

Visual Teaching Techniques and the Development of English Language Competencies in Secondary Schools in Cameroon

Ambei Moses Chu (PhD)^{1*} and Luma Ernestine¹

¹Department of Curriculum and Pedagogy, Faculty of Education, The University of Bamenda

*Corresponding Author's Email: chuambe@gmail.com

Abstract

Purpose: The paper underprops the prominence of visual teaching techniques as a teaching method to better engage students during the teaching and learning processes, and to make outstanding endorsements for it to be adopted in all the schools in Cameroon. It is on this prelude that, this study sought to bargain on the positive effects of visual teaching techniques in the development of English Language competencies.

Methodology: The study used the survey research design which comprises of cross sectional and quantitative designs. Data used was solicited from primary sources; through questionnaires and experimental observation checklist. Sample respondents made up of 52 teachers and 373 form three students selected from government, lay private and mission schools in Mezam Division. The study employed the descriptive and inferential statistics using SPSS version 25.

Findings: The findings of the study revealed that, the use of visual scaffolding will positively impact the development of English Language competencies. Not only does it act as a burly enhancer for the development of language competencies but it equally develops creative skills, critical thinking skills and problem solving skills.

Conclusion: Visual scaffolding technique is an asset in teaching English as a second language.

Recommendations: From the findings this study recommended that, teachers must be prepared and willing to use visual techniques to better engage their students especially with the current trends of events, teachers should be sensitized and trained on the importance of visual scaffolding and the development of competencies in English language.

Keywords: *English language, teachers, visual scaffolding, students' competencies*

INTRODUCTION

With the intensifying importance of visual tools, it is imperious in our society today to look for ways of making language teaching more enthralling and motivating. Metros (2006) asserts that, “Institutions must provide a stage, real and virtual, where the academic community, in tandem with the global community can freely debate the ethical issues inherent in a visually dominated world”. The emergence of various technologies has redefined 21st century societies and the world has gradually become more tech-savvy and students are not left out. It is hard to ignore the fact that, the dominant expressive form of language of our age is the visual and the present generation is more visual pro and coming of age in an increasingly visually oriented world, they need to be taught the way they learn best-with visual prompt accompanied by active learning techniques (Athuraliya, 2019). In light of these variations, new pedagogic approaches have been implemented to support civic life, education and communication in highly complex, digitalised era (Pegrum, Dudeney, & Hockly, 2018). Today’s teachers have a variety of tools, technology, and instructional approaches at their disposal to better engage their students. One of these useful approaches is visual teaching techniques.

Statement of the Problem

The transformational approach through exploration and problem-based learning is fast gaining grounds in our educational system as opposed to old models of teaching. Therefore, there is an urgent need to improve on methods of teaching. The 21st century is flooded with images and illustrations of all types and students need to read and decode these images. Unfortunately, students are hardly provided with those teaching techniques that will give them the opportunity to transpire any meaningful interaction between them and whatsoever they see, and there is need to improve on the teaching and learning methods most especially in this new era of technology. Despite the increase in the use of technology in education in this 21st century, there is still much not known about visual teaching techniques and English Language competencies development in secondary schools students.

Innovations in technology use prompted the researcher to see how visual teaching techniques can be incorporated in teaching and learning alongside other teaching methods and equally for the fact that it does not impede the development of competencies and performance, rather it enhances creative thinking, critical thinking and problem-solving skills. So why should it be abandoned or not used alongside other teaching methods? This was quite visible in the COVID-19 pandemic era which led to the massive use of digital gadgets in teaching and learning processes. Statistics showed that, during this period (2020), there was an increase in the percentage passed in the General Certificate of Education of both Ordinary (64.04%) and Advanced (74.24%) levels. So why should it not be encouraged?

For over three decades, there have been a general cry on the falling standards of English language at the proficiency and academic level. Unfortunately, students are hardly provided with teaching materials and methods that will help them think through, think with and think about images, which will help learners develop language competencies. Despite the teaching of English language in Cameroonian schools, the development of competencies is still a major problem. That is, there is still a limited understanding of visual aid-driven language competencies development in the Cameroonian education sector. This study sought to examine the influence of

visual teaching techniques on the development of English language competencies in secondary school students.

Research Question

The study which set to access the effectiveness of visual scaffolding on the development of English language competencies in secondary school students answers the following question: What is the influence of the use of visual scaffolding on the development of English Language competencies?

REVIEW OF LITERATURE

Several studies have shown that, the world is rapidly embracing the visual culture and visual awareness is no longer a matter of priority (Paivio, 1991; Mayer, 1990; Chomsky, 1995; Bandura, 1997; Bloom, 1956; Schirato & Yell, 1996; Clark & Lyons, 2004; Akey & Gross, 1996; Holschuh & Nist, 2000; Talebinezhad, 2007; Albahiri & Alhaj, 2020; Bui & McDaniel, 2015; Vaughn & Wang, 2009). This review of literature focuses on visual teaching techniques used during the teaching and learning processes.

Visual Scaffolding Technique used during Teaching and Learning Processes

Athuraliya (2019) points out that things have drastically changed with the advent of technology and students have become more tech-savvy with shorter attention span. What can grasp their attention for a long period of time is something that they can easily process and comprehend. This is where visual instructional materials come into play, since human brains processes images 60000 times more than a text, and it has a long term memory than other forms of communication tools.

Visual Scaffolding as a Visual Teaching Technique

Visual scaffolding is a specially designed academic instruction in English (SDAIE) that uses methods and resources that add context to the language that the student is learning such as props, gestures and pictures. Visual scaffolding contribute to that child's language acquisition and ultimately to the production of new languages. Visual resources that can be used include photographs, textbook illustrations, drawings, videos, flashcards and graphic organizers. It is like bringing real-life situation into the classroom (Wilson, 1999). Visual scaffolding is very beneficial especially to English language learners and teachers. It is categorized as one of the visual instructional materials that relate to photos and pictures and nonverbal tools that teachers use during teaching and learning. According to Herrell and Ordan (2012), visual scaffolding is "an approach in which the language used in instruction is made more understandable by the display of drawings or photographs that allow students to hear English words and connect them with the images being displayed". Photographs, flashcards, videos, textbook illustrations, drawings and graphic organizers are being used in a language classroom as instructional materials in order to help students understand the language better (Herrel & Jordan, 2012). Beak (1983) found out that subjects exposed to simultaneous picture formats achieved significant higher scores than subjects exposed successive (linear) formats.

In addition to that, Tabrizi and Shokripour (2015) points out that visual scaffolding is a specially designed academic instruction in English (SDAIE) that uses methods and resources that add

context to the language that the student is learning. These includes props, gestures and pictures contribute to that child's language acquisition and ultimately to the production of new languages. When an instructor uses these materials in the classroom he brings the outside world into the classroom (Wilson, 1999). According to Meskill (2009), visual scaffolding is about borrowing from the outside and social world to generate meaning for less accessible notions that are related to mind and emotions. In order words language acquisition is rapid in a classroom situation when an instructor makes available all these visual resources. According to Carpenter and Forouzesh (2014) people are very dependent on their vision and eighty percent of all people learn through their sense of sight.

Visual Scaffoldings is based on Vygotsky's socio-cultural theory, where he believes that knowledge can be achieved by scaffolding from a knowledgeable person to a novice. Scaffolding like any other strategy, can be presented in many ways for teaching English language skills. However, its success or failure depends highly on its instructor. According to Poorrahmadi (2009), scaffolding is considered as an invaluable instructional tool because it aids students' learning, enables them to understand that they can both teach. Scaffolding also aids students' to learn from each other, helps them understand information in a way that makes sense to them, increases growth opportunities and reduces learning ambiguities.

Bassiri & Al (2012) identified five types of scaffolding: offering explanation, inviting students' participation, verifying and clarifying student understanding, modeling the desired behavior, and inviting students to contribute clues for reasoning through an issue or a problem. Hannafin et al. (1997) equally identified six main types of scaffolding strategy in teaching English language ,and four categories of scaffolding: conceptual scaffolding, metacognitive scaffolding (that deals with the individual's learning management), procedural scaffolding (provides learners with hints on how to utilize available resources and tool), strategic scaffolding (provide learners on how to use strategies).

All language skills can be taught effectively using visual scaffolding strategies. Visuals occupy the central stage of all planning and delivery speaking lessons because they do not only anchor and generate communicative activities but they provide interesting and captivating lesson activities (Meskill, 2009). Instructors can then use images for picture description (picture composition) and storytelling activities. Students could be made to watch short videos and have them do oral reports or brainstorm on a specific topic before the beginning of the lesson. In carrying out brainstorming activity other sub skills like critical thinking is equally developed. In order words visual resources provide rich intelligible input that facilitates the acquisition of language competences.

Concerning vocabulary, videos and pictures facilitate the teaching of vocabulary, since it does not need any form of translation for learners to grasp the vocabulary lessons or the words. Concrete nouns as well as abstract nouns can be taught using pictures and videos. Introduce words to students in pictures or in context with thing they already know and are interested in. Teachers can use analogies and metaphors and students can be asked to create a symbol or a drawing for each word. Always give time for small group discussion of the words .When they are through with their discussions, a dictionary can now be used only to compare with those definitions they have already discovered on their own (Alber, 2014).

Content schemata can be activated at the pre-reading and pre-listening stage of the lesson when visual aids are used thus, leading to the development of reading and speaking skills. This can be done through question and answer sessions, picture description and brain storming on the main theme of the passage. Pictures can be used to scaffold writing instruction. Teachers can use pictures to make students brainstorm and build up compositions or write very good stories from the pictures. Instructors can use graphic organizers to help students organize their essays. Layouts of articles, speeches, formal and informal letters could be used to facilitate students understanding of the various types of writings.

Looking at grammar, visual aids can be used in many different ways to facilitate teaching. Teaching tenses (present continuous) for example, an instructor could use a picture (of a family compound with family members participating in one activity or the other) and ask students to construct sentences describing the activities of the people in the picture using the ‘...ing’ forms of the verbs. Regarding the reading skills, the instructor should use suitable techniques to improve students’ reading ability (Fauziati, 2015). In order to read well, learners have to identify and select the right cues, and teachers should know the *raison d’être* of the nature of reading and its implication in teaching techniques. When an instructor uses visual scaffolding technique to develop reading, complex ideas from the text are more accessible and makes vocabulary and language learning memorable. In addition to that, students can easily collaborate with each other and share their ideas.

Language Competence

Language competence refers to the innate linguistic knowledge that allows a person to match sounds and meanings (Chomsky, 1969). It constitutes the tacit and implicit knowledge of a language. This implies that people do not have conscious access of the rules that govern the combination of sounds, words and sentences but they do recognise when the rules of grammar are broken (Wiley-Blackwell, 2011). Language development as a process in human starts early in life. It proceeds by ordinary processes of learning in which children acquire the forms, meanings, and uses of words and utterances from the linguistic input (Chomsky, 1995). Early learning begins as from 10 months, as children start with babbling. Some research has shown that the earliest learning begins in the uterus when the foetus starts recognising sound patterns of its mother’s voice and differentiates it from other sounds after birth. Typically, children develop receptive language abilities before their verbal or expressive language develops. Receptive language is the internal processing and understanding of language. As receptive language continues to increase, expressive language begins to slowly develop (Chomsky, 1995). According to Chomsky (1995), all children have what is called language acquisition device which is an area of the brain that has a set of universal syntactic rules. This device provides children with the ability to make sense of knowledge and construct novel sentences with minimal input and little effort.

As such language development starts with gestures and sounds, words and later sentences. There are a number of skills to be considered for a language to be well developed. There are listening, speaking, reading and writing. Language competence is a person’s subconscious knowledge of the rules governing the formation of speech in their first language. Hymes (1964) refers to a child’s ability to apply and use grammatical rules and also to form correct utterances and know how to use these utterances appropriately as communicative competence. Chomsky (1995)

argues that, the fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations). This clearly indicates that linguistic competence functions correctly under appropriate conditions. Therefore, Linguistic competence constitutes knowledge of language, but that language is tacit and implicit (Blackwell, 2011).

Factors influencing the Development of English Language Competencies

Students learning competencies start from the planning of the lesson, preparing and executing the lesson. Hunter (1999) points out that, teaching and learning begins right from the planning of the lesson. And as such the skills envisaged are the design, implementation and assessment of lessons taught. The purposes for that are to improve the four skills in language learning. Some of the factors that are helpful in guiding the teacher on how to strategize his or her lesson are timing, planning and preparing the lesson, monitoring students' progress, conducting and assessing students' progress in lessons taught.

Timing

There are different approaches to time in education. According to Berliner (1990), distinction should be made between: officially allocated time, which includes school time, classroom time and instructional time; engaged time or time to task, academic learning time, which has to do with the portion of engaged time that students spend working on tasks at an appropriate level of difficult for them to experience high input. Timing is a prerequisite for learning to enhance language skills. Van (2007) argues that the quality of learning time is a good predictor for the effectiveness for reaching and for skills to be developed. In line with this statement, the higher the quality of time put in the greater the skills development. According to Graham & Al (2007) pointed out that, increasing the time available for learners to write will definitely have a medium positive effect on the quality of their writing as well as other skills. As such learning time is time effectively utilised for the development of the four communicative skills. However, learning time has to do with learners' time on task as stipulated by Berliner (1990).

Promoting Active Learning

Promoting active learning in an English Language classroom is a method of learning in which learners are actively involved in the learning process that is, engaging learners in deep thought about the subject matter. It equally means having a good classroom management, variation in learning activities, students' time on task, and challenges which will thus; help promote higher thinking skills such as application of knowledge, analysis and synthesis. Active learning necessitates that students should cognitively engage with learning materials and activities specifically designed by the instructor (Bonwell & al., 1991). Brophy (1999) argues that active learning is based on constructivist views on learning and instruction and promoting active learning support the promotion of skills as children learn by doing. Children must be given the opportunity to compare and share ideas.

Monitoring Language Development

Regularly monitoring and assessing learners' development may have a positive effect on their performance as well as improving the quality of their lessons (Barrett et al., 2007). For language skills to develop effectively, instructors should monitor the progress of their learners and make

the necessary adjustments when and where need may arise. According to Kedzie & al. (2016), suggests that for effective monitoring to take place instructors must first and foremost evaluate them: “what has been learned?”, “what went wrong?”, “what went well?” and “what did not go well?” After these evaluation they can then use the feedback to improve on the quality of their teaching (Schildkamp & Kuiper, 2010)

Planning of the English Lesson

Lesson planning is a blue print that every effective teacher should use. According to Khan (2006), lesson planning is a strategy for tutoring a particular lesson, attempting to save time energy and give the best output in no time. The strategy showcases the specific objective to be pulled off and the observable outcome in children to show that learning has taken place. A good lesson plan should clearly spell out the lesson objectives and a well written objective should include information on what is found in the lesson, the sub-skills to enable teachers provide a logical sequence to the lesson in order of difficulty (Hunter, 1999). A good lesson plan should include the following essential elements: a clear understanding, it should be able to relate the previous work of the course, should be organised with subject matter, resource material and teaching activities. It should also focus on suitable strategies, should also include good evaluative approach, and lastly, it should consider future applicability of the lesson taught. In addition that, a good lesson plan should as well observe the following sub-aspects: a well formulated aims, sound approach, good summary, individual student in focus, inclusion of important illustration, review, content material and leadership. With these aspects in place, children will be able to follow the lesson from one phase to the other diligently and thus, a better outcome.

Preparing the Lesson

A well prepared lesson plan organises the time of the classroom and aids teachers to achieve their lessons efficiently. Hunter (1982) says that lessons should be prepared in such a way that it meets the objectives. According to Coggan (2014) this stage is known as the implementation phase. It involves the assembly of data gathered during planning, analysing and interpreting in line with the skills envisaged for the teaching and learning processes. Selecting the best teaching technique for particular language aspects will necessitate different analysis at different stage.

Lesson Presentation

According to Mckeachie (2020) an effective teacher is an excellent communicator who thinks about improving his or her learning presentation skills, and shapes both his content and style to fit his or her audience. In a classroom situation, any teacher who fails to communicate in a way that is both comprehensible and interesting to students will cause learning difficulties and the intended objective will not be attained. It is usually very important for the teacher to share the objective of the lesson at the onset of the lesson, and this will guide learners on what to focus on. In order to effectively implement this stage, teachers are cautioned to use varieties of teaching styles and the best should be selected to match the desired objective(s) and language skills.

Monitoring and Evaluating Learners Progress

Ensuring learners progress is very beneficial in competence development, since it will spur teachers to make necessary adjustments where need may be. Monitoring refers to the continuous

systematic use of data in order to track learner's progress through a variety of forms such as daily learning log, class record, progress, chart checklist. The main goal of monitoring and evaluation is to improve outputs, outcomes and impact by providing information on areas that need improvement (Rosenshine & Steves, 1986). Instructors can use choral response, mini-reading test, brief written responses, and group peering depending on the goal the instructor wants to attain.

Conducting Practice Sessions

According to Driver & Osorne (2000) conducting practicing session is of prime importance to learners, since learners will be given the opportunity to practice the new skills they have learned in a group as well as individually. This will help learners learn faster.

METHODOLOGY

This study employed the survey (cross sectional) research design which ascertained its capacity to identify present conditions and point to present needs through a variety of instruments, limited cost involved, convenient data gathering from target participants for both the endogenous and exogenous variables. The research method for this study is the mixed one wherein both quantitative and qualitative techniques was used to manage the data collected for the study.

An observation guide was also used alongside the questionnaires and some elements of ethnography were exploited. Applying ethnographic approach enabled the researcher to interact with the English Language teachers, teaching in the Anglophone sub system of education. 52 teachers and 373 students bringing it into a total of 425 respondents who were randomly selected from 10 schools. The choice of teachers was because of their experience in teaching and the fact that visual teaching techniques are known but hardly exploited and the discipline is taught in all schools from nursery to tertiary level of education. Secondly, based on availability convenient sampling was drawn from each group due to the current socioeconomic and political crisis in the North West Region. These techniques of sampling were engaged because of the nature of the study which is primary data approach and its simplicity in data collection and analysis.

As for the student population, only those in form three from the 10 schools and the teachers that were sampled constituted the accessible population of the study. In the 10 schools, the students' population was 19,978 and the estimated number of students in form three was 2855. Therefore, out of the 2855 form three students from the 10 school, the sample size stood at 373. In total, the sample size for study was 425 respondents.

FINDINGS AND DISCUSSIONS

Findings derived from data collected from the field on visual scaffolding technique and competencies development in secondary school students within Mezam Division of Cameroon. Data was collected from 52 English Language teachers and 373 form three students from government, mission and lay private schools. The findings of the study are presented based on the specific research questions that guided the study and hypotheses tested.

Table 1 shows the responses for question three: What is the influence of visual scaffolding on students' competences development?

Table 1: Teachers' opinion on the influence of visual scaffolding on the development of English language competences by students

| Items | Stretched | | | Collapsed | | |
|---|---------------------|---------------|---------------|------------------------|---------------|---------------|
| | Strongly Agree (SA) | Agree (A) | Disagree (D) | Strongly Disagree (SD) | SA/A | D/SD |
| The use of visual scaffolding has a positive influence on the development of students' comprehensive listening. | 45 (86.5%) | 4 (7.7%) | 2 (3.8%) | 1 (1.9%) | 49 (94.2%) | 3 (5.8%) |
| Visual scaffolding has a positive influence on students' critical listening. | 41 (78.8%) | 6 (11.5%) | 3 (5.8%) | 2 (3.8%) | 47 (90.4%) | 5 (9.6%) |
| The use of visual scaffolding does not have an influence on students' discriminative listening. | 2 (3.8%) | 5 (9.6%) | 23 (44.2%) | 22 (42.3%) | 7 (13.5%) | 45 (86.5%) |
| The use of visual scaffolding does not have an influence on students' creative writing. | 4 (7.7%) | 3 (5.8%) | 17 (32.7%) | 28 (53.8%) | 7 (13.5%) | 45 (86.5%) |
| Using visual scaffolding has an influence on students' narrative writing. | 38 (76.0%) | 8 (16.0%) | 3 (6.0%) | 1 (2.0%) | 46 (92.0%) | 4 (8.0%) |
| The use of visual scaffolding has an influence on students' descriptive skills. | 39 (75.0%) | 7 (13.5%) | 3 (5.8%) | 3 (5.8%) | 46 (88.5%) | 6 (11.5%) |
| Visual scaffolding does not have an influence on students' use of punctuation marks. | 1 (1.9%) | 4 (7.7%) | 22 (42.3%) | 25 (48.1%) | 5 (9.6%) | 47 (90.4%) |
| The use scaffolding does not have an influence on students' fluency. | 3 (5.8%) | 6 (11.5%) | 18 (34.6%) | 25 (48.1%) | 43 (82.7%) | 9 (17.3%) |
| The use of visual scaffolding has an influence on students' grammar. | 29 (55.8%) | 14 (26.9%) | 6 (11.5%) | 3 (5.8%) | 43 (82.7%) | 9 (17.3%) |

| | | | | | | |
|--|------------------------------|------------------------------|-----------------------------|----------------------------|------------------------------|------------------------------|
| The use of scaffolding in lessons has an influence on students' pronunciation. | 30 (57.7%) | 11 (21.2%) | 7 (13.5%) | 4 (7.7%) | 41 (78.8%) | 11 (21.2%) |
| Visual scaffolding does not have an influence vocabulary. | 8 (15.4%) | 6 (11.5%) | 19 (36.5%) | 19 (36.5%) | 14 (26.9%) | 38 (73.1%) |
| The use of visual scaffolding does not have an influence on students' diction. | 4 (7.7%) | 10 (19.2%) | 23 (44.2%) | 15 (28.8%) | 14 (26.9%) | 38 (73.1%) |
| Visual scaffolding has an influence on students' skimming skills. | 15 (28.8%) | 24 (46.2%) | 10 (19.2%) | 3 (5.8%) | 39 (75.0%) | 13 (25.0%) |
| The use of visual scaffolding has an influence on students' extensive reading. | 26 (51.0%) | 18 (35.3%) | 7 (13.7%) | 0 (0.0%) | 44 (86.3%) | 7 (13.7%) |
| Multiple Response Set (MRS) | 397 (54.8%) | 214 (29.5%) | 75 (10.3%) | 39 (5.4%) | 611 (84.3%) | 114 (15.7%) |

***Items with coding reversed during calculation of MRS*

Source: Field Survey 2022

Based on teacher's opinion on the influence of visual scaffolding on the development of English language competences by students, a majority of teachers 94.2% (49) accepted that, the use of visual scaffolding has a positive influence on the development of students' comprehensive listening. About 90.4% (47) of the teachers of equal proportion also accepted that visual scaffolding has a positive influence on students' critical listening and use of punctuation marks. 86.6% (45) of the teachers also indicated that the use of visual scaffolding have an influence on students' discriminative listening and creating writing. About 92.0% (46) of the teachers also accepted that visual scaffolding has an influence on students' narrative writing. Furthermore, 88.5% (46) of the teachers also accept use of visual scaffolding has an influence on students' descriptive skills. In the same trend, 82.7% (43) of teachers of equal proportion also accepted that the use scaffolding do not have an influence on students' fluency and grammar ability. 78.8% (41) of the teachers also indicated that, the use of scaffolding in lessons has an influence on students' pronunciation.

Furthermore, 73.1% (38) of teachers of equal proportion also indicated that visual scaffolding have an influence vocabulary and students' diction. 75.0% (39) of teachers also indicated that visual scaffolding has an influence on students' skimming skills. Finally, 86.3% (44) of the teachers accept that the use of visual scaffolding has an influence on students' extensive reading. In summary, 84.3% of the teachers accepted that scaffolding has an influence on the development of students English language competencies while 15.7% of them disagreed. This overall finding is also presented on figure 1.

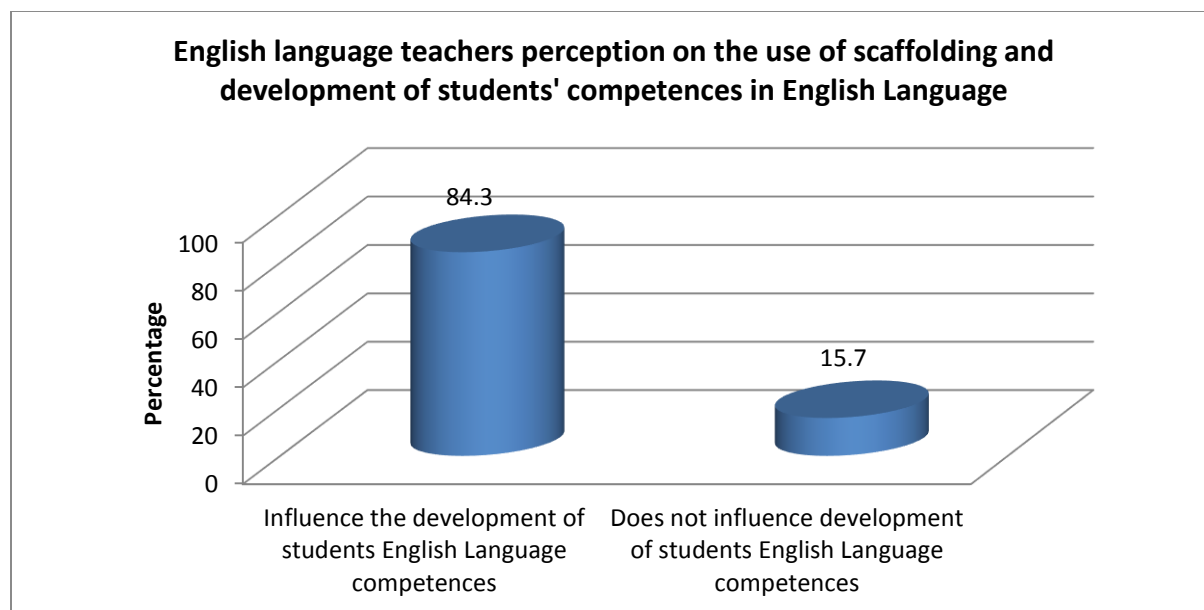


Figure 1: English language teachers perception on the use of scaffolding and development of students' competencies in English language

Table 2: Teachers' description on how the use of visual scaffolding influences the development of language skills among students

| Themes | Frequency | Quotations |
|-----------------------|-----------|--|
| Ease understanding | 9 | <p>"Lessons become easily understood"</p> <p>"Help the teachers to make students understand the language easily".</p> <p>"It provides information for my students to further exploit and understand the lesson better".</p> <p>"Help students understand more especially with literature text".</p> <p>"Ensure understanding".</p> <p>"Improve mastery of lessons".</p> |
| Ease/improve teaching | 7 | <p>"Help me to realise that there are many other methods to develop the language skills of students".</p> <p>"Help me develop the language skills in students easily".</p> <p>"It has enabled me to upgrade and improve on my teaching materials".</p> <p>"It has permitted me to improve on my lesson notes and materials for the children".</p> <p>"It provides me with alternative methods to develop the language skills in students".</p> |

| | | |
|--|---|--|
| Foster development of competences | 7 | <p>“It helps to increase the speed with which the teacher can develop the language skills of the students”.</p> <p>“It helps in influencing the students reading capabilities that what they see is easily retained in their memory”.</p> <p>“Help teachers develop the language skills in students faster”.</p> |
| Increase class participation | 6 | <p>“It has boosted their morals and most or all of them get involved in the activities”.</p> <p>“It has made the children more participatory during the lessons”.</p> <p>“The class is more attentive and the student learns more”.</p> |
| Development of receptive and speaking skills | 5 | <p>“It enhances their learning and development of receptive skills”.</p> <p>“Their listening and speaking skills are greatly enhanced when videos are used”.</p> <p>“It makes the students more focus in class”.</p> |

Source: Field Survey 2022

Based on the teacher’s personal description of the use of visual scaffolding, findings show that visual scaffolding has been of help to both the teachers and students. To students, the teachers said the use of visual scaffolding has made it easier for the students to understand lessons, foster the development of language competences, increase their participation in class and improve on their receptive and speaking skills. On the side of teachers, the use of visual scaffolding has ease/improve on their teaching.

Table: 3: Students opinion on the use of visual scaffolding and the development of language competences.

| Opinion Statements | Yes | No |
|--|--------------------|------------------|
| I know what visual scaffolding is? | 352(94.4%) | 21(5.6%) |
| I have been taught using visual scaffolding? | 361(96.8%) | 12(3.2%) |
| Do you understand lessons more when it is a used? | 343(92.0%) | 30(8.0%) |
| Would you like your teachers to always use visual scaffolding? | 356(95.4%) | 17(4.6%) |
| I can pronounce well when visual scaffolding is used? | 363(97.3%) | 10(2.7%) |
| I can read fluently when visual scaffolding is used? | 362(97.1%) | 11(2.9%) |
| Visual scaffolding helps me to read very well? | 363(97.3%) | 10(2.7%) |
| Multiple Response Set | 2500(95.7%) | 111(4.3%) |

Source: Field Survey 2022

Based on the student opinion on the use of visual scaffolding as presented on table 3, 94.4% (352) of the students said they have been taught using visual scaffolding. Also, 96.8% (361) of the students indicated that they understand lessons more when visual scaffolding is used.

Findings also show that 92.0% (343) of the students indicated that they would like their teachers to use visual scaffolding. Furthermore, 95.4% (356) of the students agreed that they can pronounce well when taught using visual scaffolding. 97.1% (362) of students also indicated that they can read well when visual scaffolding is used. Finally, 97.3% (363) of students indicated that visual scaffolding helps them to read well. In summary, 95.7% of the students see the use of visual scaffolding as instrumental in their acquisition of English language competences while 4.3% of them did not. This overall finding is also presented on figure 2.

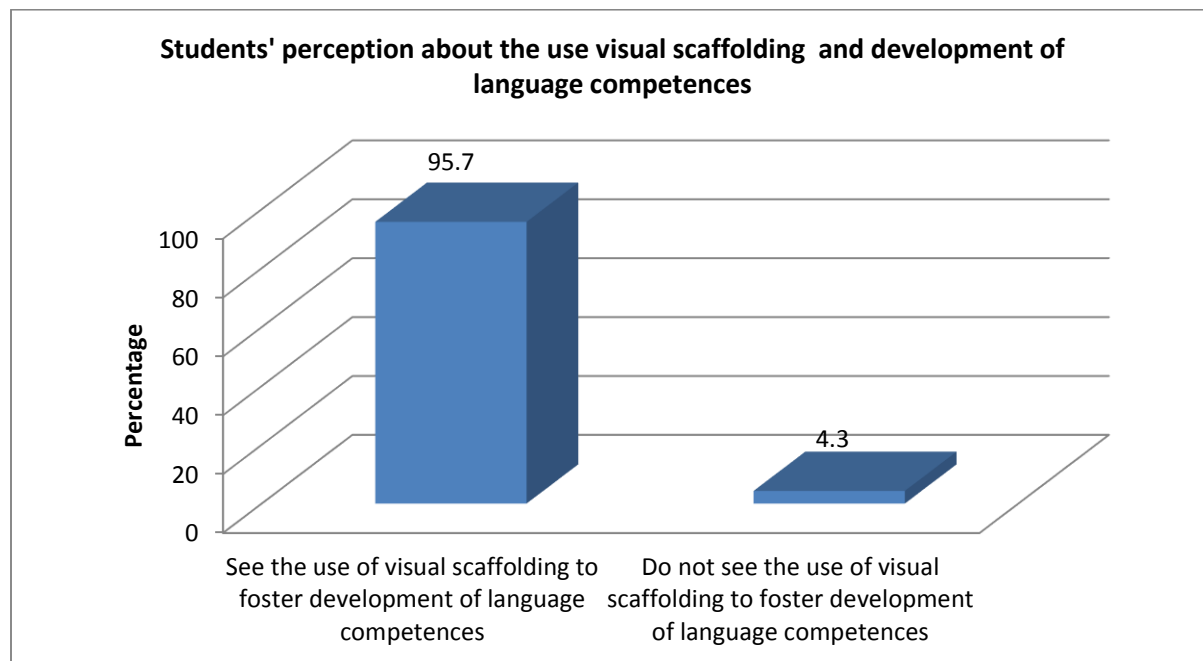


Figure 2: Students opinion on the use of visual scaffolding and the development of language competences

Table 4: Relationship between use of visual scaffolding and development of language competences by secondary school students

| | | Use of visual scaffolding | Development of language competencies by secondary school students | Explanatory power of influence in terms of percentage (Cox and Snell Test/Pseudo R-Square) |
|----------------|---------|---------------------------|---|--|
| Spearman's rho | R-value | 1.000 | .739** | |
| | P-value | . | .000 | 89.4% |
| | N | 279 | 279 | |

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey 2022

Statistically, findings show that there is a significant, positive and strong relationship between the use of visual scaffolding and the development of language competences by secondary school students ($R= 0.739^{**}$, $P\text{-value } 0.000 < 0.05$). The positive sign of the correlation value implies that students are more likely to develop language competences when English language teachers make adequate use of visual scaffolding and this is equally supported with a high explanatory power of 89.4%. Therefore the hypothesis that states there is no significant relationship between the use of visual scaffolding and secondary school student's competences development was rejected.

Teacher's Observational Checklist

The researcher had to meet with a wide range of respondents to decipher their interest and readiness to teach and to learn. Using critical ethnography as an approach, the researcher actively participated in the activities of the targeted population, observed, asked and answered questions. This method of observing the inner perspective of the targeted population could only be achieved by actively participating in the teaching and learning processes.

This part of the work necessitated the researcher to observe, because in the schools selected the encounters were not the same. What therefore was the problem of using visual teaching skills in order to better engage teaching and learning processes? Conclusively, the observations show that, in the field most teachers know the importance of visual scaffolding (even after the implementation of the competency based approach by Education stake holders) teachers still find it daunting in employing it in their lessons.

CONCLUSION AND RECOMMENDATIONS

Considering the importance of visual scaffolding in the development of English Language competencies, teachers must be prepared and willing to use the technique to better engage their learners, especially in this 21st century where the world is plagued, with all forms of challenges. Schools should be well-equipped with visual instructional materials and teachers should be sensitised on the importance of visual techniques in teaching and learning processes. Conferences and seminars should be organised to train instructors on how to use these techniques to better engage their students in the teaching and learning processes.

Since the findings of this study show visual scaffolding is a burly enhancer in better engaging learners, the government and educational stakeholders should implement that in schools and colleges. Visual scaffolding technique is an asset in teaching English as a second language, not only does it act as a burly enhancer for the development of language competencies but it equally develops creative skills, critical thinking skills and problem solving skills. Metros (2006) asserts that, "Institutions must provide a stage, real and virtual, where the academic community, in tandem with the global community, can freely debate the ethical issues inherent in a visually dominated world".

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