



Exploring Teachers' Competencies in Implementing the National Languages and Cultures Curriculum in Primary Education

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DOI: 10.53103/cjess.v5i5.395

Abstract

This research investigates how the implementation of curriculum affects teachers' abilities to teach national languages and cultures within primary education. The implementation of the curriculum of national languages and cultures in Cameroonian primary schools encounters considerable obstacles, mainly due to insufficient teacher competencies. Educators face challenges with effective teaching strategies and a lack of instructional resources, which impede students' understanding of national languages and cultures. Employing a descriptive survey research design, data was gathered from 278 primary school teachers through stratified sampling. The cultural historical activity theory was applied to elucidate the study's variables. The results, derived from multiple regression analysis, indicate a significant positive relationship between teaching methods, instructional resources, and teachers' competencies in instructing national languages and cultures. In particular, effective teaching strategies such as content and language integrated learning, the incorporation of folktales and myths, community engagement, and project-based learning have a substantial impact on the teaching and learning of national languages. Additionally, cultural sensitivity and an inclusive learning environment are essential. There is a need to utilize digital resources and authentic materials to foster cultural awareness and appreciation. This research has implications for curriculum developers, educators, and stakeholders in primary education, emphasizing the necessity for targeted support and professional development to improve teachers' competencies.

Keywords: Teachers' Competencies, Curriculum Implementation, National Languages and Cultures, Primary Education

Résumé

Cette recherche examine l'impact de la mise en œuvre du curriculum sur la capacité des enseignants à enseigner les langues et cultures nationales au primaire. La mise en œuvre du curriculum des langues et cultures nationales dans les écoles primaires camerounaises rencontre des obstacles considérables, principalement dus à l'insuffisance des compétences des enseignants. Les éducateurs sont confrontés à des difficultés pour mettre en place des stratégies pédagogiques

efficaces et à un manque de ressources pédagogiques, ce qui entrave la compréhension des langues et cultures nationales par les élèves. À l'aide d'une méthode de recherche descriptive par sondage, des données ont été recueillies auprès de 278 enseignants du primaire par échantillonnage stratifié. La théorie de l'activité historico-culturelle a été appliquée pour élucider les variables de l'étude. Les résultats, issus d'une analyse de régression multiple, indiquent une relation positive et significative entre les méthodes d'enseignement, les ressources pédagogiques et les compétences des enseignants à enseigner les langues et cultures nationales. Les stratégies pédagogiques efficaces telles que l'apprentissage illustré des contenus des langues, l'intégration des contes et des mythes populaires, l'engagement communautaire et l'apprentissage par projet ont une influence considérable sur l'enseignement et l'apprentissage des langues nationales. De plus, la sensibilité culturelle et l'environnement d'apprentissage inclusif sont essentiels. Il est nécessaire d'utiliser des ressources numériques et des supports authentiques pour favoriser la sensibilisation et l'appréciation culturelles. Cette recherche a des implications pour les concepteurs du curriculum, les éducateurs et les parties prenantes de l'enseignement primaire, soulignant la nécessité d'un soutien ciblé, et d'un développement professionnel pour améliorer les compétences des enseignants.

Mots-clés: Compétences Des Enseignants, Mise En Œuvre Du Curriculum, Langues Et Cultures Nationales, Enseignement Primaire

Introduction

The instruction of national languages and cultures in primary education is a crucial component of learning, as it aids in the preservation and enhancement of students' cultural identities. Nevertheless, the effectiveness of this instruction is significantly influenced by the competencies of the educators in this field. Instructors of national languages in primary schools are required to have not only a strong grasp of the language and its culture but also the necessary pedagogical skills and effective teaching resources to impart this knowledge. National integration and coexistence are vital components of sustainable development. This is defined as the collection of informal norms that shape the communal life of solidarity without borders (integration), embodying values that encompass language and coexistence. The formation of a cohesive and integrated populace relies on the respect for the common good, solidarity among all citizens, and principles and values that embrace love not only for one's own language and culture but also for those of fellow citizens. Individuals are weary of being perceived and regarded as mere objects of history; they now aspire to be recognized as active participants in history, thus reinforcing and solidifying their values through their languages and cultures (Fomekong, et al., 2023).

Language serves as a system of oral or written communication utilized by a specific group of individuals (a linguistic community) to convey messages. It functions not only as the primary cultural artifact but also as a prerequisite for cultural expression. Language is regarded as the medium through which identity values are conveyed, which serves as indicators of practices or reflects the traditions and customs of a community or

people. In essence, it represents the most vibrant manifestation of a community's autonomy and cultural heritage. Nevertheless, Cameroon is home to a vast array of languages, approximately 250 in total. This diverse linguistic heritage, which greatly supports both collective and individual growth, necessitates teaching methodologies that acknowledge this linguistic variety. The success of these teaching methods is influenced by the attitudes and behaviors exhibited by both educators and students. Effective teaching integrates theory and practice in a cohesive manner, facilitating better knowledge retention. Educators must foster confidence, enthusiasm, and, most importantly, a sense of citizenship among their students. The journey to becoming a responsible citizen requires the freedom provided by educators and the tools that ensure the common good, such as class and management councils, teaching councils and seminars, correspondence books, and the adherence to disciplinary and relational standards (Fomekong, et al., 2023).

The study of National Languages and Cultures encompasses the acquisition of knowledge, skills, and values that empower learners to communicate in their national language and connect with their cultural heritage, thereby fostering self-esteem and confidence. National Languages and Cultures pertain to all languages and cultures within the four primary linguistic and cultural regions of Cameroon. The Fang-Beti zone, the Soudano-Sahelian zone, the coastal zone, and the Grass field represent the four primary cultural regions that shape the linguistic environment of Cameroon. These areas host more than 250 ethnic groups, each contributing uniquely to the cultural and linguistic legacy of the nation. This subject matter includes social customs, lifestyles, arts and crafts, as well as architectural styles and literary forms that highlight an individual's identity. It encourages learners to embrace education and enhance their learning experiences (Cameroon Primary School Curriculum, MINEDUB, 2018).

The benefits of learning National Languages are particularly significant at a time when it is widely recognized that education should commence in the learner's native language. This subject has been formulated based on domains derived from essential national core skills: effective communication in the two official languages (English and French) and proficiency in at least one national language, the practice of social and civic values (including morality, good governance, and budgetary transparency), the commitment to lifelong learning, and the development of four comprehensive competencies. The Terminal Learning Outcomes include the ability to communicate effectively using a minimum of five sentences in various contexts, to sing traditional songs with fluency, to engage in cultural activities or performances, to listen attentively without interrupting the speaker, to read at least five sentences while extracting the meaning of a related theme, and to write accurate and coherent sentences to convey information in any context (Cameroon Primary School Curriculum, MINEDUB, 2018).

The Research Problem and Objectives of the Study

The execution of the curriculum concerning national languages and cultures in Cameroonian primary schools faces significant obstacles, primarily stemming from insufficient teacher competencies. The lack of teachers' ability to implement effective teaching methods and to utilize adequate instructional resources greatly hinders students' ability to communicate effectively in their national languages and engage with their cultural heritage. Primary school teachers do not actively practice and teach national languages and culture. They indirectly engage with indigenous languages through the help of parents and guardians. They teach national languages and culture by organizing group work, grouping students in the classroom based on their tribal attachments, and assigning them tasks in those indigenous languages and cultures. They often lack fluency and mastery of the subject matter in these languages. This situation leads to serious consequences, including decreased academic success, decline in cultural identity, and low self-esteem. It is a high priority to improve educators' competencies to enable learners in primary schools to build a strong foundation in national languages and cultures, thereby promoting their academic success, cultural identity, and overall well-being.

The research aims to examine the relationship between the teachers' competencies and the teaching of national languages and cultures in primary schools. In particular, the study explores the important relationship that exists between teaching methods, teaching learning materials, and teachers' competencies.

The Cultural Historical Activity Theory (CHAT)

The Cultural Historical Activity Theory (CHAT) illustrates an important socio-cultural architecture for understanding and transforming the oscillation of pedagogy and culture within the classroom environment. The framework, which is based on the foundational work of Vygotsky and further expanded by Leontiev (1986) and Engestrom (2001), emphasizes the importance of the sociocultural context in the training and progression of human activity, which subsequently reflects the procedures of knowledge acquisition and competencies development. CHAT has allowed the Indigenous communities to collectively develop transformative ideas of history education which are based on their everyday practices, rooted in their ancestral heritage. However, the theoretical framework has been recounted as a cross-disciplinary theory for studying how humans purposefully transfigure social and natural reality, involving themselves, as an ongoing culturally and historically situated materially and socially interceding process (Roth, et al., 2009).

The theoretical construct investigates the interplay between activity, culture, and history, stressing the effect of cultural, social and historical parameters in shaping human

behavior and learning. In relation to the teaching of national languages and cultures curriculum, the framework underscores the importance of collaborative and inquiry-based learning techniques, like project-based and discussion-based learning. These methodologies can help in developing primary school educators' competencies in pedagogical content knowledge and classroom management, enabling them to better understand and meet the diversity of learners in the school environment. According to Divya and Subramania Pillai (2024), CHAT promotes the establishment of inclusive learning environments that respect the cultural diversity of students and uphold the doctrine of egalitarianism. CHAT acts as a connection between theory and practice, empowering primary school teachers to enhance their instructional methods through a careful understanding of the cultural milieu.

The CHAT theoretical framework can be used to explain the dynamics of teaching and learning within the classroom by evaluating the activity system present in that setting, which encompasses the subject (learners), object (learning goal), artifacts and tools (worksheets, textbooks, computers, and other teaching learning materials), and classroom rules, expectations, and grading principles. Divya et al., (2024) opine that, through the evaluation of the classroom's activity system, primary school teachers can acquire a deeper understanding of learners' learning processes and how to promote a better teaching and learning environment. The CHAT theory focuses on the importance of culturally relevant materials in affecting human activity and learning. Educators in primary schools can utilize resources like digital tools, textbooks and cultural artifacts to promote learning and encourage national languages and cultures learning.

The CHAT framework sees resources as instruments that promote human activity where primary school teachers can emphasize resources like technology, multimedia, and community experts to design engaging learning experiences. Teachers' competencies are cultivated through cultural interactions, emphasizing that they should possess competencies like cultural competence, pedagogical competence, and language competence to effectively teach the national languages and cultures curriculum in primary education. This strategy helps in crafting learning experiences that address students' diverse needs and promote academic achievement. Teaching focusing on socio-cultural settings is the capacity of teachers to acknowledge the cultural learning styles and meaning-making behaviors of their learners. This approach involves a positive and constructive response through the use of teaching materials that incorporate cultural knowledge, serving as a scaffold to connect existing knowledge with new concepts and materials, thereby enhancing effective information processing.

Teaching Learning Methods

The application of interactive, immersive, and culturally pertinent instructional

strategies can greatly improve the learning of national languages and cultures in primary schools. The Communicative Language Teaching (CLT) method prioritizes genuine communication and interaction, motivating learners to participate in meaningful dialogues and utilize the language in real world contexts. Various activities like role-playing, discussions, and problem-solving exercises help learners to master their language abilities in a real practical setting. This strategy is characterized by interactive and relevant classroom activities, with the incorporation of authentic source materials. Primary school teachers are encouraged to offer their learners ample chances for meaningful communication.

According to Sanako (2021), the integration of teachers' personal experiences is also relevant in CLT classrooms, Task-Based Language Teaching (TBLT), which focuses on accomplishing individual tasks that promote learners' interests. This approach permits primary school language learners to apply their existing language competencies to achieve real-world objectives, thereby cultivating a sense of ownership over their schooling process. Learners can engage in a project that warrants researching and presenting a local cultural subject. They can be given the task of delivering a presentation on an important societal concern. To achieve this, learners will need to read or listen to source materials, conduct online research using technology, prepare and present the findings. Studies reveal that learners in TBLT settings feel empowered and motivated because they 'own' the language and can influence the nature of their task responses (Sanako, 2021).

As stated by Bühmann and Trudell (2008), integrating the native language of learners into the educational process is essential for facilitating effective learning. Research indicates that employing local languages as the primary medium of instruction enhances both understanding and retention. This approach not only aids in language acquisition but also enables students to engage with their cultural identity. Mother tongue instruction generally refers to the use of the learners' mother tongue as the medium of instruction. Additionally, it can refer to the mother tongue as a subject of instruction. It is considered to be an important component of quality education, particularly in the early years (UNESCO, 2003). To ensure that children acquire strong foundation skills in literacy and numeracy, schools need to teach the curriculum in a language children understand. Mother tongue-based bilingual (or multilingual) education approaches, in which a child's mother tongue is taught alongside the introduction of a second language, can improve performance in the second language as well as in other subjects (UNESCO, 2016).

Immersion is frequently regarded as an exemplary approach for acquiring Indigenous languages. The most basic type of immersion is the natural transmission of language across generations. We grow up using the language spoken by our caregivers as our primary language. Immersion is a continuous journey that lasts throughout one's life,

extending well beyond early childhood. Immersion schools either continue or initiate this immersion process by instructing children in their Indigenous languages. In certain instances, children arrive at school already proficient in their Indigenous language, and immersion schools assist them in enhancing their specialized and academic language skills (Underriner et al., 2021).

The involvement of students in interactive immersive activities, including language games, simulations, and real-life conversations, can significantly improve their learning experience. Language labs and collaborative activities offer students the chance to develop their conversational skills and learn from one another in a nurturing environment. These methods actively engage students, rendering the learning process both enjoyable and effective. Role-playing exercises, simulations, and real-life dialogues serve as excellent means to immerse students in the language. Collaborative activities and peer interactions are also crucial in the language acquisition process. They create opportunities for students to refine their conversational abilities and gain insights from their peers. Integrating language games and interactive exercises can further boost engagement and retention (SANAKO, 2024).

Incorporating local culture, history, and traditions into language instruction can enhance the significance of learning. This approach facilitates learners to realize the benefits of the local language in their everyday experiences and cultivates a stronger bond with their cultural heritage (Underriner et al., 2021). Direct and audio-lingual techniques emphasize the continuous use of the target language. Instead, learners engage in listening to and articulating sentence after sentence. Numerous indigenous language-learning applications are also founded on these methodologies (Underriner et al., 2021). In primary education, local culture, history, and traditions can be taught through direct and audio-lingual methods by employing audio recordings of local music, narratives, and oral traditions to explore cultural practices and values, as well as utilizing language learning applications that integrate cultural content, including traditional songs, stories, and dialogues. Engaging with podcasts that delve into local cultures and traditions offers learners a more profound comprehension of cultural practices and values, while creating or listening to audio dramas that portray local cultural situations allows learners to interact with cultural content in an immersive manner. Through direct methods, immersion facilitates the direct experience of local cultures and traditions by participating in cultural events, festivals, and daily life activities.

Teaching Learning Materials

Richards (2002) outlined a framework for the design of teaching materials that includes: the development of objectives; the creation of a syllabus; the organization of teaching materials into instructional units; the development of a structure for each unit;

and the sorting of units. Tomlinson (1998) stated that the development of teaching materials involves contributions from writers, teachers, lecturers, and learners to provide resource inputs with diverse experiences aimed at enhancing language learning. High-quality teaching materials are those that have undergone a rigorous validity testing process. Such materials must successfully pass the validity testing phase for various components, including content, presentation of materials, graphics, language usage, and the media or technology employed (Kartini, et al., 2019).

Children learn best in their first language, making accessible and relatable resources crucial for literacy, numeracy, and life skills development. These materials help empower vulnerable learners and support community involvement in education, fostering stronger local identity and better learning outcomes. In educational environments, language training must extend beyond grammar and vocabulary to encompass cultural context. Students are more likely to be engaged, motivated, and connected to the subject when language is taught using materials that reflect their cultural experiences (Sun & Zhang, 2021; Hossain, 2024; Sato et al., 2025). Lähdesmäki et al. (2022) and Sakti et al. (2024) found that incorporating local cultural texts improved reading abilities and promoted cultural pride among students. Garim et al., (2023) indicated that culturally responsive teaching improved student motivation and critical thinking in the classrooms

Nkenlifack et al. (2011) advocates for the modernization of the instruction of National Languages and Cultures in Cameroonian schools through the utilization of ICTs, aiming to enhance the nation's cultural diversity and facilitate the dissemination of scientific knowledge in these languages. It suggests the creation of a multimedia educational platform that is not yet accessible to the public for general use, but it restricts its focus to the role of ICTs in improving written competencies in these languages, without demonstrating how this platform will support the development of oral skills, acknowledging that not all technological tools serve as effective pedagogical instruments. Biloa and Meh (2015) highlight the current trend of technological advancement in relation to the changing methodologies of language learning and teaching. They propose, through theoretical contemplation, that local languages could be incorporated into ICTs to promote their intellectualization, thereby enabling learners to become more autonomous. They emphasize the necessity of multidisciplinary research as essential for a CALL-based framework that integrates Cameroonian languages into technology-enhanced learning environments, which are capable of nurturing and advancing learner autonomy. As stated by Chamberlin-Quinlisk (2012), individuals acquire knowledge about other people, locations, and occurrences via narratives. Narratives convey cultural values, and every culture maintains its unique storytelling traditions through oral practices, artistic expressions, musical forms, printed materials, and various electronic mediums.

Printed materials are essential in the education of local languages and cultures.

They offer children and their families an opportunity to engage in the reading development process, access vital information, and take part in community advocacy. As noted by Ratminingsih and Budasi (2019), print media serves as a strategy that encompasses a range of print materials aimed at influencing the behavior of the target audience. This strategy combines text with visual elements such as pictures and images (Ratminingsih & Budasi, 2019). Such mediums not only facilitate optimal language learning for students but also enable them to gain insights into global events. Print media encompasses various materials, including pictures, flipcharts, magazines, storybooks, newspapers, cartoons, and textbooks (Bala, 2017). Bala (2017) points out that print media enriches the learning experience within the classroom. Consequently, employing print media to teach National Languages and Cultures can actively engage learners and enhance their understanding of their environment. This type of setting allows students to observe and appreciate real-life examples of their studies, thereby alleviating monotony (Rao, 2014).

Rao (2019) emphasizes that the use of authentic materials, such as newspapers, cartoons, and brochures, significantly boosts learners' concentration, persistence, and enthusiasm in language acquisition, in contrast to the use of inauthentic materials. Furthermore, Yin and Fitzgerald (2017) assert that utilizing authentic print materials, like cartoons from newspapers, can profoundly influence learners' critical thinking and learning, particularly when educators encourage them to share their personal insights and experiences.

According to Solomon Gwerevende and Mthombeni (2023), various Indigenous music and dance styles exist, along with distinct ways of conceptualizing them in local languages. In numerous Indigenous African communities, there are no universal terms for dance and music; instead, specific local terms are employed for different social events that involve dance and music performances. Language significantly influences the performance and transmission of Indigenous musical heritage, as songs, ululations, and other vocal expressions are delivered in the practitioners' language. Dance, as a component of musical heritage, is also performed both choreographically and linguistically through concepts and terms found in Indigenous vocabulary (Solomon Gwerevende & Mthombeni, 2023). Stern (1992) discusses cultural teaching techniques, categorizing them into eight groups based on what he refers to as different approaches. These approaches include: creating an authentic classroom environment, providing cultural information, cultural problem-solving, cognitive approaches, the role of literature and humanities (such as literary readings and film viewings); real-life exposure to the target culture (including visits to the class by native speakers, pen pals, and trips to other countries), utilizing cultural community resources.

Teachers Competencies

In discussions regarding teacher competencies, the differences between content knowledge and pedagogical content knowledge often arise. Content knowledge refers to the understanding of the subject matter being taught. Conversely, pedagogical content knowledge (PCK) is founded on the premise that teaching encompasses more than merely presenting the subject matter and learning extends beyond simply receiving information from the teacher (Bardakci & Unaldi, 2021). As Loughran et al. (2012) indicate, it is the knowledge that educators accumulate over time and through experience about how to instruct specific content in particular manners to facilitate improved learning outcomes. Shulman (1987) categorized the knowledge base for teachers as follows: Content knowledge; General pedagogical knowledge, particularly concerning the overarching principles and strategies of classroom management and organization that seem to transcend specific subjects; Curriculum knowledge, which involves a thorough understanding of the materials and programs that function as 'tools of the trade' for educators; Pedagogical content knowledge, a unique blend of content and pedagogy that is distinctly the domain of teachers, representing their own specialized form of professional insight; Knowledge of learners and their attributes; Knowledge of educational contexts, which encompasses the dynamics of the group or classroom, the governance and funding of school districts, as well as the characteristics of communities and cultures; Knowledge of educational objectives, purposes, and values, along with their philosophical and historical foundations.

The Turkish Education Association (2009) identified the essential skills and competencies that educators must possess: a thorough understanding of the curriculum and subject matter, the ability to plan and execute learning activities, proficiency in testing and assessment, effective management of the teaching process and student behavior, the capacity to adapt teaching methods to meet diverse needs, the effective use of information technologies, the facilitation of effective communication within the teaching-learning environment, the planning and execution of individual and professional development, collaboration with fellow teachers, parents, and school staff, and adherence to ethical standards while being responsible and critical (Bardakci & Unaldi, 2021).

According to research carried out by Kidwell (2024), educators are required to acquire sufficient cultural knowledge, interpretive abilities, and critical awareness, which empower them to effectively interact with various cultures. Intercultural communicative skills encompass open and curious attitudes, together with the capacity to instill empathy, respect, and reflection among primary school learners. This concerns the competence to select, design, and meaningfully integrate cultural content into national languages and cultural pedagogy, using culturally correct materials and strategies that resonate with the cultural backgrounds and realities of learners. In addition, instructors and learners'

familiarity with digital tools and online platforms is important for mediating cultural content and facilitating student autonomy in national languages and cultural learning. The competence in designing blended or e-learning experiences that are culturally sensitive and accessible is also necessary (Nkenlifack et al., 2011).

The ability to engage primary school learners in reflective instructional practices like Lesson Study, collaborate with classmates and community language experts, and adapt instructional methods to meet the diverse learners' needs and their cultural and socio-cultural African ecological contexts is vital. It is important for educators to create inclusive environments where diverse cultural identities are accepted, valued, and expressed safely. Effective management of classroom diversity enhances participation, motivation, and intercultural discussion. The acquisition of national languages and cultures necessitates not only an understanding of its structure and vocabulary but also an awareness of the society and environment in which it is spoken. This approach allows students to discover how they can effectively utilize their language skills. Furthermore, engaging with various cultures presents a significant challenge, as cultures are not easily understood. In fact, comprehending other cultures can be quite difficult due to their complexity. In other words, effective communication requires an understanding of the cultural context of a language. If students overlook these aspects, misunderstandings may arise during conversations. Consequently, it is imperative for teachers to assist students in developing a deeper understanding of the diverse cultures associated with English as a first language (Herdi, Eriyanti, & Huda, 2023).

Material And Method

Participants

A total of 278 primary school educators from both Anglophone and Francophone primary institutions, including public and private schools in the Mfou Sub Division of the Méfou and Afamba Division within the Center region of Cameroon, formed the sample for this study. The participants were chosen through the stratified random sampling technique. The demographic details of the respondents are presented in the table below.

Table 1: Sample distribution according to demographic information

Number	Variable	Modality	Frequency	Percentage
1	Gender	Male	103	37.1%
		Female	175	62.9%
2	Age range	20-30years	67	24.1%
		31-40years	165	59.4%
		41-50years	42	15.1%
		51years and above	4	1.4%
3	Type of school	Private	166	59.7%
		Public	112	40.3%
4	Class	One	27	9.7%
		Two	51	18.3%
		Three	52	18.7%
		Four	40	14.4%
		Five	59	21.2%
		Six	49	17.6%
5	Level of education	ordinary level	32	11.5%
		advanced level	150	54.0%
		Degree	82	29.5%
		Masters	14	5.0%
6	Teaching experience	1-5years	8	2.9%
		6-10years	108	38.8%
		11-15years	110	39.6%
		16-20years	38	13.7%
		21years and above	14	5.0%

(Source: field data 2025)

This table presents the socio-demographic characteristics of the respondents who participated in the study. The analysis is based on six key variables: gender, age range, type of school, class taught, level of education, and teaching experience. Out of a total of 278 respondents, 103 identified as male, representing 37.1%, while 175 identified as female, accounting for 62.9% of the sample. This indicates a gender imbalance in favor of female participants, suggesting that women may constitute the majority of teaching staff in the surveyed schools or that they were more accessible or willing to participate in the study. Participants were categorized into four age brackets. The largest group was those aged 31–40 years ($n = 165$, 59.4%), followed by the 20–30-year age group ($n = 67$,

24.1%), and the 41–50 year old group ($n = 42$, 15.1%). Only a small proportion of respondents were aged 51 years and above ($n = 4$, 1.4%). These figures suggest that the teaching workforce is predominantly composed of young to middle-aged adults, with a relatively low representation of older teachers nearing retirement.

A majority of the respondents ($n = 166$, 59.7%) were employed in private schools, while 112 respondents (40.3%) worked in public institutions. This distribution may reflect either the structure of the sampled population or a growing dominance of private educational providers in the area under investigation. Participants were also classified according to the class level they taught, ranging from Class One to Class Six. The highest representation was among teachers of Class Five ($n = 59$, 21.2%), followed by Class Three ($n = 52$, 18.7%), Class Two ($n = 51$, 18.3%), Class Six ($n = 49$, 17.6%), Class Four ($n = 40$, 14.4%), and Class One ($n = 27$, 9.7%). This relatively even distribution across classes suggests that the sample includes educators across all levels of basic education, with a slight concentration in upper primary levels.

Regarding the highest educational qualification attained, the majority of the participants held the Advanced Level certificate ($n = 150$, 54.0%). This was followed by those with a Bachelor's degree ($n = 82$, 29.5%), the Ordinary Level ($n = 32$, 11.5%), and only 14 respondents (5.0%) had obtained a Master's degree. These results indicate that while most teachers have completed post-secondary education, there remains a relatively low proportion with university-level or postgraduate qualifications, which may have implications for the professional development and instructional quality within the sampled institutions.

In terms of professional experience, most respondents had between 11–15 years of teaching experience ($n = 110$, 39.6%), followed closely by those with 6–10 years ($n = 108$, 38.8%). Fewer respondents reported 16–20 years of experience ($n = 38$, 13.7%), and only 14 participants (5.0%) had more than 21 years of experience. The last group had 1–5 years of teaching experience ($n = 8$, 2.9%). This distribution illustrates the dominance of mid-career professionals in the sector of education. This indicates a stable and experienced staff with prospective for leadership and mentoring roles. The demographic information of the research sample discloses, for the most part, female, middle-aged, and moderately experienced teaching staff, mostly in private schools. While most respondents have at least an Advanced Level certificate, relatively small proportions have acquired university degrees, highlighting important areas for professional development and capacity building. These demographic characteristics are important for contextualizing the research, discovering and interpreting patterns in relation to teaching practices, school environments, teaching and learning outcomes.

Material and Design

The study data was collected from respondents using a questionnaire constructed within a descriptive survey research design. The evaluation of curriculum implementation and teacher competencies was collected through a questionnaire developed by the researchers, modified to suit the research variables, respondents and their environment. All instruments were created utilizing a four-point Likert scale format to evaluate educators' responses for each relevant section (strongly agree =1, agree =2, disagree=3, strongly disagree =4).

The content and face validity of the questionnaire instrument were established. The research instrument was presented to several experts and professionals in the field of measurement and evaluation for validation. They made the necessary modifications to ensure the instrument's validity. Test-retest reliability was employed to assess the reliability of the research instrument. Initially, the questionnaire was tested with a group of 20 teachers, and after a two-week interval, the same questionnaire was administered again to the same group prior to its distribution to the sampled participants. The correlation of their responses and the subsequent analysis of results indicated a high level of consistency. The objective was to verify the validity and reliability of the instruments utilized. Reliability was evaluated using Cronbach's alpha, yielding a value of 0.85.

Regarding ethical considerations, all necessary permissions were secured from the primary school administrators. The research participants, who were educators teaching national languages and cultures within the classroom, were informed prior to the research, and their anonymity was upheld. The teacher respondents completed the questionnaires in the classroom environment. They required 20 to 25 minutes to finish a paper-pencil-based questionnaire format. Their identities and personal details were kept confidential to further ensure their anonymity. The researchers did not request their names, and the questionnaires were not submitted directly to the researcher. Instead, they were given to the school administrators for collection by the researchers. The researchers clarified the study's purpose to them and provided guidance on how to complete the questionnaire.

Data Analysis

Version 27.0 of the Windows Statistical Package for Social Sciences (SPSS) was utilized for data analysis. To interpret the research data, various statistical tools, including descriptive statistics such as mean, standard deviation, and regression analysis, were employed to analyze the data and evaluate the research hypotheses. The outcomes of the regression analysis were deemed statistically significant at a 95% confidence level ($p < 0.05$).

Results

Table 2: Model Summary table of multiple regression analysis

Model		R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.698 ^a	.487	.483	3.93939	.487	130.607		75	.000
a. Predictors: (Constant), Teaching Learning Materials, Teaching learning methods									

A multiple linear regression analysis was performed to investigate the degree to which Teaching Learning Materials (TLMs) and Teaching Learning Methods (TLMs) can predict the dependent variable (not specified here but likely related to student achievement, teacher performance, or another educational outcome). The analysis produced a multiple correlation coefficient (R) of .698, which indicates a strong positive linear relationship between the combination of the two predictors and the outcome variable. The coefficient of determination (R^2) was .487, implying that roughly 48.7% of the variance in the dependent variable is accounted for by the combined effects of teaching learning materials and teaching learning methods. The Adjusted R^2 value was .483, which considers the number of predictors in the model and offers a more conservative estimate of the explained variance. The relatively minor difference between R^2 and Adjusted R^2 indicates that the model does not experience over-fitting and retains significant explanatory power.

The standard error of the estimate was 3.939, revealing the average distance of the observed values from the regression line. This reflects the precision of the model in predicting the dependent variable: a lower standard error signifies a more accurate model. The F-statistic value was 130.607, with degrees of freedom ($df_1 = 2$, $df_2 = 275$) and a significance level (p-value) of .000. This result reveals that the overall regression model is statistically significant ($p < .001$), implying that the two predictor variables together significantly account for the variance in the outcome variable. The R^2 Change of .487 confirms that the inclusion of these two predictors significantly enhances the model's capacity to explain variance. The regression model demonstrates that Teaching Learning methods and Teaching Learning materials are significant predictors of the dependent teaching and learning outcome. With nearly half of the variance in the outcome explained by these two variables ($R^2 = .487$, $p < .001$), the findings highlight the essential role of

pedagogical inputs and teaching resources in shaping educational effectiveness. This implies that investments in both the quality of teaching methods and the availability of teaching materials are likely to result in considerable advancements in performance indicators within the educational sector.

Table 3: Analysis of variance (ANOVA^a)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4053.736	2	2026.868	130.607	.000 ^b
	Residual	4267.675	275	15.519		
	Total	8321.410	277			
a. Dependent Variable: Teachers Competences in teaching national languages						
b. Predictors: (Constant), Teaching Learning Materials, Teaching learning methods						

ANOVA was conducted to examine whether teaching learning methods and teaching learning materials significantly predict teachers' competencies in teaching national languages. The results of the ANOVA reveal that the regression model is statistically significant, $F(2, 275) = 130.607$, $p < .001$, indicating that the combination of teaching learning materials and teaching learning methods significantly predicts teachers' competencies in teaching national languages. The model explains a significant portion of the variance in teachers' competencies, as indicated by the total sum of squares ($SS_{total} = 8321.41$), of which the regression model accounts for 4053.74, leaving 4267.68 as the unexplained variance (residual). This suggests that approximately 48.7% of the variability in teachers' competencies can be explained by the predictors (as previously shown in the R^2 value of .487). This finding underscores the importance of pedagogical tools and strategies namely, teaching materials and methods in developing teacher effectiveness in national language instruction.

Table 4: Coefficients of multiple linear regression

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
	(Constant)	10.200	1.193		.550	.000	.851	12.548
	Teaching learning methods	.352	.044	.423	.014	.000	.266	.439
	Teaching Learning Materials	.394	.057	.363	.890	.000	.281	.507
a. Dependent Variable: Teachers Competences in teaching national languages								

A multiple linear regression analysis was performed to investigate the predictive impact of teaching learning methods and teaching learning materials on teachers' competencies in the instruction of national languages. The regression coefficients are detailed in Table 2. The regression model indicates that both teaching learning methods and teaching learning materials serve as statistically significant positive predictors of teachers' competencies in teaching national languages. Specifically, teaching learning methods demonstrated a significant positive influence on teachers' competencies, with $B = 0.352$, $t(275) = 8.014$, $p < .001$. This suggests that for each one-unit increase in the application of effective teaching methods, there is a corresponding increase of 0.352 units in teachers' competencies, while controlling for other variables. The standardized coefficient ($\beta = .423$) indicates that this predictor exerts a strong influence. Additionally, teaching learning materials were found to significantly predict competencies, with $B = 0.394$, $t(275) = 6.890$, $p < .001$, implying that enhanced teaching materials correlate with elevated teacher competencies.

The standardized coefficient ($\beta = .363$) signifies a moderately strong contribution. The constant/intercept is $B = 10.200$ ($p < .001$), which reflects the anticipated level of teacher competence when both predictors are at zero (although this is primarily interpretative, as zero may not represent a realistic value for these variables). Overall, the results indicate that enhancing both the instructional methods and materials can considerably improve teacher competencies in national language education. Of the two, teaching methods exhibit a marginally greater standardized influence, underscoring their pivotal role in instructional effectiveness.

Discussion

The research examined the important connection between the implementation of national languages and cultures in the curriculum and the competencies of teachers in primary education. The findings revealed a positive and significant correlation between teaching methodologies and the competencies of educators. This suggests that content and language integrated learning, cultural education through stories, songs, and games, the use of folktales, myths, and legends for instruction, the organization of events that highlight national cultural heritage, such as traditional attire and music, the involvement of community members or cultural experts to share their insights and knowledge, and students' development of projects that reflect their comprehension of national languages and cultures, all influence teachers' competencies in teaching national languages. According to Meh and Nkenlifack (2017), the collaborative and interdisciplinary aspects of the National Languages and Cultures learning activities offered numerous opportunities for both collaborative and individual actions, leading to the exercise of social and individual autonomy and the enhancement of new language and computer skills. This presented significant challenges for learners (and teachers), which they met with creativity and a high degree of engagement.

Yuomeyse and Nguele (2025) observe that activities driven by socio-cultural interests, including farming, fishing, shopping, household chores, cultural ceremonies, proverbs, riddles, and folktales, frequently bring primary school students together to collaborate over extended durations. Such in-depth and sustained collaboration necessitates particular attention from educators, as it supports students in working together and making informed decisions based on experiences gained from these socio-cultural influences, thus effectively participating in their learning. The involvement and exchange of experiences among primary school learners in intricate and prolonged projects related to African ecological socio-cultural activities will require significant time from teachers, who will provide feedback, guide reflective practices, and assist learners in engaging, transforming knowledge, and developing pedagogical projects (Yuomeyse & Nguele, 2025).

The incorporation of computers into the National Languages and Cultures learning activities added value to the educational experience and outcomes. It introduced a novel element and aided learners in developing electronic literacy, which they regarded as a beneficial result. Each method possesses its unique strengths and weaknesses. Language advocates must take into account their own aspirations, the needs and resources of their communities, as well as the traditional perspectives and lifestyles that shape their language revitalization initiatives (Underriner et al., 2021).

The research uncovered a notable positive correlation between teaching methodologies and the competencies of educators in the instruction and learning of

national languages. This suggests that the textbooks and instructional materials, along with teaching resources, contain adequate cultural content pertinent to the national languages. Furthermore, the use of accurate and authentic teaching materials, as well as digital resources such as learning applications and online courses, proves effective in enhancing lessons related to national languages and cultures, thereby impacting teachers' competencies in executing the national languages and cultures curriculum.

This research corroborates with the findings of Masembe et al. (2024) which during their reflective sessions, participants revealed that when they used print media materials and activities, their learners demonstrated added engagement with the content taught. As a result, this engagement encouraged meaningful learning of the language. Observations from the lessons indicated that the level of participation in the learning process was marked by group presentations, which appeared to be more effective than traditional whole-class instruction. On multiple occasions, learners participated in small group discussions regarding the print media activities prior to presenting them to the entire class. They noted that teachers facilitated interactions among various small groups. Direct instructional methods can effectively address community concerns regarding the influence of a learner's first language, often a colonizing language, on their language usage, which may establish a new norm for the Indigenous language in subsequent generations. Proficiency-based approaches provide a comprehensive framework that enables learners to recognize their progress, resulting in improved retention within community language programs (Underriner et al., 2021).

The integration of these effective teaching methods and educational materials has considerable positive effects on teacher competencies in instructing national languages. Specifically: utilizing folktales, myths, legends, and cultural events enhances teachers' comprehension of the cultural context of the language, allowing them to teach national languages in ways that are culturally significant. The use of stories, songs, and games promotes interactive and learner-centered teaching methods, facilitating learner engagement and fostering instructor adaptability in teaching strategies.

The involvement of community members and cultural experts broadens educators' understanding of authentic national languages and cultural practices, enabling them to model and convey intercultural communication competencies. By creating projects based on national languages and cultures, teachers are more effectively prepared to correspond language teaching with cultural content, promoting comprehensive language proficiency that encompasses cultural comprehension. The exposure of teachers to a variety of teaching activities and community perspectives motivates them to reflect on and modify their teaching methodologies, thereby fostering their effectiveness in multilingual and multicultural classrooms. The cultural content presented to learners through engaging formats like stories and games boosts learners' motivation, which educators can learn to utilize effectively.

Conclusion

To enhance the competencies of teachers in the instruction of National languages and Cultures within Cameroon's primary schools, it is advisable for educators to develop culturally relevant textbooks that showcase the rich linguistic and cultural diversity of Cameroon. The incorporation of authentic materials such as traditional clothing, artifacts, and folktales should be integrated into the teaching and learning process to promote a deep cultural awareness. Furthermore, educators ought to utilize digital resources, including educational videos, interactive media, and online platforms, to supplement traditional teaching methods. Content and language-integrated learning strategies should be employed to aid in the acquisition of national languages and cultural education, while also incorporating local contexts and themes to render learning more relevant and engaging for students. Primary school teachers should utilize authentic materials such as local music, art, and literature to enhance awareness and appreciation of Cameroon's rich cultural heritage. Establishing a culturally responsive learning environment that mirrors the cultural diversity of Cameroonians is of utmost importance. Likewise, primary school teachers should receive continuous professional development opportunities, training, and support in the effective use of electronic resources and authentic materials to enhance their teaching competencies in national languages and cultures.

The implementation of these recommendations by educators can develop in them the crucial skills required to proficiently instruct national languages and cultures in primary schools across Cameroon, thus enhancing the language proficiency, cultural awareness, and overall academic success of primary learners. These teaching methods and resources will encourage a more profound understanding and appreciation of Cameroon's rich linguistic and cultural heritage, preparing learners for success in a multilingual and globally interconnected environment that is evolving into a global village.

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