), believes that micro teaching lessons should involve some preparations, organised in a logical sequence with a concise, appropriate, relevant content over a period of time. Knowledge acquisition is the preparatory, pre active phase, in which the student teacher gets trained on the skills and components of teaching theoretical lessons by the English language teacher trainers. Before the session, the student teacher should state the objectives of his lesson. The English language teacher trainer may ask the learners to focus their attention to particular elements of the lesson or of the teaching style. This may include the pace, clarity of explanation, use of the voice and body language as well as group interaction during of the lesson. In the interactive phase, skill acquisition phase, the student teacher teaches a micro lesson to practicing the expected skills. During the lesson, the

classmates can act as constructive evaluators to modify their own teaching practices. The classmates also take notes or use assessment forms to provide feedback after the lesson.

Micro teaching lesson, Fernandez (2010), also argues, could be videotaped to reinforce feedback. The student teacher, presenting the micro lesson is expected to demonstrate a sense of enthusiasm, readiness, effective explanation and planned repetition. The student teacher should be able to rightly explain concepts with simple relevant and interesting examples to increase learners' understanding. He is expected to use reinforcement strategies during the micro teaching lessons to increase the participation of learners in the development of teaching process. This could be done by using positive verbal and non-verbal cues. He can use gestures, change in speech pattern and interactive styles to secure and sustain the attention of the learner which is imperative for a good teacher. During micro English lessons, student teachers could ask searching questions to clarify doubts. Redirection and, refocusing are important in improving the English language proficiencies of the student trainees. They can also improve on their listening skills as they listen to the presenter, improve on their speaking skills as they ask questions, improve on their reading skills as well as on their writing skills. If the micro lesson is videotaped, the student teacher can watch the tape of his presentation at the end of the micro teaching exercise to see if objectives were attained or not. The presenter of a micro lesson can make a list of strengths, weaknesses and suggestions related to the use of the four English language skills of listening, speaking, reading and writing for personal improvement.

From the above argument, one can say that, micro teaching strategy can conveniently provide the necessary feedback and reinforcement needed by the trainees during their training.

✓ **Feedback/Reinforcement after a Micro Teaching Lesson and English proficiency**

Under the guidance of the English language trainer, Brustling (1974), echoed by Allen (1996), suggests, the presenter of the lesson is first asked to present a self feedback of his micro lesson. With this new information taken into account, the English language teacher trainer or any participant playing that role summarises the comments generated during this session. This is intended to provide positive reinforcement and constructive criticism. The student teacher could be encouraged by this to express himself using English language to interact freely during similar sessions. Feedback should be honest and direct, constructive; focusing on the way the student teacher can improve his English language teaching skills.

Also writing on feedback after micro teaching lesson, Ogeyik, (2009), also suggests that, participants in giving feedback after a micro teaching lesson should be: specific rather than general, descriptive rather than evaluative, choose one or two English language proficiency skills, the presenter can improve upon, and be suggestive in polite manner. The presenter of a micro teaching lesson after the lesson should be opened to criticisms. To be told that the presenter needs to improve himself is not always easy, but it an important part of a learning process. Although, the presenter might feel hurt in response to criticism he should try not to let those feelings dissuade him from using the feedback to his own advantage; the presenter should ask for clarifications and specific examples if there is need to, judge the feedback by the person who is giving it. The presenter does not necessarily have to agree with every comment. He can ask other classmates if they agree with a certain points of view. Ultimately, presenters can integrate and transfer the learned competences and skills from simulated teaching situation to real classroom teaching of English language in the primary and nursery schools when they graduate from TTC.

2.1.2.4. Classroom Assessment Techniques and English Language Proficiency

Assessment is an end product, a non-avoidable chore that is used by the language teacher to evaluate and measure the performance of student-teachers. Angelo (1993), postulates that the classroom assessment technique (CAT) is a formative rather than a summative approach to assessment. Its purpose is to improve on the quality of the student learning rather than providing evidence for evaluating or grading students. It could be used by teacher trainers to check students learning in English language classes.This could be done by ensuring that, the three educational domains of cognitive, affective, and psychomotor (sometimes loosely described as "knowing/head", "feeling/heart" and "doing/hands" respectively). Within these domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom's (1958), taxonomy as cited by Tanyi (2009), is to motivate teachers and learners to focus on all three domains, creating a more holistic form of education. To determine the level of proficiency required for each student outcome, Tanyi continues, the teacher has to first of all decide on which of the three broad categories (knowledge based, skills based and affective based) the corresponded course goal addresses. Then, using the appropriate domain of Blooms taxonomy, the teacher trainer looks over the descriptions of the various competencies to determine which prescription most closely matches the expected outcomes. The use of classroom assessment techniques include:

feedback from student teachers on formative evaluation methods used by teachers and the use of the assessment framework by teacher trainers in evaluating course objectives.

Based on the views above, it can be deduced that English language proficiency related to the modalities of listening, speaking, reading and writing could be attained if the right prescriptions of classroom assessment techniques are used during English language lessons.

✓ **Selection of classroom assessment Techniques during lessons**

An effective classroom assessment technique is a convenient way to describe the degree to which the English language teacher wants the student to demonstrate particular skills, sense of values, attitudes and interest in the use of language. According to Bloom (1958), cited by Angelo and Cross (1994), learners need to have knowledge before they can understand it and they need to understand it before they can apply it in different contexts. The learners need to handle the lower order skills before they can analyze, criticize and create new understandings. It is only after these stages that they can then move on to evaluate the highest order. Moving between these stages demands increasingly complex thinking by the student teacher.

Biggs (1997), also suggests that it is best for the English language teacher trainer to ask questions during the lesson that are learner centred ('what have you learnt') rather than teacher centred ('how do you like my teaching?) The learner centred questions will show clearly whether or not the teaching is effective and whether or not the student teachers face difficulties in mastering one English language skill or not. Biggs, goes on to suggest that language teachers should assess the following during English lessons; Prior knowledge, recall, understanding, skills in syntheses and creative thinking, skills in application and performance, skills in analyses and critical thinking.According to Katheleen (1998), assessing prior knowledge, recall and understanding, is designed to collect specific and useful feedback on students prior learning using short simple questions at the beginning or at the end of the lesson by the English language teacher to find out students baseline knowledge on language proficiency. This can enable the teacher trainer to determine the most effective starting point and appropriate level for a given lesson to start the lesson. This data can also be used by the English language teacher to find out whether the student teachers have more knowledge on the particular language structure and skill to be taught or not. In the course of doing this, student teachers will express themselves in English, a situation that could foster their English language proficiency.

At the level of assessing skills in syntheses and creative thinking, the English language teacher may ask students to answer questions on a given language structure using WH (when, where, why, whom etc) questions. The student may be asked to transform responses into a single grammatical sentence. The aim might be to gauge the extent to which student teachers can summarise a large amount of information concisely and completely. In this way, student teachers could practice the ability to condense into smaller, interrelated bits that are more easily processed and recalled. The task is important to future teachers when they are required to use information related to real life situations during the English language lessons in the primary and nursery schools .Analyses of the data of this type of assessment technique may keep the language teachers on the alert to whether or not students are more proficient at the who, what, why, whom or how skills and competencies. By so doing, the English language teachers identify lapses related to English proficiency and are corrected to enable the student teachers to be more proficient in such skills.

Slavein (2012), echoes Biggs and goes on to say that in assessing skills in syntheses and performance, the language teacher can ask students to construct ideas during lessons using their own words. Trying to construct their own sentences using English language also entails an improvement on English language proficiency. They might be introduced to some principles, theory, or procedure. This is very important to the future teacher as he would face similar challenges transmitting knowledge to pupils when he leaves the training centre. The technique is important as language teachers, could through this technique, examine future teachers' understanding of information and their ability to transform it into a form that can be meaningful to pupils in their English language classes. This technique also helps the language teacher to direct the student teacher to be proficient in the four English language skills (listening, speaking, reading and writing). Data collected from the students can help the language teacher to find patterns of clarity and confusion in order to be more proficient when it comes to English language proficiency.

Assessing in analyses, syntheses and critical thinking, student teachers can be asked to jot down the pros and cons of particular teaching methods or topics as well as to make use of simulation exercises of mutual concern on English language. This technique is important as it assesses the student teachers' ability to analyse given problems, search for at least two sides given issues, weigh the value of competing claims and to prepare them for later challenges when they become full teachers. All these analyses by student teachers using English language empower them to be proficient in the use of English language.

The above argument seems to suggest that, the quality of assessment techniques used during the English language lessons determines the rate at which the student teachers acquire the four language skills of listening, speaking, reading and writing. Using appropriate classroom assessment techniques could enable student teachers in TTC to be more proficient in the use English language.

Another way to connect teaching and assessment while developing the student-teachers' sense of proficiency is to involve them in the assessment process through feedback. The use of the feedback technique according to Patricia (1993), is a technique use by the teacher trainer to assess the degree to which the student-teachers understand the course content and to provide him with information on the effectiveness of the teaching methods. It is difficult for teachers to be optimally effective, if they do not know if student teachers have grasped the expected competencies. Asking questions during English language lessons by the student teachers and observing student teachers work by the English language teacher, Patricia goes on, gives the teacher some idea of how well students are proficient in the use of English language. In order to get feedback from student teachers, the language teacher during the last few minutes of the lesson can ask student teachers to say or write on pieces of paper the most important thing they learned in the language class and what they understood the least. The teacher trainer can spend some minutes with the students eliciting responses from them about what is effective and what is not so effective in helping them to be proficient in the use of English language. By so doing, the teacher can use subsequent classes to discuss ways of helping student teachers to be proficient in the use of the English language skills in which they have difficulties. Crown (1994), in the same vein, also suggests that language teachers could use suggestion boxes in class for student teachers to leave notes about any language issue. Teachers could hold regular sessions to discuss how the language acquisition and production by student teachers is progressing, what they are learning and on how to improve on the teaching competence of the English language trainer.

✓ **The Importance of Classroom Assessment Technique in an English language class**

Biggs, (1997), believes that classroom assessment technique when used frequently could be advantageous in a number of ways such as; providing day to day feedback to the teacher, providing useful information about what students have learnt, allowing the teacher trainer to address learners misconceptions or lack of understanding in a timely way, fostering good working relationship with the students and making them understand that teaching/ learning is

an ongoing process that requires full participation. Slavein (2012), also reiterates that classroom assessment techniques can help the student teachers to develop self-assessment, reduce feelings of isolation especially in large classes, increases understanding and the ability to think critically about course content, fosters interest on success in the classroom, foster an attitude that values understanding and long term retention and shows the teachers interest and care about the success of the student teacher. The classroom assessment techniques could also help to reinforce course related competencies and skills as well as creates awareness to the language teacher in terms of teaching methods, class management skills, use of instructional materials amongst other teaching tools.

The use of classroom assessment techniques through achievement testing by the English teacher is equally important as it measures whether or not, the course objectives are matched with learning outcomes. When designing test items Slavein, posits, it is vital for English language teachers to know and be able to clearly communicate to the student teachers, what the questions are intended to achieve, what the student teacher should be able to do upon completing the assigned tasked, and what they will have to demonstrate in order to pass it. Test items on English language in TTC, must be representative of all the objectives (expected content, skills and competencies).They should also include the types of test items that are most appropriate for measuring the desired learning outcomes.

From the views above, one could say that the researchers are suggesting that English language teachers during their English language lessons in TTC should employ the use of test items that require the practical use of English language. This could facilitate the acquisition and a mastery of the English language skills by the student teachers.

2.2. THEORETICAL FRAMEWORK

Research studies require the use of theories to guide the researcher by providing guidelines and basic assumptions while at the same time also providing the way of establishing, formulating, strengthening and revising the theories. The following theories are used in this study:

- Socio- constructivism theory - Vygostky (1978)

- Taxonomy of Educational objectives – Bloom (1958)

- Second Language Acquisition Theories-Krashen (1994)

2.2.1 Socio- constructivism theory - Vygostky (1978)

According to Kukla (2000) socio-constructivism of Vygostky (1978) seeks to explain how knowledge is constructed in the human being when information comes into contact with existing knowledge that had been developed by experiences. Constructivism emphasizes the importance of the active involvement of learners in constructing knowledge for themselves, and building and applying new ideas or concepts in more challenging situations based upon current knowledge and past experiences. It asks why students do not learn deeply by listening to a teacher, or reading from a textbook. To design effective teaching environments, it is believed, one needs a good understanding of what the learners already know when they come into the classroom. Therefore, the school curricular should be designed in a way that builds on what the pupils already know and is allowed to develop with them.

Don (2000) commenting on Vygostky's socio-constructivist' theory of human learning, points out that social interaction plays a fundamental role in the development of cognition based on the fact that during the learning process, everything is learnt in two ways. Firstly, through interaction with others and then integrated into the individual mental structure. Secondly, it is based on the idea that the potential for cognitive development is limited to the zone of proximal development (ZDP). This zone is the area of exploration for which the students are cognitively prepared but require help and social interaction to fully develop. A teacher or a more experienced peer is able to provide the learner with 'scaffolding' to support the student evolving understanding of knowledge domain or development of complex skills. Collaborating learning, discourse, modelling and scaffolding are strategies for supporting the intellectual knowledge and skills of learners to attain the zone of actual development (ZAD)**.**

Vygotsky's socio-constructivist' theory according to Jana and Mary (2009), is competency based approach oriented since learning occurs through social interaction with other people. The role of the teacher is to facilitate the process of language acquisition through the development of appropriate hypotheses testing. The ability of the English language teacher to observe, listen to the experiences of student teachers during language lessons contributes to their learning abilities to use a socio constructivist approach in real life situations. The English language syllabus for the Teacher training colleges is based on socio constructivism and Blooms taxonomy of educational objectives since the learner goes through a process of personal appropriation, questioning his own convictions. This leads the learner to revise his prior knowledge and its scope to compare his own representations with those of his

classmates. The leaner searches and validates for information through the consultation of various documentation and people in possession of information. In doing so, Tanyi (2009) reiterates, the learner will appeal to cognitive, affective and motivational strategies in order to set a balance his previous knowledge and his newly acquired knowledge. The reflection of the learner will operate on his own learning processes, assure the quality of his acquisition and facilitate his retention.

Yilmaz & Topcu (2010), on their part, strongly believe that learners gain proficiency when they interact with more advanced speakers of the language like teachers and peers. Scaffolding structures such as modeling, repetition, and linguistic simplification used by more proficient speakers are believed to provide support to learners, thus enabling them to function within their zones of actual development. The go on to reiterate that use of the Competency based approach to teaching and classroom assessment techniques during language lessons because our classrooms are made up of students who vary both in their cognitive development and their academic knowledge. Therefore, English language teachers are expected to assist the various student teachers during language classes to attain the much needed proficiency to enable them teach it in the primary and nursery school.

From the above discussions, we can understand that, the researchers are advocating the use of socio constructivist theory of Vygostky as a spring board and source of inspiration for competent English language teacher trainers to effectively use the CBA and the micro teaching techniques during English language lessons.

2.2.2. Taxonomy of Educational objectives – Bloom (1958)

Benjamin Bloom is one of the leading theorists that has written on the domains of multiple intelligence. To Bloom (1958) cited by Krathwohl (2002), and Bumen (2007), taxonomies are developed to provide a framework for teachers with focus for developing their course objectives. His taxonomy is considered to be a foundational and essential element within the education community. It refers to a classification of the different objectives that educators set for students (learning objectives). It divides educational objectives into three "domains": cognitive, affective, and psychomotor (sometimes loosely described as "knowing/head", "feeling/heart" and "doing/hands" respectively. Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels.

According to Krathwohl and Bumen, skills in the cognitive domain revolve around six levels moving through the lowest order processes to the highest. These include: knowledge, which exhibits memory of learned materials by recalling facts, terms, basic concepts and answers; comprehension which demonstrates understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas; application, that has to do with using acquired knowledge and solving problems in new situations by applying acquired knowledge, facts, techniques and rules in a different ways; analysis which involves examining and breaking information into parts, identifying motives as well as making inferences to find evidence to support generalizations; Synthesis that compels compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions; and evaluation which revolves presenting and defending opinions by making about information, validity of ideas or quality of work based on a set of criteria.

One of the ways to challenge students of all ability types in the classroom is through the use of Blooms' taxonomy. According to Elber and Parker (2007), most efficient and effective student learning will result when classroom instructions and materials are aligned with students' learning outcomes.

Tanyi (2009), supports the above views but goes further to reiterate that, according to Bloom, three types of tasks appear with regularity in most school curricular. These are tasks that require knowledge of specific facts and tasks that require the application of facts, concepts, and principles to novel problem solutions. While there is a recognizable need for student teachers in TTC to pass written examinations, there is also a recognizable need for the student teachers to put knowledge acquired in the classroom into practice through teaching in the primary and nursery schools. Bloom taxonomy is therefore, a vehicle to help teachers incorporate critical thinking in the classroom to enable students asks questions that call for analyses, syntheses and evaluation which will later help them use to bridge the gap between theory and practice when there is need for practice in the primary and nursery schools.

To Tchombe (2012), Bloom taxonomy can be used as an appropriate theory to develop classroom assessment techniques necessary to improve on the performance of learners in a number of ways. Firstly, the theory can make the teachers to be more aware of the content of the syllabus and the processes that he is teaching and assessing. Secondly, it can point out the mismatches between what is taught and what is assessed. Furthermore, the taxonomy can be

used as a guideline for developing and revising instructions and assessment activities by providing a physical reminder of the content and processes   in the growth of the student mathematical thinking. It can also be used by the teacher to understand how lower skills in terms of English language proficiency of student teachers build up into complex higher order cognitive skills.

The above researchers are drawing our attention to the fact that, Bloom's taxonomy of educational objectives, could be employed by competent English language teacher trainers, to help student teachers during lessons to recall facts and understand previous problems in order to apply the experiences to similar problems in future. In a language class, the knowledge students acquire during English language lessons could be used in their professional life in future. With Blooms taxonomy, teachers can use a checklist to ensure that all skills levels in the various domains have been assessed. In this way, the taxonomy makes it easier for teachers to maintain consistency between assessments, content and instructional materials as well as identifying weaknesses in these tools. The behavioral learning outcomes of students are determined by the ability levels. For instance, many language teachers undermine the teaching of pronunciation during language lessons. On the contrary, teachers who are versed with Blooms taxonomy can tailor their teaching in accordance with given domains to help students attain language proficiency in all the language skills in order to perform various language functions. It is also thanks to Blooms taxonomy that language teachers decide on which questioning techniques to use and which teaching/learning method to use at different ability levels during English language lessons.

The competency based approach in teaching, classroom assessment techniques and micro teaching strategy are indebted to Bloom's taxonomy of educational objectives especially with respect to the cognitive and affective domains. This is possible because some of the most distinctive and concrete features of these teaching tools are interactions and integration of project work as part of learning strategy. Bloom taxonomy of educational objectives helps to facilitate learning when these teaching tools are used in English language classes.

2.2.3. The scaffolding theory of Second Language Acquisition- Krashen (1994)

According to Widdowson (1978), communicative abilities have to be developed at the same time as linguistic skills; otherwise the mere acquisition of the linguistic skills may inhibit the development of communicative abilities. Widdowson strongly suggests that English language teachers have to teach communicative competence along with linguistic competence and that

grammar must be based on the semantic concepts use to help language learners to acquire a practical mastery of language for a natural communicative use. The theory of second language acquisition focuses on learners developing their ability to communicate in genuine contexts, since contextualization is a basic need in the effective acquisition and production of language.

According to Carnale and Swain (1980), the study of grammatical competence is as important as the study of socio linguistic competence. This is so because grammatical competence only includes knowledge of lexical items and of rules of morphology, syntax, sentence- grammar and phonology without socio cultural knowledge. Learners can communicate competently to convey, interpret messages and to negotiate meaning with other speakers in specific contexts. Krashen (1994), on his part goes on to say that SLA is determined by the amount of comprehensible input in the second language that is understandable at a level just beyond the current linguistic competence of learners. Pica (1994), takes an interactionist position, acknowledging the role of two-way communication. To him, negotiation, modification and reconstruction of new knowledge could occur in the course of learning a language when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility. A variety of modifications, comprising linguistic simplification as well as conversational modifications, such as repetition, clarification, and conformation checks may be used to gain understanding during English lessons.

Krashen (1996), has the same view like Pica but goes further and adds that acquiring a language is predicated upon the concept of receiving messages learners can understand. Teachers can make language input comprehensible through a variety of strategies, such as linguistic simplification, and the use of realia, visuals, pictures, graphic organizers, and other current strategies.

In the same light, Swain and Lapkin (1997), points out that when learners are given the opportunity to engage in meaningful activities, they are compelled to 'negotiate for meaning,' that is, to express and clarify their intentions, thoughts, opinions amongst others, in a way which permits them to arrive at a mutual understanding. This is especially true when the learners are working together to accomplish a particular goal.

Lightbrown and Spada (1999), echoes Swain and Lapkin and argues that, output is also critical in second language learning since it serves four important primary functions of: fluency, awareness of language knowledge gaps, opportunities to experiment with language

forms, structures and feedback from others, about language use. Comprehensible output assists learners in conveying meaning while providing linguistic challenges in producing the L2 (the second, or target language). Learners during language lessons could occasionally become aware of a linguistic problem brought to their attention either by external feedback or internal feedback. Noticing a problem 'pushes' the learner to modify his/ her output. Student teachers therefore, may sometimes be forced into a more syntactic processing mode than might occur in comprehension. Blakein (2003), on his part, suggests that language performs a number of functions such as: the instrumental function by using language to get things done; the regulatory function by using language to control the behaviour of others; the interactional function by using language to create interaction with others ,the personal function by using language to express personal feelings and meanings, the heuristic function by using language to learn and to discover new knowledge, the imaginative function by using language to create a world of the imagination and lastly, the representational function by using language to communicate information. Jack is therefore suggesting that learners of English could be proficient if they master all the possible functions of a language.

The foregoing discussions on the theory of second language acquisition and communicative competence in particular, seem to suggest that, the use of English language text books, the use of the competency based approach in teaching, the use of micro teaching strategy and the use of classroom assessment techniques could rely on the 'scalfolding' theory of second language acquisition. This is because the effective use of these teaching tools in an English language class in TTC obeys the following principles: Learners develop their ability to communicate in genuine contexts through contextualization as a basic need. Language in context contains cultural traits; the contents of a language course are based on social communicative functions and not merely on linguistic structures; student teachers work in groups to establish meaningful negotiation especially through role-playing activities, problem-solving tasks, dramatizations, and simulations of situations in real life. Classroom materials and activities are authentic, as they reflect typical real-life situations; language is created by the individual student teachers, frequently through trial and error. Making mistakes is part of the learning process. Second language learners like the Francophone student teachers in TTC learning English as the second official language in Cameroon could be adequately trained by competent English language teacher trainers using scaffolding structures of second language acquisition theory such as modeling, interaction, repetition and linguistics simplifications.

CHAPTER THREE:
RESEARCH METHODOLOGY

This chapter deals with the method and procedure used to collect and analyse the data. It also seeks to define and explain the research design, area of study, population and target population, sample and sampling technique, instrumentation and instrument validation and method of data collection and analysis.

3.1. RESEARCH DESIGN

Kerlinger (1986), describes a research design as a plan, structure and strategy so conceived to have answers to research questions or problems. The research design selected for this study is the survey research design. It permits us to gather the opinions on the teaching competence of English language teacher trainers and the impact it has on the English language proficiency of Francophone student teachers in Teacher Training Colleges. This information is gathered from student teachers, certified practicing primary and nursery school teachers and English language teacher trainers from Teacher Training Colleges in Mfoundi using a questionnaire addressed to the different groups of respondents.

3.2. Area of the study

The research was carried out in Mfoundi Division of the Centre Region of Cameroon. The choice of this area of study was based on the fact that majority of the student teachers are Francophones which could enable us to have authentic and dependable data necessary for the problem under study.

3.3. Population of the Study

Amin (2005) postulates that, population as any set or group of things, including people that are alike in respect to some particular characteristics. Population also defines the limit within which the research findings are applicable. The population for this study consists of all English as second language teacher trainers; all Francophone certified practicing teachers and all the Francophone student teachers.

3.3.1 The target population

The target population refers to the population in which the results of a study will be applied. As far as this study is concerned, the target population consists of all the 1283 Francophone

student- teachers in the examination classes studying from the 35 Teacher Training Colleges in Mfoundi Division of the Centre Region in Cameroon for the 2014/2015 school year. The study also targets the entire 46 English language teacher Trainers in the 35 Teacher Training colleges in Mfoundi.

3.3.2 Accessible population

The accessible population refers the population in which the researcher is able to reach. Our accessible population for this study consists of 50 certified practicing primary and nursery school teachers drawn from the target population 7000 in Mfoundi Division, 24 English language teacher trainers drawn from the population of 46 and 250 final year student teachers drawn from the 1283 student teachers, 04 Teacher Training Colleges drawn from the 35 Teacher Training colleges in Mfoundi Division of the Centre Region in Cameroon.

3.4. SAMPLE AND SAMPLING TECHNIQUE

A sample is a small group of elements drawn through a definite procedure from a specified population. The sample according to Amin (2005), is one that, within the restrictions imposed by size, will reproduce the characteristics of the parent population with the greatest accuracy. The sample population for this study consists of 152 final year Francophone student-teachers and 24 English language Teacher Trainers from the 04 selected Teacher Training colleges in Mfoundi, as well as 40 certified practicing school teachers from the 09 selected primary and nursery schools in Mfoundi Division of the Centre Region of Cameroon.

Table No. 02 showing the distribution of the sample for the student teachers

N0.	School	Number	Sample	Percentage/ sample
1	ENIEGB Yaoundé	96	54	56.25
2	La Gaite	64	35	54.68
3	La Retraite	60	38	63.33
4	Le Tremplin	30	23	76.66
TOTAL		250	152	100

Source: Field work 08/011/2014

The table above shows that 152 student teachers constituted our sample from the assessable population of 250 from the four Teacher Training Colleges in Mfoundi Division of the Centre region of Cameroon. The sample was derived at using the simple random sampling technique.

The sample was found representative because it was selected in line with Morgan (1970), who advocates that, for a population of 250, the sample size should stand at 152.

Table No. 03 showing the distribution of the sample population for the certified practicing primary and nursery school teachers

N0.	School	Population	Sample	Percentage
1	EMA Messa Sic 1	03	03	100
2	EMA Camp Bove	02	02	100
3	EMA Melen A	03	03	100
4	EMA Essos 11a	06	06	100
5	EPA Mvog Betsi 3	07	06	85.71
7	EPA Nlongkak 1a	08	06	75
8	EPA Nkoldongo 2a	08	08	100
9	EPA Nkoldongo 1a	08	06	75
	Total	50	40	80

Source: Field work- 03/11/2014

The table above shows that a sample of 40 practicing primary and nursery school teachers were selected from an accessible population of 50 using the simple random sampling technique. We can say that the sample was representative because it was selected in line with Morgan (1970), who equally advocates that for a population of 50, the sample size should stand at 40.

Table No. 04 showing the distribution of the sample population for the English language teacher trainers

N0.	School	Number	Sample	Percentage
1	ENIEGB Yaoundé	18	18	100
2	La Gaite	02	2	100
3	La Retraite	02	2	100
4	Le Tremplin	02	2	100
	Total	24	24	100

Source: Field Work- 03/11/2014

The table above shows the distribution of our sample of 24 English language teachers from the Teacher Training Colleges operating in Mfoundi Division of the Centre Region of Cameroon. All the 24 teachers in our accessible population were selected to constitute our sample. The sample selected was in line with Morgan (1970), who advocates that for a population of 25, the sample should stand at 24.

3.4.1 Sampling technique

Sampling technique, according to Morgan (1970), cited by Amin (2005), is the process of selecting elements from a population in such a way that the sample elements selected represent the population. The sample size is determined by given population.

The stratified simple random sampling technique was used, whereby all the final year student teachers, certified practicing primary and nursery school teachers in our sample population had equal opportunities to be selected. This technique was also chosen because it is the simplest and easiest probability sampling technique in terms of conceptualisation and application. For the English language teachers trainers, all of them constituted our sample.

3.5. INSTRUMENT USED FOR DATA COLLECTION
The instruments used for the collection of data consisted of 3 different sets of questionnaires addressed to the following respondents: The English language teacher trainers in Teacher Training Colleges, Student teachers from the teachers Training Colleges and certified practicing primary and nursery schools teachers.

3.5.1 Questionnaire to the English language Trainer
The questionnaire comprised closed ended questions intended to collect factual information from teacher trainers on their teaching competence and English language proficiency of student teachers and to investigate on the challenges they face in teaching English as a second language in TTC. The first part of the questionnaire sought to survey the teacher trainers' academic and professional qualification and longevity of service as well as their opinion on the subject under study. The second part sought to investigate information on the relationship between the CBA and English language proficiency, the third part sought to investigate the relationship between the use of the English language textbook and English language proficiency of Francophone student teachers, the fourth part sought to investigate the relationship between the use of micro teaching strategy and English language of Francophone student teachers and the last part consisted of investigating the relationship between the use of classroom assessment techniques and the English language proficiency of Francophone

student teachers. Only teacher trainers who teach English language in Teacher Training colleges were addressed the 24 questionnaires in the Teacher training colleges selected.

3.5.2 The questionnaire to the certified practicing primary and nursery school teachers

The questionnaire also comprised closed ended questions intended to measure the opinions and the degree of satisfaction of certified practicing primary and nursery school teachers with the training they received in TTC as well as their ability to teach English language in the primary and nursery schools and areas of the difficulties related to their trainiing.40 certified practicing primary school teachers who are holders of CAPIEMP certificates and currently teaching in some primary and nursery schools in Mfoundi Division were served the questionnaire for the prime reason that they went through the same training as those undergoing training this school year. The questionnaire was divided into four parts according to our hypotheses.

3.5.3 The questionnaire for the student teachers in TTC

The questionnaire for the student teachers was addressed only to those in the final year classes. The choice of the final year student teachers was inspired by the fact that the syllabus for English language is expected to be completely covered in the final year classes. The questionnaire sought their opinion on the use of the CBA, the use of the textbook, the use of micro teaching strategy and classroom assessment techniques in the teaching of English language.

3.6. Validity of the Questionnaire

Crosswell (2003) postulates that the accuracy of the instrument in measuring what the researcher intends to measure depends on the validity of the instrument. This is because validity is the most important idea to consider when preparing or selecting an instrument to use. The questionnaires for the English language teacher trainers, student teachers and certified practicing primary and nursery school teachers had 25 instruments each divided into six sections. Section A was designed to identify the respondent, section B, designed to identify the subject and sections C, D, E and F were designed according to the four hypotheses to collect data related to the opinions of the respondents on teaching competence and English language proficiency of Francophone student teachers in TTC. The researcher was also concerned with the level of comprehension and proficiency amongst some of the respondents and so the questionnaires were designed and arranged in such a way that the

respondents would be required to do little reading as possible. Face validity, content validity and construct validity were taken into consideration to ensure the reliability and validity of the information to gather.

3.6.1 Face validity

Face validity seeks to establish that the tool is an appropriate tool to find out what is measured.

First of all, the questionnaires were given to colleagues and the supervisor for scrutiny to ensure that language and content were both appropriate and easy to understand. This was done before the questionnaires were distributed to the respondents.

3.6.2 Content Validity

The content validity focuses upon the extent to which the content of the instrument corresponds to the content of the theoretical concept it is designed to measure. The researcher took cognisance of the objectives and hypotheses of the study to validate the content of the instrument-questionnaire. The questionnaires were pretested with some student teachers, English language teacher trainers and certified practicing primary and nursery school teachers who were not part of our sample population to ensure face and content validity. The data was analysed with the assistance of 10 senior colleagues with the assistance of the supervisor and the average index stood at .7.This was an indication that the questionnaires were valid.

3.6.3 Construct validity

Construct validity focuses on the assessment of whether our questionnaires were related to other measures consistent with theoretically derived hypotheses concerning the relationships amongst the concepts. Our questionnaires were guided by our three theories and our conceptual framework.

3.6.4 Reliability instrument

This is the degree of consistency that an instrument actually measures what it is designed to measure. According to Gay (2003), an instrument is reliable if it produces the same results whenever it is repeatedly used to measure a concept from the same respondents even by other researchers. Reliability of our questionnaires was determined by administering a test and retest reliability. The administration of questionnaires to the student teachers, English language teacher trainers as well as the certified practicing school teachers was repeated after

an interval period of two weeks to analyse the reliability of their opinions on the questionnaire. This was done and data from the two sets of questionnaire correlated to determine the coefficient of stability of the opinion of the respondents in the two occasions. The evaluation of the results obtained indicated a stability of 0.9 and 0.85 for English language teacher trainers, o.9 and 0.89 for both the student teachers and certified practicing primary and nursery school teachers. This was an indication that the coefficient of stability was high and that the items were consistent and reliable.

3.7. ADMINISTRATION OF INSTRUMENT

The researcher made a contact visit to the primary and nursery schools on the 03rd of November 2014 and all the 40 questionnaires given out to certified practicing teachers were returned representing a return rate of 100%. This was done using the face to face delivery technique. The questionnaires were always read out by the researcher to the respondents who manifested difficulties in comprehension. The questionnaires were answered by the respondents independently on the spot and given back to the researcher. On the 8th of November 2014 he visited the selected TTCs in Mfoundi Division and out of the 152 questionnaires given out to student teachers, all the 152 were returned representing a return rate of 100%. On the same day, 24 questionnaires were given out to English language teacher trainers in the selected TTCs and all were returned representing a return rate of 100%.

Table No. 05 showing Correspondence between Research Hypotheses, indicators and Questionnaire Items

Research hypotheses	Indictors	Student-teacher's questionnaire	English Teacher trainer's questionnaire	Practicing primary and nursery school teacher's questionnaire
RH1(There is a relationship between the use of the competency based approach in language teaching and the English language Proficiency of Francophone student teachers.	Use of teaching/ learning objectives	7	10	9
	Guided interactive and pair work activities	8	11	10
	Organisation of autonomous practices	9	12	11
	use of remediation	10	13	12
RH2 (The use of prescribed textbooks has a relationship with the English language Proficiency of Francophone student teachers).	Support to the teacher	11	15	13
	Regular use of English language textbooks	12	16	14
	Provision of source of contact to student teachers	13	17	15
	information on how to plan lessons	14	18	16
RH3(There is a relationship between Micro teaching strategy and the English language Proficiency of Francophone student teachers).	Regular organisation of Micro Teaching Lessons	15	20	17
	use of reinforcement strategies	16	21	18
	Use of illustrations and examples	17	22	19
	use of feedback technique	18	23	20
RH4(There is a relationship between classroom assessment techniques and the English language Proficiency of Francophone student teachers).	Assessment of prior knowledge	19	24	21
	Assessment of creative thinking	20	25	22
	Assessment of skills in application	21	26	23
	Assessment of skills in cognitive, affective & psycho motor	22	27	24

Source: Field work (2014).

The table above shows the correspondence between the research hypotheses and the questionnaire items. Each hypothesis has 4 to 5 question items. The first question items in the questionnaire sorts background information of the respondents are not included in the table.

Table No. 06 showing Statistics related to the Administration of questionnaire

Respondents	No of questionnaire administered	No of questionnaire collected	Percentage
Students	152	152	100
English language Teacher Trainer	24	24	100
Certified practicing primary and nursery school teachers	40	40	100
Total	216	216	100

Source: Source: Field work-03/11/2014 and 08/011/2014

The above table shows a summary of the number of questionnaires that was distributed to the respondents and how many were collected. In all, 216 questionnaires were distributed and all the 216 were collected back scoring a return rate of 100%

3.8 METHOD OF DATA ANALYSIS

After administering the three sets of questionnaires to the respondents through direct delivery, the questionnaires were then collected, coded and entered into the Statistical Package for Social sciences template version 20.0. Since the questionnaires were prepared using the Likert scale of 5 variables, during the analyses, the scale was transformed into a dichotomous key to better show the independence between the variables. To do this, we transformed these variables by grouping the questions into the different variables under test to avoid any confusion; that is, competency based approach, micro teaching strategies, classroom assessment technique and the prescribed textbooks against questions concerning the English proficiency and the extraneous variables. When this was done, the variables were transformed into continuous variables, recorded the variables by looking for the mean responses and attributed the different responses using the Statistical Package for Social Sciences (SPSS) version 20.0. We later computed all the variables into composite variables and further transformed them into dichotomous variables before using the chi square test of independence to test of hypotheses. The following statistical tools were used:

-Descriptive statistical index

For descriptive statistical index, the three sets of questionnaires addressed to the student teachers, teacher trainers and practicing primary and nursery school teachers were analysed concurrently. The data was presented in the form of tables to show the characteristics of the sample and the statistical technique used to verify the hypotheses was the chi square

Statistical Package for Social Sciences (SPSS) version 20.0. This statistical package was found the most appropriate because our study was quantitative requiring the use of the questionnaire to collect data from the respondents. The following formula was used:

Finding P-Values using Table

Test Statistic (observed χ^2)	P-value
Look for χ^2 in body of table	given df [(r-1)(c-1)], find probability in table (this might be a range)

Finding Critical Values ($\chi2*$) Using Table

Critical value (χ^{2*})
given df [(r-1)(c-1)] and α, find value of χ^2 in table

Where;

      fo =   observed frequency
      fe =   expected frequency
      $\sum$ =   sum of
      X^2 =   Chi-square

The expected frequency was computed using the formula:

$$\sum = \frac{fr \times fc}{N}$$

Where;

      fr = total frequency of row

      fc = total frequency of column

      N = total number of responses

Which is equal to the number of respondents

After obtaining the calculated value, the degree of freedom is computed to enable the reading of the critical value using the formula:

    Df = (r - 1)   (c - 1)

where;

      r =   total number of rows

c =   total number of columns

3.9. OPERATIONALIZATION OF VARIABLES AND HYPOTHESES OF THE STUDY

According to Feldman (2000), operationalization is the process of translating a hypothesis into specific testable procedures that can be measured and observed in the study. The following variables can be distinguished in this study: the independent and the dependent and the erroneous variables.

3.9.1 Independent Variable

The independent variable according to Feldman (2000), is a variable that is manipulated by the researcher. The independent variable is the one that influences the dependent variable and it is the presumed cause of the variation in the dependent variable. The independent variable for our study is the teaching competence of English language teachers in TTC.

3.9.2 Dependent Variable

Dependent variable according to Feldman (2000), is the variable which receives the effect of independent variable and is also known as the criterion variable. In this study, the dependent variable is the English language proficiency of Francophone student teachers in TTC.

Table N°.7 showing the Recapitulation of Hypotheses, variables, indicators, modalities, scale of measurement and statistical technique

Hypotheses	Independent variables	Indicators	Modalities	Dependent variables	Indicators	Scale of measurement	Statistical technique
RH1 - The use of the competency based approach has a significant relationship with the English language proficiency of Francophone student teachers in TTC.	The use of competency based approach in language teaching	Adequate information on expected competencies	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree	English language proficiency of Francophone student teachers	Unsatisfactory listening, speaking, reading and writing proficiencies.	Nominal scale	% -X2
		-Organization of interactive activities	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree		-inability to speak for varied purposes		
		-Organization of remediation	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree		Imbalance in the mastery content of English language proficiency		
		-The use of feedback	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree		inappropriate use of grammar in spoken language		
RH2- The use of English language text books in the teaching of English has a significant relationship with the English language proficiency of Francophone	The use of textbooks	-Availability of use of textbooks	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree	English language proficiency of Francophone student teachers	-Absence of practical reading proficiency	Nominal scale	% -X2
		-Regular use of the textbook	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree		-incorrectness in the use of vocabulary		

		Satisfactory method of using textbooks	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree		-Absence of practical reading proficiency		
		Impact of textbooks on reading skills	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree		-imbalance in the function of reading skills		
RH3 -The use of micro teaching strategies in the teaching of English language has a significant relationship with the English language proficiency of Francophone student teachers in TTC.	The use of micro teaching strategies	-use of reinforcement strategies	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree	English language proficiency of Francophone student teachers	-inability to speak for varied purposes	Nominal scale	% -X2
		-Use of illustrations with examples	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree		-Unsatisfactory listening, speaking, reading and speaking proficiencies		
		-asking of probing questions	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree		-Unsatisfactory listening, speaking, reading and writing proficiencies		
-RH4 The use of the classroom assessment techniques has a significant relationship with the English language proficiency of	The use of the classroom assessment techniques	-Assessment of prior knowledge	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree	English language proficiency of Francophone student teachers	-Unsatisfactory listening, speaking, reading and writing proficiencies	Nominal scale	% -X2
		Assessment of skills in syntheses and creative thinking	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree		-inability to speak for varied purposes		

Francophone student teachers in TTC.		Assessment of skills in application and expected outcomes	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree		-inability to speak for varied purposes		
.		Assessment of skills in cognitive, affective and socio affective domains	-Strongly agree -Agree -Neutral -Disagree -Strongly disagree		-Poor psychological development and mastery of content of English language proficiency		

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the data collected is presented, analyzed and interpreted. These data was collected and then processed using the Statistical Package for Social Sciences (SPSS) version 20.0 in response to the problems posed in chapter one of this dissertation. Four fundamental goals drove the collection of the data and the subsequent data analyses and interpretation. Those goals were to develop a base of knowledge about teaching competence and the English language proficiency of Francophone student teachers of TTCs as it is perceived and used. The findings presented in this chapter demonstrate the potential for merging theory and practice.

4.1 PRESENTATION OF DATA

Table No. 08 Distribution of sample according to Response

English language proficiency refers to the ability to express oneself in the four language skills

		Frequency	Percent
Valid	Strongly disagree	2	5.0
	Disagree	9	22.5
	Neutral	8	20.0
	Agree	21	52.5
	Total	40	100.0

Source: Field work on 03/11/2014

Figure 01: Distribution of sample according to Response
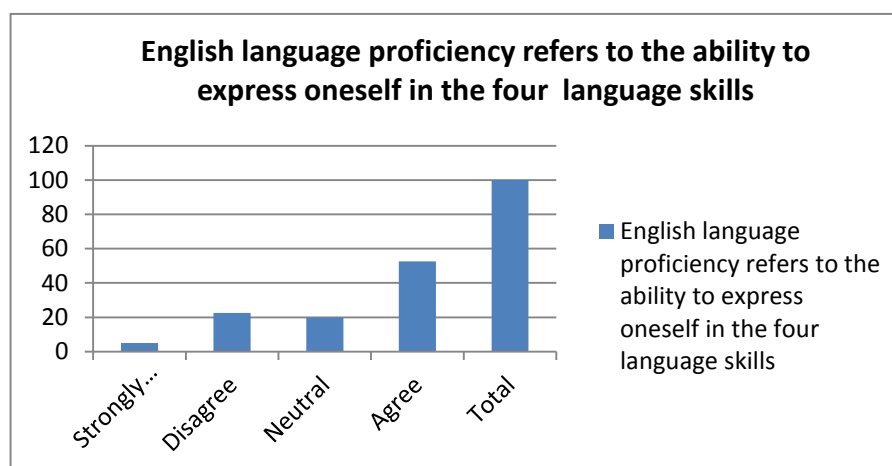
From the table 08 and figure 01 above, 52.5% of the certified practicing primary and nursery school teachers agree that Francophone student teachers need to master the four English language skills in order to be proficient in English language. Through this way, they can be able to teach English language in the primary and nursery schools when they leave the Teacher Training Colleges. Meanwhile, 5% strongly disagree and 22.5% disagree that student teachers do not need to master the four language skills in order to be proficient in the use of English language.

Table No. 09 Distribution of sample according to Response
To use English proficiently is to use it in real life situation

		Frequency	Percent
	Strongly agree	21	52.5
Valid	Agree	17	42.5
	Neutral	2	5
	Total	40	100.0

Source: Field work on 03/11/2014

Figure 02 Distribution of sample according to Response

To use English proficiently is to use it in real life situation
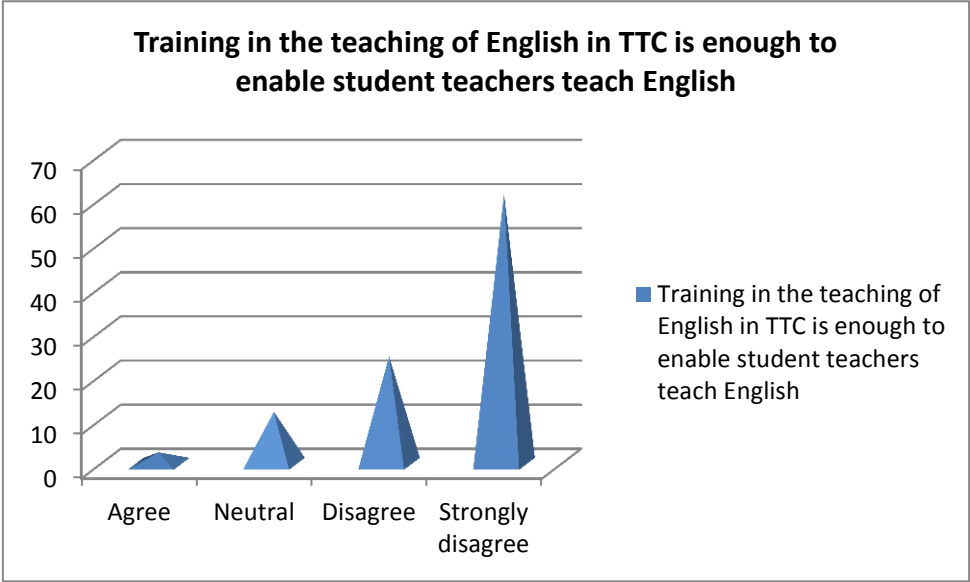
Table 09 and Figure 02 show that 52.5% of the practicing primary and nursery school teachers strongly believe that English proficiency also means being able to use English in real life situations. The table and figure also show that using English language in real life mean English language proficiency.

Table No. 10 Distribution of sample according to Response

The ability to speak and read proficiently is possible through the mastery of the four English language skills

		Frequency	Percent
Valid	Strongly agree	19	47.5
	Agree	18	45.0
	No idea	3	7.5
	Total	40	100.0

Source: Field work on 03/11/2014

Figure 03: Distribution of sample according to Response
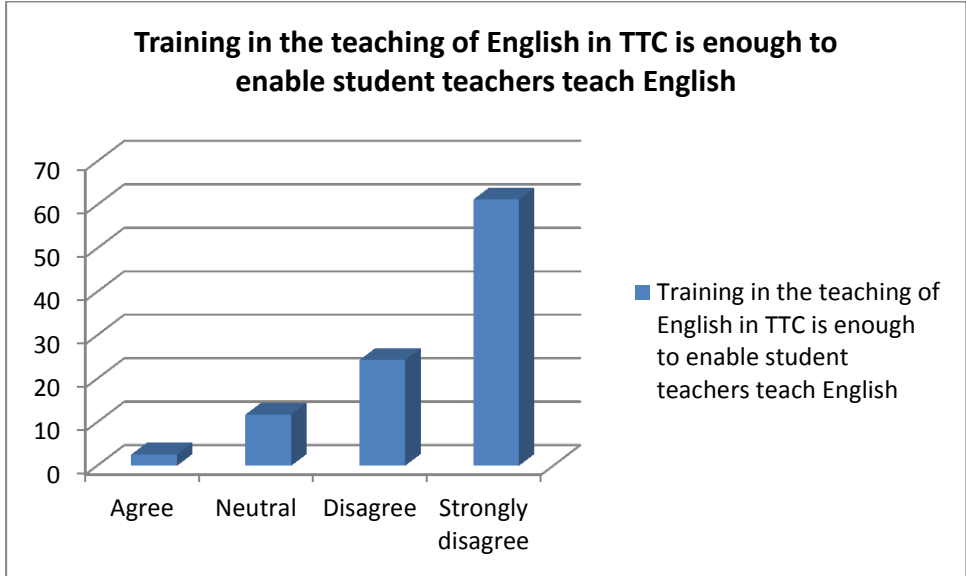
The table 10 and figure 03 above show that 47.5% of the practicing primary and nursery school teachers strongly agree that English language proficiency entails a mastery of the four language skills. Meanwhile 45% of them agree that the mastery of four English language skills is a necessity for English language skills. This could be an indication that they need these skills to be proficient in the use of English language.

Table No. 11 Distribution of sample according to Response

Statistics

Your professional qualification

N	Valid	40
	Missing	0

Your professional qualification

		Frequency	Percent
Valid	CAPIEMP HOLDER	40	100.0

Source: Field work on 03/11/2014

Figure 04 : Distribution of sample according to Response

Your professional qualification

■ CAPIEMP HOLDER

Table 11 and figure 04 above indicate that all the primary and nursery school teachers were CAPIEMP holders who must have been taught English as a second language in TTC and are versed with English language proficiency related challenges.

Table No. 12 -Distribution of sample according to Response on professional qualification of English language trainers

Your Professional qualification

		Frequency	Percent
Valid	DIPEN with degree in English language	5	20.8
	DIPEN with degree on others	15	62.5
	PLEG	2	8.3
	OTHERS	2	8.3
	Total	24	100.0

Source: Field work on 08/11/2014

Figure 05 Distribution of sample according to Responses on professional qualification of teacher trainers

Table 12 and figure 05 above, show that all the teacher trainers are professionally trained. Even though, majority of them are teacher trainers (DIPEN), only 20.8% of them have an academic background related to the epistemology of English language teaching. Even though this does not directly relate to our indicators, it could be associated to some of the difficulties related to the teaching competence of the teacher trainer as an English language teacher.

Table No. 13 Distribution of sample according to Response

How long have you been teaching English as a second language in TTC

		Frequency	Percent
Valid	1-5 years	10	41.7
	6-10 Years	10	41.7
	4.00	4	16.7
	Total	24	100.0

Source: Field work on 08/11/2014

Figure 06 Distribution of sample according to Response
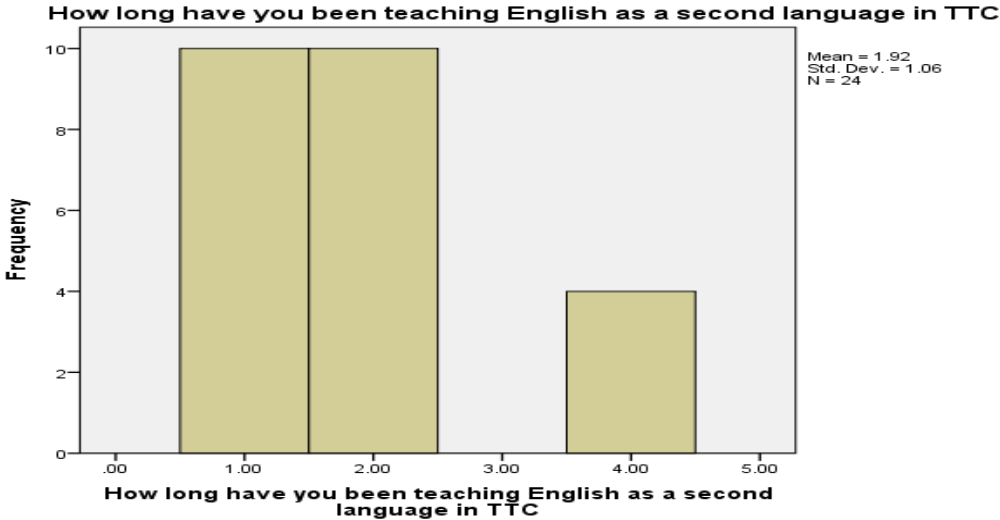
From table 13 and figure 06 above, 41.7% of the English language trainers have been teaching for at least 5 years while 41.7% have also been teaching between 6- 10 years. 4% have been teaching English for more than 10 years. The longevity of the teacher trainers could suggest that they could have taught some of the certified practicing primary and nursery school teachers.

Table No .14 Distribution of sample according to Response on part time teaching of English language teacher trainers

You teach English on part time bases in other teacher training colleges in Mfoundi Division

		Frequency	Percent
	Disagree	2	8.3
	Neutral	1	4.2
Valid	Agree	8	33.3
	Strongly Agree	13	54.2
	Total	24	100.0

Source: Field work on 08/11/2014

Figure 07 Distribution of sample according to Response
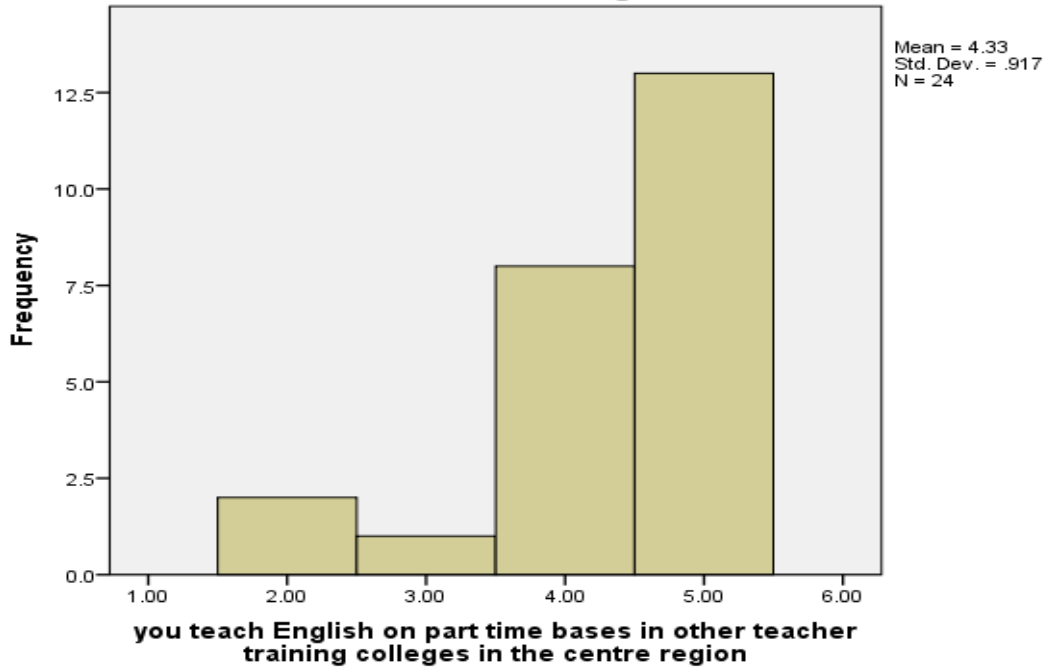
Table 14 and figure 07 above, indicate that the English language teacher trainers teach English language across the majority of TTCs in Mfoundi. 33.3% of the teachers agree that they teach English language in other TTCs whereas, 54.2% strongly agree that they also teach English Language in TTCs in Mfoundi. Only 2% disagree that they do not teach in other TTCs. These statistics are important as the results got from our sample could be generalised to all the other TTCs since majority of English language teachers equally teach English language in other teacher training colleges in Mfoundi Division.

Table 15 Distribution of sample according to Response

Statistics

The official language spoken

N	Valid	152
	Missing	0

Source: Field work on 08/11/2014

Figure 08 Distribution of sample according to Response on the linguistic background of the student teachers

Which of the two official languages do you speak
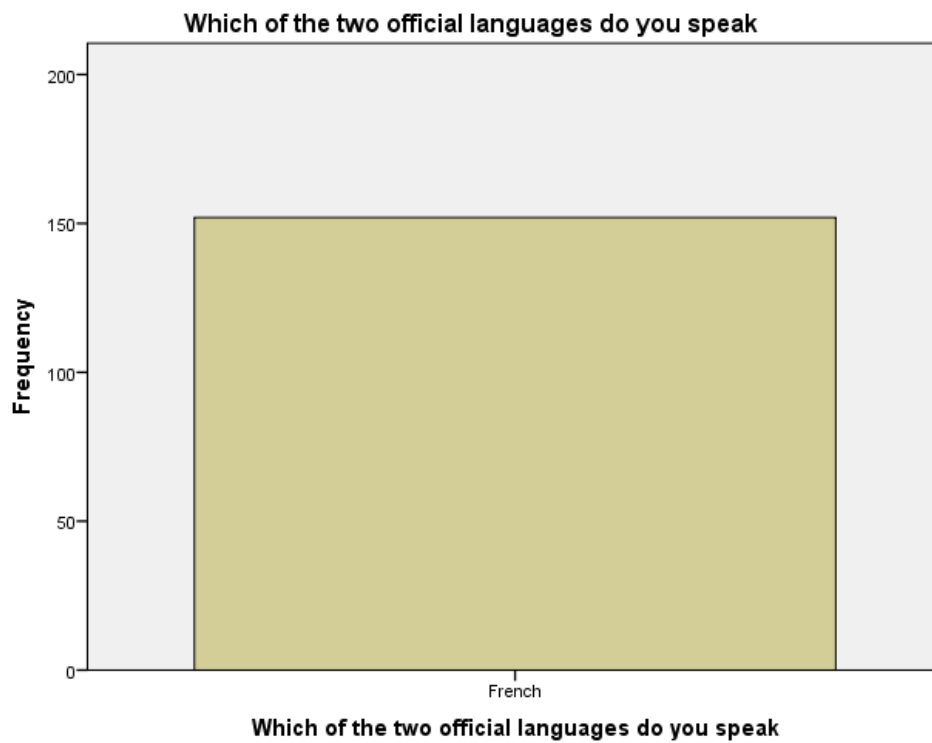
Table 15 and figure 08 above show that, all the 152 student teachers were all Francophones. This is important, because the study seeks to collect data related to the teaching/learning of English as the second official language from Francophone student teachers in TTC.

Table No. 16 Distribution of sample according to Response

Training in the teaching of English in TTC is enough to enable student teachers teach English

		Frequency	Percent
Valid	Agree	4	2.6
	Neutral	18	11.8
	Disagree	37	24.34
	Strongly disagree	93	61.26
	Total	152	100.0

Figure 09:   Training in the teaching of English in TTC is enough to enable student teachers teach English
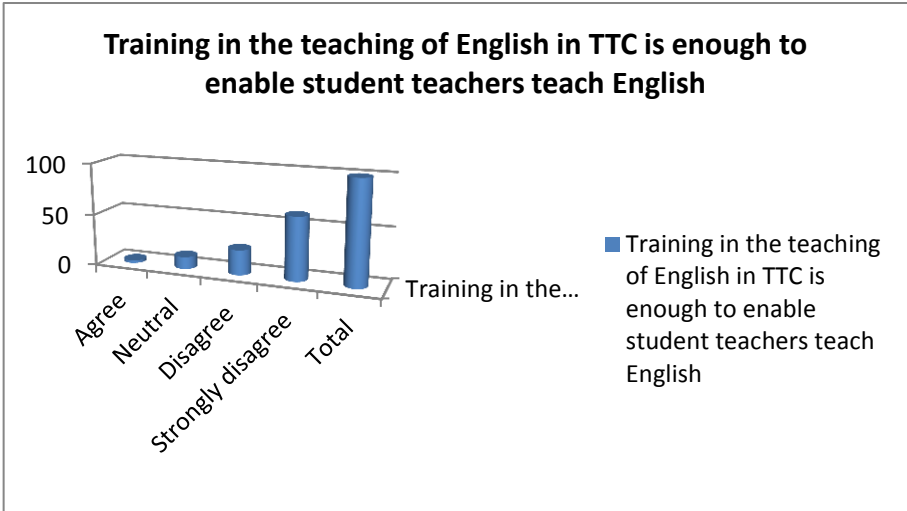
The above table and figure show that, 2.6% of the student teachers believe that their training in TTC is adequate to enable them teach English language in the primary and nursery schools when they graduate from the teacher training colleges. 24.34% of the student teachers disagree that the training on the teaching of English in TTC is enough whereas 61.26% strongly disagree that they are ready in terms of training on the teaching of English language in the Primary and Nursery schools. This could be a reflection of the difficulties certified practicing teachers face in the field even though they had received training on the teaching of English language.

4.2. TESTING OF HYPOTHESES

We used the chi-square which is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis. According to Mendel's laws, there is always a need to know about the "goodness to fit" between the observed and expected frequencies. Are deviations (differences between observed and expected frequencies) results of chance, or were other factors. The chi-square test is always testing what scientists call the null hypothesis, which states that there is no significant difference between the expected and observed results. The steps used in testing the hypotheses are as follows:

Step 1: Stating the null (Ho) and alternative (Ha) hypotheses.

When we examine a relationship from a sample data presented in a two-way table, we want to know if the two variables are independent (no significant relationship) or related in the population. Does the relationship we observe exists by chance or not?
The null hypothesis is denoted as Ho and the alternative hypothesis denoted as Ha.

Four working hypotheses were formulated for this research. These hypotheses included;
1-There is a relationship between the use of the competency based approach in language teaching and the English language Proficiency of Francophone student teachers in TTC.

$H_{O:}$ There is no relationship between the use of the competency based approach in language teaching and the English Proficiency of Francophone student teachers in TTC.

$H_{A:}$ There is a relationship between the use of the competency based approach in language teaching and the English Proficiency of Francophone student teachers of TTC.

2) The use of prescribed textbooks has a relationship with the English Proficiency of Francophone student teachers in TTC.

$H_{O:}$ The use of prescribed textbooks has no relationship on the English Proficiency of Francophone student teachers in TTC.

$H_{A:}$ The use of prescribed textbooks has a relationship with the English Proficiency of Francophone student teachers in TTC.

3) There is a relationship between Micro teaching strategy and the English Proficiency of Francophone student teachers of TTC.

$H_{O:}$ There is no relationship between Micro teaching strategy and the English language proficiency of Francophone student teachers in TTC.

$H_{A:}$ There is a relationship between Micro teaching strategy and the English language proficiency of Francophone student teachers in TTC.

4) There is a relationship between classroom assessment techniques and the English language Proficiency of francophone student teachers in TTC.

$H_{O:}$ There is no relationship between classroom assessment techniques and the English language proficiency of Francophone student teachers in TTC.

Ha: There exists a relationship between classroom assessment techniques and the English language proficiency of Francophone student teachers in TTC.

It is important to note that hypotheses tested using the Chi-square distribution is not two-tailed. X^2 values are always positive because the Chi-square distribution ranges from zero to positive infinity.

Step 2: Computing a test statistic.

The test statistic is calculated using sample data in a two-way table. Two formulae could be used: the first formula is used to calculate the expected frequencies/counts (fe). In the second formula, the X^2 test statistics is used to compare the expected frequency/count (fe) to the frequency/count and the observed (fo) in the two-way table. Fe is calculated for each cell in a two-way table:

Step 3: Make a decision about the null hypothesis (Ho).

In this step, we either reject or accept the Ho. If we reject Ho, then we will conclude that the alternative hypothesis (Ha) has a statistically significant relationship. When Ho is not rejected, we conclude that the null hypothesis does not a statistically significant relationship. There are the two decision rules we follow.

Decision Rule 1-instructions: We look for the p-value and compare it to our significance level (α).

P-values are the probabilities associated with the test statistic (observed χ2) found in step 2 and degrees of freedom. Degrees of freedom [(#rows - 1)(#columns - 1)] and probabilities organize the values of χ2 found in the body of Moore's Table E. This implies that when the P-value (in other words call the asymptote significance) is greater than the alpha (α) at 0.05%, we then reject the Null hypothesis and accept the alternative hypothesis thus stipulating that there is a statistically significant relationship between the variables.

Using Moore's Table and the instructions, it implies that the p-value may fall between two values of χ2. This means that the p-value will fall between two probabilities.

Finding P-Values using Table

Test Statistic (observed χ^2)	P-value
Look for χ^2 in body of table	given df [(r-1)(c-1)], find probability in table (this might be a range)

Decision rule 2: If the range of p-values <α, reject Ho (eg: .01 to .025 < .05). If range of p-values >α, do not reject Ho (eg: .15 to .20 > .05).

Decision Rule 1 instructions: Find a critical value ($\chi2^*$) and compare it to the test statistic. Critical values ($\chi2^*$) are the $\chi2$ scores associated with the level of significance (α) and degrees of freedom.

Finding Critical Values ($\chi2^*$) Using Table

Critical value (χ^{2*})
given df [(r-1)(c-1)] and α, find value of χ^2 in table

Decision rule 2: If test statistic >$\chi2^*$, reject Ho. If test statistic <$\chi2^*$, do not reject Ho.

Each entry in the summation can be referred to as "The observed minus the expected, squared, and divided by the expected." The chi square value for the test as a whole is "The sum of the observed minus the expected, squared, divided by the expected."

Chi Square Test for Independence

The test for independence examines whether the observed pattern between the variables in the table is strong enough to show that the two variables are dependent on each other or not. While the chi square statistic and distribution are used in this test, the test is quite distinct from the test of goodness of fit. The goodness of fit test examines only one variable, while the test of independence is concerned with the relationship between two variables.

Unlike the goodness test of fit , the chi square test of independence is very general, and can be used with variables measured on any type of scale, nominal, ordinal, interval or ratio. The only limitation on the use of this test is that the sample sizes must be sufficiently large to ensure that the expected number of cases in each category is five or more. This rule can be

modified somewhat, but as with all approximations, larger sample sizes are more preferable to smaller sample sizes.

The chi square test for independence is conducted by assuming that there is no relationship between the two variables being examined. The alternative hypothesis is that there is some relationship between the variables. The nature of statistical relationships between variables has to be systematically examined.

Hypothesis one:

The use of the Competency based approach has a relationship with English language Proficiency of Francophone student teachers in TTC.

> $H_{O: The}$ use of the Competency based approach has no relationship with English language Proficiency of Francophone student teachers in TTC.
>
> $H_{A:}$ The use of the Competency based approach has a relationship with English language Proficiency of Francophone student teachers in TTC.

Table No. 17 showing chi square calculated on the use of the CBA and English language Proficiency in relationship to student teachers, practicing teachers and English language trainers.

	Student teachers in TTC	Practicing primary and nursery schools teachers	English language Teacher Trainers in TTC
X_{cal}	5.416	4.845	53.21
P-value	.067	.184	.000
Cramer Value	.188	.402	.844
Phi Value	.188	.402	.844

Significance level is at $\alpha = 0.05$

The table above shows the statistical presentation of data extracted from the SPSS table in appendix 05. The data on this table was extracted from three different targets; the student teachers, the certified Practicing primary and nursery school teachers and Teacher trainers. After performing the chi square, the following information was sorted out knowing that Chi-square is a versatile statistical test used to examine the significance of relationships between two (or more) nominal-level variables. In the case presented in table 17 above, the two nominal-level variables are "Competency based approach" and "English Language proficiency." The research question is whether the competency based approach has an impact on the English Language Proficiency of these different groups.

In cognizance to the fact that hypotheses testing are based on the null hypothesis, it means that the acceptance or rejection is based on the null hypothesis. At a significance level of .05, we shall accept the null hypothesis if the P-value is less than the alpha thus stipulating that there is no statically significant relationship between the variables whereas, for P-values greater than alpha, we reject the null hypothesis and accept the alternative hypothesis that there is a statistically significant relationship between the variables.

Table No. 18. Showing the decision rule on the use of the CBA and English language proficiency in relation to student teachers, practicing teachers and English language trainers.

CBA	Student teachers in TTC	Practicing primary and nursery schools teachers	English language Teacher Trainers in TTC
P-value	.067	.184	.000
Cramer Value	.188	.402	.844
Phi Value	.188	.402	.844
Decision	Ho: Rejected Ha : Accepted	Ho: Rejected Ha : Accepted	Ho: Accepted Ha : Rejected

Significant at α= .05

From table 18 above, the p-value of student teachers as well as that of certified practicing teachers is greater than α at .05 significant levels. This implies that there is a statistically significant relationship between the use of competency based approach and the English proficiency of Francophone teachers at TTC. In others words, the use of the competency based approach will foster increased training, skill building, and improved English proficiency of student teachers in TTC. The more effective and efficient, the approach is used, the more the student teachers will be proficient in the use of English language.

On the other hand, teacher trainers perceived that there is no significant difference between the competency based approach and English Proficiency (p = .000). The same result can also be interpreted to mean that there was no significant difference between competency based approach in terms of lack of adequate knowledge on the use of CBA, group and pair work activities as well as remediation (see questions 7,8,8,9 10 in the questionnaire for teacher trainers). This view can be further strengthened by the fact that student teachers and certified primary and nursery teachers agreed that there is a statistically significant relationship but their Crammer and phi values of .188 and .402 respectively showed a weak association between the use of the competency based approach and English Language proficiency. This

may have just being due to the fact that teacher trainers lay little or no interest of the competency based approach

Hypothesis Two:

The use of prescribed textbooks has a relationship with the English Proficiency of Francophone student teachers of TTC

H_0: The use of English language textbooks has no relationship with the English Proficiency in Francophone student teachers in TTC.

H_a: The use of English language textbooks has a relationship with the English Proficiency of Francophone student teachers in TTC.

Presentation of data from SPSS (see Appendix 10)

Table No. 19 showing chi square calculated on the use of prescribed textbooks and English language Proficiency related to student teachers, practicing teachers and English language trainers.

	Student teachers in TTC	**Practicing primary and nursery schools teachers**	**English language Teacher Trainers in TTC**
X_{cal}	.562	3.3	20.032
P-value	.755	.348	.000
Cramer Value	.06	.332	.746
Phi Value	.06	.332	.746

Significance level is at $\alpha = 0.05$

The table above shows the statistical presentation of data extracted from the SPSS table in appendix 06. The data on this table was extracted from three different targets; the student teachers, the certified Practicing primary and nursery school teachers and Teacher trainers. After performing the Chi square, the following information was sorted out knowing that Chi-square is a versatile statistical test used to examine the significance of relationships between two (or more) nominal-level variables. In the case presented in appendix 6, the two nominal-level variables are "Prescribed course books" and "English proficiency." The research question is whether the use of English language course book(s) has an impact on the English Language Proficiency of these different groups.

Considering the fact that hypothesis testing is based on the null hypothesis, it means that the acceptance or rejection is based on the null hypothesis. At a significance level of .05, we accept the null hypothesis if the P-value is less than the alpha thus stipulating that, there is no statically significant relationship between the variables whereas, for P-values greater than

alpha, we reject the null hypothesis and accept the alternative hypothesis that there is a statistically significant relationship between the variables.

Table No. 20 showing the decision rule on the use of English language textbooks and the English language Proficiency related to the student teachers, practicing teachers and English teacher trainers

CBA	Student teachers in TTC	Practicing primary and nursery schools teachers	English language Teacher Trainers in TTC
P-value	.755	.348	.000
Cramer Value	.06	.332	.746
Phi Value	.06	.332	.746
Decision	Ho: Rejected Ha : Accepted	Ho: Rejected Ha : Accepted	Ho: Accepted Ha : Rejected

Significant at α= .05

From table 20 above, the p-value of student teachers as well as that of certified practicing teachers is greater than α at .05 level of significance. This implies that there is a statistically significant relationship between the use of English language text books and the English language proficiency of Francophone teachers at TTC. In other words, the use of prescribed course books during lessons could greatly enhance the mastering of English language especially by the student teachers to help them improve on their English proficiency.

On the other hand, teacher trainers perceived that there is no significant difference between the English language textbooks and English Language Proficiency of student teachers (p = .000). The same results could be possible because majority of the English language teachers do not use course books regularly during their English language lessons. This could be one of the contributing factors for the poor second language proficiency of Francophone student teachers. The level of the association between the use of prescribed course books and the English proficiency is also demonstrated by the Crammer and phi values from table 19 above. However, one of the key requirements for language proficiency, Fraser (2000) points out is that English language teachers need to use materials to help learners improve on their language skills (listening, reading, writing and speaking). Thus, the lack of frequent use of text books could have been one of the main causes for the poor English language Proficiency of Francophone student teachers in TTC.

Hypothesis Three:

There is a relationship between Micro teaching strategy and the English language Proficiency of Francophone student teachers in TTC.

H_O: There is no relationship between Micro teaching strategy and the English language Proficiency of Francophone student teachers in TTC.

H_a: There is a relationship between Micro teaching strategy and the English language Proficiency of Francophone student teachers in TTC.

Micro teaching strategies

Table No. 21. Showing chi square calculated on the use of Micro teaching strategy and the English language Proficiency related to student teachers, practicing teachers and English teacher trainers

Micro teaching strategy and the English Proficiency	Student teachers in TTC	Practicing primary and nursery schools teachers	English language Teacher Trainers in TTC
X_{cal}	6.844	1.88	6.074
P-value	.472	.598	.415
Cramer Value	.211	.25	.356
Phi Value	.211	.25	.356

Significance level is at α= 0.05

The table above shows the statistical presentation of data extracted from the SPSS table in appendix 07. The data on this table was extracted from three different targets; the student teachers, the certified Practicing primary and nursery school teachers and Teacher trainers. After performing the Chi square, the following information was sorted out knowing that Chi-square is a versatile statistical test used to examine the significance of relationships between two (or more) nominal-level variables. In the case presented in appendix 07, the two nominal-level variables are "Micro teaching strategies" and "English language proficiency." The research question is whether the micro teaching strategy has an impact on the English Proficiency of these different groups.

Since hypotheses testing are based on the null hypothesis, it means that the acceptance or rejection is based on the null hypothesis. At a significance level of .05, we shall accept the null hypothesis if the P-value is less than the alpha thus stipulating that there is no statically significant relationship between the variables whereas, for P-values greater than alpha, we

reject the null hypothesis and accept the alternative hypothesis that there is a statistically significant relationship between the variables.

Table No. 22 showing decision rule on the use of micro teaching strategy and English language proficiency related to student teachers, practicing teachers and English teacher trainers

CBA	Student teachers in TTC	Practicing primary and nursery schools teachers	English language Teacher Trainers in TTC
P-value	.472	.598	.415
Cramer Value	.211	.25	.356
Phi Value	.211	.25	.356
Decision	Ho: Rejected H_a : Accepted	Ho: Rejected H_a : Accepted	Ho: Rejected H_a : Accepted

Significant at α= .05

From table 22 above, the p-value of student teachers, certified practicing teachers as well as that of teacher trainers is greater than α at .05 level of significance. This implies that there is a statistically significant relationship between the use of micro teaching strategy and the English language proficiency of Francophone teachers in TTC.

Hypothesis Four:

There is a relationship between classroom assessment techniques and the English language Proficiency of Francophone student teachers in TTC.

H_O: There is no relationship between classroom assessment techniques and the English language Proficiency of Francophone student teachers in TTC.

H_a: There is a relationship between the classroom assessment technique and the English language Proficiency of Francophone student teachers in TTC.

Table No. 23 showing chi square calculated on the use of classroom assessment techniques and the English language Proficiency related to student teachers, practicing teachers and English teacher trainers

CAT and the English Proficiency	Student teachers in TTC	Practicing primary and nursery schools teachers	English language Teacher Trainers in TTC
X_{cal}	8.109	.037	51.99
P-value	.534	.847	.000
Cramer Value	.629	.35	.88
Phi Value	.629	.35	.88

Significance level is at $\alpha = 0.05$

The table above shows the statistical presentation of data extracted from the SPSS table in appendix 08. The data on this table was extracted from three different targets; the student teachers, the certified Practicing primary and nursery school teachers and Teacher trainers. After performing the Chi square, the following information was sorted out knowing that Chi-square is a versatile statistical test used to examine the significance of relationships between two (or more) nominal-level variables. In the case presented in appendix 08, the two nominal-level variables are "classroom assessment techniques" and "English language proficiency." The research hypothesis is that the classroom assessment technique has an impact on the English Language Proficiency of these different groups.

Basing on the fact that hypothesis testing is based on the null hypothesis, it means that the acceptance or rejection is based on the null hypothesis. At a significance level of .05, we shall accept the null hypothesis if the P-value is less than the alpha thus stipulating that there is no statically significant relationship between the variables whereas, for P-values greater than alpha, we reject the null hypothesis and accept the alternative hypothesis that there is a statistically significant relationship between the variables.

Table No. 24 showing decision rule on the use of classroom assessment techniques and the English language Proficiency related to student teachers, practicing teachers and English teacher trainers

CBA	Student teachers in TTC	Practicing primary and nursery schools teachers	English language Teacher Trainers in TTC
P-value	.534	.847	.000
Cramer Value	.629	.75	.88
Phi Value	.629	.75	.88
Decision	Ho: Rejected Ha : Accepted	Ho: Rejected Ha : Accepted	Ho: Accepted Ha : Rejected

Significant at α= .05

From table 24 above, the p-value of student teachers as well as that of certified practicing teachers is greater than α at .05 level of significance. This implies that there is a statistically significant relationship between the use of classroom assessment techniques and the English Language proficiency of Francophone teachers in TTC. In other words, the fact that Ha was retained for the student teachers as well as the practicing primary and nursery teachers validated their strong believe on the use of classroom assessment techniques to improve on the English language proficiency of Francophone teachers. On the contrary, the Ha was rejected for the teacher trainers to say that they do not believe that the use of classroom assessment techniques could help to improve on the English language proficiency of student teachers in TTC. Of course, this is understood and could also be interpreted to mean that majority of teacher trainers hardly make use of sound classroom assessment techniques during English language lessons.

RECAPITULATIVE TABLES ON DECISION RULE

RH1-Table No. 25. Decision rule on the use of the CBA and English language proficiency

CBA	Student teachers in TTC	Practicing primary and nursery schools teachers	English language Teacher Trainers in TTC
P-value	.067	.184	.000
Cramer Value	.188	.402	.844
Phi Value	.188	.402	.844
Decision	Ho: Rejected Ha : Accepted	Ho: Rejected Ha : Accepted	Ho: Accepted Ha : Rejected

Significant at α= .05

The above table shows that the p-value of student teachers and that of certified practicing primary and nursery school teachers is greater than α at .05 level of significance, an indication that the use of the competency based approach could foster the listening, speaking, reading and writing English proficiencies skills of Francophone student teachers in TTC. On the contrary, English language teacher trainers perceived that, there is no significant difference between the use of the competency based approach and English language proficiency of Francophone student teachers. This implies that, the use of the competency based approach in teaching English language in TTC, according to the English language trainers, does not help to improve on the English language proficiency of Francophone student teachers.

RH2-Table No. 26- the decision rule on the use of English language textbooks and the English language Proficiency

Textbooks	Student teachers in TTC	Practicing primary and nursery schools teachers	English language Teacher Trainers in TTC
P-value	.755	.348	.000
Cramer Value	.06	.332	.746
Phi Value	.06	.332	.746
Decision	Ho: Rejected H_a : Accepted	Ho: Rejected H_a : Accepted	Ho: Accepted H_a : Rejected

Significant at α= .05

From the above table, on the use of English language course books in the teaching of English, it was established that the p-value of student teachers and that of certified practicing primary and nursery school teachers is greater than α at .05 significant levels, an indication that, the use of English language course books in the teaching of English language could greatly enhance the mastery of English language proficiency of Francophone student teachers in TTC. On the other hand, English language teacher trainers perceived that there is no significant difference between the use of English language textbooks and English Language Proficiency of Francophone student teachers. In other words, English language teacher trainers do not believe that the use of English language textbooks could help to improve on the English language proficiency of Francophone student teachers in TTC.

RH3 Table No. 27. Chi square calculated on the use of Micro teaching strategy and the English language Proficiency

Micro teaching	Student teachers in TTC	Practicing primary and nursery schools teachers	English language Teacher Trainers in TTC
P-value	.472	.598	.415
Cramer Value	.211	.25	.356
Phi Value	.211	.25	.356
Decision	Ho: Rejected Ha : Accepted	Ho: Rejected Ha : Accepted	Ho: Rejected Ha : Accepted

From the table, on the use of the Micro teaching strategy in the teaching of English language, it is established that, the p-value of student teachers, certified practicing teachers as well as that of English language teacher trainers was greater than α at .05 significant levels, an indication that, there is a statistically significant positive relationship between the use of micro teaching strategies and the English language proficiency of Francophone teachers at TTC. All the respondents strongly believe that, the use of the micro teaching strategy could greatly improve on the listening, speaking, reading and writing English language skills of the student teachers in TTC,

RH4-Table No. 28- Decision rule on the use of classroom assessment techniques and the English language Proficiency

CAT	Student teachers in TTC	Practicing primary and nursery schools teachers	English language Teacher Trainers in TTC
P-value	.534	.847	.000
Cramer Value	.629	.75	.88
Phi Value	.629	.75	.88
Decision	Ho: Rejected Ha : Accepted	Ho: Rejected Ha : Accepted	Ho: Accepted Ha : Rejected

Significant at α= .05

From the table above, on the use of classroom assessment techniques in the teaching of English language, it is established that, the p-value of student teachers as well as that of certified practicing teachers is greater than α at .05 significant levels, an indication that, the use of classroom assessment techniques during English language lessons could greatly enhance their understanding of English language and thus improve on their English language

proficiency. On the contrary, the alternative hypothesis on data related to the views of English language teacher trainers on the use of classroom techniques and English proficiency of Francophone student teachers was rejected. This is an indication that they do not believe that, the use of classroom assessment techniques could have any positive effects on the English language proficiency of Francophone student teachers in TTC.

<div align="center">**CHAPTER FIVE**</div>

<div align="center">**DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**</div>

In this chapter, focus is on the summary of findings, discussions, conclusions, recommendations and suggestions for further research. Problems encountered are also discussed.

5. SUMMARY OF FINDINGS

Questionnaires were addressed to152 final year Francophone student-teachers, 24 to English language Teacher Trainers from the 04 selected Teacher Training colleges in Mfoundi, and to 40 certified practicing primary and nursery school teachers from the 09 selected primary and nursery schools in Mfoundi Division of the Centre Region of Cameroon. In the first part of this section, the findings of the study related to the background information of the respondents are interpreted and discussed. In the second part, the findings of the study in terms of the working hypotheses are also discussed, making allusions to the theories and views of other authors in the literature review.

This study has as the general objective to: To establish that, the teaching competence of the English language teachers has a relationship with the English language proficiency of the Francophone student teachers in the Teacher Training Colleges.

To be more precise, the following concerns were targeted:

- To verify if the English language proficiency by the Francophone student-teachers in Teacher Training Colleges depends on the use of the competency based approached in language teaching.

- To establish the relationship that exists between the use of English language course books in the teaching of English language and the English language proficiency of Francophone student teachers in TTC.

- To investigate the relationship that exists between the use of micro teaching strategy in the teaching of English language lessons and the English language proficiency of Francophone student teachers in TTC?

- To establish the relationship that exists between the use of classroom assessment techniques in the teaching of English language and the English language proficiency of Francophone student teachers in TTC.

- Analyses of the questionnaire related to the background information of English language teacher trainers (DIPEN), only 20.8% of them indicated that they have a sound academic and professional background grounded in the epistemology of English and English didactics. This could be a major setback on the teaching competence of the teacher trainer as an English language teacher. Judging from these responses, one could say that, very few of the language teachers could effectively impact the much desired proficiencies in the Francophone student teachers to enable them teach English language in the primary and nursery schools. On whether the teacher trainers teach English in other TTCs in Mfoundi, it was evident that over 87% of the English language teachers teach English language in other TTCs in Mfoundi Division. Only 2% of them disagreed that they do not teach English language in other TTCs. These statistics are important, as the results of our study could be generalised to all the other TTCs in Mfoundi Division.

-Analyses of the questionnaire related to the background information of certified practicing primary and nursery school teachers, above 90% of them agree that English language proficiency entails a mastery of the four language skills. This could be an indication that they need these skills to be proficient in the use of English language. In addition to this, it could also suggest that, the inadequacies the certified practicing primary and nursery school teachers face on the field today, could be attributed to the inability of English language trainers in TTCs to provide student-teachers with adequate interactive practical activities on the use of the four English language skills to enable them teach English in the primary and nursery schools. In connection to the difficulties related to their reading and speaking English language skills in particular, 61% of practicing primary and nursery school teachers believe that possible causes of their poor English language proficiency could result from the inadequate provision of opportunities by the language teachers to enable student-teachers practice the reading and speaking skills. To them a teaching approach that could provide them with more opportunities in the use of English language could be used in TTCs.

-Analyses of the questionnaire related to the background information of Francophone student-teachers, over 85% of the student-teachers strongly believe that, their training in TTCs is not adequate to enable them teach English language in the primary and nursery schools when they graduate from the teacher training colleges. This could be a reflection of

the difficulties certified practicing primary and nursery school teachers face in the field even though they had received training on the teaching of English language.

5.1. DISCUSSIONS AND INTERPRETATION OF FINDINGS

The discussions and interpretation of findings will be done in relationship to the four hypotheses and interpretation will be done in relation to previous research and the related theories.

-RH1. The use of the Competency based approach in the teaching of English language has a significant relationship with the English language Proficiency of Francophone student teachers of TTC.

From the analyses of the data, it was established that, the p-value of student teachers as well as that of certified practicing primary and nursery school teachers is greater than α at .05 level of significance. This implies that there is a statistically significant relationship between the use of the competency based approach and the English language proficiency of Francophone teachers in TTC. In others words, the use of the competency based approach could foster the listening, speaking, reading and writing English proficiencies skills of Francophone student teachers in TTC. The more effective and efficient, the Competency Based Approach is used by the English language teachers, the more the English Proficiencies of student teachers and certified primary and Nursery school teachers will improve.

On the other hand, English language teacher trainers perceived that there is no significant difference between the competency based approach and English Proficiency of Francophone student teachers (p = .000). This could also be interpreted to mean that majority of the teacher trainers do not have adequate knowledge on the use of CBA in the teaching of English language. This is possible because majority of the language teachers indicated that they hardly carry out remediation, group and pair work activities during their English language lessons. This could be in line with the views of Nkwetisama (2012), who believes student teachers in TTC are taught English language most of the time through the structural teaching approach to enable students pass written exams and not necessarily to use the language functionally in real life contexts.

Nevertheless, the views of the student-teachers and certified practicing primary and nursery school teachers indicate that, there is a statistically significant relationship between the use of language textbooks, the use of classroom assessment techniques and the use of micro teaching strategy and the English language proficiency of Francophone student teachers in TTC. In

spite of this, their Crammer and phi values of .188 and .402 respectively showed a weak association between the use of competency based approach and their English Language proficiency. The positive effects of the competency based approach in teaching on the English language proficiency of second language learners is in line with communicative competence as introduced by linguists like Hymes (1972), and echoed by Canale and Swain (1980), Krashen (1996), Savignon (1997), Bachman (1999), Rogers and Richard (2006),Darling (2007), and Nkwetisama (2012), amongst others. They strongly believe that the CBA can facilitate communicative competence in the second language learners to the extent that they could be proficient in the four language skills to convey and interpret messages as well as negotiate meaning with other speakers in specific real life situational contexts. In other words, Francophone student teachers taught through the competency based approach in Teacher Training Colleges could easily develop the various English language proficiencies necessary to effectively transmit knowledge to the pupils in the primary and nursery schools when they graduate from the Training Colleges.

RH2-The use of English language course books in the teaching of English language has a significant relationship with the English language Proficiency of Francophone student teachers TTC.

From the analyses of the data, it was established that the p-value of student teachers as well as that of certified practicing teachers is greater than α at .05 significant levels. This implies that there is a statistically significant relationship between the use of English language course books and the English proficiency of Francophone teachers in TTC. In others words, the use of English language text books in the teaching of English language could greatly enhance their understanding of English and thus, improve on their English proficiency.

This view could also suggest that lessons student-teachers receive in the class room are not sufficient. Course books therefore, may constitute a major source of contact, the student teachers could have with English language apart from the input provided by the English teacher in class. As it stands, student-teachers could experience very high practical improvement on their speaking and reading English language proficiencies if course books and other printable materials are used during English language lessons. This is because an English language course book may contain pictures and graphic materials of so many kinds of objects that may be difficult to bring into the classroom. In addition to this, ESL course books

are, indeed, a major necessity for most teachers, because in majority of them, feature an eclectic approach that could facilitate the teaching task of the teacher.

 The fact that,the alternative hypothesis for the student-teachers and certified practicing primary and nursery school teachers are accepted, cements Vygotsky (1962), theory of socio constructivism, cited by Jack (2013), who argues that, all fundamental cognitive skills and patterns of thinking by learners of a second language are not primarily determined by innate factors, but, are the products of the activities practiced in the social institutions of the culture in which the individual grows up. Jack has a point there, as he reechoes Belinga (2009) who insists that, the content of our English language course books for the colleges, should as a matter of necessity, reflect the socio political and anthropological development of events in Cameroon. These views are further endorsed by the 2015 national council for the approval of text books and didactic materials (NCATDM) in MINESEC. As the council puts it, course books are necessary vehicles of putting across pedagogic innovations, content of syllabuses and pedagogic approaches to learners through teaching activities. NCATDM by saying so, could also be advocating that course books should be made compulsory and used in all our colleges to attain the led down objectives of the curricular. The use of English language course books in Teacher Training Colleges could motivate the student teacher instrumentally to acquire and use English language in varied situations. The teacher alone may not be able provide the learners with everything that could help them to attain higher heights in English language proficiency.

However, the fact that, the alternative hypothesis for English language teachers is rejected could be possible given that there are no prescribed English language course books for the teaching of English as a second language in TTC. To the English language teachers, it could be an additional burden to them to cover syllabus.

RH3-There is a relationship between the use of the Micro teaching strategy in the teaching of English language and the English Proficiency of Francophone student teachers in TTCs.

From the statistical analyses, it was established that, the p-value of student-teachers, certified practicing primary and nursery school teachers as well as that of English language teacher trainers is greater than α at .05 significant levels. This implies that there is a statistically significant relationship between the use of micro teaching strategies and the English language proficiency of Francophone teachers at TTC. This is in line with Vygostky's (1978), socio-

constructivism cited by Fernandez (2010), who contends that social interaction plays a fundamental role in the development of cognition since everything in life, is learnt in two ways. Firstly, through interaction with others and then integrated into the individual mental structure. Secondly, that, the potentials for cognitive development is limited to the zone of proximal development (ZDP). Thus, a teacher or more experienced peer is needed to provide the learner with 'scaffolding', collaboration, modelling and discourse necessary for the development of complex skills. Student teachers through the micro teaching technique can gain English language proficiency when they interact with their classmates and the language teacher. Through this process, the Francophone student-teachers could attain their zone of actual development (ZAP) and consequently, English language proficiency necessary for the teaching of English language in the primary and nursery schools.

RH4-There is a significant relationship between the use of classroom assessment techniques and the English proficiency of Francophone student-teachers of TTC.

From the statistical analyses of the data collected from the field, it was established that, the p-value of student-teachers as well as that of certified practicing teachers is greater than α at .05 significant levels. This implies that, there is a statistically significant relationship between the use of classroom assessment techniques and the English Language proficiency of Francophone teachers at TTC. In other words, the use of classroom assessment techniques during lessons could greatly enhance the understanding and use of English language by the student- teachers. This is in line with the goal of Bloom's taxonomy (1958), as cited by Tanyi (2009), who believes that the use of appropriate classroom assessment techniques by teacher trainers could motivate student teachers to build lower their skills into more complex higher order in order to maintain consistency between assessments, content, teaching/learning methods and instructional materials as well as identify weaknesses inherent in these tools. It is also in line with Slavein (2012), who reiterates that classroom assessment techniques can help the student teachers to develop self-assessment, reduce feelings of isolation especially in large classes, increase understanding and the ability to think critically about course content, foster interest on success in the classroom, foster an attitude that values understanding and long term retention and show the teachers interest and care about the success of the student teacher. The classroom assessment techniques can also help to reinforce course related competencies and skills as well as create awareness to the language teacher in terms of teaching methods, class management skills, use of instructional materials amongst other teaching tools.

Meanwhile, the data related to the alternative hypothesis on the use of classroom assessment techniques and English language proficiency of Francophone student-teachers by the English language teacher trainers were rejected. This could be an indication that the English language teachers do not make use of sound classroom assessment techniques to enable trainees use the English language proficiently when they leave the training colleges. This could also explain why graduates from the Teaching Training colleges are unable to teach English language in the nursery and primary schools.

5.2. CONCLUSION

The researcher sets to find out the relationship that exists between the teaching competence of the English language teacher trainers and the English language proficiency of student teachers in TTC. In order to establish this relationship, the study is structured into four working hypotheses as follows:

-The use of the competency based language teaching approach has a significant relationship with the English language proficiency of Francophone student teachers in TTC.
-The use of English language course books in the teaching of English language has a significant relationship with the English language proficiency of Francophone student teachers in TTC.
-The use of prescribed course books in the teaching of English language has a significant relationship with the English proficiency of Francophone student teachers TTC.
-There is a significant relationship between the use of classroom assessment techniques and the English language Proficiency of Francophone student teachers of TTC.

To collect Data, we used the questionnaire to sample the opinions of teacher trainers and Francophone student teachers from TTCs and certified practicing primary and nursery school teachers. The questionnaires were analysed using percentages as well as the chi square statistical test and represented in tables and charts. Following the statistical analyses of the data, it could be deduced that the English language proficiency of Francophone student teachers in TTC could be greatly improved through the use of the competency based approach in language teaching, the use of text books in the teaching of English language, the practice of the micro teaching strategy as well as the use of appropriate classroom assessment techniques during English lessons. The following results were obtained:

RH1-On the use of the Competency based approach in teaching, results show that the p-value of student teachers and that of certified practicing primary and nursery school teachers is

greater than α at .05 level of significance, an indication that the use of the competency based approach could foster the listening, speaking, reading and writing English proficiencies skills of Francophone student teachers in TTC. On the contrary, English language teacher trainers perceived that, there is no significant difference between the use of the competency based approach and English language proficiency of Francophone student teachers. This implies that, the use of the competency based approach in teaching English language in TTC, according to the English language trainers, does not help to improve on the English language proficiency of Francophone student teachers.

RH2-On the use of English language course books in the teaching of English, it was established that the p-value of student teachers and that of certified practicing primary and nursery school teachers is greater than α at .05 significant levels, an indication that, the use of English language text books in the teaching of English language could greatly enhance the mastery of English language proficiency of Francophone student teachers in TTC. On the other hand, English language teacher trainers perceived that there is no significant difference between the use of English language course books and English Language Proficiency of Francophone student teachers. In other words, English language teacher trainers do not believe that the use of English language course books could help to improve on the English language proficiency of Francophone student teachers in TTC.

RH3- On the use of the Micro teaching strategy in the teaching of English language, it was established that, the p-value of student teachers, certified practicing teachers as well as that of English language teacher trainers was greater than α at .05 significant levels, an indication that, there is a statistically significant positive relationship between the use of micro teaching strategies and the English language proficiency of Francophone teachers at TTC. All the respondents strongly believe that, the use of the micro teaching strategy could greatly improve on the listening, speaking, reading and writing English language skills of the student teachers in TTC.

RH4. On the use of classroom assessment techniques in the teaching of English language, it was established that, the p-value of student teachers as well as that of certified practicing teachers is greater than α at .05 significant levels, an indication that, the use of classroom assessment techniques during English language lessons could greatly enhance their understanding of English language and thus improve on their English proficiency. On the contrary, the alternative hypothesis on data related to the views of English language teacher trainers on the use of classroom techniques and English proficiency of Francophone student

teachers was rejected. This is an indication that they do not believe that, the use of classroom assessment techniques could have any positive effects on the English language proficiency of Francophone student teachers in TTC.

5.3. SUGGESTIONS

While acknowledging the efforts and measures already taken by the ministries of Basic and secondary education on the one hand and English language teacher trainers on the other hand, to improve on second language proficiency of Francophone student teachers in the Teacher training colleges in Cameroon, suggestions are still made to all the actors involved in the training of these teachers.

To the English language teachers

- English language teacher trainers in TTC in Cameroon are called upon to use the eclectic approach in language teaching especially the use of the competency-based approach. This can enable Francophone student teachers in TTC study English language within varied situations and contexts relevant to improve on their speaking and reading proficiencies. In other words, the English language teachers should introduce more speaking tasks and practice in different situations which are similar to those that could occur in real-life during language lessons. This could help them develop language and problem-solving abilities so as to teach in the primary and nursery schools upon graduation from TTC.

- The English language teacher trainers in TTC should use both the structural and functional teaching approach in the language teaching of English language to Francophone student-teachers to help them improve on the use of the four English language skills.

- English language trainers should also carry out adequate pair and group work activities during language lessons to enable Francophone student teachers have maximum opportunities to practice the English language skills

- They should also analyse the performance of Francophone student teachers on constant bases so as to identify possible difficulties in order to help them develop the expected competencies.

- English language trainers are also expected to make maximum use of English language course books during English language lessons in order to provide Francophone student teachers with the much needed plethora of ideas on methodology to improve on their academic, professional and linguistics proficiencies.

- English language teachers in TTC are advised to use English language course books wisely by selecting appropriate materials from the course books to meet up with students' need as well as supplement the materials in the course books with additional materials if necessary.

- English language teachers with limited teaching experience can use the course book together with the teacher's manual as a medium of initial teacher training.

- English language teachers in TTC are encouraged to make use of the micro teaching technique to enhance and develop communication, problem solving, reflective and critical thinking skills in the Francophone student teachers.

- English language teachers in TTC are encouraged to make use of the Micro teaching technique as a focused instrument to help Francophone student teachers practice essential teaching skills safely and effectively.

- English language teachers in TTC are also advised to make use of the classroom assessment techniques to determine what Francophone student teachers have learnt and what is unclear in order to tailor teaching to meet up with their learning needs.

- Language teachers are expected to use classroom assessment techniques to help Francophone student teachers acquire the much needed English language proficiency to be able to teach in the primary and nursery schools when they leave the training centres.

- English language teachers in TTC should align learning outcomes with methodology during language classes to develop the teaching competence of the Francophone student teachers.

- English language teachers in TTC are also expected to use various types of CAT to identify strengths and weaknesses in the various methods use in teaching English as a second language in order to take care of learners' interest.

To the school administrators

- The school administrators are advised to understand that the practice of certain teaching approaches like the CBTA can hardly be very effective in overcrowded classes. There is need to check and control enrolment of students in every class.

To the pedagogic inspectors

- Pedagogic inspectors should organise as many seminars as possible to keep English teachers in the TTCs abreast with changes in methodology of teaching English as a second language.

To the Policy makers

The policy on the training of English language teachers in the Higher Teacher colleges in Cameroon should be revisited. The department of didactics of English should be reopened in ENS to recruit and train holders of First degree in English language and or Bilingual degree. These products will be well grounded in the epistemological foundations of English language and English Didactics.

The policy makers through this work can initiate the building of more classrooms to check over crowdedness in some of our classes.

5.4. LIMITATIONS OF THE STUDY

In carrying out a research of this nature, it is normal that the researcher encounters some difficulties in collecting data in the different institutions.

-Many English language teacher trainers in the TTCs visited by the researcher, were reluctant to objectively respond to the questionnaire. Even those who completely filled in the questionnaire had a lukewarm attitude in returning them.

Available literature on the teaching of English as second language in TTC was scarce to come by. The few books found did not provide adequate literature on the teaching of English to Francophone student teachers in Cameroon.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

- An experimental study could be carried out on the teaching competence of English language teachers and the second language speaking proficiency of Francophone students in TTC.

- A study could be carried out on the duration of internship in TTC and the effect on the practical abilities of graduates from TTCs in Cameroon.

- Another study could be carried out on the quality of internship carried in the primary and nursery schools and the impact on the performance of graduates from TTCs in Cameroon.

- In addition, another study could be carried out on the entry qualification of student teachers into TTC and the effect on their speaking skills.

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APPENDICES
Appendix 01
Syllabus for English as a Second Language for the Francophone Student-teachers in Teacher Training Colleges in Cameroon

SUBJECT: Bilingual Training – 'Anglais' (English Language to francophones) **LEVEL**: BACCALAUREAT	**WEEKLY TIME ALLOCATION**: 02 hours **ANNUAL TIME ALLOCATION**: 44 hours

TARGETED COMPETENCE: C 21

TERMINAL COMPETENCE: By the end of the Teacher- Training course, the Student- Teacher should be able to communicate fluently and intelligibly in real- life and problem- solving situations using their second official language (English).

COMPETENCES	BASIC PROFESSIONAL COMPETENCES	TOPICS/ MODULES	RESOURCES
C 21: Being able to use the oral and written official language (English) to express oneself and as a working language in daily communication	Using language to assert oneself as a responsible member of the nuclear and extended family and to fulfill the rights, duties and obligations of the child.	**1.FAMILY AND SOCIAL LIFE** • **At Home** • **Parentchild relationship**	**Knowledge:** **A. *Speech work*:** Letters of the alphabet - Sound discrimination drills e.g. minimal pairs: **monophthongs**: /æ/ vs. /a:/, /i/ vs. /i:/, /u/ vs. /u:/, /n/ vs. /ŋ/ - Pronunciation of '- ion' words e.g. 'revision', 'examination'; but 'Television' - The schwa: /ə/ and /ə:/ **B. Grammar**: • Articles: definite and indefinite • Nouns: Common and proper nouns; Countable and uncountable nouns • Simple present vs. present continuous tenses • Use of adjectives • Adverbs of time, place, purpose, frequency (definite and indefinite) and others like firstly, secondly, finally, often, always, seldom, regularly, rarely, occasionally, etc. • Prepositions: time, place, direction or movement, etc. • Simple past tense • Collocations • Modals: can, could, should, must, will, would, may, might, must, ought to / ought not to, need(n't), don't have to, etc. • Expressing purpose/result, possibility, obligation, etc. • Present and past continuous tenses **C. Vocabulary**: ▪ Family members ▪ Gender ▪ Parts of a home ▪ Occupations ▪ People's moods ▪ Meals ▪ Hobbies • Home chores • Parts of the home • Compound adjectives

COMPETENCES	BASIC PROFESSIONAL COMPETENCES	TOPICS/ MODULES	RESOURCES
			Adjectives describing character **Skills:** • Carrying out actions in response to verbal (aural/oral) stimuli • Initiating a conversation and /or responding orally • Making use of written language and signs (through reading) • Producing written language **Attitudinal know- how:** The learner will be - sociable - humble - honest - cooperative - answerable - respectful - God- fearing - responsible - self- confident - obedient to parents and teachers **Suggested activities:** - Methods and techniques for teaching essential knowledge must be highly participatory, real- life connected and 'hands on' (learning by doing). - Student- student interaction is highly recommended with a minimum level of 75% student talk. - Pair or group work - Brainstorming - Make extensive uses of dialogue and role- play here. - Use of song lyrics and poems - Language games **Material:** - Pictures - Cartoons - Flash cards - Recorded texts - Audios/Videos - Face of the clock - Drawings - Cuttings - Recorded conversations - Realia - The dictionary (for looking up pronunciation and meanings of words) **Human:** • Peers • Teachers • Family and community members

COMPETENCES	BASIC PROFESSIONAL COMPETENCES	TOPICS/ MODULES	RESOURCES
	- Using language to assert oneself as a responsible member of the school community. - Using language to assert oneself as a member of a larger community.	**2.FAMILY AND SOCIAL LIFE** ● **At School** ● **Community Life** ● **Relationships among the Young**	**Knowledge:** **A. Speech work**: ▪ The letters 'sh' and 'ch' represented by /ʃ/ and /tʃ/ ▪ Silent letters: "h", "t", and "gh" ▪ Stress on the first syllable ▪ **Diphthongs** e.g. /ai/, /au/, /ɔi/, /iə/, /ɛə/ ▪ Stress on the second syllable ▪ 'ch' as /k/ and /tʃ/ ▪ Silent 'b' and 'l' ● Word stress and intonation (sentence) ● Pronounce the last letter in a word e.g. '- s' **B. Grammar**: - The use (or not) of articles: a/an, the; one, some, etc. - Demonstratives: this/that; these/those - Going to (expressing future actions/predicting future outcomes) - Singular and plural forms of nouns - Compound nouns and their plurals - Simple past of regular/irregular verbs - Let's/Let's not + bare infinitive - Should/ought to (for moral obligation) - Adjuncts: either (of)/neither (of)/; either ... or, neither…nor; while; for; only; also; never; ever - Most (of)/none (of) - The simple future - The present perfect - Participles: *- s, - ed, - t, - d, - ing, - en, - n* - Each/each other/one another - Direct and indirect (reported) speeches - Clauses: e.g. defining and non- defining - Adverbs: from, since, ago, afterwards, etc; comparative and superlative adverb forms - Prepositions and prepositional phrases - Use of negation: hardly, scarcely, seldom, never, neither nor - Conjunctions (coordinating and subordinating): although, in spite of, however, nevertheless, since, for, yet, and, etc. - Use of conditionals **C. Vocabulary**: ▪ The periods of the day ▪ School authorities (titles) ▪ Cardinal and ordinal numbers ▪ Classroom actions ▪ School subjects ▪ Classroom tips ▪ School life ▪ School objects ▪ Club activities ▪ Community titles

COMPETENCES	BASIC PROFESSIONAL COMPETENCES	TOPICS/ MODULES	RESOURCES
			Public places ▪ People's characters ▪ Types of economic activities ▪ Community hobbies ▪ Word formation: - compounding - affixation (prefixes "- un"/ "- in" + adjective and suffixes) ▪ Types of children's games ▪ Word gender ▪ Etc. **Skills:** • Carrying out actions in response to verbal (aural/oral) stimuli • Initiating a conversation and /or responding orally • Making use of written language and signs (through reading) • Producing written language **Attitudinal know- how:** Enable learners to be: - sociable - obedient - honest - hard- working - cooperative - polite - patriotic - cordial - altruistic - generous Learners develop: • respect for others • respect for public property • awareness and communicate on their rights and duties. **Suggested activities:** - Methods and techniques for teaching essential knowledge must be highly participatory, real- life connected, 'hands on' and learner- centred. E.g. - Touching - Pointing - Naming - Sound practice - Vocab drills - Vocab games, - Grammar drills, - Dialogue, - Role- play, - Use of song lyrics and poems - etc.

COMPETENCES	BASIC PROFESSIONAL COMPETENCES	TOPICS/ MODULES	RESOURCES
			Material: - Pictures - Cartoons - Flash cards - Recorded texts - Audios/Videos - Face of the clock - Recorded conversations - The dictionary (for looking up pronunciation and meanings of words) **Human:** • Peers • Teachers • Family and community members
	- Using language to express things in our vital space, attend to our natural environment, basic health, well- being, responsible food consumption and safety needs. - Using language in sports and hobbies for a healthy lifestyle, leisure and competitiveness.	**3. ENVIRONMENT, HEALTH, WELFARE AND SAFETY** • **Enjoying the Wonders of Nature/ Leisure** • **Interacting with our Vital Space** • **Satisfying Sporting and Health Needs** • **Dealing with Health and Safety Issues**	**Knowledge:** **A. Speech work** ▪ Word class change due to stress e.g. exPORT(V) vs. EXport(N) ▪ Stress on the third syllable ▪ Rising/falling intonations ▪ 'chewed in' segments and syllables ▪ Cadences in speech ▪ Letters of the alphabet ▪ Sound discrimination drills e.g. minimal pairs: /ɔ/ vs. /ɔ:/, /ɛ/ vs. /ei/, /ə/ vs. /ð/ ▪ Homophones ▪ Word junction ▪ Liaison **B. Grammar:** ✓ Phrases: Used to/didn't use to DO ✓ To be used to DOING/ ✓ To be used to something ✓ To be ABOUT TO DO something ✓ Verbs: e.g. Verb + gerund (- ing), infinitive, etc. ✓ Modes/Mood (indicative, imperative, subjunctive) ✓ Tag questions ✓ Zero and first conditionals with "if" ✓ Relative pronouns: Who, whom, whose, which, that ✓ Direct/indirect speeches and bare infinitives ✓ "Might"/"could" for guessing ✓ Gerunds and '- ing' noun forms ✓ Ellipses ✓ 'Must' + deductions ✓ The second conditional ✓ Personal pronouns ✓ Possessive pronouns and adjectives ✓ Demonstrative pronouns and adjectives ✓ Reflexive pronouns: herself, himself, themselves, etc. ✓ Compound nouns and their plural

COMPETENCES	BASIC PROFESSIONAL COMPETENCES	TOPICS/ MODULES	RESOURCES
			Simple past of regular and irregular verbs ✓ How much/how many ✓ Comparison of adjectives (regular) ✓ Already/not yet ✓ Still/again ✓ Phrasal verbs: put out, take off, switch off/on, etc. ✓ Irregular comparatives and superlatives (adjectives and adverbs) ✓ Exclamations ✓ Use of punctuations ✓ Use of the active and passive voices ✓ Forms of obligation or not **C. Vocabulary:** ▪ Names of natural sites ▪ Types of animals, birds, fishes, trees ▪ Natural resources (surface and sub- soil) ▪ Means of travelling (air, sea, land) ▪ Foodstuff ▪ Spelling drills ▪ Colours ▪ Shapes ▪ Sizes ▪ Calculation symbols ▪ Numbers (cardinal/ordinal) ▪ Fractions ▪ Decimals ▪ Endemic and epidemic diseases ▪ Different health conditions ▪ Insects/animals/birds that can affect our health ▪ Contents of a First Aid kit ▪ Types of pollution ▪ Medical instruments ▪ Disaster types ▪ Compound nouns ▪ Identifying common sports equipment ▪ Different positions of players in the team (football, basketball, volleyball, etc) ▪ Match officials ▪ Synonyms and antonyms **Skills:** ● Carrying out actions in response to aural/oral environmental stimuli ● Initiating a conversation and /or responding orally to environmental issues ● Making use of (reading) texts related to environmental, health and safety issues ● Producing written language on environmental, health and safety issues

COMPETENCES	BASIC PROFESSIONAL COMPETENCES	TOPICS/ MODULES	RESOURCES
			Attitudinal know- how: Enable the learner to be: - arty - sensitive to beauty and aesthetics - clean - caring - accurate - knowledgeable, confident and prudent on health and safety matters. Enable the learner to (i) develop enthusiasm, competitiveness and tolerance. (ii) develop patriotism and team spirit. **Suggested activities:** - Methods and techniques for teaching essential knowledge must be highly participatory, real- life- based and 'hands on' (learning by doing). - Student- student interaction is highly recommended with a minimum level of 75% student talk. - Simulate a Doctor vs. a Patient dialogue - Debates - Speech- making - Use of song lyrics and poems - Language games **Material:** - Pictures - Cartoons - Flash cards - Recorded texts - Audios/Videos - Face of the clock - Recorded conversations - The dictionary (for looking up pronunciation and meanings of words) **Human:** ● Peers ● Teachers ● Family and community members
	Using language to make informed choices on the consumption of goods and services (buying and selling) and to explore jobs and professions.	**4. ECONOMIC LIFE AND OCCUPA TIONS** ● **Satisfying Economic Needs** ● **Exploring Classical Professions**	**Knowledge:** **A. Speech work**: - Treat **triphthongs** like /aiə/, /ɔiə/, /auə/ - Pronunciation of past tense inflections: '- ed' and '- ded' or '- ted'. - /s/ or /z/ plural inflections **B. Grammar**: ● Can/may (permission) ● Can/could (possibility) ● Let me + bare infinitive please / could you (or) can you… (polite suggestions) ● Singular and plural forms of nouns ● Countable and uncountable nouns

COMPETENCES	BASIC PROFESSIONAL COMPETENCES	TOPICS / MODULES	RESOURCES
			✓ Determiners and quantifiers: some (of), any (of), much, all (of), both (of), no, none (of), few, a few (of), little, a little (of), each, every, etc. • Adjectives as nouns • "So do/did I", "Neither does/did he/she", etc **C. Vocabulary**: • Partitive articles e.g. a bunch of …, a cup of … • Phrasal verbs with "go" • Types of currencies • Types of departments in a supermarket • Identifies small trades • Trades and commercial transactions • Professions and professionals • Language of adverts and hoardings **Skills:** • Carrying out actions in response to verbal or non-verbal commercial/professional stimuli • Communicating orally in commercial/professional transactions • Making use of written commercial/professional language • Producing written commercial/professional language **Attitudinal know- how:** - self- confidence in language use when involved in basic commercial/professional transactions, - interest in business. - preferences **Suggested activities:** - Methods and techniques for teaching essential knowledge must be highly participatory, situational and 'hands on' (learning by doing). - Student- student interaction is highly recommended with a minimum level of 75% student talk. - Dialogues are privileged here - Use of song lyrics and poems - Language games **Material:** - Pictures - Cartoons - Recorded conversations - Audios/Videos - Banknotes and coins - Telephone - Telephone directory - The dictionary (for looking up pronunciation) **Human:** • Peers • Teachers • Family and community members

COMPETENCES	BASIC PROFESSIONAL COMPETENCES	TOPICS / MODULES	RESOURCES
	Using language to fulfill civic and human rights duties and ethos: (the love of country; the respect for human diversity, gender issues and work ethics).	**5. CITIZENSHIP, VALUES, HUMAN RIGHTS AND GENDER** • **Patriotism** • **The Respect for Human and Ethical Values**	**Knowledge:** **A. Speech work**: - use of the definite and indefinite article in isolation and in connected speech - Impromptu speech practice and delivery **B. Grammar**: Conjunction: Coordination, subordination and correlation • Review all parts of speech (nouns, tenses, articles, prepositions, pronouns, adverbs, etc) • Use of idioms and proverbs • Identify and use phrasal verbs **C. Vocabulary**: ▪ Register of values e.g. racism, inequality, gender, democracy, local and international justice systems, etc ▪ Good practices ▪ Areas of corruption ▪ Names of state institutions ▪ Examples of state property **Skills:** • Carrying out actions in response to aural/oral stimuli on the related topic • Initiating a conversation and /or responding orally on the related topic • Making use of written language on the related topic • Producing written language on the related topic **Attitudinal know- how:** The learner will be knowledgeable, confident and unbiased on issues of patriotism/democracy/diligence/work ethos/tolerance/gender, etc **Suggested activities:** - Methods and techniques must be highly participatory, situational and 'hands on' (learning by doing). - Student- student interaction is highly recommended with a minimum level of 75% student talk. - Use the technique of public address - Use of song lyrics and poems - Language games **Material:** - Pictures - Cartoons - Recorded conversations - passages/extracts from the net - Audios/Videos - Photographs - Banners and hoardings - The dictionary (for looking up pronunciation) **Human:** • Peers • Teachers • Family and community members

COMPETENCES	BASIC PROFESSIONAL COMPETENCES	TOPICS / MODULES	RESOURCES
	Using language to explore the audiovisual and print media, and to keep abreast of modern Science and Technology.	**6. COMMUNICATION, THE MEDIA, SCIENCE AND TECHNOLOGY** • **Communication** • **Information Technology and Inventions**	**Knowledge:** **A. Speech work**: - Appropriate uses of the schwa - 'the' followed by a vowel/consonant sound. - Strong and weak forms. **B. Grammar**: ▪ Used for + Verb + - ing ▪ "How" questions ▪ Present/past perfect tenses ▪ Expressing preference **C. Vocabulary**: ▪ Things in the workshop ▪ Audio- visual and print media terms ▪ Technology for children ▪ Dangerous tools in the home ▪ Parts of a computer ▪ Computer terminology ▪ Names of machines and gadgets ▪ Measurements of distances, weights, time, etc. **Skills:** • Carrying out actions in response to aural/oral communication and technological stimuli • Initiating a conversation and /or responding orally to communication and technological issues • Making use of written language on communication and technological issues • Producing written language on communication and technological issues **Attitudinal know- how:** The learner: • is ready to consume and share information. • develops interest in Science and Technology. • is ready to learn. **Suggested activities:** - Methods and techniques for teaching essential knowledge must be highly participatory, situational and 'hands on' (learning by doing). - Student- student interaction is highly recommended with a minimum level of 75% student talk - Use of song lyrics and poems. - Language games **Material:** - Pictures - Photographs - Drawings - Gadgets - Cartoons - Recorded conversations

Syllabus for English Didactics for the Francophone Student- teachers in Teacher Training Colleges in Cameroon

DISCIPLINE : DIDACTIQUE D ANGLAIS	HORAIRE HEBDOMADAIRE : 2H
NIVEAU : BAC	HORAIRE ANNUEL : 44 h

Targeted Competences: C11, C12, C13, C33, C42
Terminal Competences: At the end of the training, the student teacher should be able to prepare and carry
out teaching/learning activities of Anglais in nursery and primary school.

COMPETENCES	BASIC PROFESSIONAL COMPETENCES	TOPICS / MODULES	RESOURCES
C11 –Plan and facilitate learning/teaching activities C33 –Sensitize and accompany the education community in the domain of environmental protection	Solve problem situations involving the importance of didactics of Anglais and its teaching domains in the primary school	General notions in the teaching of Anglais	**Knowledge :** - Definition of concepts: - Language, Official language, Second Language, Didactics of Anglais, method and methodology - Importance of Anglais in the nursery and primary school - Objectives of teaching Anglais in the nursery and primary school by level
			Skills: - Define these concepts, use and establish a link between them; - State the importance of Anglais in the primary school; - State clearly the objectives of teaching Anglais by level.
			Suggested Activities: Documentary research and Analysis to show the contribution of this didactic to the behavior of the future teacher.
			Know- how : - Being available and open to research
		The domains of teaching the second language (Anglais)	**Knowledge** : - Preliminary notions: written language, oral language. - General notions on the teaching of oral language and written language in the nursery and primary school.
			Skills : - Distinguish the two major domains of teaching a language: oral language and written language; - State the General notions on the two major domains of teaching a language;

			- Identify the different context of using acquired competences in the course of teaching the two major domains by the learners.
			Suggested Activities: - Identification, classification and exploitation of texts and sound and graphic documents; - Identification of inter- speaker roles in a conversation or reading of a text.
C12- Organise class work according to various situations adapted to learners			**Know- how**: Have a critical spirit, open- minded, informed and respects for nature.
	Easily prepare and present an Anglais lesson according to the CBA from a drawn up lesson note	Methods, techniques, procedure and lesson notes	**Knowledge**: - Methods, techniques, procedure of teaching oral language in Anglais in the nursery and primary school; - Methods, techniques, procedure of teaching written language in Anglais in the nursery and primary school; - Drawing up lesson notes following various themes in the syllabuses - Criticise lesson notes.
			Skills : - Present appropriate methods, techniques and procedures in the teaching Oral language in Anglais in the nursery and primary school; - Use methods, techniques and procedures of teaching in drawing up lesson notes for oral language activities in Anglais in the Nursery and primary school; - Present various oral language activities of Anglais in the nursery and primary school while respecting the appropriate methodology; - Organise with student teachers individually or in groups, simulation sessions of presenting a lesson and criticise.
			Suggested activities : - Drawing up lesson notes - Exploitation of written document and graphic documents (photographs, reproduction of works of arts) - Dramatizations - Documentary research Simulations - Case study.
C13- Produce and use appropriate monitoring/ supervision, evaluation and			**Knowledge** - The types of evaluation applicable to the teaching of Anglais ; - Minimum, perfect criteria and marking guide in Anglais;

remedial education mechanism			- Strategies of remediation in Anglais.
C42- Amend educational practices taking into account changes and innovations	Evaluate Anglais lessons according to the exigencies of the CBA	Evaluation In didactics of Anglais	**Skills :** - Set evaluation questions integrating several objectives - Draw up marking guides - Set completeand well structured questions in Anglais for sequential evaluations - Construct and put in place an appropriate remediation strategy in the context of the class - Identify the difficulties of students and remediate them - Do auto- evaluation.
			Suggested activities - Proposition of a list of question or items in Anglais - Drawing up of follow up forms and the evaluation of current projects - Integration of objectives of Anglais in solving daily life problems - Drawing up auto- evaluation forms corresponding to methodological exigencies of teaching Anglais.

Appendix 02

A proposed Lesson Plan for TTC using the Competency Based Approach
Didactic situation: you are required to teach a lesson on methodology in English didactics

Stages	Intermediary pedagogic objectives	Resources	Teacher's activities	Learner's activities	Didactic materials	Evaluation	Duration
1.Beginning of the lesson (Arouse attention Recall previous Knowledge)	-To arouse attention	Songs/movements/ gesture	Arouses the attention of the student using either a song or rhyme	Follow instructions	didactic situation	Appreciation of the answers by the teacher and the students	
Recall previous knowledge	To carry out functional revision	Notes of previous lesson		Do assigned exercises			
Didactic situation	To develop ideas on the problem situation.	See syllabus	Presents the teachable unit	Carry out the assigned tasked			
State Lesson objectives	To discover the objective of the lesson	Notes/ Documents on- Exercises/ activities	Presents the reference from the syllabus States the lesson objectives	Listens attentively			

2. Lesson presentation -Modeling (presentation of the problem-solving situation)	To clearly restate the problem	Sample of lesson notes	-Presents the problem-solving situation through statements, drawings, questions, actions, mimes, etc. -Ensures that everybody understands the problem. -Gives instructions	-get acquainted with the situation by reading or by listening -ask questions if any		-Ensure that the students understand the link between Keys concept in the lesson	
3:Guided practice (individually or in groups, seek solutions to problems) Hypotheses are put forth and analyzed	To posit and verify hypotheses	How to draw up lesson notes	-Recalls the instruction so as to elicit the emission of hypotheses -Goes round the groups to help and encourage learners	-give hypotheses -work individually, and then in groups, compare their findings -call teacher's attention in case of conflict		-Ensures that the students formulate and validate correct hypotheses	
-comparison and validation of findings or results -Recapitulation	To justify and validate the results To summaries the new knowledge	Stages of lesson notes	-Recalls the instructions once more futz away wrong answer and retains justifiable answers which tie with the objectives	-give the answers or solutions -justify their answers or solutions - Get the final opinion or say of the teacher Recapitulate main points and copy			
4:**Autonomous practice** (institutionalizati on and the new knowledge (generalization)	To formulate the new knowledge without assistance from the teacher		-Generalizes one case -Identifies new concepts and knowledge	-use what they already know Solve problems using the new knowledge		-Ensures that the practice the new language structures independently	

5:consolidation (application)	-to use the new knowledge		-gives exercises (written or oral) to reinforce the attainment of objectives	-get used to new knowledge by using it accordingly		Ensures that students use the new language structures in real life situation
6:partial integration activities	-to put together the new knowledge and know how to solve a complex problem situation		-gives complex problem-solving situations to verify the level of development of the skill.	- get acquainted (more familiar) with the new learning's and use them in solving real-life problems		Ensures that students use the new language structures in real life situation
7:**remediation activities**	-to tackle cases of incomprehension		-explains over and over that which was not understood	- discover their errors and rectify them		c

Appendix 03

Case Processing Summary English language Teacher trainers

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
English Language Proficiency * Competency based Approach	24	100.0%	0	0.0%	24	100.0%
English Language Proficiency * English Language course books English Language Proficiency * Micro teaching strategy	24	100.0%	0	0.0%	24	100.0%
	24	100.0%	0	0.0%	24	100.0%
English Language Proficiency * Classroom assessment techniques	24	100.0%	0	0.0%	24	100.0%

Service in charge of studies and internships in TTC on the 08/011/2014

Appendix 04

Case Processing Summary for Student -Teachers

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
English Proficiency * Micro teaching strategy	152	100.0%	0	0.0%	152	100.0%
English Proficiency * English language course text book	152	100.0%	0	0.0%	152	100.0%
English Proficiency * Competency based approach	152	100.0%	0	0.0%	152	100.0%
English Proficiency * Class Room Assessment technique	152	100.0%	0	0.0%	152	100.0%

Service in charge of studies and internships in TTC on the 08/011/2014

Appendix 05

Case Processing Summary of Certified practicing primary and nursery school teachers

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
English Proficiency * English Language Course book	40	100.0%	0	0.0%	40	100.0%
English Proficiency * Class room assessment	40	100.0%	0	0.0%	40	100.0%
English Proficiency * Micro Teaching Strategy	40	100.0%	0	0.0%	40	100.0%
English Proficiency * competency based approach	40	100.0%	0	0.0%	40	100.0%

Head teachers' office on the 03/11/2014

Appendix 06

RH I
English Language Proficiency * Competency based Approach by English language trainers

Chi-Square

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53.211[a]	2	.000
Likelihood Ratio	28.504	2	.000
Linear-by-Linear Association	12.619	1	.000
N of Valid Cases	24		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .19.

Symmetric Measures			
		Value	Approx. Sig.
Nominal by Nominal	Phi	.844	.000
	Cramer's V	.844	.000
N of Valid Cases		24	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
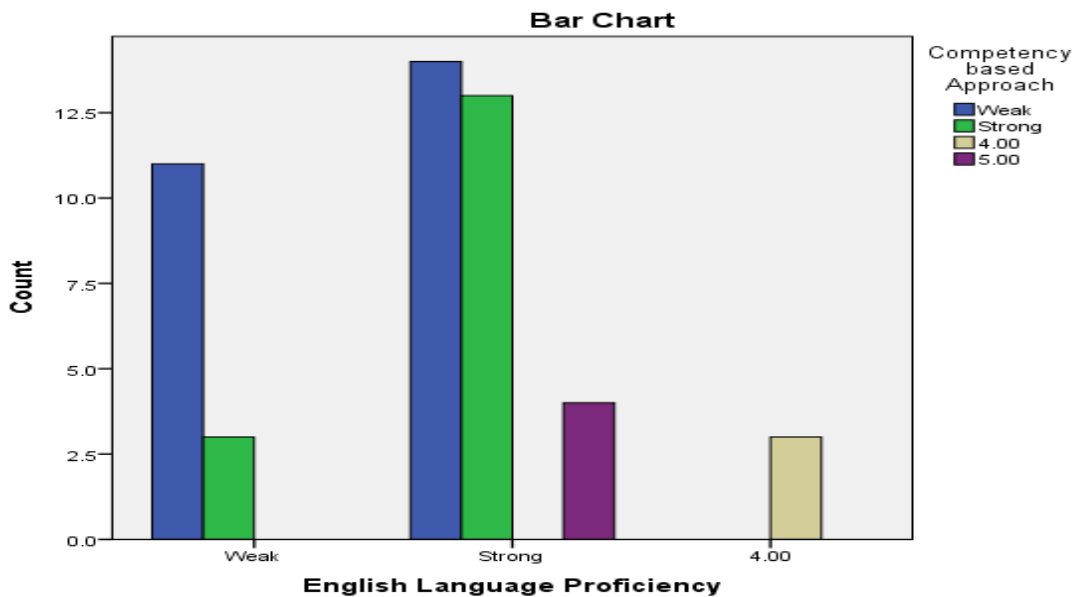
English Proficiency * Competency based approach by student teachers

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.416[a]	2	.067
Likelihood Ratio	5.712	2	.057
Linear-by-Linear Association	5.116	1	.024
N of Valid Cases	152		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 2.81.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.188	.067
	Cramer's V	.188	.067
N of Valid Cases		152	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.
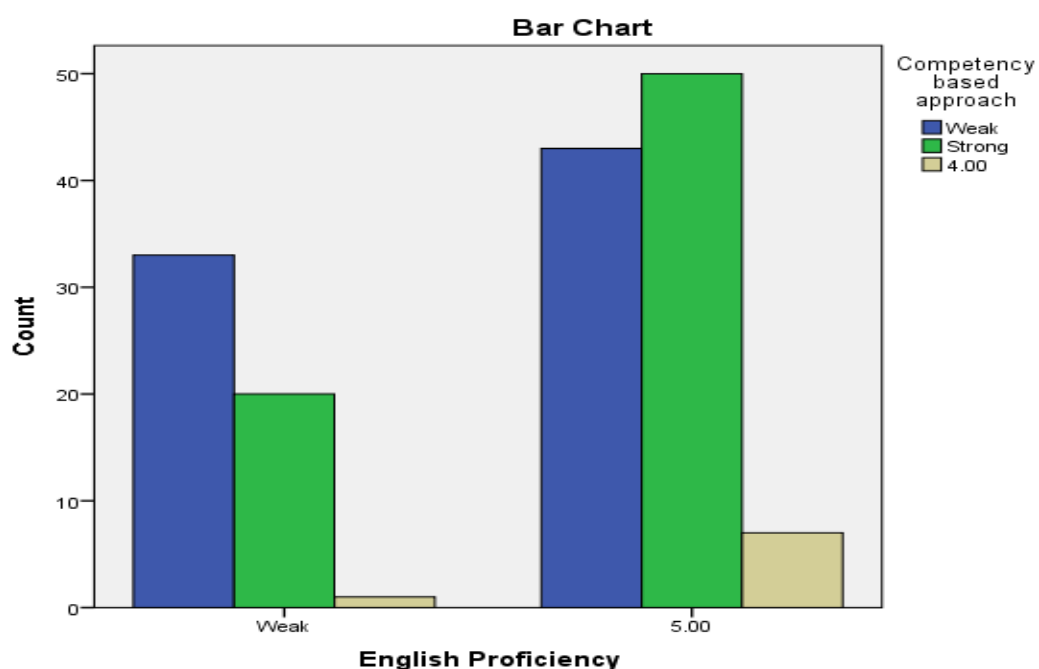
Proficiency * Competency Based Approach by Certified practicing primary and nursery school teachers

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.845^a	3	.184
Likelihood Ratio	3.206	3	.361
Linear-by-Linear Association	1.349	1	.245
N of Valid Cases	40		

a. 7 cells (87.5%) have expected count less than 5. The minimum expected count is .23.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.402	.184
	Cramer's V	.402	.184
N of Valid Cases		40	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.
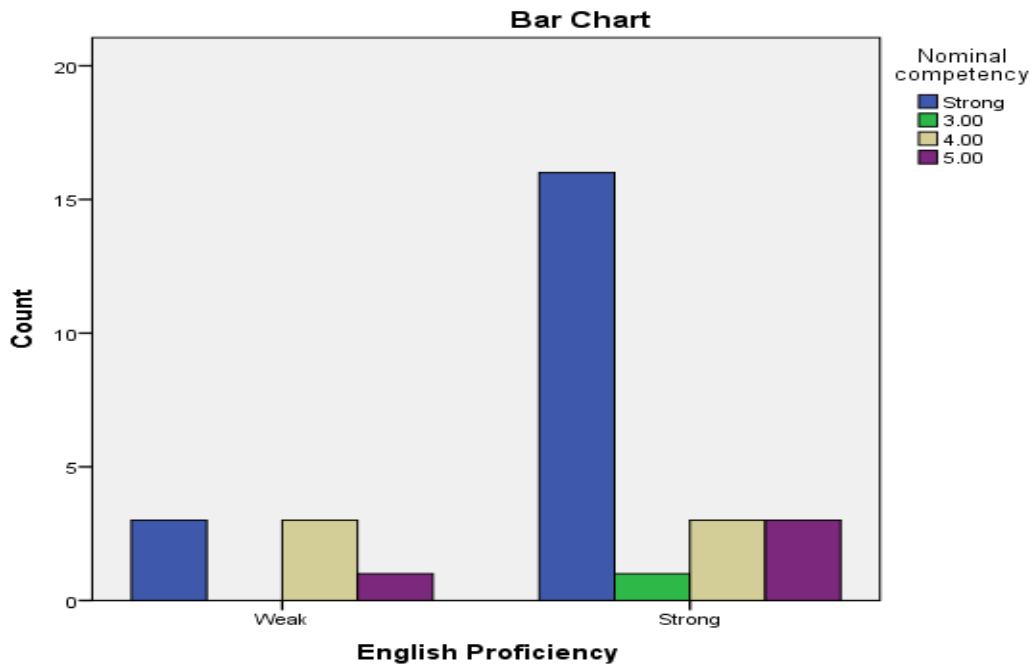
Appendix 07

RH2
English Language Proficiency * English Language course textbooks by English language trainers

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.032[a]	2	.000
Likelihood Ratio	16.038	2	.000
Linear-by-Linear Association	16.367	1	.000
N of Valid Cases	24		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .24.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.746	.000
	Cramer's V	.746	.000
N of Valid Cases		24	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Bar Chart
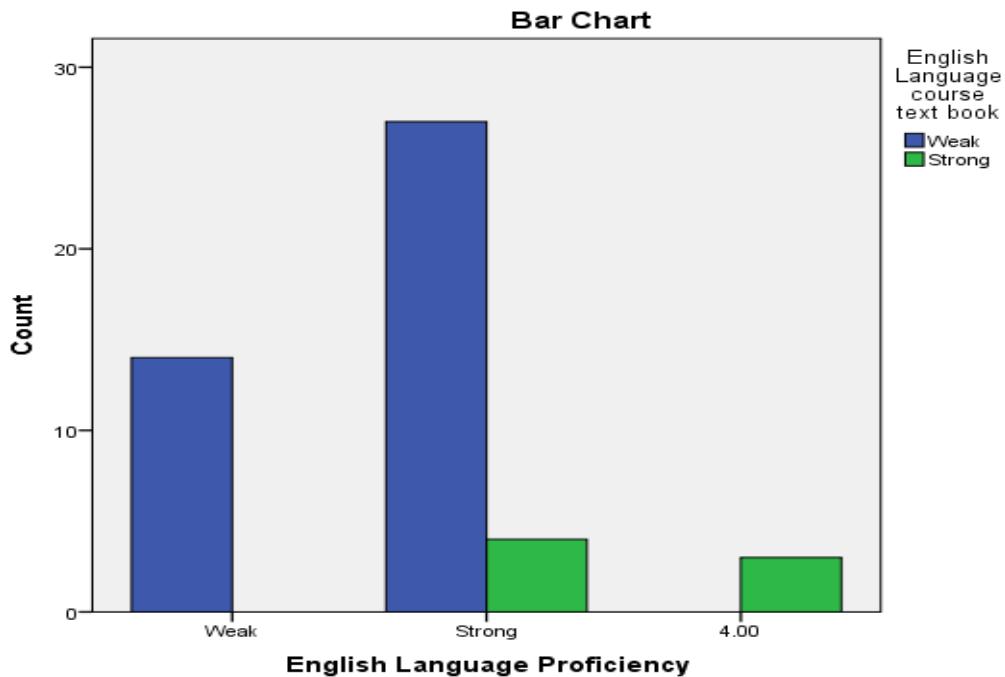
English Proficiency * English language course textbook by Student teachers
Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.562[a]	2	.755
Likelihood Ratio	.885	2	.642
Linear-by-Linear Association	.000	1	.988
N of Valid Cases	152		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .35.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.060	.755
	Cramer's V	.060	.755
N of Valid Cases		152	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
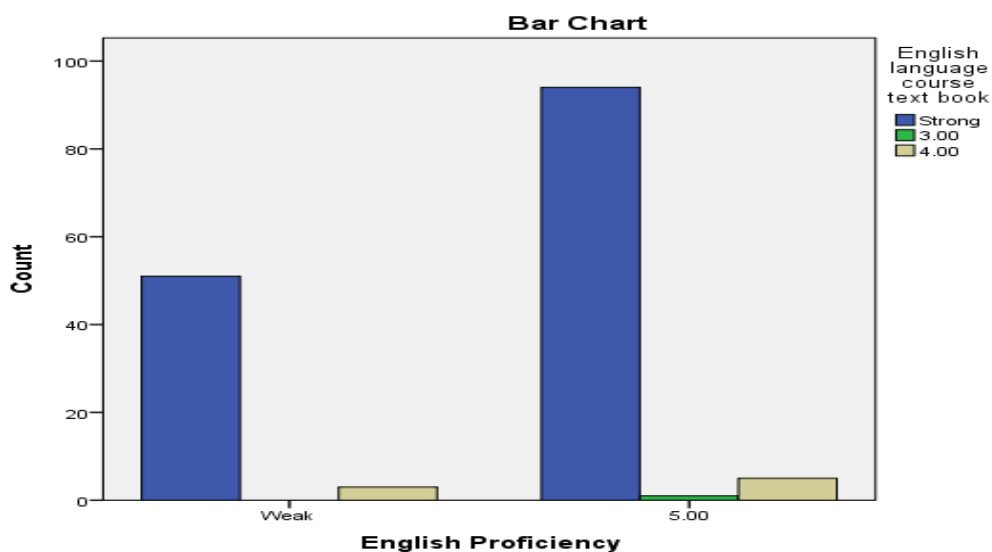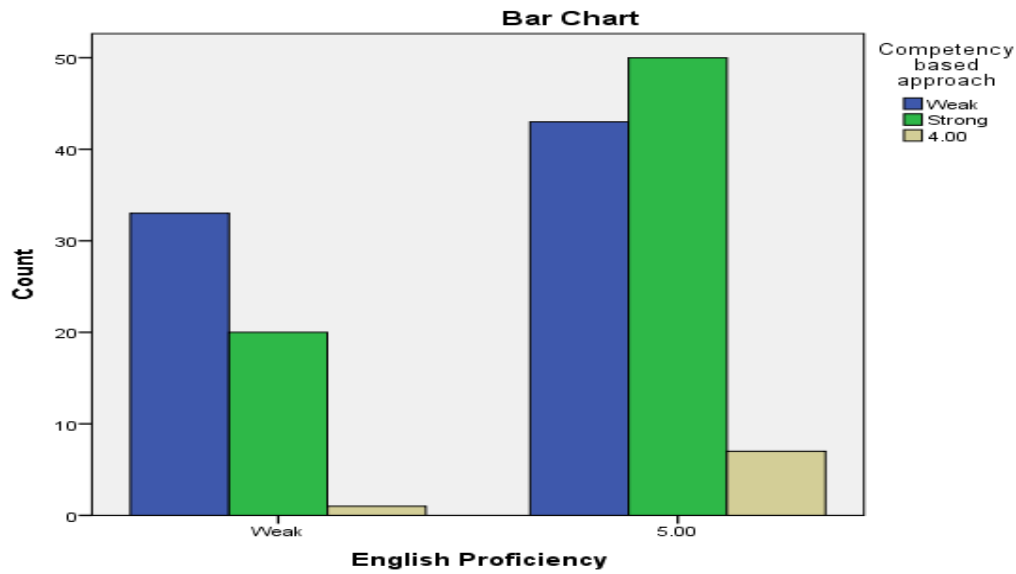
English Proficiency * English Language Course book by certified practicing primary and nursery school teachers

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.845[a]	2	.184
Likelihood Ratio	4.459	2	.216
Linear-by-Linear Association	2.128	1	.145
N of Valid Cases	40		

a. 7 cells (87.5%) have expected count less than 5. The minimum expected count is .23.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.402	.184
	Cramer's V	.402	.184
N of Valid Cases		40	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Bar Chart
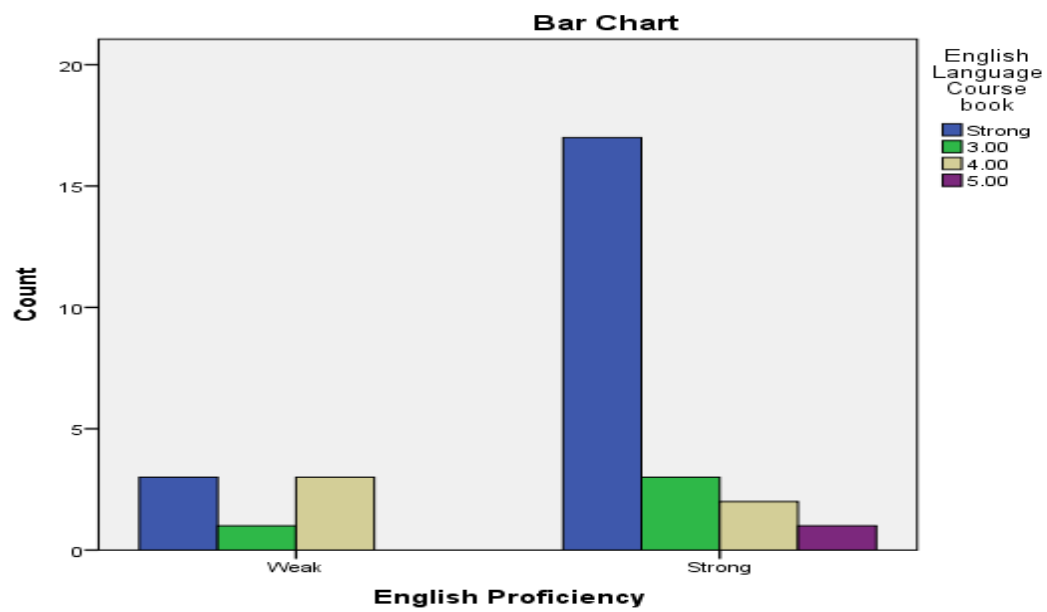
Appendix 08

RH3
English Language Proficiency * Micro teaching strategy by the English language trainers
Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.074[a]	6	.415
Likelihood Ratio	8.976	6	.175
Linear-by-Linear Association	.486	1	.485
N of Valid Cases	24		

a. 10 cells (83.3%) have expected count less than 5. The minimum expected count is .19.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.356	.415
	Cramer's V	.252	.415
N of Valid Cases		24	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
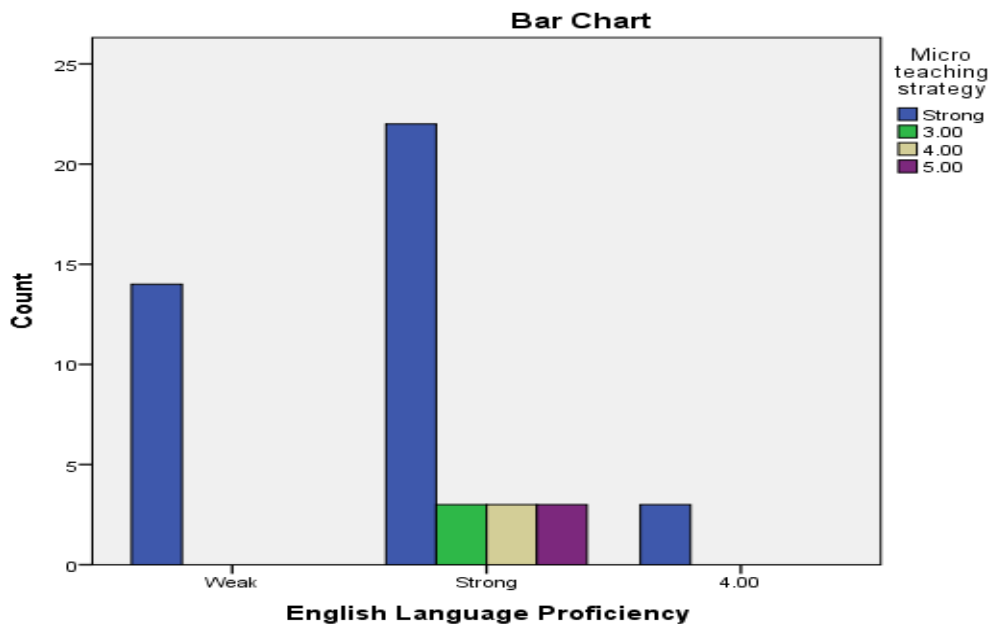
English Proficiency * Micro teaching strategy by the student teachers

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.844[a]	2	.472
Likelihood Ratio	6.613	2	.085
Linear-by-Linear Association	5.797	1	.016
N of Valid Cases	152		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 1.75.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.356	.472
	Cramer's V	.356	.472
N of Valid Cases		152	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
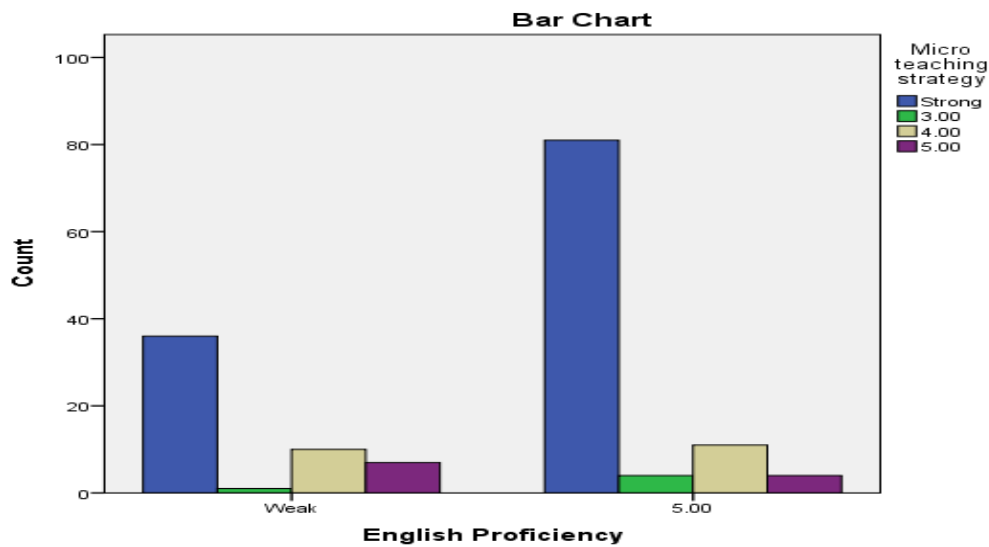
**English Proficiency * Micro Teaching Strategy by certified practicing primary and Nursery school teachers**

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.880[a]	3	.598
Likelihood Ratio	2.422	3	.489
Linear-by-Linear Association	.161	1	.688
N of Valid Cases	40		

a. 6 cells (75.0%) have expected count less than 5. The minimum expected count is .47.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.250	.598
	Cramer's V	.250	.598
N of Valid Cases		40	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Bar Chart
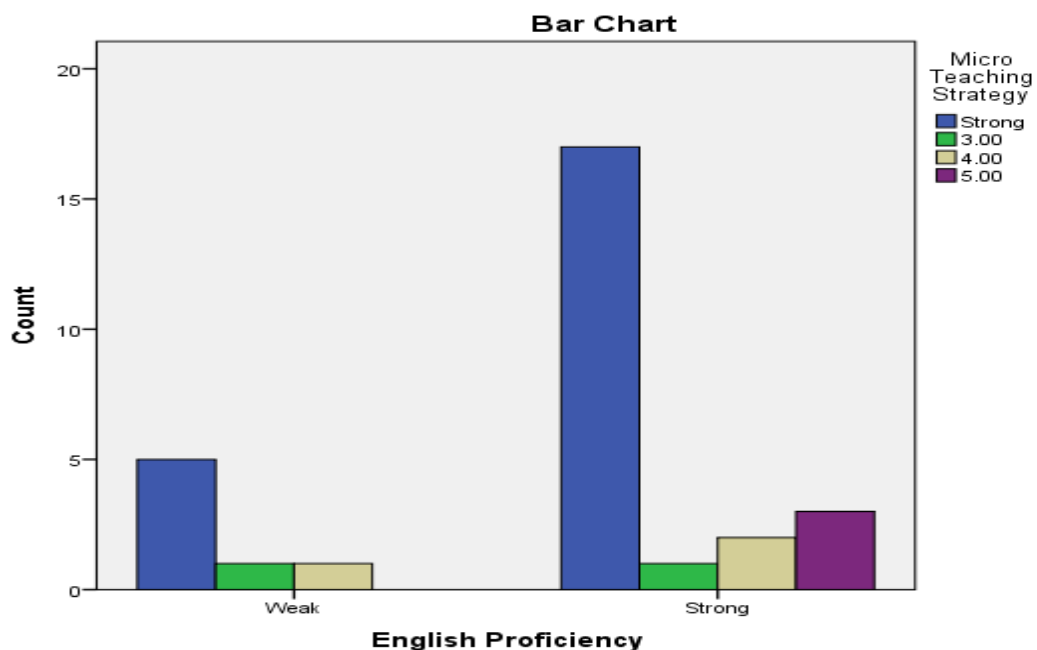
Appendix 09

RH4

English Language Proficiency * Classroom assessment techniques by English language trainers

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	51.993[a]	2	.000
Likelihood Ratio	28.226	2	.000
Linear-by-Linear Association	5.952	1	.015
N of Valid Cases	24		

a. 7 cells (77.8%) have expected count less than 5. The minimum expected count is .19.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.88	.000
	Cramer's V	.88	.000
N of Valid Cases		24	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
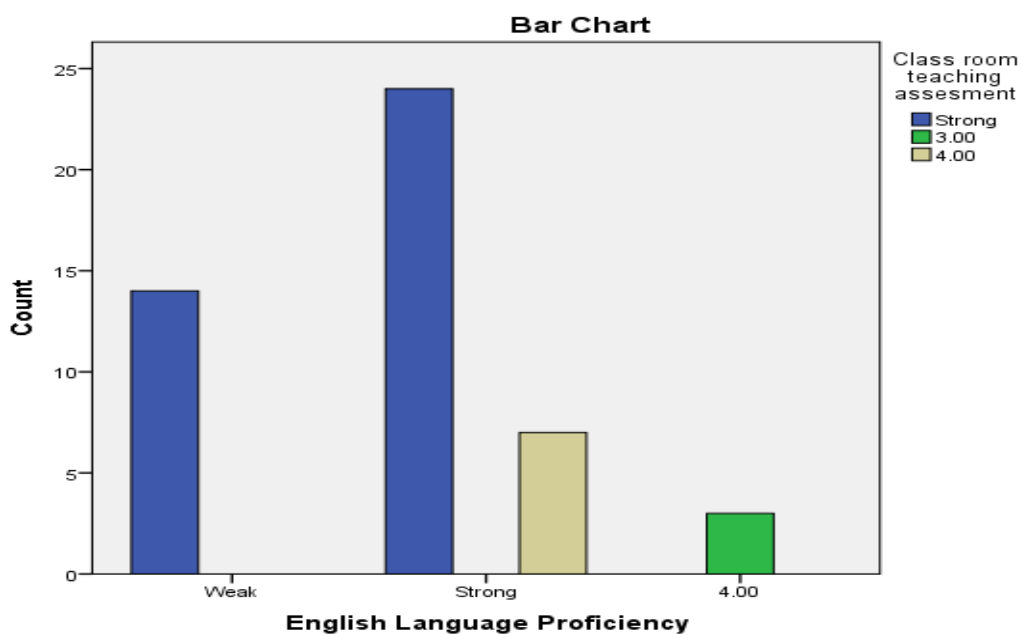
**English Proficiency * Classroom Assessment techniques by student teachers**
Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.109[a]	3	.534
Likelihood Ratio	8.135	3	.534
Linear-by-Linear Association	.081	1	.776
N of Valid Cases	152		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 2.10.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.629	.534
	Cramer's V	.629	.534
N of Valid Cases		152	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
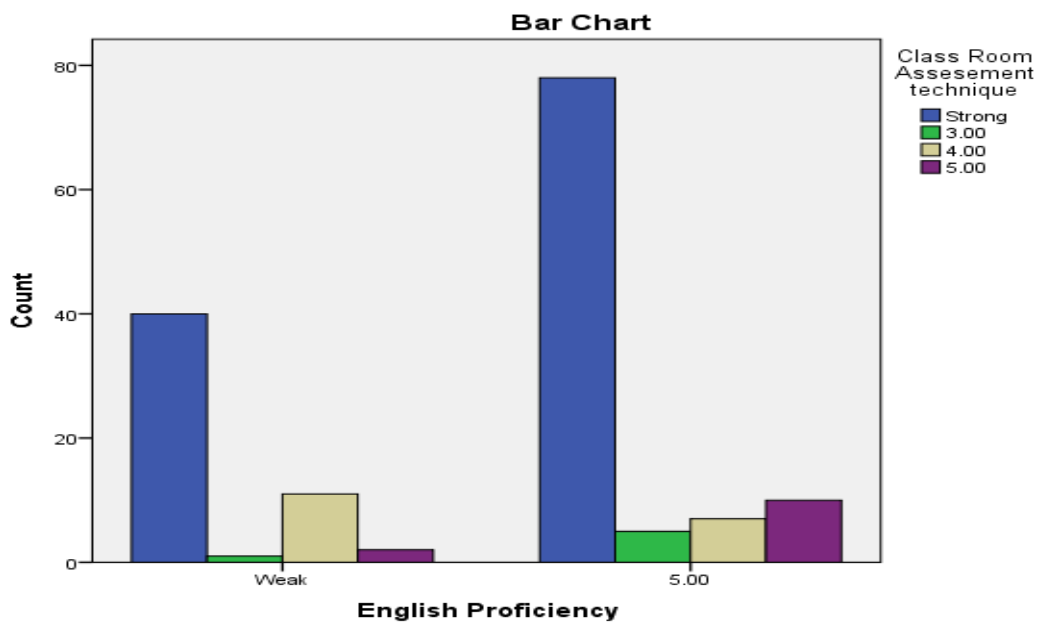
English Proficiency * Classroom Assessment Techniques by certified primary and Nursery school teachers

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.037[a]	1	.847		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.038	1	.845		
Fisher's Exact Test				1.000	.671
Linear-by-Linear Association	.036	1	.849		
N of Valid Cases	40				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.17.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.035	.847
	Cramer's V	.035	.847
N of Valid Cases		40	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.
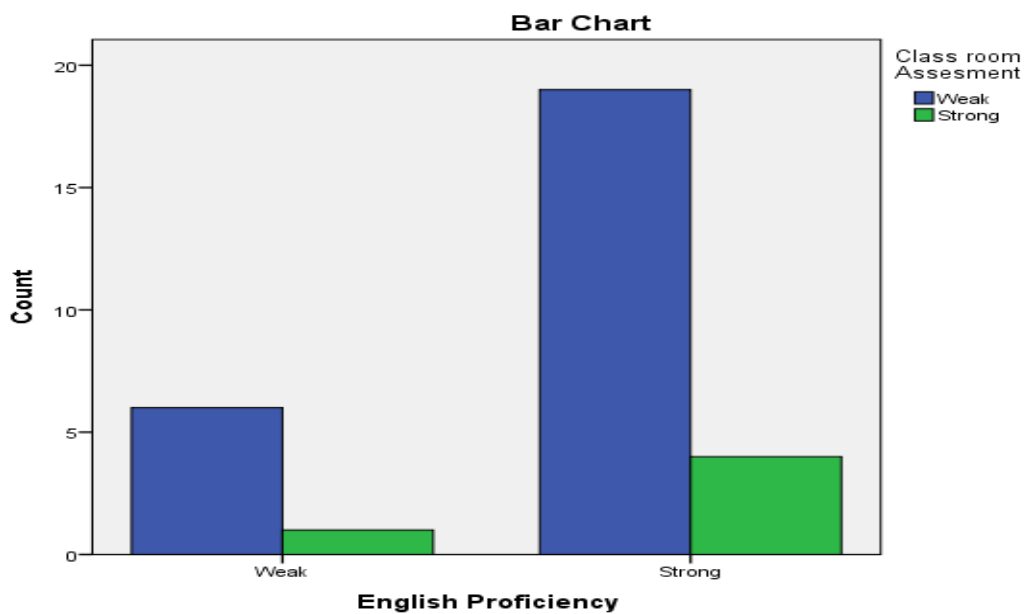
Appendix 10

QUESTIONNAIRE ADDRESSED TO ENGLISH LANGUAGE TEACHER TRAINER

Dear English language teacher trainers, I am a student of Centre De Recherche Et De Formation Doctorale (CRFD)Sciences Humaines Sociales Et Educatives carrying out research on the topic: 'Teaching Competence and the English language Proficiency of Francophone Student teachers in TTC -A study of Francophone student-teachers in some TTCs Mfoundi'. This questionnaire is mainly for academic purposes and the researcher promises to keep your identity anonymous. Please, answer them as honest as possible. Tick the response that best suits your opinion.

Section A-Academic and professional profile
1. Your academic qualification (A) First Degree (B) Master Degree C) Phd (D)Others
2. Your Professional qualification (A) PENI (B) PLEG (C) PLET (D) OTHERS
3. Teaching experience as an English language teacher in TTC. **?** (a)1-5 years
(b) 6-10   (c)16 years and above

Section B-Background Information
Please, use the rating scale below to answer the following questions. 1- Strong Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather background information on the English language teacher trainer in TTC.
 Please mark an (X) only once to your desired grade.

N0.	Item	1	2	3	4	5
4	You teach English on part time bases in other Teacher Training Colleges in Mfoundi Division.					
5	English language proficiency refers to the ability to express oneself correctly in the four English language skills (listening, speaking, reading and writing)					
6	Any teacher from the Higher teacher training college can teach English language in TTC.					
7	The number of hours allocated for the teaching of English language in TTC is enough to help student teachers express themselves proficiently in English language.					

Section C-The Use of the Competency Based Approach
Please, use the rating scale below to answer the following questions. 1- Strong Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather information on how the competency based approach affects the English language proficiency of Francophone student teachers in TTC. Please mark an (X) only once to your desired grade.

N0.	Item	1	2	3	4	5
8	You master the use of the CBA in an English Language Class.					
9	The CBA is used during English language lessons very often.					
10	Student teachers are convinced they are expected to teach English language upon graduation from TTC.					
11	Guided interactive and pair work activities are often organised during English lessons.					
12	Autonomous practice activities are often carried out in your English language classes.					
13	Remediation is often carried out in your English lessons.					
14	The use of the CBA during English language lessons can improve on the English language proficiency of student teachers in TTC.					

Section D- The Use of the English Language Course Book

Please, use the rating scale below to answer the following questions. 1- Strong Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather information on how the use of the English language textbook affects the English language proficiency of Francophone student teachers in TTC. Please mark an (X) only once to your desired grade.

N0.	Item	1	2	3	4	5
15	Textbooks can provide adequate support for English language teachers to generate accurate language input during lessons in TTC.					
16	The regular use of textbooks for the teaching of English language lessons can improve on English language proficiency of student teachers in TTC.					
17	Textbooks can provide the major source of contact the student teachers have with the language apart from input provided by the teacher.					
18	Text books can provide ideas on how to plan and teach lessons as well as formats that teachers can use in TTC.					
19	The use of textbooks can improve on English proficiency of student teachers					

Section E-The Use of the Micro Teaching Strategy

Please, use the rating scale below to answer the following questions. 1- Strong Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather information on how the micro teaching strategy affects the English language proficiency of Francophone student teachers in TTC. Please mark an (X) only once to your desired grade.

No.	Item	1	2	3	4	5
20	The organization of the micro teaching strategy during English language lessons can help student teachers improve on their English Proficiency in TTC.					

21	The use of reinforcement strategies during English language micro teaching lessons can improve on the English language proficiency of student teachers in TTC.					
22	The use of illustrations and examples during English language micro teaching lessons can help improve on the English proficiency of student teachers in TTC.					
23	The use of feedback technique during English language micro lessons can improve on the English proficiency of student teachers in TTC.					

Section F-The Use of Classroom Assessment Techniques

Please, use the rating scale below to answer the following questions. 1- Strong Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather information on how classroom assessment techniques affect the English language proficiency of Francophone student teachers in TTC. Please mark an (X) only once to your desired grade

No.	Item	1	2	3	4	5
24	The assessment of prior knowledge during English language lessons can help you improve on the English Proficiency of student teachers.					
25	The assessment of skills in syntheses and creative thinking can improve on the speaking and reading proficiencies of the student teachers TTC.					
26	The assessment of skills in application and expected outcomes can improve on the English proficiency of student teachers in TTC.					
27	The assessment of skills in cognitive, affective and psycho motor domains can improve on the speaking and reading proficiencies of the student teachers in TTC.					

Appendix 11

QUESTIONNAIRE TO THE STUDENT TEACHERS

Dear student teachers, I am a student of Centre De Recherche Et De Formation Doctorale (CRFD)Sciences Humaines Sociales Et Educatives carrying out research on the topic: 'Teaching Competence and the English language Proficiency of Francophone Student teachers in TTC -A study of Francophone student-teachers in some TTCs Mfoundi'. This questionnaire is mainly for academic purposes and the researcher promises to keep your identity anonymous. Please, answer them as honest as possible. Tick the response that best suits your opinion.

Section A -Academic and professional profile.

1. The official language- A. English, B. French.

2. Your academic qualification (a) Bac (b) Prob (c) BEPC (d) Others

Section B-Background information

Please, use the rating scale below to answer the following questions. 1- Strong Disagree 2-

Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather

background information on the Francophone student teacher in TTC.

 Please mark an (X) only once to your desired grade.

N0.	Item	1	2	3	4	5
3	English language is taught in your class.					
4	To use of English language proficiently is to use it in real life situations.					
5	The number of hours allocated for the teaching of English language in TTC is enough to help student teachers express themselves proficiently in English language.					
6	The quality of training in TTC on the teaching of English language is enough for you to teach English language in the primary and nursery school.					

Section C-The use of the Competency Based Approach

Please use the rating scale below to answer the following questions. 1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather information on how the competency based approach affects the English language proficiency of Francophone student teachers in TTC. Please mark an (X) only once to your desired grade.

No	Item	1	2	3	4	5
7	You are versed with the objectives of teaching English Language in TTC.					
8	Guided interactive and pair work activities are often organized during your English Language lessons.					
9	Your English language teachers usually provide you with enough autonomous practice opportunities during your English lessons.					
10	The use of the remediation in the English lessons can improve on the English proficiency of student teachers in TTC.					

Section D-The Use of Course Books

Please use the rating scale below to answer the following questions. 1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather information on how the use of the English language textbook affects the English language proficiency of Francophone student teachers in TTC.

Please mark an (X) only once to your desired grade.

N0.	Item	1	2	3	4	5
11	Your English language teachers always make use of the English language course books during English language lessons.					
12	Textbooks can provide a major source of contact with English language apart from the input provided by the teacher in class.					
13	The regular use of textbooks for the teaching of English language lessons can improve on your English language proficiency.					
14	Textbooks can serve as the basis for much of the language input you receive and the language practice that occurs in the classroom.					
15	Textbooks can provide ideas on how you can plan and teach lessons.					

Section E-The Use of Micro Teaching Strategies

Please use the rating scale below to answer the following questions. 1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather information on how the micro teaching strategy affects the English language proficiency of Francophone student teachers in TTC. Please mark an (X) only once to your desired grade.

N0.	Item	1	2	3	4	5
16	The organization of the micro teaching strategy during English language lessons can help student teachers improve on their English Proficiency in TTC.					
17	The use of reinforcement strategies during English language micro teaching lessons can improve on the English language proficiency of student teachers in TTC.					
18	The use of illustrations and examples during English language micro teaching lessons can help you to improve on English proficiency of student teachers in TTC.					
19	The use of feedback technique during English language micro teaching lessons can improve on the English proficiency of student teachers in TTC					
20	The asking of probing questions during micro teaching lessons can improve on the English proficiency of student teachers in TTC.					

Section F-The Use of Classroom Assessment Techniques

Please use the rating scale below to answer the following questions. 1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather information on how classroom assessment techniques affect the English language proficiency of Francophone student teachers in TTC. Please mark an (X) only once to your desired grade

N0.	Item	1	2	3	4	5
21	The assessment of prior knowledge during language lessons can help you improve on your English Proficiency.					
22	The assessment of skills in syntheses and creative thinking can improve on the speaking and reading proficiencies of the student teachers TTC.					
23	The assessment of skills in application and expected outcomes can improve the English proficiency of student teachers in TTC.					
24	The assessment of skills in cognitive, affective and psycho motor domains can improve on the English language proficiency of the student teachers TTC.					
25	The use of appropriate classroom assessment can have a positive effect on the English language proficiency Francophone student teachers.					

Appendix 12

QUESTIONNAIRE ADDRESSED TO CERTIFIED PRACTICING PRIMARY AND NURSERY SCHOOL TEACHERS

Dear practicing primary and Nursery school teachers, I am a student of Centre De Recherche Et De Formation Doctorale (CRFD) Sciences Humaines Sociales Et Educatives carrying out research on the topic: 'Teaching Competence and the English language Proficiency of Francophone Student teachers in TTC -A study of Francophone student-teachers in some TTCs Mfoundi'. This questionnaire is mainly for academic purposes and the researcher promises to keep your identity anonymous. Please, answer them as honest as possible. Tick the response that best suits your opinion.

Section A-Academic and professional profile
1. The official language- **A**. English, **B**. French.
2. Your academic qualification (a) Bac (b) Prob (c) BEPC (d)Others
3. Your Professional qualification (a) CAPIEMP holder (b) Others
 4. Teaching experience as an English language teacher in TTC. **?** (a)1-5 years
(b) 6-10   (c)16 years and above

Section B-Background Information
Please, use the rating scale below to answer the following questions. 1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather background information on the certified practicing primary and nursery school teachers. Please mark an (X) only once to your desired grade.

N0.	Item	1	2	3	4	5
5	You teach English language in your class.					
6	To use English proficiently is to use it in real life situations					
7	The number of hours allocated for the teaching of English language in TTC is enough to help student teachers express themselves proficiently in English language.					
8	The quality of training in TTC on the teaching of English language is enough for you to teach English language in your class.					

Section C-The Use of the Competency Based Approach

Please use the rating scale below to answer the following questions. 1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather information on how the competency based approach affects the English language proficiency of Francophone student teachers in TTC. Please mark an (X) only once to your desired grade.

N0.	Item	1	2	3	4	5
9	Your understanding of the CBA in an English Language Class is high					
10	Adequate information on the expected learning outcomes of student teachers in TTC can help them to be proficient on English language					
11	The CBA is used during English lessons very often.					
12	Interactive, pair and group work activities are often organized during your English Language lessons					
13	Remediation activities during English language lessons can improve on the English proficiency of the student teachers in TTC.					

Section D-The Use of the English Language Course Books

Please use the rating scale below to answer the following questions. 1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather information on how the use of the English language textbook affects the English language proficiency of Francophone student teachers in TTC. Please mark an (X) only once to your desired grade.

N0.	Item	1	2	3	4	5
14	Textbooks can provide adequate support for English language teachers to generate accurate language input during lessons in TTC.					
15	The regular use of textbooks for the teaching of English language lessons can improve on the English language proficiency of student teachers in TTC.					
16	Textbooks can provide the major source of contact the student teachers have with the language apart from input provided by the teacher.					
17	Text books can provide ideas on how to plan and teach lessons as well as formats that English language teachers can use in TTC.					

Section E-The Use of the Micro Teaching Strategy

Please use the rating scale below to answer the following questions. 1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather information on how the micro teaching strategy affects the English language proficiency of Francophone student teachers in TTC. Please mark an (X) only once to your desired grade.

N0.	Item	1	2	3	4	5
18	The organization of the micro teaching strategy during English language lessons can help student teachers improve on their English language Proficiency in TTC.					
19	The use of reinforcement strategies during English language micro teaching lessons can improve on the English language proficiency of student teachers in TTC.					
20	The use of illustrations and examples during English language micro teaching lessons can help to improve on the English proficiency of student teachers in TTC.					
21	The use of feedback technique during English language micro teaching lessons can improve on the English proficiency of student teachers in TTC.					

Section D-The Use of the Classroom Assessment Techniques

Please use the rating scale below to answer the following questions. 1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. These questions will help us to gather information on how classroom assessment techniques affect the English language proficiency of Francophone student teachers in TTC. Please mark an (X) only once to your desired grade.

N0	Item	1	2	3	4	5
22	The assessment of prior knowledge during language lessons can help improve on the English Proficiency of student teachers.					
23	The assessment of skills in syntheses and creative thinking during English language lessons can help improve on the English Proficiency of student teachers.					
24	The assessment of skills in application and expected outcomes during English language lessons can improve on the English proficiency of student teachers in TTC.					
25	The assessment of skills in cognitive, affective and psycho motor domains can improve on the English language proficiency of the student teachers TTC.					

Appendix 13:

Sampling table (P) for population ; (S) for sample

P	S	P	S	P	S	P	S	P	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	520	226	1900	320	30000	379
80	66	240	148	540	234	2000	322	40000	380
85	70	250	152	560	242	2200	327	50000	381
90	73	260	155	580	248	2400	331	75000	382
95	76	270	159	600	254	2600	335	100000	384

Source : Krejcie R.V. et Morgan D.W. (1970).

Appendix 14:
Chi square Decision table

□	□ = 0.05	□ = 0.01	□ = 0.001
1	3.84	6.64	10.83
2	5.99	9.21	13.82
3	7.82	11.35	16.27
4	9.49	13.28	18.47
5	11.07	15.09	20.52
6	12.59	16.81	22.46
7	14.07	18.48	24.32
8	15.51	20.09	26.13
9	16.92	21.67	27.88
10	18.31	23.21	29.59
11	19.68	24.73	31.26
12	21.03	26.22	32.91
13	22.36	27.69	34.53
14	23.69	29.14	36.12
15	25.00	30.58	37.70
16	26.30	32.00	39.25
17	27.59	33.41	40.79
18	28.87	34.81	42.31
19	30.14	36.19	43.82
20	31.41	37.57	45.32
21	32.67	38.93	46.80
22	33.92	40.29	48.27
23	35.17	41.64	49.73
24	36.42	42.98	51.18
25	37.65	44.31	52.62
26	38.89	45.64	54.05
27	40.11	46.96	55.48
28	41.34	48.28	56.89
29	42.56	49.59	58.30
30	43.77	50.89	59.70
31	44.99	52.19	61.10
32	46.19	53.49	62.49
33	47.40	54.78	63.87
34	48.60	56.06	65.25

35	49.80	57.34	66.62
36	51.00	58.62	67.99
37	52.19	59.89	69.35
38	53.38	61.16	70.71
39	54.57	62.43	72.06
40	55.76	63.69	73.41
41	56.94	64.95	74.75
42	58.12	66.21	76.09
43	59.30	67.46	77.42
44	60.48	68.71	78.75
45	61.66	69.96	80.08
46	62.83	71.20	81.40
47	64.00	72.44	82.72
48	65.17	73.68	84.03
49	66.34	74.92	85.35
50	67.51	76.15	86.66
51	68.67	77.39	87.97
52	69.83	78.62	89.27
53	70.99	79.84	90.57
54	72.15	81.07	91.88
55	73.31	82.29	93.17
56	74.47	83.52	94.47
57	75.62	84.73	95.75
58	76.78	85.95	97.03
59	77.93	87.17	98.34
60	79.08	88.38	99.62
61	80.23	89.59	100.88
62	81.38	90.80	102.15
63	82.53	92.01	103.46
64	83.68	93.22	104.72
65	84.82	94.42	105.97
66	85.97	95.63	107.26
67	87.11	96.83	108.54
68	88.25	98.03	109.79
69	89.39	99.23	111.06
70	90.53	100.42	112.31
71	91.67	101.62	113.56
72	92.81	102.82	114.84

73	93.95	104.01	116.08
74	95.08	105.20	117.35
75	96.22	106.39	118.60
76	97.35	107.58	119.85
77	98.49	108.77	121.11
78	99.62	109.96	122.36
79	100.75	111.15	123.60
80	101.88	112.33	124.84
81	103.01	113.51	126.09
82	104.14	114.70	127.33
83	105.27	115.88	128.57
84	106.40	117.06	129.80
85	107.52	118.24	131.04
86	108.65	119.41	132.28
87	109.77	120.59	133.51
88	110.90	121.77	134.74
89	112.02	122.94	135.96
90	113.15	124.12	137.19
91	114.27	125.29	138.45
92	115.39	126.46	139.66
93	116.51	127.63	140.90
94	117.63	128.80	142.12
95	118.75	129.97	143.32
96	119.87	131.14	144.55
97	120.99	132.31	145.78
98	122.11	133.47	146.99
99	123.23	134.64	148.21
100	124.34	135.81	149.48

RESUME

Dans le cadre de la rédaction de notre mémoire en vue de l'obtention du Master II en Science de l'Education, notre attention a été retenue par le thème suivant: « Compétences d'enseignement et aptitudes des élèves maitres francophones en anglais dans les Ecoles normales des instituteurs de l'enseignement général ». Une étude menée dans le département du Mfoundi de la Région du Centre du Cameroun. Le constat prouve que l'enseignement de l'Anglais comme deuxième langue à l'Ecole Normale des Instituteurs de l'Enseignement Général n'est pas adapté aux besoins quotidiens de communication des élèves maitres francophones. C'est fort de ce constat que nous avons formulé l'objectif de l'étude suivante: établir la relation qui existe entre la compétence de l'enseignement des professeurs d'anglais et la maîtrise de ladite langue par des élèves maitres francophones dans les Ecoles Normales des Instituteurs de l'Enseignement Général. Puis, quatre hypothèses de recherche ont été émises et comme instrument de collecte des données nous avons utilisé le questionnaire adressé à 24 enseignants d'anglais dans les Ecoles Normales Instituteurs de l'Enseignement Général et à 44 maitres d'application des écoles primaires et maternelles, aussi à 152 élèves maitres en formation dans certaines Ecoles Normales des Instituteurs de l'Enseignement Général sélectionnées dans le département du Mfoundi. Les données recueillies ont été analysées à l'aide des pourcentages et du test du khi carrée au seuil de signification 5%(SPSS) version 20.0. Nous pouvons conclure que les compétences acquises par les élèves maitres francophones via l'enseignement de l'anglais peuvent leur conférer une aptitude pour l'enseignement de ladite langue dans les écoles primaires et maternelles. Ces propositions sont éclairées par les recherches de certaines théories au niveau de la revue de la littérature. Parvenu au terme de notre étude, nous suggérons que la compétence des enseignants d'anglais dans les Ecoles Normales des Instituteurs de l'Enseignement Général puisse devenir un centre d'intérêt afin que les disparités constatées entre les savoirs acquis en anglais par les élèves maitres francophones pendant leur formation à l'Ecole Normale des Instituteurs de l'Enseignement Général et leur mise en pratique réelle sur le champ de l'éducation soient résorbées.