

English Language Teacher's Professed Need for An Innovative Competence Based Instruction in Anglophone Sub System of Education in Cameroon

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ABSTRACT

It is no more sufficient for teachers to be comfortable with the content knowledge that they have gained during their education and training. In fact, they are expected to constantly improve themselves, in content and pedagogy knowledge to cope with the rapid changes that are taking place in the school environment every day. This study seeks to find out teacher's perception of the need for an innovative instruction model for teaching English language in secondary school in Anglophone sub system of education in Cameroon. Using the simple random sampling technique, the study made use of a descriptive survey research design where the opinions of thirty teachers were tested. Data was collected through an objective Likert scale type questionnaire. The findings from this instrument revealed that out of the 10 items used in this assessment, the teachers generally strongly agreed (mean score ≥ 4) with 9 of these items and agreed (mean score ≥ 3) with one item (item 6). Responses were most unanimous for item 3 as indicated by a relatively low standard deviation of 0.40 and this was closely followed by items 2, 7, 8 and 10 which all recorded a standard deviation of 0.47. Overall, respondents strongly agreed that there is need for an innovative instructional model as indicated by a total mean of 4.39. With regard to computer technology and methods of teaching, 69% of the respondent generally agreed that CAI used in class will improve on the teaching method, while 26% did not relate CAI use as an improvement tool to teaching method.

KEYWORDS: Teacher's, professed need, innovative, Competence Based, Instruction English language, CAIM

INTRODUCTION

Schools around the world are drifting from contemporary instructional delivery to new and innovative instructional strategies which support technological application in the teaching and learning process (Joshi and Chugh, 2009). Cameroonian teachers not only need to be exposed to the latest information and communication techniques in teaching and learning but also to acquire the ability to apply these skills in contemporary environment is becoming imperative. Among the plethora of content they have to translate into teachable content is the language subject matter.

Language acquisition according to Davison (2017) is the process by which humans acquire the capacity to perceive and comprehend language, as well as produce and use words and sentences to communicate. Language acquisition usually refers to first-language acquisition, which studies infants' acquisition of their native language. These native languages are increasingly being neglected in favor of English language around the world. English language is spreading as the global language for communication today. It has been cited as the major language of international business, there by becoming a major international language for worldwide communication (Crystal, 1997; 2003).

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In Cameroon, English language is taught in schools as "English as a National and International Language" (ENIL) (Hans-Georg, 2001) and English as a Second Language (ESL) (Achiri-Taboh & Lando, 2017). It is also the language of instruction in the Anglophone sub-system of education in Cameroon. As a school subject, the syllabus for Secondary Schools in the Anglophone subsystem is structured such that; grammar, reading and listening comprehension sections occupy 60% of the syllabus while 40% is reserved for writing which constitutes; essay writing and directed writing. (English Language Syllabus Booklet for Secondary Schools in Cameroon, 2016). The delivery strategies are quite a concern today. According to Driscoll (2000) while some teachers are embracing the technological demands for the 21st century, and making conscious efforts to improve on their teaching, other are still to understand why they need to sideline their conventional, direct teaching and embrace a global trend, using information and communication technology (ICT) in the teaching of English Language.

Background and Problem

Olayide, (2012) has attributed the high failure rate observed in English Language examinations to students' inability to perform well in the reading and writing section. Achiri-

Taboh and Lando (2017) attribute it to teacher's poor mastery of the language subject matter and the deplorable traditional instructional delivery systems used in classroom today (direct, grammar translation, audio lingual, etc). Teachers' preparedness and readiness has also been questioned by some researchers.

Chiatoh (2013) explains that the reality of Cameroonian classrooms accommodates two categories of language background; the urban school dominated by foreign official language and the rural school where the mother tongues are predominant. This, to him, could have been a fundamental input in structuring the leaning of language and another curriculum subject. Yizengaw (2003) adds that English is being taught in a teacher-centered and less student-centered environment where students are passive, dependent and less self-initiated to learn. As a result, there is a general lack of interest on the side of the students who consider learning English as being forced. This has made them to see the subject only as a hurdle they need to surmount. With regard to innovation in the teaching and learning process, Mbangwana (2015) holds that English language teachers in Cameroon have been found to be uninterested, unmotivated and reluctant to integrate technology in the teaching of English in classrooms. Many among them prefer the traditional teaching methods than the application and implementation of a Computer-Assisted Instruction (CAI) that can better facilitate the teaching and learning process.

From the background above one will expect a more revolutionary approach in the demand by teacher for an innovation in the delivery of instructions. Teachers of today are often characterized as needing to have the necessary skills and knowledge to cope with the rapid technological advancement and changes that are rapidly taking place all in the field of education (Mangal and Mangal 2001)

In Cameroonian school system particularly in the Anglophone subsystem, the problem lies in identifying suitable models of instruction that will benefit the various approaches, strategies and method of teaching which the teachers are conversant with. In this regard the issue is further complicated by the more profound shift which is of course the sudden flow in focus and attention given to what is called "technological literacy" (Silva, 2009). Such a shift is oriented towards practical and meaningful skills which are applicable in the classroom instruction directly.

The current conflict and changes that are taking place in the field of educational practice recently and to date necessitate a re-look into kind of instructional model that should be provided to teachers who are equip with technology and can comfortably take their place in schools (Tchoumbe 2014). There is an imperative need to re-evaluate the teaching models to see if they are adequate to meet current needs and demands of the school's system.

It is evident that after the implementation of pedagogic processes geared towards the attainment of English language skills, learners fail to obtain satisfactory results. Stakeholders blame redundant and boring conventional methods of teaching. Also 80% of secondary school teachers of English language did not study English language in high School or University. Prior to 2015 academic year, a pass in literature in English was the criterion for selection of those to be trained to teach English language. Though the two subjects

are fundamentally different in content, method and structure, the few topics in the English language didactic and pedagogy taught during the training of teachers has not been able to equip the teachers with, phonological, lexical, semantics and grammatical competences adequate to empower learners with rooted foundation to the language skill. Added to this, there is no instructional framework (model) that can guide teacher's improvement toward innovative delivery strategies of implementation.

According to Gagne (2005); Earle (2002), Tambo (2012), Santrock (2004), instruction can be considered as a set of events embodied in purposeful activities that facilitate learning. It can be synonymous to teaching or the process of implementing a curriculum. As a program; instructional plans and instructional delivery techniques will or may constitute the utilization of textbooks, workbooks and electronic devices to help pupils attain a specific level of performance. To Lee and Jang (2014), instructional design is a systematic tool that assists designers in understanding related instructional variables and guides them through the design process. Instructional design models may be classified into three different types; model development, model validation, and model use. (Richey & Klein, 2007) proposed that model development can be theoretical or practical. They also emphasis the developed model must be validated. The validity of a model refers both to the appropriateness of the model components and the usefulness of the model with regard to purpose.

Even though the words approaches, techniques, methods and model are sometimes used interchangeably to better understand instructional design development, these words are worth looking at again. Glickman (1991), argues that an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is self-evident; it describes the nature of the subject matter to be taught. When we use the term approach, we mean that an idea or theory is being applied: that whatever the teacher does, certain theoretical principles are always borne in mind. An approach is a set of assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should be implemented into the classroom setting. Such can be related to language acquisition. According to Goodwyn (1992), there are three principal "approaches": The structural view treats language as a system of structurally related elements to code meaning (for example; grammar). The functional view sees language as a vehicle to express or accomplish a certain function, such as requesting something. The interactive view sees language as a vehicle for the creation and maintenance of social relation, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges. This approach has been fairly dominant since the 1980s.

A method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. A method is a plan for presenting the language material to be learned, and should be based upon a selected approach (Tambo, 2002). In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching/learning, how the content is to be selected and organized, the types of tasks to be performed, the roles of students, and the roles of teachers. Like an

approach a method may either be structural, functional or interactive:

Gustafson and Branch (1997) say that, an instructional model is a schematic description of a system, theory, or phenomenon that accounts for its known or inferred properties and may be used for further study of its characteristics. Examples are economic model; instructional design model and instructional systems design model. A model can present complex information in a simpler way. Models can also provide frameworks for theory development and research. Models can be procedural (describing how something works) or conceptual (describing components and the relationships between these components)

Instructional Design (ID) or Instructional Systems Design (ISD) models are visual or verbal representations of the instructional design process that are used to guide and complete design in many training and educational settings (Seels and Glasgow, 1990).

Instructional Design Models

The term model carries different meanings in our daily life. Joyce and Weil (1972) put it that, teaching models are just instructional designs. They describe the process of specifying and producing particular environmental situations which cause students to act in such a way that specific change occurs in their behavior. Models are prescriptive teaching strategies designed to accomplish particular instructional task. They provide specific guidelines or blue prints and a systematic and organized effort in advance for the realization of specific objectives. Models in instruction are known to serve the following three functions in a given teaching and learning situation;

- Designing specific instructional objectives;
- Developing and selecting instructional materials;
- Specifying the teaching and learning activities for the attainment of Stipulated instructional objectives

These can be illustrated as follows;

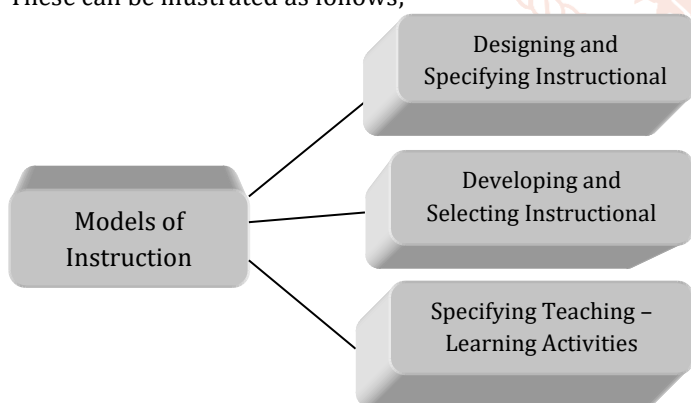


Figure 4: Functions of instructional models
Source: Study (2019)

Generally teaching models is described with some fundamental elements; focus, syntax, principles, the social system, the support system, application. Joyce and Weil (1978) had explained each of the fundamental elements above as follows;

Focus: it is the central aspect of a teaching model that deals with what the model intends to achieve.

Syntax: it consists of the phases and the activities which have to be arranged in a particular sequence.

Principles of reaction: it addresses how a teacher should regard and respond to the activities of the students when using the model.

Social system: it refers to the interactive roles and relationships between teacher and the learners, the kind of norms that are encouraged and students' behaviors that are rewarded.

Support system: It refers to additional requirements beyond the usual human capacity from the teacher and the facilities or schedule available in the ordinary classroom.

Application: it addresses application aspects; some models are designed for short lesson, others for longer lessons while others are for both.

Programmed instruction represents one of the effective innovations in the teaching process. It has been found appropriate for classroom and self-directed learning. It is a method of giving individualized instruction from a variety of sources; programmed textbook, teaching machine and computers with or without the help of the teacher. The instructional material is logically sequences into suitable small steps called frames. In actual operation a frame is presented to the learner, the learner is expected to read, listen and then response to activities, an immediate feedback is given to the learner. Many types of instructional programming have emerged as follows: Linear or extrinsic programming; Branching or intrinsic programming; Mathetic programming; Ruleg system of programming; Computer assisted instruction and Learners control instruction.

Mangal and Mangal (2011), report that the task in developing programmed instruction, be it text or computer-assisted instruction, is daunting. It involves the following phases; preparatory, development and evaluation phases. Each of the phases has its elements.

Preparatory phase

- Selection of topic or unit to be programmed;
- Writing assumptions about the learners;
- Writing objectives in behavioral terms;
- Writing the entry behavior of the learners;
- Developing specific outlines of content;
- Prepare a criterion test.

The development phase

It covers the actual writing of the program for a computer-assisted instruction; the development process has to follow the spirit and principles of programmed learning. The instructional material is to be broken into logical sequence suitable small steps or segments of the subject matter called frames. These frames are so designed such that the learner remains meaningfully busy and active by responding to them one at a time, faces minimum or no failure, gets immediate reinforcement and be able to move from one frame to another. In practice, program development involves three steps, namely; designing the frames, sequencing the frames and editing the frames.

Evaluation phase

The last phase of program development of instructional material is evaluation. The program developer tries to test the efficiency and effectiveness of the developed program. From the results, modifications and improvements are made on the program. The main activities in this stage are; individual try-out, small group try-out, field try-out or testing, and evaluation

Morrison (2010) suggests that there are many instructional models in literature that can be used for the teaching and learning process. These models act as a framework for implementation of varied content and learning processes. They even form a basis for the development of recent innovative strategies in the teaching and learning industry. The ADDIE model of instruction, for instance, is actually a framework that lists the generic process traditionally used by instructional designers and training developers, the ADDIE model revolves around five stages. The first letter of each of the stages forms the acronym ADDIE.

The five stages are; Analysis, Design, Development, Implementation, and Evaluation. They represent a dynamic, flexible guideline for building effective training and performance support tools. The ADDIE model was initially developed by Florida State University to explain the processes involved in the formulation of an instructional systems development (ISD) program for military inter-service training that would adequately train individuals to do a particular job and which can also be applied to any inter-service curriculum development activity Brason, Ryner et al, (1973). The model originally contained several steps under its five original phases (Analysis, Design, Development, Implementation, and Evaluation); the completion of each phase is expected before movement to the next phase occurs

The Competency Based Approach and Application in Cameroon schools

Ntongieh (2016) identify Competency Based Approach, also known as Competency Based Education (CBE), Competency Based Learning (CBL), Pedagogy of Integration, Performance Based Approach, Proficiency Based Approach, to be the dominant or propagated approach for teaching in Cameroon. This approach was introduced in Cameroon in 2012. The application of its principles to language teaching is called competency-based language teaching (CBLT). It seeks to teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life.

Richards (2001) is of the opinion that, the goal of CBA is to ensure that students are acquiring the knowledge that are deemed to be essential to success in school, higher education, careers and adult life and if students fail to meet up with expectations, they receive additional instruction, practice and academic.

With CBA in connection to language teaching and learning, learners study language in situations and contexts that are varied and relevant e.g. speaking, applying for a job, shopping and making an offer. From this, learners develop linguistic competence and problem solving abilities that can be used in new and challenging situations in life. This gives meaning to students' learning and puts them at the center of the teaching/learning transaction. It focuses on what

learners are expected to do with language, the focal point being the outcomes of teaching. Here, we do not concentrate on the learners' knowledge of the language but on how they use it in real life situations to solve problems and get things done.

Active components of CBA

- Assessment of learners' needs
- Selection of the competences
- Target instruction
- Evaluation of the competency attainment
- Continuation of process until competency is attained.

To effectively implement CBA in Cameroonian school system, teachers see the process as a daunting.

This paper therefore seeks to find out teachers perception on the need for an innovative instructional model for teaching English Language in Anglophone Secondary School in Cameroon.

Methodology

A sample survey research design developed an instrument (quantitative instrument; questionnaire) to ascertain teachers need for an innovative model for teaching English Language. The research targeted 645 English language teachers in Anglophone sub-system of Education. From this population, a purposive sampling technique was used and 30 trained secondary schools English language teachers in Anglophone sub system of education was retained. These teachers are presently practicing in lay private, mission and government secondary school in the Anglophone sub-system of Education in Buea municipality of Fako division of the South West region of Cameroon. The instrument used for data collection was the questionnaire. Realizing that there is a fall in the level of achievement in English Language examination in secondary school in English sub-system of education and in consultation with literature, thirty (30) English language teachers' opinions were sampled through a teacher need assessment questionnaire (TNAQ). It consisted of twenty (20) items, structured in a five column Likert scale typed questionnaire. Respondents were expected to tick among strongly agree, agree, disagree, strongly disagree and undecided.

Findings

Teachers' ratings on the need for an innovative instructional model for teaching and learning English Language?

This question intended to find out if English language teachers in Anglophone (English speaking Cameroon) have a need for a computer assisted instructional model for the teaching of English language in their secondary schools. The data was collected through an objective Likert scale type questionnaire. The findings from this instrument revealed that out of the 10 items used in this assessment, the teachers generally strongly agreed (mean score ≥ 4) with 9 of these items and agreed (mean score ≥ 3) with one item (item 6). Responses were most unanimous for item 3 as indicated by a relatively low standard deviation of 0.40 and this was closely followed by items 2, 7, 8 and 10 which all recorded a standard deviation of 0.46. Overall, respondents strongly agreed that there is need for a CAIM as indicated by a grand mean of 4.39

Table 13: Summary statistics of teachers’ ratings on the need for an innovative instructional model for teaching and learning English Language

Descriptive Statistics					
SN	Item	N	Mean	Std. Deviation	Decision
1	Teaching methods of English language in secondary schools remained traditional	12	3.33	1.37	Agreed
2	I mostly use the lecture method to teach English Language to my students	12	3.41	1.50	Agreed
3	Reading Comprehension is basically taught using the demonstrative method	12	3.33	1.23	Agreed
4	I have never used computer-assisted method in my English Language Lessons	12	3.75	1.29	Agreed
5	Computer language games could be a better means to be used in the teaching of Grammar in English Language	12	3.41	1.16	Agreed
6	There is no known framework in the English language curriculum in Cameroon that support the teaching of the subject using technology	11	3.81	1.07	Agreed
7	Audio-visual materials could better replace the lecture method in English Language	12	3.83	1.26	Agreed
8	In an era of digitalization, we need to start using video simulations to teach English Language	12	3.66	1.15	Agreed
9	As an English Language teacher, I am willing to accept innovations in the current teaching strategies	12	3.66	1.49	Agreed
10	In this computer age, our teaching methods in English Language need to be more computer-assisted	12	3.66	1.43	Agreed
	Grand Mean	11	3.59	1.30	Agreed

With regard to which language skill required most attention of technological innovation, teachers responses shows preferences speaking skill and writing to what language skill they think can be best taught though the use of computers

**Relationship between computer technology and methods of teaching
Ten items of the questionnaire addressed this question**

S/N	ITEM	SA	A	D	SD	U
1	Audios lessons do not reinforce in teaching	12	10	3	3	2
2	Video lessons provide learning need of different learners	17	8	2	0	3
3	Computer literacy is a tool to improve my teaching	12	6	7	4	1
4	Internet provide a wide range of teaching resources	11	14	1	3	1
5	Learners can be provided supportive content via internet	13	9	3	3	2
6	Television use in class supports explicit content delivery	10	11	4	4	1
7	Projector are visual support to be used in class	6	13	7	2	2
8	Assignments can be transmitted to student mobile phones	8	7	7	6	2
9	Portable digital devices are a quick tool use in teaching	9	7	5	6	3
10	Laptops and computer can be used to design and prepare teaching resources	13	8	3	5	1

Summary of research question

Decision	Response	Frequencies	Percentages
Agreement	204	204	68%
Disagreement	78	78	26%
Undecided	18	18	6%
Total	300	300	100%

Discussions

Teachers’ ratings on the need for an innovative instructional model for teaching and learning English language.

From the responses of this research question, teachers’ need for change is expressed. They are clearly dissatisfied with the traditional instructional model that makes room only for

constant repetition of same content to student’s every year. They think that the traditional teaching modes are mostly teacher centered and at such students remain passive in the teaching and learning exercise. This is contrary to good learning expectations where learners are supposed to be at the center of their own learning situations particularly in language learning, where learner’s involvement and practice is central toward the attainment of skills.

Secondary school teachers attested to the fact that computer related resources could be a means of great improvement in the learning outcomes of students but worry that there is no such framework through which the teaching of English language in secondary schools can be supported. They mostly said they are willing to accept innovations geared toward the use of ICTs in teaching and supporting classroom didactic practices.

Findings that related the use of CAIs and teaching methods showed that there is a relationship between the use of CAIs and teacher's improved methods of teaching. These findings fall in line with Raiser (1997) that attributed the intervention of films in classroom to bring a complete transformation in teacher pedagogic improvement. Also Wright (1991) makes it clear that the success of audio visual in classrooms generated new interest in the learners and teacher's commitment toward learner's retention. Verduin and Clark (2001) categorized information flow in classroom in such a way that both the teachers and the learners are aware of the common goals, activities and procedures. This according to them can only be possible through the use of proper mediums of communications. A technology model of teaching will thus provide a wider range of functions and a higher quality of teaching functions, greater student control, greater teacher control, more student and teacher interaction and better feedback.

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