Journal of Education and Practice
ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
Vol.9, No.30, 2018

Socio-self Construction of Knowledge and Acquisition of Cognitive Competencies in Reading: Case of Learners of Class 5 of Maroua Primary Schools, Far-North Region of Cameroon

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Abstract
The present article enrols in the debate on the autonomisation of the learner as base of the learning of reading. We have gone from the observation that a good number of pupils leave the primary school without having acquired the basics of reading. They are estimated at about 65% of the school population (Minedub, 2016). This situation has lead us to question ourselves on the influence of socio-self construction of knowledge on the acquisition of cognitive competencies in reading. The methodology used is that of hypothetico-deductive coupled with quantitative data analysis, those data that had been collected with the help of an experimental device bearing a pre-test, a test and a post-test besides two groups (experimental and control) of 60 pupils each of class 5 of two primary schools of the town of Maroua. The experiment was supplemented by an observation and evaluation chart (checklist) of reading administered to learners in each group. The analysis of the data collected on the field was done using a Z test and content analysis of observation checklists. Results have shown that the practice of socio-self construction of knowledge favours the acquisition of cognitive competencies in reading.
Keywords: Socio-self construction, acquisition of cognitive competencies, learning.

1. Introduction

The aim of this work is to show that the practice of socio-self construction of knowledge favours the acquisition of cognitive competencies in reading. We understand by socio-self construction (auto-socio-construction) of knowledge, this practice which explains that the acquisition of knowledge is based on the search of resolution of problem situations favouring a confrontation between the learner and his peers and mobilising different means of expression to trigger by everyone of knowledge in question. As such, the acquisition of competencies consists of an individual research work (self-construction), then in discussion (putting in common) the ideas of everyone, and at least in synthesis of results animated by the teacher (socio-self construction) (Bassis, 2011). It props from this definition that: learning is not an issue of receipts, but of strategies; knowledge is not being transmitted, it is being constructed; more so, the act of learning is a singular act, individual act given that one does not learn for a child, it is him who learns; finally, learning is carried out in a socialised framework, that is to say the pupils learn with and against others. Cognitive competencies in reading as for Bassis (2011) designs a group of five competencies which are at work in text comprehension (Goigoux, 2003), these are: i1) decoding competencies (automatisation of identification procedures of written words); i2) linguistic competencies (syntaxes and lexicon); i3) textual competencies (textual type, utterance pronunciation, cohesion, anaphor, connectors); i4) referential competencies (knowledge about the world, encyclopaedia knowledge on the universe of texts); i5) strategic competencies (regulation, control and evaluation by pupil of his reading activity).

Elsewhere, reading is defined as the building of meanings. It is a result of an interaction between real data to a text and the knowledge of the reader; (linguistic knowledge and conceptual knowledge) according to the goal he pursues through this reading (De Landsheere, 1992). The conditions of the reader lead him to develop expectations regarding to the text, according to his reading. The activity of reading brings the reader to a personal return on the contract of initial reading. The reader can as such make an interpretation of the text to determine the large meaning, emit a judgement. It is an activity which simultaneously requires a plurality of cognitions and intellectual abilities. This activity is complex and in the course of this, a big number of procedures intervene: perceptive analysis, decoding, access to lexicon, the interpretation of word, syntaxico-semantic analysis, the integration of sentences and textual organisation. The realisation of these processes is submitted to diverse constraints linked to cognitive system of the subject (Rémond, 1993a). Some of these procedures, in particular those that concern the treatment of words, progressively automatize. But procedures of a higher level (text comprehension, forecast, inference), those which concern the putting in place of the meaning of the whole text, are under the control of the reader. The acquisition of reading depends on this fact of the strategic capacity of the learner, that is to say his capacity to fuse more different operations: recognition of words, decipher, semantic forecast. Understanding the content of a written message for the learner necessitates to treat or to concert three types of linguistic units: Units of second articulation (letters, syllables, phonograms), lexical units (words) and significant macro-units (semantico-syntaxical groups, sentence, text…) (Chauveau E. and Chauveau G., 1994; Romian, 1987; Gombert, 1993).

Pupils must therefore learn to identify written words before being put in front of text comprehension problems, master basic mechanisms before acceding to the written culture. To be pertinent, this strategy will suppose that three conditions be assembled:

- that pupils have phonological and visual capacities, spacious and temporal, comparison and categorisation, capacities of copying, to put in relationship the oral and the writing chain, at the level of words and constituents of words: it is the alphabetical principle;
- that they had been familiarised with written language (lexical, syntax and textual nature).
- that they have benefited from an initiation to the written culture (its references, its networks, its functions and uses).

The acquisition of learning is as such made progressively, from the development of basic language competences up to the stage of autonomous reading.

Meanwhile numerous studies realised in Sub-Saharan Africa indicate that a large proportion of pupils leave primary school without acquiring the minimal level of said basic competencies in reading. An application of standard evaluation test of fundamental competencies in reading (EGRA) in certain Sub-Saharan African countries in 2016, show that more than 60% of pupils are not capable to read correctly, to read aloud and understand the read text; this even after six years of studies. This report of EGRA underlines that from an established limit of 45 words per minute by specialists of neurosciences then empirically validated by studies carried out in diverse countries, pupils are even more apt to pass from the stage of an autonomous reading and can more and more read to learn. Something which is not always the case in a great number of countries. Another comparative study lead by the Research Institute on Education (IREDU, 2007) in 29 countries of Sub-Saharan Africa including Cameroon, and based on the quality of education, underlines that the majority of pupils finish the primary cycle without having acquired a minimum bedrock of cognition in reading. It flows, from the conclusions of this result that certain countries, although having improved access on primary school, undergo a sensible drop of the quality of education. For the specific case of Cameroon, this report shows that the score in reading for the pupils of the sixth year of the primary (Class 6), for the period 1995-2007, is situated at 267 points for an average difference of -0,60. Comparatively to countries like Senegal, Ivory Coast which present a higher score in reading (1,2%). Cameroon as such remains lagging concerning the acquisition level of cognitive competencies in reading, compared to countries presenting almost the same level of development.

The evaluation of fundamental competencies in reading (EGRA) of these pupils reveals that they have difficulties to recognise letters of the alphabet, to read simple words and to understand some sentences and paragraphs. The pupils attaining the minimum limit of competence and conveniently read and associate words to some pupils who are situated in representations in the reading tests. The results of this report also show that there exist a strong positive correlation between the competition rates of the primary school which measures the proportion of pupils ending the primary cycle, and the level of acquisition of fundamental competencies in reading. An increased acquisition level of competencies in reading brings about to this effect an increased survival rate in the increased school.

The report of PASEC-2014 which evaluates the performances of the Cameroon educative system for the year 2014 reveals that the test of reading (a test which measures the competencies of informative text comprehension and documents, decoding of words and isolated sentences),situates at 51.3% the percentage of pupils who do not attain the threshold “sufficient” of competencies in reading. From this national average, 80.4% of pupils are concentrated in the big northern zone (Adamawa, Far-North, North).This report in details presents the proportion of pupils who are situated in each of the levels of the ladder of competencies of end of primary schooling in reading As such in the big western zone (West, Littoral, North-West, South West), the proportion of pupils above the threshold “sufficient” of competencies in reading is of 63.9%.

In the big centre zone (Centre, East, South), this proportion of pupils is of 56.3% against 19.6% in the big North. That of pupils who is situated above this threshold ”sufficient «of competencies in reading are able to read literal or informative texts and documents be they long or short, in other to note and combine explicit information and accede to the implicit meaning of certain information. They are to this effect capable to carry out an autonomous reading so as to understand the texts and sentences, to identify the meaning of isolated words, understand explicit information in a short text that the vocabulary is familiar. Pupils situated below the threshold “sufficient «present lacunas in the comprehension of writing, some develop decoding capacities and are able to mobilise them to understand isolated words of their daily life, but having difficulties to understand the meaning of short and simple texts. Some amongst them are capable to locate explicit information in short and average texts by picking out marked indicators in the text and questions. These pupils all the same arrive at paraphrasing the explicit information of a text. At the last analysis, this report precise that 26.3% of scholarised pupils at the end of the primary have very fragile acquisitions and decoding capacity and are to this fact unable to unscramble the meaning of isolated words of their daily life (level one of competences in reading).For the specific case of the Far-North Region, data collected nearby the officials of the Regional Delegation of Basic Education on pupils in difficulties of reading, as well as a pre enquiry carried out nearby some teachers of few practising

schools of Maroua town, evaluate these pupils at about 65% of school population of Maroua town. Either 17% of the pupils showing incapacitating blockade in reading, 33% of very slow pupils for not having automatized the basic procedures, 15% possessing almost automatized basic knowledge, but not disposing sufficient linguistic and textual knowledge to understand texts. These pupils are therefore unable to take away information in a literal or documentary text, to bind dispersed information, to understand the meaning or understand implicit information of the text. Meanwhile researches in cognitive psychology give an indication on the understanding of identification mechanisms of written words and the way that they are being put in place in the course of learning. To this regard, to read and understand a text necessitates to identify the words that compose it. The capacity to identify written words lies on two types of procedures: an analytical procedure which essentially puts the decoding capacities of grapho-phonemic in action, and a lexical procedure which lies on the activation of the orthographic form of words already met in competencies which are the capacities to identify written words, and the treatment of meaning for the understanding of sentences and texts, hence the acquisition of identification capacities of written words appear to this effect as the central element and the unavoidable condition of this learning. The acquisition of these capacities by the learners necessarily passes by the use of efficient reading strategies. Afflerbach and al. (2008:368) to this effect write that:

The strategies of reading are deliberate tendencies and geared towards an objective so as to control and modify the efforts of the reader to decode the text, understand words and build the meanings of the text. Competencies in reading are automatic actions which have as results the decoding and the understanding with rapidity, efficacy and fluency, and which generally intervene without the subject being conscious of the components or the control that enter in action.

From now one understands with these researches that it doesn't suffice to put pupils in activity in class for them to appropriate knowledge, know how to do, render them conscious of the learning strategies that they put in motion to learn and understand the world. Certain researchers have in effect shown that strategies as underlining of words, or taking of notes, are very efficient for the understanding of reading (Brown and Smiley,1999).These strategies are more efficient if they have been the object of learning on the part of the pupils. Other researches carried out in the same light (Paris and al., 1984) show the necessity and how to develop reading strategies of pupils. They for example advice to strongly implicate the pupil in the task by providing him frequent evaluations. The process consists to incited pupils to evoke reading strategies through direct questions, group discussions during reading lessons. One progressively brings pupils to reflect on the objectives of reading and the ways to attain them, through the means of questions, dialogues, analogies, and illustration of strategies, so as to develop their cognitive conscience. The pupils must equally read and apply the learned strategies. From there, discussions will follow the reading sessions in the course of which the pupils receive a feedback on the choice and use of his strategies. He is to this effect led to ponder on how, why and when, to apply a strategy. The conclusions of these works indicate that pupils significantly improve the understanding of reading. The weak acquisition level of cognitive competencies in reading lead us to make interrogation on the question to know how the pupils learn to read in classrooms, and which strategies (for those who have it) do they use? In other words, does the practice of socio-self –construction by learners favour the acquisition of cognitive competencies in reading? This main question that will guide our work gives room to other questions termed secondary: does individual research (auto-building) then discussion (putting in common) of ideas of everyone, and at last in, synthesis of animated results by the teacher favour the acquisition of cognitive competencies in reading? These interrogations give room to three hypotheses of research formulated as follows:

Research Hypothesis 1: Individual research in learning situation favours the acquisition of cognitive competencies in reading;

Research Hypothesis 2: Discussion (put in common) of everyone's ideas in learning situation of reading favours the acquisition of cognitive competencies;

Research Hypothesis 3: The synthesis of animated results by the teacher favours the acquisition of cognitive competencies in reading.

2. Methodology

2.1. Study population and characteristics.

The accessible population is made up of 1133 pupils of class 5 of practising schools of Maroua that is 595 boys and 538 girls. From this accessible population, a sample of 120 pupils that is 62 boys and 58 girls had been constituted. The age range of 11-12 years is the most represented in the two groups with 63% and 60% respectively in the witness group (control group) and experimental group. The pupils of this age group represent those who have followed a normal school course. The age range of 12-13 years is the one that follows, with percentages of 22 and 20 respectively for the control group and the experimental group. The pupils of this age range are those who have either known a repeat in the course, or had been lately scholarised; given that the research is unfolding in a zone of priority education where pupils of 14 – 15 years, up to 16 years are tolerated in primary schools. The age range of 9-10 years is the least represented in the sample (18%).This one corresponds

to pupils who had either been precociously scholarised because of their potentialities above the normal, or had skip a class in their course.

The socio-professional status of pupils 'parents indicates that, 36 learners on 120(30%) have civil servant parents. On the contrary, 21% of learners have parents who are either farmers, breeders. We equally note that male parents in uniform (military men, policemen, gendarmes, warders) represent 12% of the sample, meanwhile 11% of pupils have parents who are either imams, pastors or marabous. Considered as marabous in the Muslim religion is, every person amongst others in charge of Quranic education of youths, although being often considered as the protector of the family. This strong representativeness of civil servants as well as businessmen explains itself in the measure whereas earlier underlined above, Maroua is the headquarter of the region, a university and cosmo-political town where the commercial activities are so spread. Looking at the characteristics, one can think that the problem of school manuals is not posed; one might equally say that these learners due to the profession of their parents necessarily have textbooks in their environment. Data collection unfolded during the months of April and May 2017.

2.2. Instrument of Data Collection

Data was collected with the help of an experimental appliance bearing a pre-test, a test and a post-test besides two groups (experimental and control) of 60 pupils each of the class 5 of 2 primary schools of Maroua town. This experiment has been completed by an observation and evaluation chart of reading (table 1) administered to every learner of these groups. Analysis of data collected on the field is done using a Z test and content analysis of observation chart. Having opted for the quasi-experimental appliance which better suits with the research objectives, three steps that the said appliance imposes had been respected notably, Pre-test-Experience-Post-test. The pre-test had been administered to the two groups in other to verify that they significantly have the same level. As for the post-test, it had been administered following the calendar of the unfolding of the different phases of the experience. This will permit to observe if there exists any significant difference of level between the two groups after the treatment. The observation and evaluation chart had been used during all the period of experimentation, more exactly at six moments corresponding to pre-test, and to the different post-tests of the research hypothesis. Each of the learners of the experiment group possessing its chart (grid) that the headings are ticked as the test unfolds. Experimentation unfolds in successive stages, the chart is used while expecting these steps.

Table 1: Chart of observation and evaluation of reading

Cognitive competencies in reading	Level of acquisition or mastery			
	Acquired	In acquisition	Quite well acquired (minimum mastery)	Totally acquired (Maximum mastery)
Decoding competencies(automatisation of procedures of words identification)				
Linguistic competencies (syntaxis,lexicon)				
Textual competencies (textual type, utterance population, cohesion connectors)				
Referential competencies(knowledge about the world, encyclopaedic knowledge on the text)				
Strategic competencies, regulation, control and evaluation by the pupil of his reading activity				

3. Results

Our study being exploratory, we have used the descriptive and inferential statistics to treat our data. Before applying these statistical tests we have proceeded to a codification of data, those that at the end were treated with the help of SPSS 17.0 software. More so, we have shown through the calculation of variance coefficient, the confirmation of the dispersion or not of data in relationship to the average.

3.1. First phase of the analysis: descriptive analysis

This first phase is descriptive; it helps to bring out information on the studied phenomenon. These information are presented in the tables. The indices of the percentage (Pi) has permitted to characterise our data.

-As of the individual research

It clearly appears that after the pedagogical intervention, learners of the experimental group are capable to make an individual research during reading. In fact, a good number of these learners are even able to observe images of the text and do silent reading (70%),to use identification strategies of new words (note them, underline

them)(65%),to find indexes of the text by using words like; who, where, when,why,how,that (63%).One observes as such that, for 60 lerners,40 (or 67%) have fairly acquired decoding competencies of words,39 (either 65%) have acquired linguistic competencies (syntax, lexicon);42 (either 70%) are able to manifest textual competencies, meanwhile 45(or 75%) show prove of referential competencies. More so we observe that 62% of learners have acquired strategic competencies (regulation, control and education of reading activity).From this fact, one can say that, learners who are initiated to individual research and who practice it, easily acquire cognitive competencies in reading.

-As of discussion or putting group members' ideas in common.

Looking at the results in relation to putting group members' ideas in common, after pedagogical intervention, one observes that learners in their majority grade have acquired this attitude. To this effect, they are able to decode words; (57% have acquired it and 25% have totally acquired it).As well, on 60 learners,50 have all acquired linguistic competencies (syntax, lexicon) (that is 20% totally and 63% fairly good).As for textual competencies,(textual type, utterance, punctuation, cohesion connectors),it is acquired by almost 65% of learners. For referential and strategic competencies, they are acquired by almost 55 and 53% of learners respectively. From this fact one can think that in a learning situation, fruitful exchanges between members of the same group, selection of exact proposals amongst many others, are proves of putting ideas within a group in common; and to this effect induce the acquisition of cognitive competencies.

-As of the synthesis of results by the teacher.

Results obtained clearly indicate that in learning situation of reading, synthesis of results by the teacher which is translated in facts by ;the confrontation of pupils' population and the validation of those that are right, the contribution of knowledge or explanations 70% of pupils have fairly well acquired the decoding competencies of words;65% have acquired linguistic competencies (syntax, lexicon); 68% are even able to manifest textual competencies (textual type, utterance, punctuation, cohesion, connectors), meanwhile 65% show prove of referential competencies. More so, we observe that 56% of learners have acquired strategies competencies (regulation, control and evaluation of reading activity).

3.2. Second phase of analysis: inferential analysis

Following suit of descriptive analysis, we have proceeded to an inferential analysis and to the verification of hypotheses on the practice of auto auto-self-competencies in reading.

-Pre-test

Table 2: Comparison of calculated value at pre-test

Statistics / Parameters / Groups	Enrolment N	Average	Variance	Z calculated	Z criticised (Z read)	Decision
Experimental (A)	60	8.75	6.68	0.06	1.98	Calculated Z<Z read: (H_o) is retained and Ha_a is rejected
Control (B)	60	8.78	6.784			

Conclusion: The alternative hypothesis (H_a) being rejected and null hypothesis (H_o) accepted, then there is no significant difference between the average of the experimental group ($\bar{X}_{\mathbf{A}}$=8.78) and that of the control group of acquisition ($\bar{X}_{\mathbf{B}}$=8.78).Consequently at the pre-test, pupils of the two groups have the same level of acquisition of cognitive competencies in reading.

-Post-test

-Research Hypothesis 1: Individual research on learning situation of reading favours the acquisition of cognitive competencies in reading.

Table 3: Comparison of calculated values of post-test of research hypothesis 1

Statistics / parameters / Groups	Average	Variance	Standard space	Z calculated	Z criticised (Z read)	Decision
Experimental (A)	13.10	9.52	3.09	7.79	1.65	Z calculated >Z read: therefore H_a is rejected and H_o accepted where of RH1 confirmed
Control (B)	9.05	6.74	2.60			

The analysis of results shows that the control group (9.05) is inferior to that of the experimental group (13.10), more so calculate Z (7.79) is superior to read Z(10.65).Null hypothesis (H_o) is rejected and alternative hypothesis retained. Consequently there exists a significant difference between the level of the two groups in other words, the average of pupils who practice individual research in learning situation of reading is superior to

that of those who do not practice it. Therefore, the confirmation of research hypothesis 1.

- Research Hypothesis 2: the discussion (put in common) of ideas of everyone in learning situation of reading favours the acquisition of cognitive competencies in reading.

Table 4: Comparison of calculated values of post-test of research hypothesis 2

Statistics parameters / Groups	Average	Variance	Standard space	Z calculated	Z criticised (Z read)	Decision
Experimental (A)	13.26	9.30	3.04	8.06	1.65	Z calculated >Z read: therefore H_o is rejected and H_a accepted where of RH1 confirmed
Control (B)	9.11	6.69	2.58			

Looking at the results from the tests, one observes that the average of the control group (9.11) is inferior to that of the experimental group (13.26); in addition calculated Z (8.06) is superior to read (1.65).Null hypothesis (H_o) is rejected and alternative hypothesis retained. Consequently there exists a significant difference between the levels of knowledge of the two groups as concerns research hypothesis 2 or more precisely the average of pupils who put their ideas in common in a group during the learning of reading, is superior to that of those who do not.

Research Hypothesis 3: The synthesis of animated results by the teacher favours the acquisition of cognitive competencies in reading.

Table 5: Comparison of calculated values of post-test of research hypothesis 3

Statistics parameters / Groups	Average	Variance	Standard space	Z calculated	Z criticised (Z read)	Decision
Experimental (A)	13.40	9.40	3.06	7.34	1.65	Z calculated >Z read: therefore H_o is rejected and H_a accepted where of RH1 confirmed
Control (B)	9.73	5.61	2.57			

Results obtained from experimental tests indicate that the average of the control group (9.37) is inferior to that of the experimental group (13.40); more so calculated Z (7.34) is superior to read Z (1.65),which leads to the rejection of null hypothesis (H_o) and top the acceptance of alternative hypothesis. Consequently there exists a significant difference between the level of the knowledge of the two groups as concerns research hypothesis 3. In other words, the average of learners that the teacher in learning situation of reading proceeds to the confrontation of answers, the validation of those that are right; in addition, if he contributes knowledge or explanations on disagreed points, explain certain badly or not understood aspects of reading; is superior to that of pupils that the teacher does not use this strategy.

4. Interpretation and discussion

The aim of this work was to show that the socio-self-construction of knowledge favours the acquisition of cognitive competencies in reading.

The confirmation of the first research hypothesis putting in exhibition the influence of individual research in learning situation of reading on the acquisition of cognitive competencies in reading, re-joins, the conclusions of descriptive and experimental works of Bassis (2011) according to which knowledge is individualised, it is a personalised instrument of the mind (auto-construction) .What brings to school as in the training of adults, the necessity to render possible, for every learner, he should build his proper knowledge. To Bachelard (1983), repeated by Bassis (1998:69) it is important for all human beings, in the act to know, to question himself; the capacity of interrogation for the learner being a decisive engine of every advancement of thinking; for the highlights «It is worthy before everything to know how to pose problems"…"if there have been no questions, there cannot be scientific knowledge. Nothing goes by itself. Nothing is given, all is built». In other words, autonomous work through individual research precedes group work; there cannot be socio- construction if there had not been self-construction (auto- construction) at first. As such, as Lancelot underlines (1999), it is by understanding what he knows how to do that the pupil learns how to do new things. From this fact it becomes necessary to initiate the pupil to individual research by providing him tools for' the observation of images, to the search of indexes of a text by using interrogative words such as "who?", "where?", "what?", "when?", "why?",

"how?", "that?".

The confirmation of the second research hypothesis which puts discussion within a group of pupils in learning situation of reading in relationship with the acquisition of cognitive competencies in reading puts cooperative learning and reciprocal teaching, at the lime light. These two methods put the collaboration between peers as an important factor in learning in value (Vygotsky,1985).In effect, for (Roux,1996),interaction between peers in problem solving situation plays a constructive role on individual cognitive competencies: it is the social building of knowledge. The socio-construction of knowledge to this effect favours a decentrement of the individual in relationship to his point of view. The learner gaining consciousness of the existence of different answers from it. Within limited working groups then collective, establish themselves conflict situations of socio-cognitive conflict. It refers to conflicts of ideas which opposes a subject to the other. This situation of socio-cognitive conflict bears social stakes which more actively engage partners in the search of a solution. Interaction with others helps the subject as such to benefit from information that can help him to elaborate some new knowledge. In research activity, what is primordial, is to be able to produce hypotheses. Group activity permits to formulate hypotheses, hence to operate choices amongst these ones. The individual as such learns from others, with others and in relation with his social and cultural environment (Roux, 1996 says Vygotsky).The acquisition of cognitive competencies must be confirmed; therefore lies on the interactive exchanges pupil-pupil and/or teacher pupil, as such enabling pupils to construct their proper knowledge.

Research hypothesis three which deals with the synthesis of results by the teacher and the building of cognitive competencies in reading which re-joins the descriptive works of Bassis (1998) according to which the auto-socio-construction of knowledge kicks off from a putting in an individual research in such a way that everyone finds something. Hence there is exchange in small work groups with others it is in moments of work in small groups that socio-cognitive conflicts break out. Followed by a phase which consists to decide which ideas to retain and how to put these main ideas together coming from group work. At last we pass on to a collective confrontation of the class. After an observation time of the products of each group, learners take the floor for their verbal interventions in a great permissiveness of expression on the products put on the blackboard. All that is said is precise, argued, put in relationship so as to let reflexion progress. The exigency being to arrive at heightening the level of reflexion. The teacher in this case plays the role of a catalyser, of facilitator, of guide whose questions will enhance discoveries. The great responsibility therefore falls back on the teacher, who must conceive contextualised problem situations that he proposes to the learners and ensures that everyone is implicated in its resolution. From where the necessity for the teacher to be at the same time an innovator, an inventor of situations, a guide, a facilitator, an animator capable to render auto-socio construction of knowledge possible (Roegiers,2003).

5. Conclusion

At the end of this article we can affirm that the positive impact of the practice of auto-socio building of knowledge on the acquisition of cognitive competencies in reading is clearly shown in this work. It refers to the building of oneself and thanks to others, of his knowledge, given that numerous researchers show that it is the learning person who has to be the central actor of the learning procedure. The goal of socio-self-building is therefore to make cognitive conflicts arise in the head of every leaner, conflicts in which preoccupations of different persons confront: what everyone believed to know or knowhow to do is tore-question. These conflicts are even the engines of knowledge.

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