

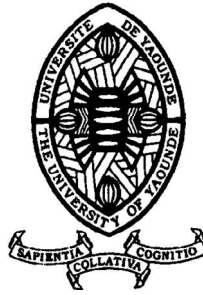
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## **The attitudes of language teachers towards the competency-based approach: case study of some secondary schools in Yaoundé**

A Dissertation submitted to the Higher Teacher Training College (ENS)  
Yaoundé in partial Fulfilment of the requirements for the award of D.I.P.E.S II  
in English modern letters

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## **DEDICATION**

To my parents: Mr Kiampi Guillaume and Mrs Kiampi Ngouekam Colette.

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I thank my supervisor, Prof Justina Njika, for her unconditional devotion to see the realization of this work. She took the pains of reading my work, making necessary corrections, bringing up important suggestions, and even providing the necessary books and documents which have beefed up this work. Without her this work would not have been a reality.

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## **ABSTRACT**

This work set out to examine the attitudes of language teachers towards the Competency-Based Approach, a language teaching approach that is officially prescribed for the teaching of English at the secondary level of education in the Cameroonian English Language Teaching (ELT) industry. The study was motivated by the observation that most teachers do not use this approach in the process of teaching English. The researcher wanted to understand that discrepancy and decided to look into factors that account for teachers' reluctance to implement CBA in order to suggest some appropriate measures and initiative to be taken in order to encourage teachers to use this innovative method in the classroom. The study was undertaken within the Conceptual Framework of Attitudes and the Theory Reasoned Action. The data were collected through a number of research tools including the questionnaires, the interviews, and classroom observations. The findings reveal that most English language teachers have a negative or reluctant attitude towards the Competency-Based Approach and are not even motivated to use it. Their negative attitude could be accounted for by a number of factors namely their ignorance or little knowledge of the principles and specifications of CBA, the difficulties they face in trying to use CBA as a result of the adequate teaching materials and/or aids as well as the necessary infrastructure and their preference of other language teaching methods. This has serious sociolinguistic and pedagogic implications.

## RÉSUMÉ

La présente étude porte sur l'attitude des enseignants du secondaire sur l'Approche par les Compétences (APC) dans le processus d'enseignement de l'anglais comme langue étrangère au Cameroun. Nous avons été motivé par l'observation que, bon nombre d'enseignants ont une attitude négative vis-à-vis de l'Approche par la Compétence qui fut adoptée au Cameroun en 2012 et ne sont par conséquent pas motivés à l'utiliser dans l'exercice de leur profession. Notre objectif était donc d'identifier les raisons qui sous-tendent cette attitude négative des enseignants vis-à-vis de cette approche qui, il convient de le rappeler, est officiellement prescrite afin de trouver des solutions de remédiassions au problème. Les données ont été collectées à travers les outils tels que les questionnaires, les interviews que les enseignants ont accordées au chercheurs et de nombreuses observations séances d'enseignement de la langue anglaise dans les lycées et collèges. Les résultats démontrent l'attitude négative des enseignants vis-à-vis de cette approche innovante qui est sous-tendue par un certain nombre de facteurs notamment leur non maîtrise ou connaissance limitée de cette approche, de nombreuses difficultés dont est émaillé cette approche, les problèmes auxquels sont confrontés les enseignant dans le processus d'implémentation de cette approche (à cause du manque des matériels didactiques adéquats). Cette attitude négative des enseignants a de nombreuses implications sur les plans sociolinguistique et didactique, implications qui interpellent la responsabilité des décideurs camerounais chargés des questions d'éducation et des enseignants.

## **CERTIFICATION**

I hereby certify that this work, entitled “The attitudes of language teachers towards the Competency-Based Approach in some secondary schools in Yaounde”, was carried out by Ayemata Dorcas De Kiampi, under my supervision.

Signature .....

Justina A Njika

Associate Professor

ENS Yaounde

## **LIST OF ABBREVIATIONS AND SYMBOLS**

**CBA:** Competency-Based Approach

**CBE:** Competency-Based Education

**ELT:** English Language Teaching

**TRA:** Theory of Reasoned Action

**GTM:** Grammar Translation Method

**DM:** Direct Method

**ALM:** Audio-Lingual Method

**SW:** Silent Way

**TPR:** Total Physical Response

**CLL:** Community Language Learning

**CLT:** Communicative Language Teaching

**CBLT:** Competency-Based Language Teaching



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## CHAPTER ONE

### GENERAL INTRODUCTION

This study explores the attitudes of language teachers towards the Competency-Based Approach (CBA) in some secondary schools of Yaoundé. In order to enable the reader to have a comprehensive understanding of this study, the present chapter gives preliminary information on the topic namely the necessary research background, the main issue that urged us to research the ultimate aim of the present inquiry, the research questions that will guide this research endeavour, the scope of the study. Issues related to the methodology used in order to successfully carry out this study as well as the structure of the work are equally handled.

The world has recently witnessed rapid changes with the advent of globalization and has thus become a global village in which individuals can easily communicate. Education, as well as other fields, has been influenced by these changes. Consequently, a new approach in English language teaching known as the Competency Based Approach has been developed and is now adopted in some educational systems in Europe, America, Asia and Africa. In fact, many countries (as far as education is concerned) in the world have been trying to come out with various approaches for teaching English as a second or foreign language. This can explain why there have been many approaches to English Language Teaching. According to Richards and Rodgers (2002:141), the Competency Based Approach (CBA) which is one of the latest methods of the 21<sup>st</sup> century is an,

educational movement that focuses on the outcomes or outputs of learning in the development of language programs. CBE (Competency-Based Education) addresses what the learners are expected to do with the language, however they learned to do it. The focus on outputs rather than on inputs to learning is central to the competencies perspective.

Thus, the Competency-Based Approach focuses on the outcomes of learning. It has to do with being linguistically, communicatively, and sociolinguistically competent in the learned language. This new approach aims at developing learners' competencies in language. CBA focuses more on learner-talk than on teacher-talk in a classroom situation. In other words, it focuses on learning and the learners' activities rather than the teacher's role as it was the case with traditional methods of language teaching. As many scholars adequately pointed out, competency itself is a function of three core components: knowledge, skills and attitude. The Competency Based Approach focuses on the outcomes of language learning. It lays emphasis on what learners are expected to achieve with the target language unlike the traditional methods of teaching. The Grammar Translation Method (GTM), for instance, focuses on a simple knowledge of linguistic aspects like grammar, phonology, syntax, morphology, and

lexicology. The CBA in English language teaching is similar to Communicative Language Teaching (CLT) which, in addition to linguistic aspects, focuses on some sociocultural and contextual realities of the new setting (Essossomo:2013). These models advocate teaching practices that develop communicative competence in authentic contexts (Larsen-Freeman: 2000). What is worth pointing out here is that, although the CBA plays a significant role, as it can enhance learners' skills, some teachers have a nonchalant and discarding attitude towards it and do not therefore implement it in the classroom.

The problem that urged us to research is that, in Cameroon, although the CBA is officially prescribed as the approach that must serve as a backbone in English language teaching, most teachers show reluctance to apply this approach in the process of teaching English. This discrepancy between the official prescriptions and the actual practice in concrete situations is what encouraged us to embark on this research.

This research endeavour aims at examining the attitudes of the language teachers towards the Competency-Based Approach which Cameroon adopted in the year 2012. The specific objectives are to demonstrate that teachers are not receptive to this approach and therefore face difficulties in implementing it. From that, we will examine the causes of their reluctant attitudes, the possible ways in facilitating its implementation. Finally, we propose some solutions which can help to boost teachers' interest and motivation vis-à-vis the CBA.

In order to better probe the issue at stake, the following questions guide the present study:

- What are the language teachers' attitudes towards the CBA?
- What are the reasons behind these attitudes?
- What could be done in order to motivate them in implementing CBA?

This dissertation consists of five chapters. The first chapter, entitled General Introduction gives preliminary information on the topic and necessary background information to the study. The second chapter entitled "Theoretical Framework and Review of Literature" focuses on the theoretical premises that underlie the study and the review of the related literature. The third chapter, "Research Methodology" presents the research context and participants, the research instruments, and the method of data analysis. The fourth chapter, "Data Collection and Analysis", delves into the presentation, analysis and discussion of data. The fifth chapter, entitled "Summary of Findings and Pedagogical Relevance", summarizes the findings, gives the pedagogic relevance of the study, makes recommendations, gives suggestions for further research and concludes of the work.

## **CHAPTER TWO**

### **THEORETICAL PREMISES AND REVIEW OF LITERATURE**

#### **2.0 Introduction**

In this chapter, focus is on two fundamental issues. First, the researcher discusses the theoretical framework that will serve as the backbone for this study. Second, some major works that are closely related to the present investigation are overviewed with a view to determining the state of the art. Before getting to the key issues of the chapter proper, let us first of all define some key terms.

#### **2.1 Definition of key terms**

There are some important terms that are worth defining for a proper understanding of a number of facts and arguments advanced in this study. This is done in the subsections below:

##### **2.1.1. Attitude**

An attitude is commonly viewed as the disposition or state of mind; a personal view of something, that is an opinion or general feeling about something. It is usually defined as a disposition or tendency to respond positively or negatively towards a certain thing such as an idea, object, person, or situation. In language teaching, attitudes are such important psychological factors that they can be considered the cause of teachers' success or failure (Hazratzad & Gheitanchian (2012)) and in teaching a language, the teachers' feeling about the practice of teaching should be taken into consideration (Clemente: 2001).

##### **2.1.2 Approach, Method, and Technique**

These terms have often been considered as being synonymous and used as one concept but each has its own definition. These concepts are defined in Richards & Schmidt (2002:30) as "Different theories about the nature of language and how languages are learned (The approach) imply different ways of teaching language (The method), and different methods makes use of different kinds of classroom activity (The technique)". Let us look at each of them in detail below.

##### **2.1.2.1 Approach**

An approach can be viewed as a way of doing or solving something. According to Richards & Rodgers (2002) an approach refers to " theories about the nature of language and language learning that serves as the source of practices and principles in language teaching"(p. 78). Besides, Davies (2002) argues that an approach can help the teacher but it may not offer



detailed information about the teaching process and he said that “it is the realm of methods” (p. 186). It means that an approach is broader than a method which encompasses theories about language and language learning and it is not about what the teaching process should include and this, represented by a method.

### **2.1.2.2 Method**

The concept “method”, originally from the Greek word “methodos” which means “pursuit, way” refers to a way of carrying something out, a process by which a task is completed, or a way of doing something. This term refers to “the practical realization of an approach” (Harmer, 2001), this means that, a method represents the practical part of an approach. It involves detailed elements about teaching language such as a syllabus, the objectives, the textbook, etc. Mackey (1975) says that, “for some, it (a method) means a set of teaching procedures; for others it is the avoidance of teaching procedures. For some others, it is the type and amount of vocabulary and structure.” Richards & Rodgers’ model views method as a general term that includes approach, design, and procedures (“techniques, practices and behaviours observed when the method” is taken to the classroom).

### **2.1.2.3 Technique**

The term “technique” refers to a way of achieving something or carrying something out, especially one requiring some skill or knowledge. According to Edward Anthony (cited in Richards & Rodgers: 2002, 19), a technique is “implementational which actually takes place in a classroom. Techniques must be consistent with a method, and therefore in harmony with an approach as well”. Examples of techniques include:

- The silent way (created by Caleb Gatteo in 1972): This is when the teacher neither praises nor criticizes the learner.
- Audio-lingual method: This is when the teacher praises the student when he or she does something good in learning.
- Total physical response (created by James Asher): This happens when a teacher repeats just the right answers when a student produces a wrong expression.
- Natural Method (developed by Tracy Terrell and Stephen Krashen): Here, the teacher does not care when a student makes an error as long as the error or mistake does not hinder or delay communication.

Generally, a technique could be a product of a choice made by the teacher. A language teacher may make his class comfortable through a number of techniques such as teacher-centered, learner-centered, production-centered, comprehension-centered. Crookes & Chaudron (1991), propose a number of language teaching techniques:

-Warm up: It could take the form of mimes, songs, dance, jokes and plays. These activities will in effect stimulate, motivate the students making them attentive and ready for the day's lesson. These activities must not necessarily involve the use of the target language. Any language could be used for the better understanding of the students.

-Role play demonstration: The teacher may illustrate or select students to illustrate the procedures which will be applied in the lesson.

-Brainstorming: It is a kind of preparation for a lesson which involves free and undirected discussions by the teacher and students on a given topic. Here, there is no explicit analysis or interpretation by the teacher. The essence may be just to drill the students on the day's lesson.

-Storytelling: It is a lengthy story narrated by the teacher or student. Storytelling is effective when it is student generated. This is because if a student is presenting, other students will like to listen and participate. This will make the students attentive.

-Discussion: The teacher may decide to give a debate or group discussion on a topic for the students to work on. Therefore, techniques can be seen as “any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives” Brown (2000:16).

It is worth indicating that “approach” is the broadest concept as it involves theories about both language and language learning. Besides, “method” is the practical side of an approach but it involves detailed elements about teaching language such as a syllabus, objectives, the textbook, etc. Finally, a technique is more specific because it takes place in the classroom.

Anthony E. (1963) explains that the arrangement between the three terms is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic and it describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. While an approach is axiomatic, a method is procedural. Within one approach, there can be many methods. A technique is implemental – that is, which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. Accordingly, an approach is the broadest and encompasses theories of language and language learning, a method specifies how a language ought to be taught, a technique being the most specific, involves classroom activities and devices.

### **2.1.3. Competence**

Also known as competency or ability, competence could be defined as the quality or state of being competent for a particular task. Being competent refers to having sufficient skill, knowledge, ability or qualifications to do something. In *Oxford Advanced Learner Dictionary* the term “competence” refers to the ability to do something well, according to a particular standard which is measurable and could be acquired through experience and training.

To Green (1998:24), competency has to do with ‘can do’ statements that can be used as bases for evaluating outcomes and measure the rate of attainment of particular objectives. He also goes further by considering them as a set of cumulative achievements rated in end-of-year degree which result from large-scale and time consuming qualifications that the trainee has gathered within a particular period.

## **2.2 Theoretical Premises**

Every scientific research endeavour is anchored on a theoretical premise and the related existing literature is reviewed in order to situate a research study within the scholarship. Thus, this section presents the theoretical paradigm adopted for this study and reviews relevant literature.

This work looks into the attitudes of Cameroonian ESL/EFL teachers towards CBA, the approach that is officially prescribed by stakeholders for the teaching of English in the postcolonial Cameroon. Thus, the work will be carried out within the conceptual frameworks of attitudes and the Theory of Reasoned Action.

### **2.2.1 Conceptual Framework of Attitudes**

Fishbein and Ajzen (1975) propose a conceptual framework of attitude construct which consists of four categories: cognition, affect, conation, and behaviour. In the framework, attitudes are a function of beliefs. In other words, beliefs have causal effects on attitudes. Typically, a person learns a number of beliefs about an object by direct observation or information from outside sources. People hold a set of beliefs about the object, and these beliefs serve as the basis that determines their attitudes (Fishbein & Ajzen: 1975). In the framework, attitudes are said to have influenced on behaviour. Specifically, a person’s attitude towards an object affects the person’s intentions to perform behaviours relating to that object. However, the relation between attitude and behaviour depends on particular conditions. That is, when the person thinks he/she has more resources and fewer obstacles, he/she is more likely to perform the behaviour according to his/her intentions. Fishbein and Ajzen (1975) indicate that behaviour can be determined by intentions; intentions are the results of overall attitude, and attitudes are a function of salient beliefs. However, these

causal effects not only work in one direction. Performance can provide new information that changes beliefs, attitudes and intentions.

### **2.2.2 The Theory of Reasoned Action (TRA)**

The Theory of Reasoned Action (TRA) was developed by Fishbein and Ajzen in 1975 to examine the relationship between attitudes and behaviour. It was derived from previous research that began as the theory of attitude. . TRA looks at behavioral intentions rather than attitudes as the main predictors of behavior. According to this theory, attitudes towards a behaviour (or more precisely, attitudes towards the expected outcome or result of a behaviour) and subjective norms (the influence other people have on a person's attitudes and behavior) are the major predictors of behavioral intention. TRA works most successfully when applied to behaviours that are under a person's volitional control.

The theory aims at explaining the relationship between attitudes and behaviours within human action. TRA is used to predict how individuals will behave based on their pre-existing attitudes and behavioural intentions. An individual's decision to engage in a particular behaviour is based on the outcomes the individual expects will come as a result of performing the behaviour. Ajzen and Fishbein suggest two factors that determine intention: attitudes and subjective norms. An attitude is a person's opinion about whether behaviour is positive or negative, while "a subjective norm is a perceived social pressure arising from one's perception". A subjective norm describes the social pressure an individual feels to perform or not perform the behaviour at hand. Together, attitudes and subjective norms are thought to determine behavioural intention. Behavioural intention then leads to performing the behaviour.

## **2.3 Review of Related Literature**

In this section, we overview some methods of language teaching; define the Competency-Based Approach and critically examine its characteristics. Finally, we will survey some major works that focused on the difficulties in implementing the CBA.

### **2.3.1 An overview of some Teaching Methodologies and Techniques**

The existence of a plethora of teaching methods and techniques is due to scholars' perpetual quest for enhancing learning as easily as possible. Over the years, a number of teaching methods and/or approaches have been developed. They are overviewed below.

### 2.3.1a The Grammar Translation Method (GTM)

In the literature of language teaching methodology, (Widdowson: 1960, Krashen: 1982, Stern: 1983, Brumfit: 1985) the Grammar-Translation Method, also known as the Traditional Method, is said to lay emphasis on teaching grammar and vocabulary as discrete units which are then practised in having students read a passage. The passage is then followed by exercises intended to focus on the discrete units for learners to assimilate. In the course of such an approach, much translation is done to clarify what seems to be obscure in the foreign language and to facilitate internalization. With this technique, grammar is taught deductively, that is, a rule is provided with examples. Students learn grammar rules by rote and then practice the rules by doing grammar drills and translating sentences to and from the target language. More attention is paid to the form of the sentences being translated than to their content. Tests often consist of the translation of classical texts. There is not usually any listening or speaking practice, and very little attention is placed on pronunciation or any communicative aspect of the language.

The GTM has two main goals which are: to enable students to read and translate literature written in the source language, and to further students' general intellectual development. This method focuses on reading and writing and has developed techniques which facilitate more or less the learning of reading and writing only. As a result, speaking and listening are overlooked.

Materials for the GTM are mostly the textbook. A chapter in a typical grammar translation textbook will begin with a bilingual vocabulary list, after which there would be grammar rules for students to study, and sentences for them to translate.

**-Shortcomings of the GTM:** this method, by definition, has a very limited scope. Because speaking or any kind of spontaneous creative output was missing from the curriculum, students would often fail at speaking or even letter writing in the target language. According to Richard and Rodgers (2001:4-5), the GTM has been rejected as a legitimate language teaching method by modern scholars:

Though it may be true to say that the Grammar-Translation Method is still widely practised, it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory.

Theorists such as Passy, Berlitz, and Jespersen shed light on what the GTM was missing. They supported teaching the language, not teaching about the language, and teaching in the

target language, emphasizing speech as well as text. Through GTM, students lacked an active role in the classroom, often correcting their own work and strictly following the textbook.

### **2.3.1b The Direct Method (DM)**

The Direct Method of teaching, which is sometimes called the natural method, and is often used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It contrasts with the Grammar-Translation Method and other traditional approaches, as well as, with Dodson's Bilingual Method.

#### **- Characteristic features, principles and aims of the DM**

With the DM, the teaching of concepts and vocabulary is done through pantomiming, real-life objects and other visual materials. Grammar is taught using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language); focus is on question-answer patterns definition. The DM is a method of teaching language directly establishing a direct or immediate association between experience and expression, between the English word, phrase or idiom and its meaning through demonstration, dramatization, without the use of the mother tongue.

The principles of the DM are: classroom instructions are given exclusively in the target language; only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes. Grammar is taught inductively; new teaching points are introduced orally; concrete vocabulary is taught through demonstration, objects, and pictures; both speech and listening are taught; correct pronunciation and grammar are emphasized; student should be speaking approximately 80% of the time during the lesson.

The aims of the DM are: it aims to build a direct relation between experience and language, word and idea, thought and expression. This method enables students to learn how to communicate in the target language. It is based on the assumption that, the learner should experience the new language in the same way as he/she experienced his/her mother tongue. Thus, the key issues in the DM are: no translation, concepts taught by means of objects or by natural contexts, oral training helps in reading and writing, and grammar is taught inductively.

#### **-Techniques of the DM and its Merits**

The following activities are used under the DM:

- The question/answer exercise during which the teacher asks questions of any type and the students answer;
- Dictation: here the teacher chooses a passage and reads it aloud;
- Reading aloud: in this activity, students take turn reading sections of a passage, play or a dialogue aloud;
- Student self-correction: when a student makes a mistake, the teacher offers him/her a second chance by giving a choice.
- Conversation practice: students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.
- Paragraph writing: the students are asked to write a passage in their own words.

The merits of the DM include: It facilitates understanding of language- understanding of language becomes easier due to inhibition of the linguistic interferences of the mother tongue, it establishes a direct bond and helps in understanding directly what one reads and hears. The DM improves fluency of the speech which results in easy writing. With the DM, the reading of language becomes easy and helps in promoting a habit of critical study.

Demerits of the DM:

- The DM ignores systematic written work and reading activities;
- It may not hold in well in higher classes where the translation method is found suitable;
- Limited vocabulary: the DM restricts the scope of vocabulary as all words cannot be directly associated with their meanings. Grammar is not taught systematically;
- Lacked application: the method aims at active command of a language, only the clever child can profit. This method finds difficulties for slow learners;
- This method does not suit or satisfy the needs of individual students in large classes;
- It is inconvenient in a large class;
- It is time consuming in creating real-life situations. Etc.

In order to compensate what the DM failed to do, the Audio-Lingual Method came up as an attempt to address some of the weaknesses of the Direct Method.

### **2.3.1c The Audio-Lingual Method (ALM)**

The Audio-Lingual Method, like the Direct Method, advised that students should be taught a language directly, without using students' native language to explain new words or grammar in the target language. Unlike the DM, the ALM did not focus on teaching vocabulary; rather

the teacher drilled the students in the use of grammar. In audiolingualism, there is no explicit grammar instruction; everything is simply memorized in form. The idea is for the students to practise the particular construct until they can use it spontaneously. The lessons are built on static drills in which the students have little or no control on their own output. The teacher expects a particular response and not providing the desired response will result in the student receiving negative feedback. The requirements of this method go in direct opposition with the Communicative Language Teaching.

The Audio-Lingual Method is praised for explaining the possibilities for using dialogue as the medium of presentation of grammar and vocabulary. The students are made to read, memorize, and mimic the dialogues either as a whole or in smaller groups. These dialogues are usually followed by patterned drills of various types: repetition, transformation, substitution, and translation, all intended to facilitate the memorization of the words and grammatical patterns. The rules and vocabulary are then practised in reading passages which encompass exercises on speaking, listening, reading, and writing.

The synthesis of behaviourism and structural linguistic the ALM was criticized by scholars. This led to other methods linking psychology with language teaching in 1960s and 1970s.

### **2.3.1d Other Methods of language Teaching**

#### **- The Silent Way (SW)**

The Silent Way relied on problem-solving by the learners. This method holds that the teacher should be as silent as possible while the learners should produce as much language as possible: learner-centered. The goal is to get learners to produce the target language, but they must do so with minimal assistance from the teacher.

The teacher uses charts and colored blocks to establish a meaning of model utterances; but the learners have to imply inductive and self-monitoring techniques to their own structural knowledge of the target language.

#### **- The Total Physical Response (TPR)**

It was primarily a teacher-dominant approach with the learners responding physically to instructions, generally in the form of simple structures.

The first phase of the lesson is the one of modeling that is, the teacher issues commands to students and then performs the action with them. In the second phase, these same students demonstrate that they understand the commands by performing them alone.



### - **Suggestopedia**

This method calls on teachers to seek ways of reducing psychological barriers of learning by providing a relaxed, comfortable, and caring learning environment. Posters displaying between grammatical information about the target language are hung around the room in order to take advantage of students' peripheral language.

### - **Community Language Learning Method (CLLM)**

It sought to reduce learners' stress by adapting techniques from psychological counseling. Students typically have a conversation in their native language. The teacher helps them to express what they want to say by giving the target language translation in chunks. Later a transcript/carbon copy is made of the conversation and the mother tongue equivalents are written beneath the target language words. The transcription of the conversation becomes a text with which students work. Various activities such as examination of grammar point, pronunciation, creating new sentences with words from the transcript are carried out by the students to further exploit the target language they have generated.

Towards the end of the 20<sup>th</sup> Century, scholars viewed language essentially as social practice and the goal of language teaching as engendering the learners' competence to communicate in the target language: this brought about the Communicative Language Teaching (CLT) because language was looked upon as a tool of social interaction.

### - **The Communicative Language Teaching (CLT)**

This approach emphasizes that the goal of language learning is to develop communicative competence. It seeks to make meaningful communication and the language use, a focus for all classrooms' activities. The major principles of the CLT include: authentic and meaningful communication, the target language as a vehicle for classroom communication not just object of study, learning is a process of creative construction and involves trial and error, students should work with the language at the discourse level, the teacher is a facilitator of the students' learning; he is the manager of the classroom activities.

### - **The Eclectic Approach**

The inability of methodology to cater for the diverse contexts in which second/foreign languages are learnt have given rise to attention in the literature to the different domains of learning. It recognizes the formal and unmaterialistic characteristics of most language education settings and attempts to understand how second language learning takes place in such setting. This has been accompanied by an emphasis on the teacher as a mediator of learning experience, a reflective practitioner, and an action-researcher who has to study a

situation and provides a solution. Thus, some educationists suggest that teachers' pedagogy should be comprised solely of methods and techniques carefully selected to match the needs of the context in which they should be employed: this is what is called in literature as the eclectic approach.

It is worth mentioning that, teachers who use the eclectic approach absorb the best techniques of all the well-known language teaching methods into their classroom procedures; using them for purposes for which they are most appropriate. To be successful, an eclectic teacher needs to be imaginative, energetic, and willing to experiment.

In clear, traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves. It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation.

Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading and writing. Techniques that were often employed included memorization of dialogs, question-and-answer practice, substitution drills, and various forms of guided speaking and writing practice. Great attention to accurate pronunciation and accurate mastery of grammar was stressed from the very beginning stages of language learning, since it was assumed that if students made errors, these would quickly become a permanent part of the learner's speech.

In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was communicative

competence. This was a broader concept than that of grammatical competence, including what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. Traditional grammatical and vocabulary syllabuses and teaching methods did not include information of this kind. It was assumed that this kind of knowledge would be picked up informally. The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the sub discipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching. The next question to be solved was, what would a syllabus that reflected the notion of communicative competence look like and what implications would it have for language teaching methodology? The result was communicative language teaching.

Communicative language teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. New approaches to language teaching were needed.

All these continued with the implementation of the Competence-Based Approach whose principles are not too different from those of the Communicative Language Teaching (CLT).

### **2.3.2 The Competency-Based Approach: definition and specifications**

History has it that the Competency- Based Approach was first applied in USA military field. It has, then, been adopted in the professional training domain where it was successful. The application of the Competency-Based Approach in USA educational field came as a response to the problems witnessed in this field. Tuxworth (1989) explains that "the 60's were tumultuous times in education in USA: demands for curriculum reform, dissatisfaction with teacher training were features of the climate when emerged the Competency Based English Teaching".

The Competency-based Approach, as its name suggests, seeks to establish competences in learners so that they can put in practice what has been acquired in school, in other extra school settings. It is an approach that revolves around three main concepts that are competence, problem-situation, and transfer of knowledge (Faiza: 2007).A problem-situation alludes to an obstacle to surmount, or a problem to solve. In this respect, advocates of the Competency-based Approach urge teachers to place learners in front of problems to reflect on, instead of requiring them to regurgitate information they have received. In

front of problem-situations, learners use their previously acquired knowledge to find a solution, and this will result in the construction of new knowledge. Transfer of knowledge has to do with the application of knowledge acquired in one situation to new situations (it is one of the main objectives of the CBA).

The Competency Based Approach is learner-focused and works naturally with independent study and with the teacher (instructor) being the facilitator. In this learning approach, learners often find different individual skills more difficult than others. Also, the Competency Based Approach allows a student to learn those individual skills they find challenging, at their own learning pace. It is only when they learn one skill that they learn other. This learning approach is common in many kinetic and or skill based learning. This approach is applied in many fields and learning environment.

Implementing the competency-based approach is an important issue in the Cameroonian education system, since most of the teachers, mainly the novice ones, are unaware of its principles. Many researchers seek to facilitate and to explain this educational change; for instance, Richards and Rodgers (2002) define this new approach as "an educational movement that focuses on the outcomes or outputs of learning in the development of language programs. CBE (Competency-Based Education) addresses what the learners are expected to do with the language; however they learned to do it. The focus on outputs rather than on inputs to learning is central to the competencies perspective".

The Competency-Based Approach, also referred to as the pedagogy of integration or to an outcomes approach, entails the putting together of all the knowledge, know-how and attitudes required for the solution of real life problems or situations. It consists of knowing what to do, where, when and with whom; or, being linguistically, communicatively and sociolinguistically competent with the learned language. Under the CBA, language learning is intended for communication between/among speakers in various social contexts. The learners do things and get things done with language in specific situations. In this way, the learners are considered as active participants in the whole learning process. Consequently, they are expected to develop certain skills and strategies of learning how to learn (Nkwetisama: 2012).

In the same vein, the CBA, according to Schneck (1978), is an outcome based instruction that is adaptive to the needs of students, teachers and the community. Richards and Rodgers (2001), on their part, hold that the competency based approach focuses on the outcomes of learning. It addresses on what the learners are expected to do rather than on what they are

expected to learn about. The CBA advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviours that students should possess at the end of a course. Furthermore, Mrowicki (1986) holds that competencies consist of a description of the essential skills, knowledge, attitudes and behaviours required for effective performance of a real world task or activity. These activities may relate to any domain of life. In some works, the Competency-Based Language Teaching (CBLT) is used to refer to the teaching approach which focuses on the outcomes of language learning.

CBLT emphasises what learners are expected to achieve with the target language. In other words, the approach sees outputs very importantly rather than the learning process. This means, starting with a clear picture of what is important for students to be able to do, then organising curriculum, instruction, and assessment to make sure this learning ultimately happens (Wong: 2008). To Docking (1994), the CBLT “is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it”.

It is worth mentioning that, besides the CBLT, some scholars do use the Competency-Based Education (CBE) to refer to CBA; The CBLT was an application of the principles of CBE to language teaching (Wong: 2008). CBE emerged in the 1970s in the US. It referred to an educational movement that advocated defining educational goals in terms of precise measurable description of the knowledge, skills, and behaviours students should possess at the end of a course of study (Guskey: 2005).

In the competency-based approach, learners study English within situations and contexts that are varied and relevant. In other words, the language is introduced and practised in different situations that are similar to situations that could occur in real-life. The aim is that learners develop language and problem-solving abilities that they can use in new and challenging situations in school and out of school. Therefore, learners will see learning English, for example, as useful to their student life and future. The CBA involves clearly described learner competencies. A competency is

- the ability to act in English using a range of skills and knowledge;
- The ability to use English in various situations that may be different from the situations in which the skills and knowledge were learned.

### **2.3.3 Difficulties in Implementing the Competency Based Approach**

Some researchers have pointed out some major difficulties that teachers face in implementing the CBA. Nkwetisama (2012), taking the case of Francophone Cameroonian learners of English, thinks that walls seem to exist between the knowledge students get in the classrooms and the implementation of the knowledge in the real world society for which that knowledge is destined. To him, the outcomes approach or the competency based approach can solve the problem. This is an approach that integrates the knowledge, know-how and attitudes in the solution of real-life problems. This approach seeks for linguistic and sociolinguistic competence in the language. In education, a syllabus drawn under the CBA advocates a learner-centred approach, which focuses and draws from the experience, knowledge and expertise of individual learners. It is activity-oriented and lends itself to creativity. The teacher in the whole learning process is considered a facilitator and an organiser. This does not undermine the vital role of the teacher, which is that of creating the learning situation. The teacher continues to provide or identify the learning tasks, and organises them in the most interesting and satisfactory manner so that the learners can derive the best from them.

The teacher monitors the strengths and weaknesses of the learners in order to ensure that effective learning has taken place. Hence, diagnostic tests and remedial lessons have to be organised from time to time. But, unfortunately most of our teachers seem to ignore this vital role of theirs. They do not master the requirements of this newly implemented approach: if teachers do not master the CBA, they will fail in implementing it in their classrooms and the walls between the knowledge from the classroom and the effective use of that knowledge in Real Life Situation (RLS) will still exist. The outcomes approach requires that students should be put at the centre of everything in the classroom with the teacher as a guide. In fact, English language teaching in the classrooms at all levels of education should be adapted to the everyday communicative needs of the Cameroonian learners and that English language pedagogy of integration will facilitate that.

#### **- Students' negative attitudes towards English and lack of motivations to learn it**

Penn (1999) quoted in Essossomo (2013) investigated the attitudes and motivations of Francophone Cameroonians learning English. The author pointed the fact that learners have quite a negative attitude towards English and totally lack incentives to learn the language. They see no need to learn English because they feel more comfortable with French, the official language which is their medium of instruction and which is even the mother for most of them. This negative attitude towards the language and lack of motivation is a non-negligible factor for a successful implementation of the CBA.

#### **- Teachers' attitudes and reactions towards students' errors**

In analysing the attitudes and reactions of teachers towards students' errors, Ekwogo's (2005) results revealed that most teachers view students' errors as a negative aspect of language learning. 70% of the teachers attributed students' errors to stubbornness, carelessness and negligence. Learners' errors however, are part and parcel of the learning process and are very normal in every human endeavour in real life. Errors are positive indicators that learning is taking place and those students are struggling to put into practice what they have learned. This may be the cause of the lathophobic aphasia (unwillingness to speak the language for fear of being laughed at) that characterizes many Francophone Cameroonian learners. The CBA thus gives students opportunity to feel free in class, as the teacher in organising attractive activities creates a conducive environment for all.

#### **- Teachers' incompetence in using language teaching methods**

Folegwe's (2006) investigation into the classroom methodology and its effects on the learners' participation and understanding of English as a foreign language in Yaoundé pointed out that most teachers were aware of the existence of many teaching methods and techniques. However, these teachers did not make a systematic use of them. Her findings also revealed that most teachers used the communicative methods but ignored aspects like learners' feelings. Techniques like role-play, group or pair work and games were seldom used in spite of their beneficial effects on language learning. These findings can be interpreted as not bringing the outside world into the classroom so as to facilitate the integration of the classroom into the outside world.

Tchuiameni (2008) carried out an investigation into the teaching of English in Francophone schools in the West Region of Cameroon. Her results showed that though teachers are qualified, they lacked the appropriate methods adapted to the students' needs and interests. The course books used in secondary technical schools are those meant for secondary general ones. All these point out that upon graduation; most of the learners would not be competent in the English language.

#### **-Students' mother tongues**

Another factor pointed out by the first investigators that constitutes an impediment to the implementation of language teaching methods and approaches is the influence of the learner's first acquired language. Kouega (2009), Nkwain (2010) and Essossomo (2013) show that Francophone learners, for example, generally transfer both French and mother tongue phonological patterns to English when speaking English. This is problematic because

when students use their mother tongue time and again. This unquestionably creates a wall, a psychological barrier to the effective use of approaches like the CBA.

### **Unexplored dimensions**

From the review above, we notice that focus has been on a number of difficulties that teachers face in the process of teaching a foreign language in the Cameroonian ELT industry. Though a lot has been said on attitudinal issues, we notice that such issues mostly focus on students and the language they have to study. No empirical work, as far as we are aware, has ever been done on the attitude of teachers towards a particular method which they are obliged to use whereas this greatly influences the teaching practice. It is the purpose of the present investigation. In it, the researcher critically examines teachers' attitudes towards the CBA which is officially prescribed as the method to be used in the teaching of English in the Cameroonian ELT industry.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter, as the title suggests, focuses on the methodology used in order to carry out this sociolinguistic investigation. In it, we handle issues like the area of study, the target population, the instruments used in collecting data, the administration of the instrument and the method of data analysis.

The method to be used in this work is both descriptive and analytical. The target population is secondary schools language teachers of Yaoundé. They are the ones who can best talk about the CBA and the problems it poses to teachers. For our assumptions to be built on solid grounds and to accomplish our objectives, we will use an explanatory mixed method research that is, the quantitative and the qualitative research methods. We will design a questionnaire for the secondary school teachers chosen. This will help us to have their opinions and attitudes about/ towards this new approach. We will also use classroom observations in order to know how effective the approach is used in the classroom. We could also include interviews in our research tools to obtain the reasons behind these teachers' attitudes.

The main purpose of this study is to examine English language teachers' attitudes towards CBA and the rationales underlying their attitudes towards it. To achieve this purpose, an explanatory mixed method research was used. The first phase quantitative study investigated teachers' attitudes toward CBA, while the second phase qualitative study explored the reasons underlying the teachers' attitudes toward CBA. The two phases of the research occurred sequentially where the qualitative data were used to explain quantitative data. The question guiding the first-phase quantitative study was: what are English Language teachers' overall attitudes towards Competency-Based Approach? The research question in the second-phase qualitative study was: what are the reasons underlying the language teachers' attitudes towards the Competency-Based Approach?

### 3.1 Research context and Participants

In this first stage of the study, the researcher first identified the secondary schools in Yaoundé, the political capital city of Cameroon, that integrated CBA into the curriculum, and she took a random sample from these schools. All the teachers in the selected schools constituted the sample. The first-phase quantitative study was conducted in three selected schools which are: the Government Bilingual Practising High School (GBPHS), Government Bilingual High School (GBHS) Etoug-Ebe, and Government Bilingual High School Medong in Yaoundé and the sample included sixty-five (65) language teachers. Some private colleges, such as College Franky, College La Lumiere, and Institut Beaudelaire Bilingue, were also chosen to that effect and the sample was made up of thirty-five (35) language teachers. This gave a total of one hundred teachers selected to fill in the questionnaires. Yaoundé was retained for the study because it is a cosmopolitan town where people from different linguistic backgrounds live. The choice of the sample population in this restricted setting was influenced by its proximity to the researcher.

The tables below represent the sample population from high schools and from colleges:

**Table 1: Government/high school teachers' population**

<b>Schools</b>	<b>Number of teachers</b>
GBPHS-Yaounde	30
GBHS-ETOUG-EBE	10
GBHS-MEDONG	25
<b>Total</b>	<b>65</b>

**Table 2: Private/college teachers' population**

<b>Schools</b>	<b>Number of teachers</b>
<b>College Franky</b>	11
<b>College La Lumiere</b>	10
<b>Institut Beaudelaire Bilingue</b>	14
<b>Total</b>	<b>35</b>

The second-phase interviews aimed at explaining the first-phase quantitative results. Thus, the follow-up interview sample was selected from the population of the first-phase quantitative study. To learn the participants' in-depth thoughts and experiences, the researcher invited some teachers and regional inspectors to take part in the follow-up interviews.

Moreover, teachers were chosen to fill in the questionnaires because they are the major actors in implementing the competency-based approach in schools and their perception of this new but old method matters. Actually, before talking of CBA implementation, we should first consider what those in charge of this implementation think about it and this justifies the researcher's choice of teachers.

The interviewees included pedagogic inspectors because they are the ones designing the school syllabuses following the CBA and encouraging teachers to implement it. They actually want teachers to teach following this approach and by supervising their work, they take down the positive points and negative ones. During the seminars they organised, they made sure they provide solutions to the problems teachers faced. The choice of the inspectors is therefore justified by the fact that they are able to provide reasons behind the teachers' attitudes towards the CBA. After having filled in the questionnaires, the researcher asked some teachers various questions that aimed at finding out the reasons behind their attitudes towards the Competency-Based Approach.

### **3.2 Research Instruments**

The data for this study was collected with a number of research instruments namely questionnaires, interviews and observations. These instruments will be appended to this work. They are discussed below

#### **3.2.1 Questionnaire**

A three page questionnaire was drafted to elicit information with regard to respondents' attitudes towards CBA. It was actually designed to test informants' attitudes vis-à-vis this new approach to language teaching. The questionnaire was divided into three sections. The first section sought information regarding the respondents' personal details. The second section was made up of ten (10) statements or items in the form of the four Likert scale (Likert 1932) that required respondents to agree or disagree to specific principles of language teaching approaches. The statements were a mixture of some of the key principles of CBA and other principles of traditional methods of English Language Teaching. These were used by the researcher to investigate the participants' awareness of the CBA and their attitudes towards major principles of the Competency-Based Approach. Those principles include: the role of the teacher in class, the role and contribution of learners in the learning process, the use of authentic material in teaching, and the activities and group work in class. The use of the questionnaire also aimed at measuring the teachers' preferred teaching language method, their opinions on the best language method, and their perspective on the use of the CBA in their classrooms: these constitute the last section of the questionnaire. Informants were

simply asked to indicate their agreements or disagreements with each of the items on a scale of 4, whereby 4 indicated total agreement and 1 indicated total disagreement.

### **3.2.2 Interviews**

Face-to-face, semi-structured interviews were conducted in order to investigate the complexities of the participants' perceptions and experiences. During the interviews, the researcher asked the interviewees predetermined, open-ended questions, but allowed flexibility concerning follow-up questions. These interviews aimed at finding out the reasons behind the language teachers attitudes toward the CBA.

### **3.2.3 Observation**

During observation sessions the researcher keenly observed some teachers, from the selected schools, in action and took note of their use or non-use of the principles or some principles of the CBA. These observation sessions aimed at verifying if the respondents' answers are actually what are found in the field.

### **3.3 Difficulties encountered**

Some difficulties were encountered in the course of data collection. These difficulties were witnessed at various levels. First, in the administration of the questionnaires, some informants needed more time to fill them in. This was a problem considering that some received questionnaires and wanted to submit them after some days. Other respondents claimed not to have time and associated it to money; they actually wanted compensation to fill in the questionnaires.

It was equally frustrating visiting the concerned schools in search of English language teachers who could serve as informants. This was particularly hectic considering that they investigator's time table often clashed with that of some informants. The researcher even had to miss some of her classes to complete the administration of questionnaires.

Finally, some of the informants were met amidst their activities. They had to be convinced to attend to the request, but in some instances, the informants requested to finish with whatever they were doing before filling in the questionnaire. In spite of these difficulties, there were informants who were very much willing to help.

### **3.4 Method of data analysis**

There are several methods that could be used in a survey like this one. But, for the purpose of this study, the main method that will be used in analysing data will be the percentage count procedure. Thus, the frequency (F) was divided by the total population (P) and the results

multiplied by a hundred, that is  $\frac{F}{P} \times 100 = z \%$ . In clear, the frequency of teachers on a specific aspect will be divided by the total number of teachers and the result obtained will be multiplied by a hundred. We will therefore draw inference from the statistical information obtained. Our results will be displayed in forms of tables, charts and graphs.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter presents and analyses the data the researcher collected through the questionnaire and the interview. The analysis takes into consideration the different research questions that we asked in the first chapter. The analysis of the collected data seeks to provide answers to those fundamental questions.

#### **4.1 Teachers' Attitudes towards CBA**

Some researchers suggest that the mismatch between the beliefs and practices may contribute to the neglect of examining teachers' attitudes before implementing any new approach. That is, only promoting the approach and trying to convince the teachers of the effectiveness of the CBA does not successfully change the teachers' existing beliefs about language learning and teaching. The Researchers investigated language teachers' attitudes towards CBA in some secondary schools in Cameroon. The results showed that teachers hold negative attitudes towards the selected principles of the CBA. This suggests that most teachers think that the learners cannot contribute to their own learning.

CBA is an approach that is officially recommended for the teaching of language in the Cameroonian ELT (English Language Teaching) industry. However, most teachers do not use it. The researcher therefore was interested in knowing why. From the analysis of the collected data, we notice that some teachers have a positive attitude towards CBA while the majority has a discarding and nonchalant attitude towards it.

##### **4.1.1 Teachers' Awareness of the Competency-Based Approach**

This work is based on the idea/assumption that teachers tend not to use the CBA because they do not have a mastery of the principles and specifications of the CBA and have a negative attitude towards it. Therefore, in order to assess their perception of this innovative approach to language teaching, the researcher asked whether they master it or not.

##### **4.1.1.1 High School Teachers' Awareness of CBA**

The chosen 65 high school teachers were requested to select from the Likert scale the language teaching principles they apply in their language classrooms; choices from which the researcher will deduce whether those respondents master the CBA or not. The results are presented below:

**Table 3: High school teachers' awareness of CBA**

High schools	Teachers' opinions on their mastery of the CBA	Frequency	Percentage	Total
GBPHS- Yaounde (30)	I do not know what CBA is	16	53.33%	100%
	I know what CBA is	9	30%	
	I have a little knowledge of what CBA is	5	16.67%	
GBHS- ETOUG- EBE (10)	I do not know what CBA is	3	30%	100%
	I know what CBA is	5	50%	
	I have a little knowledge of what CBA is	2	20%	
GBHS- MEDONG (25)	I do not know what CBA is	7	28%	100%
	I know what CBA is	10	40%	
	I have a little knowledge of what CBA is	8	32%	

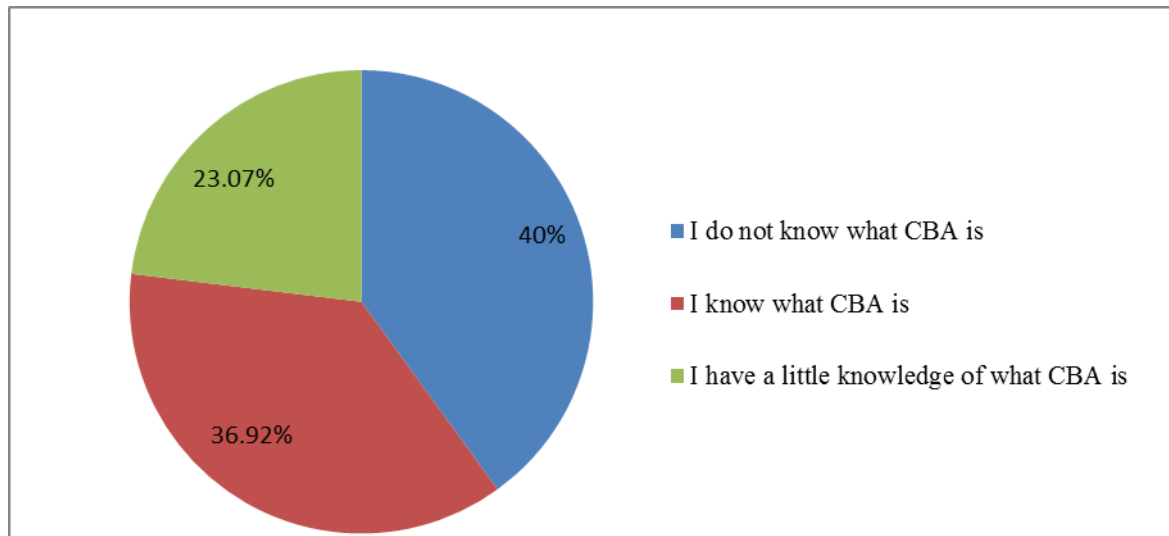
Table 3 shows that, in the GBPHS-Yaounde, 30% of the selected language teachers do not know what CBA is. 16.67% of those teachers have little understanding of it and the majority of them do not know what CBA is and its principles. Thus, 53.33% of teachers select items such as: “I do not know what CBA is”. As a result most of them still act in class as the center of everything in the classroom because they are the only ones who know better what to teach. One teacher indicates that “my learners have nothing to contribute in the language classroom because they come in with little knowledge of the language”. From such statements, it is obvious that these teachers still follow the traditional methods of language teaching which are teacher-centered with the learners who, therefore, are considered as ‘empty vessels’ in which knowledge is to be poured. In Etoug-Ebe, 50% of teachers do not master CBA while the other 50% affirmed the contrary. In Medong, surprisingly 40% of teachers said, they know what CBA is. Thus, these teachers are not familiar with the principles of the CBA. The summary of high school teachers' awareness of CBA is presented below:

**Table 4: Summary of high school teachers' awareness of CBA**

Language Teaching Principles	Number of teachers from the schools (65)	Percentage
I do not know what CBA is	26	40%
I know what CBA is	24	36.93%
I have a little knowledge of what CBA is	15	23.07%

Total	65	100%
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From Table 4 above, 40% of high school teachers affirmed having a clue on what CBA is, 36.92% do know what it is, and 23.07% have little idea of it. The chart below gives an overview of those teachers' awareness of CBA.



**Figure1: High school teachers' awareness of CBA**

As earlier mentioned, this figure presents the high school teachers knowledge of CBA; the college teachers' knowledge of CBA is presented below.

#### 4.1.1.2 College Teachers' Awareness of CBA

Some language teachers (35) were also selected from three colleges and were tested on their knowledge of CBA. The results are presented in this table:

**Table 5: College teachers' awareness of CBA**

Colleges	Teachers' opinions on the mastery of CBA	Frequency	Percentage	Total
College Franky (11)	I do not know what CBA is	06	54.54%	100%
	I know what CBA is	01	09.09%	
	I have a little knowledge of what CBA is	04	36.36%	
College La	I do not know what CBA is	04	40%	



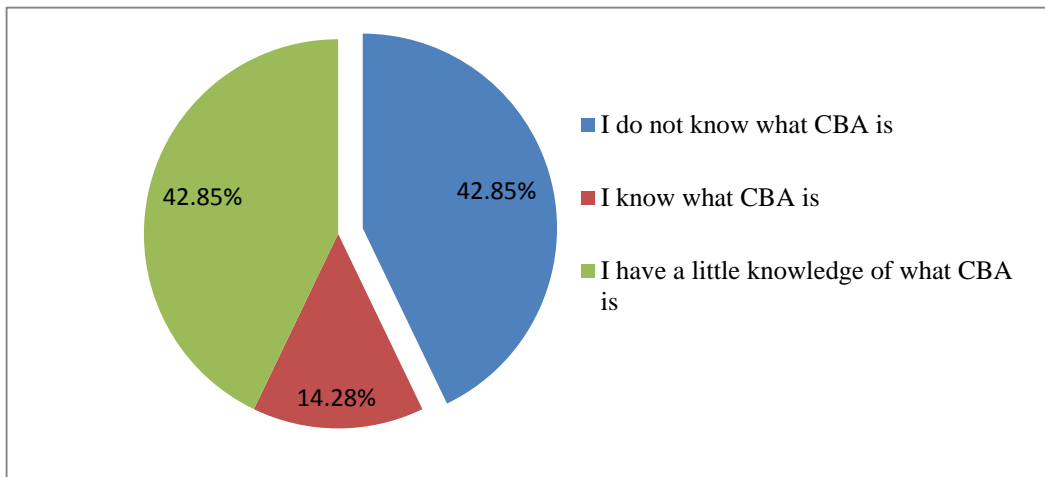
Lumiere (10)	I know what CBA is	02	20%	100%
	I have a little knowledge of what CBA is	04	40%	
IBB (14)	I do not know what CBA is	05	35.71%	100%
	I know what CBA is	02	14.28%	
	I have a little knowledge of what CBA is	07	50%	

Form Table 5 above, 54.54% of the selected teachers in College Franky do not have knowledge of what CBA is; 36.36% have little knowledge of it; and just 9.09% have knowledge of it. In College La Lumiere 40% of the selected teachers there said having no knowledge of CBA, the same percentage confirm having little knowledge of it, and 20% chose items going in light with having no knowledge of CBA. Finally, in IBB, the majority of the chosen teachers (50%) have a little knowledge of CBA, 35.71% have no knowledge of it while 14.28% do have knowledge of this approach. Their views are summarised in the table below:

**Table 6: Summary of the college teachers' awareness of CBA**

Language Teaching Principles	Number of teachers from the schools (35)	Percentage
I do not know what CBA is	15	42.85%
I know what CBA is	5	14.28%
I have a little knowledge of what CBA is	15	42.85%
Total	35	99.98%

The chart below thus gives a picture of college teachers' knowledge of CBA:



**Figure 2:**

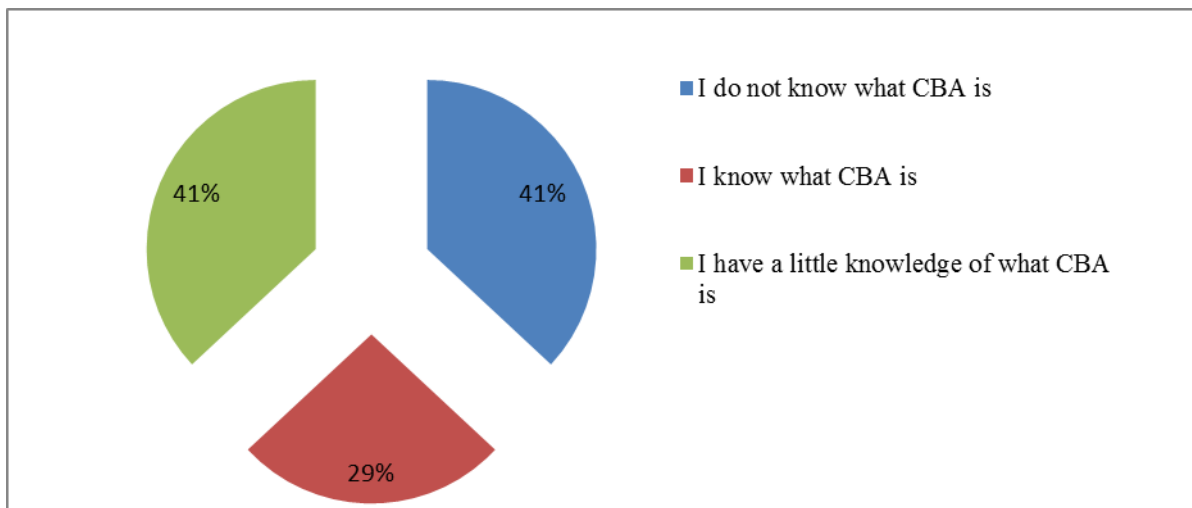
### College teachers' awareness of CBA

The above analyses focus on both high school and college teachers' awareness of CBA which can partly determine the teachers' negative attitudes towards it. The findings reveal that language teachers, both from government and private schools, have no mastery of the CBA and its principles; their overall mastery of this approach is presented in the following table:

**Table 7: High school and college teachers' overall awareness of CBA**

Language teaching principles	Number of teachers (100)	Percentage
I do not know what CBA is	41	41%
I know what CBA is	29	29%
I have a little knowledge of what CBA is	30	30%
<b>Total</b>	100	100%

Table 7 shows that, even though CBA is today the prescribed English language teaching method in Cameroon, the majority of the language teachers do not master (41%) or have little knowledge of this approach (30%). Also, from table 7 above, only 29% of those teachers confirmed having a mastery of the approach. The chart below captures these comments:



**Figure 3: High school and college teachers' overall mastery of CBA**

#### 4.1.2 Teachers' Preferred Language Teaching Methods

Teachers were asked to choose the method that they prefer most when teaching English to learners. In the subsections below, we analyse the different answers got from them.

##### 4.1.2.1 High School Teachers' Preferred Language Teaching Method

The 65 teachers who were involved in this study were asked to tell the language teaching method that they prefer out of the five selected. The different answers that they gave are summarized below:

**Table 8: High school teachers' preferred language teaching method (65 respondents)**

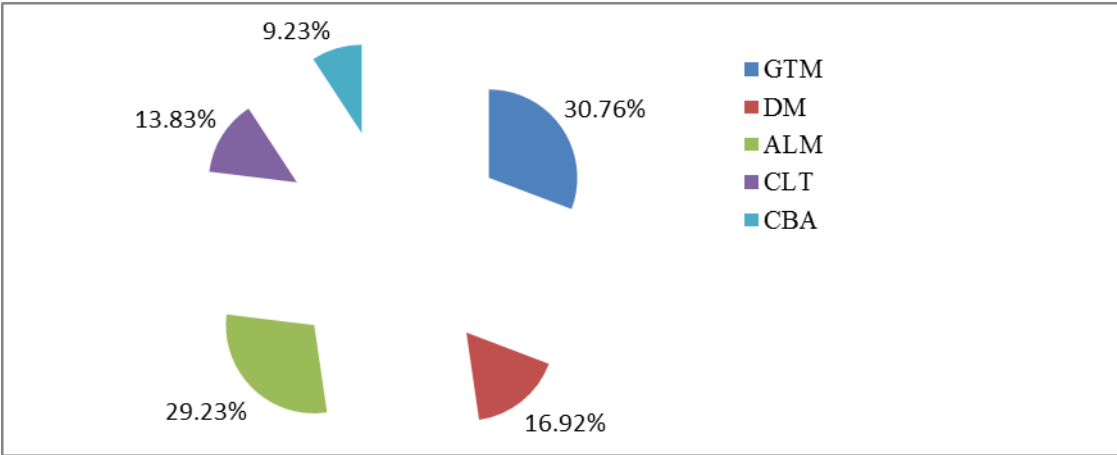
Schools	Methods	Frequency	Percentage	Total
GBPHS (30)	GTM	09	30%	100%
	DM	06	20%	
	ALM	09	30%	
	CLT	04	13.33%	
	CBA	02	06.67%	
GBHS-ETOUG-EBE (10)	GTM	03	30%	100%
	DM	02	20%	
	ALM	03	30%	
	CLT	01	10%	
	CBA	01	10%	
GBHS-MEDONG (25)	GTM	08	32%	100%
	DM	03	12%	
	ALM	07	28%	
	CLT	04	16%	
	CBA	03	12%	

As Table 8 shows, 20 high school teachers (30.76%) prefer the Grammar-Translation Method, 11(16.92%) teachers choose the Direct Method, and 19 (29.23%) teachers go in for the Audio-Lingual Method. Just a few number of teachers prefer the communicative methods that is, 09(13.84%) for the Communicative Language Teaching and 06 (9.23%) for the Competency-Based Approach. The table below summarises High School Teachers’ Preferred modern and traditional English Language Teaching Method.

**Table 9: Summary of high school teachers’ preferred modern and traditional ELT Method**

Language teaching methods	Number of teachers (65 respondents)	Percentage
GTM	20	30.76%
DM	11	16.92%
ALM	19	29.23%
CLT	09	13.84%
CBA	06	9.23%
Total	65	100%

The figure below gives a broad picture of High School Teachers’ Preferred modern and traditional English Language Teaching Method.



**Figure 4: High school teachers’ preferred language teaching methods**

The analysis above focused on High school teachers’ preference of language teaching method. In the section below, the researcher analyses college teachers’ preferred language teaching method.

#### 4.1.2.2 College Teachers' Preferred Language Teaching Method

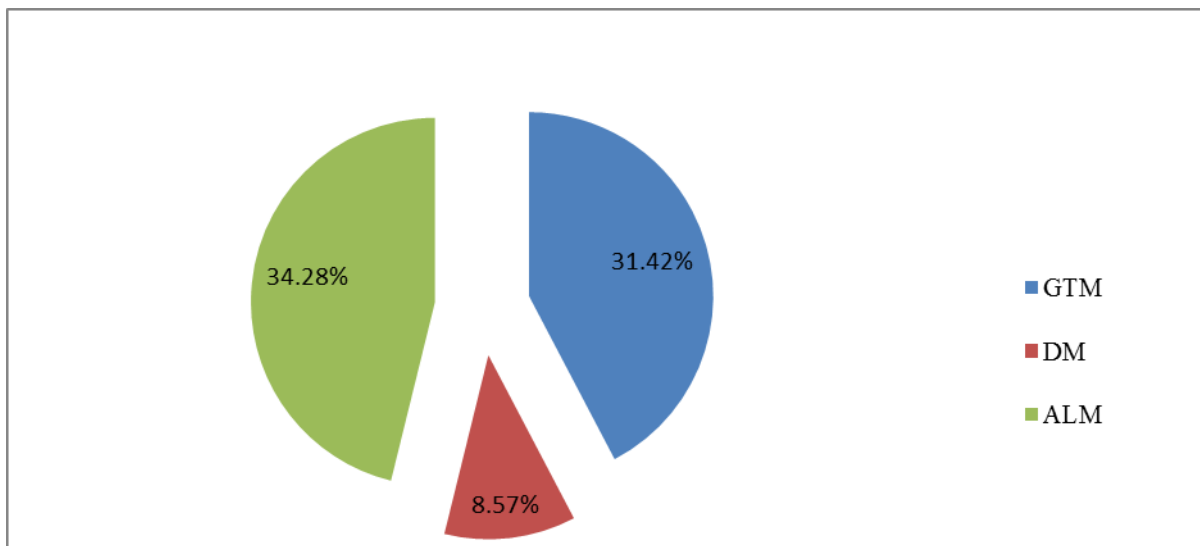
College teachers were equally asked to tell the language method that they prefer for better English language teaching in Cameroon. The table below summarises their various choices.

**Table 10: College teachers' preferred language teaching method (35)**

Colleges	Language teaching methods	Frequency	Percentage	Total
College Franky (11)	GTM	02	18.18%	100%
	DM	01	9.09%	
	ALM	05	45.45%	
	CLT	01	9.09%	
	CBA	02	18.18%	
College La Lumiere (10)	GTM	03	30%	100%
	DM	01	10%	
	ALM	03	30%	
	CLT	01	10%	
	CBA	02	20%	
IBB (14)	GTM	06	42.85%	100%
	DM	01	7.14%	
	ALM	04	28.57%	
	CLT	02	14.28%	
	CBA	01	7.14%	

From Table 10 above, some teachers prefer traditional methods of language teaching while some prefer modern language teaching methods. Thus, 31.42% prefer GTM, 8.57% DM and 34.28% ALM. From this statistical information, it is clear that the ALM is the most preferred method in Cameroon colleges followed by the GTM. The DM is used by a very limited number of teachers.

The following diagram summarises teachers' preference of traditional methods of language teaching

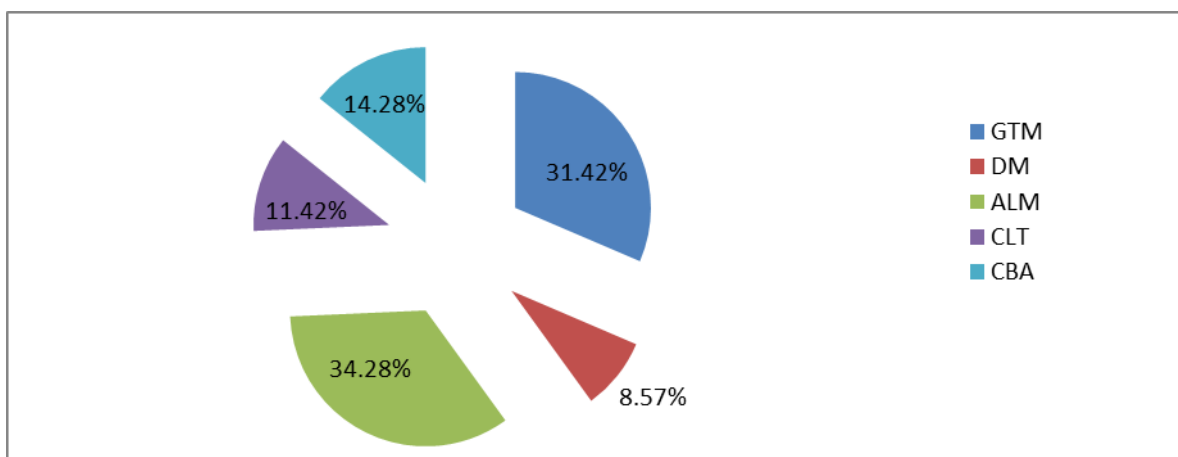


**Figure 5: Teachers' preference of traditional methods**

Evidence from table 10 equally reveals that, some teachers prefer modern and innovative language teaching method. Thus, 11.42% prefer CLT and 14.28% CBA. The following diagram summarises college teachers preferred language teaching methods.

**Table11: College teachers preferred language teaching methods**

Language teaching methods	Number of teachers (35)	Percentage
GTM	11	31.42%
DM	03	8.57%
ALM	12	34.28%
CLT	04	11.42%
CBA	05	14.28%
Total	35	100%



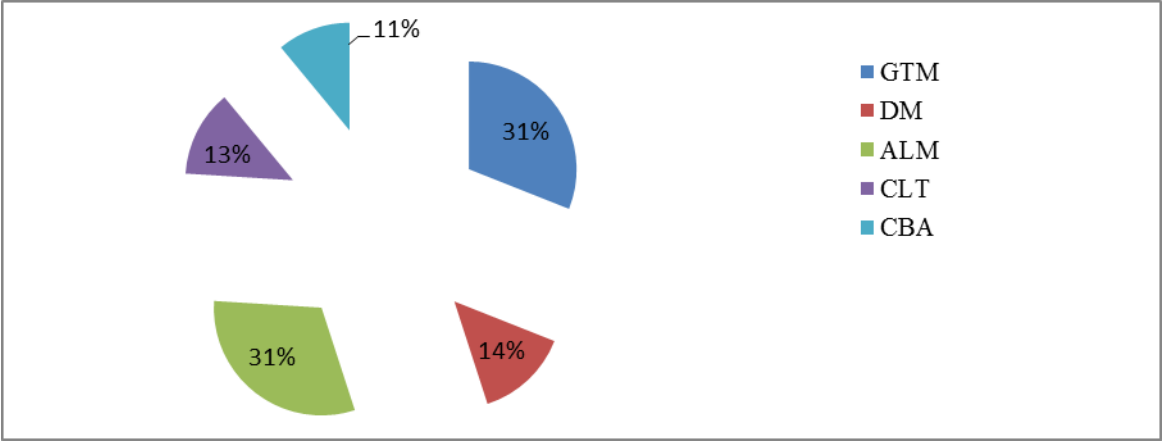
**Figure 6: College teachers' preferred language teaching methods**

From the above chart, both college and high school teachers prefer methods such as the GTM and the ALM. These teachers still consider that students’ first language has a place in the English language classrooms; repetition of language rules in the learning process remains a good technique of language teaching and others.

**Table 12: High and college teachers’ overall preferred language teaching methods**

Language teaching methods	Number of teachers (100)	Percentage
GTM	31	31%
DM	14	14%
ALM	31	31%
CLT	13	13%
CBA	11	11%
Total	100	100%

From table 12, we clearly see that most language teachers from both government and private schools prefer mostly the GTM, the DM and other methods thereby neglecting the CBA which has the lowest percentage. This is clearly presented in the chart below:



**Figure 7: High and college teachers’ overall preferred language teaching methods**

Evidence from this diagram show that the college teachers, as well as the high school teachers, have a preference for the traditional methods of English language teaching. To them, English language lessons cannot be taught without the use of the students’ first languages.

### 4.1.3 Teachers' Opinions on the Best Language Teaching Method in the Cameroonian Context

The selected teachers were asked to tell the language teaching method that they think is appropriate for the teaching of English in the postcolonial Cameroon. Their opinions are varied and are presented below.

#### 4.1.3.1 High School Teachers' Opinions on the Best Language Teaching Method in the Cameroonian Context

The government school teachers were asked to give their opinions on the method they consider best for the Cameroonian context. The views are varied and are presented below:

**Table 13: High school teachers' opinions on their best language teaching method**

Schools	Methods	Frequency	Percentage	Total
GBPHS- Yaounde (30)	GTM	14	46.66%	100%
	DM	07	23.33%	
	ALM	05	16.67%	
	CLT	02	6.67%	
	CBA	02	6.67%	
GBHS ETOUG-EBE (10)	GTM	04	40%	100%
	DM	01	10%	
	ALM	03	30%	
	CLT	01	10%	
	CBA	01	10%	
GBHS MEDONG (25)	GTM	13	52%	100%
	DM	02	8%	
	ALM	08	32%	
	CLT	01	4%	
	CBA	01	4%	

As Table 13 shows, in GBPHS-Yaoundé, 46.66% of the selected teachers choose the GTM as the best language teaching method for the Cameroonian context, 23.33% the DM, 16.67% the ALM, 6.67% go in for the CLT and 6.67% also select CBA as the best. In GBHS-ETOUG-EBE, the majority (40%) of teachers select the GTM as the best method, followed by the ALM (30%). Finally 10% vote for the DM, 10% for the CLT and 10% for CBA. In GBHS-MEDONG, the highest percentage (52%) select the GTM while the lowest choose CLT and

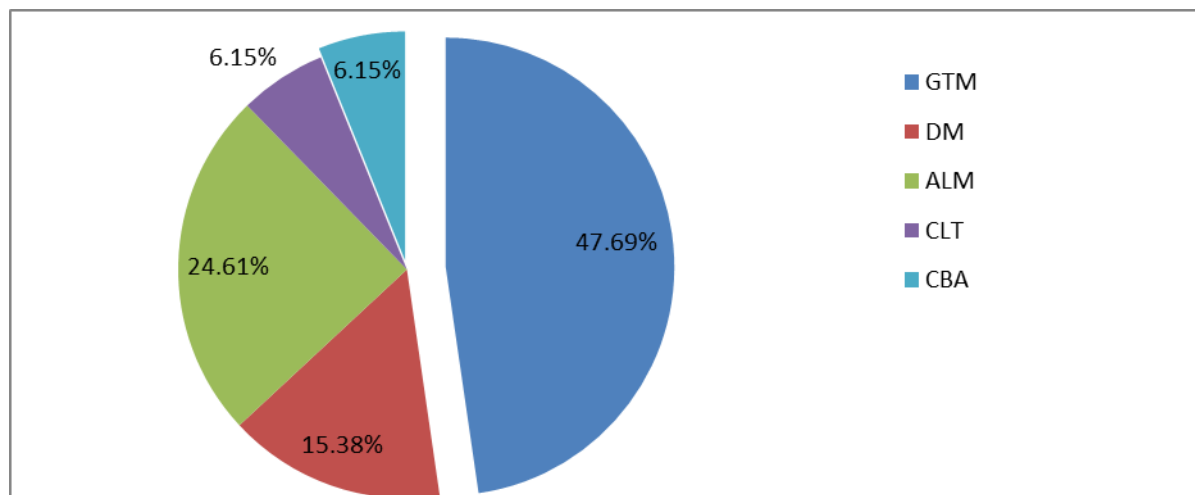


CBA (4% for each method), and 32% of the informants the ALM and 8% vote for the DM. These comments will be summarized in this table:

**Table 14: Summary of high school teachers' opinions on their best language teaching method**

Language teaching methods	Number of teachers (65)	Percentage
GTM	31	47.69%
DM	10	15.38%
ALM	16	24.61%
CLT	04	6.15%
CBA	04	6.15%
Total	65	100%

The results show that, the high school teachers selected the GTM as the best language teaching method thereby rejecting the CBA as seen in the chart below:



**Figure 8: High school teachers' opinions on the best language teaching method**

#### 4.1.3.2 College Teachers' Opinions on the Best Language Method for ELT in Cameroon

Thirty-five college teachers were asked to tell or specify the language teaching method they think best for Cameroon. Their opinions are presented below:

**Table 15: College teachers' opinions on their best language method**

Colleges	Language methods	frequency	Percentage	Total
	GTM	04	36.36%	
	DM	01	9.09%	

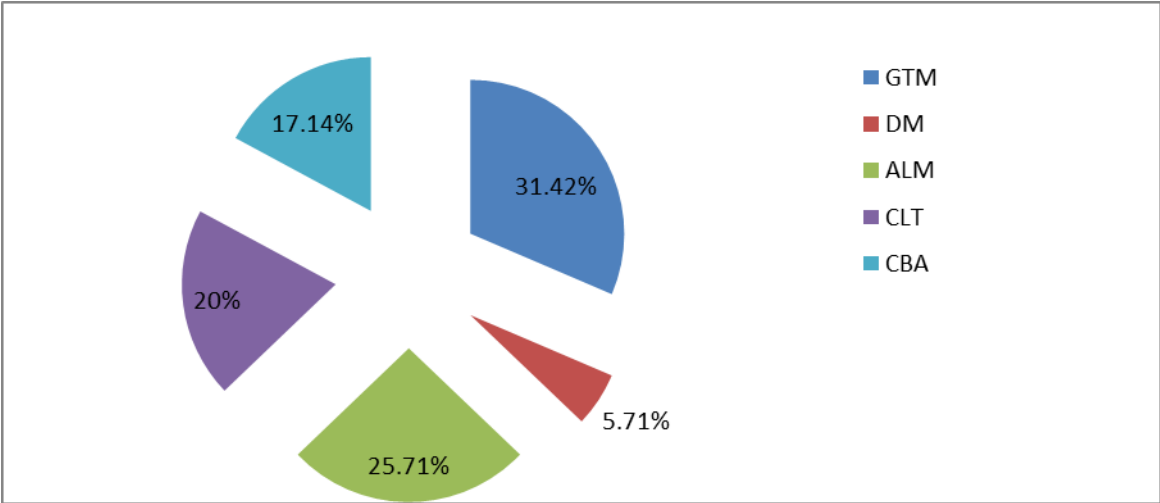
College Franky (11)	ALM	03	27.27%	100%
	CLT	02	18.18%	
	CBA	01	9.09%	
College La Lumiere (10)	GTM	03	30%	100%
	DM	00	00%	
	ALM	03	30%	
	CLT	03	30%	
	CBA	01	10%	
IBB (14)	GTM	04	28.57%	100%
	DM	01	7.14%	
	ALM	03	21.42%	
	CLT	02	14.28%	
	CBA	04	28.57%	

In table 15 above, we can clearly see that out of the 35 selected teachers from colleges. In College Franky, 36.36% of teachers advocate the GTM as the best, 27.27% the ALM, 9.09% the DM, 18.18% the CLT, and 9.09% the CBA. In College La Lumiere, the minority (10%) choose CBA as the appropriate language teaching method for ELT in Cameroon, 30% the GTM, and the same number the ALM, and the CLT. No teacher chooses the DM in this college. Finally, in IBB, the same number of teachers (28.57%) who selected the GTM also chose the CBA; this gives a good beginning to CBA implementation in IBB. Still in IBB, 21.42% of teachers chose the ALM, 14.28% went in for CLT, and 7.14% for the DM. This is clearly represented below:

**Table 16: Summary of college teachers' opinions on their best language method**

Language teaching methods	Number of teachers (35)	Percentage
GTM	11	31.42%
DM	02	05.71%
ALM	09	25.71%
CLT	07	20%
CBA	06	17.14%
Total	35	100%

From Table 16, it can be observed that, the college teachers like the high school ones chose the GTM as the best method for ELT in Cameroon. The following chart substantiates it better:



**Figure 9: College teachers’ opinions on the best language method**

From the above analyses, the teachers selected from government and private schools were in favour of traditional language teaching methods, specifically the GTM.

**4.1.4 Teachers’ Perspectives on the Use of the CBA in their Classroom**

Teachers were asked whether they use the CBA in class or not. The answers got from them are presented below.

**4.1.4.1 High Schools Teachers’ Perspectives on the Use of CBA**

The researcher also got some government school teachers to tell if they actually use CBA in their language classrooms or not.

**Table 17: High schools teachers’ perspectives on the use of CBA**

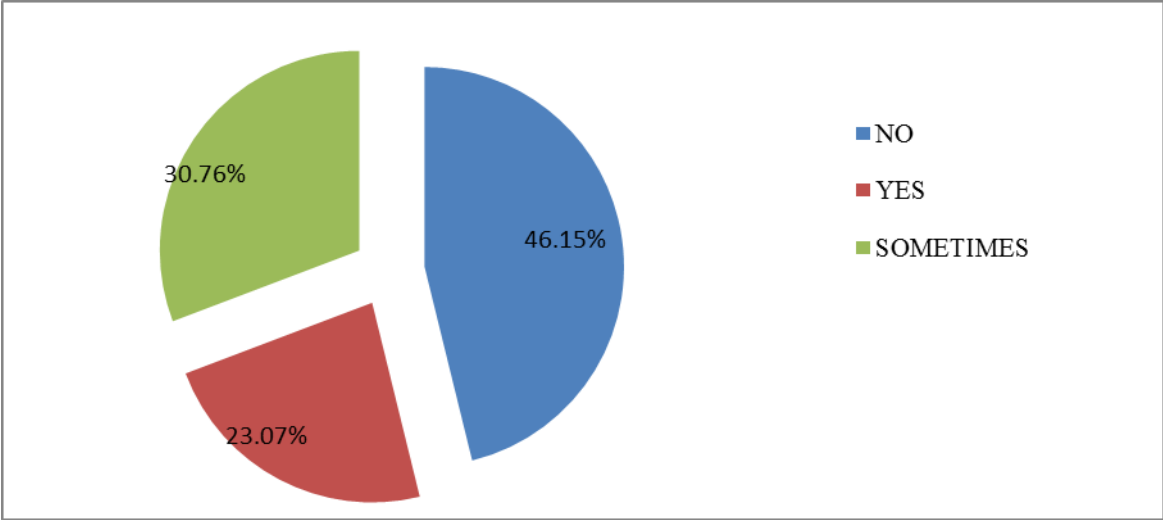
Schools	The perspectives	Frequency	Percentage	Total
GBPHS- Yaounde (30)	No	13	43.33%	100%
	Yes	08	26.67%	
	Sometimes/occasionally	09	30%	
GBHS- ETOUG-EBE (10)	No	05	50%	100%
	Yes	02	20%	
	Sometimes/occasionally	03	30%	
GBHS- MEDONG (25)	No	12	48%	100%
	Yes	05	20%	
	Sometimes/occasionally	08	32%	

Table 17 indicates that, in GBPHS-Yaounde, majority of the selected teachers do not use CBA in their classes, 30% use it occasionally, while just 26.67% actually use it in classrooms. In GBHS-ETOUG-EBE, most teachers (50%) asserted that they do not use CBA, 30% use it sometimes, and 20% do use it. Finally, in GBHS-MENDONG, the lowest (20%) percentage still goes to the use of CBA in classes while the highest percentage (48%) goes to its non-use, and 32% of those teachers use it occasionally. The fact that teachers do not use the CBA at all tells about their negative attitude towards this approach. This is summarised below:

**Table 18: Summary of High schools teachers’ perspectives on the use of CBA in classrooms**

Perspectives on the use of CBA by teachers	Number of teachers (65)	Percentage
No	30	46.15%
Yes	15	23.07%
Sometimes / occasionally	20	30.76%
<b>Total</b>	<b>65</b>	<b>99.98%</b>

As aforementioned, this table confirmed that teachers fail to use the CBA as shown by this chart:



**Figure 10: High school teachers’ perspectives on the use of CBA**

Here are presented the college teachers’ perspectives on the use of CBA in their language classrooms.

#### 4.1.4.2 College Teachers' Perspectives on the Use of CBA

The selected college teachers were asked to tell if they use CBA in their language classrooms or not. The opinions were varied and they are presented below.

**Table 19: College Teachers' Perspectives on the Use of CBA**

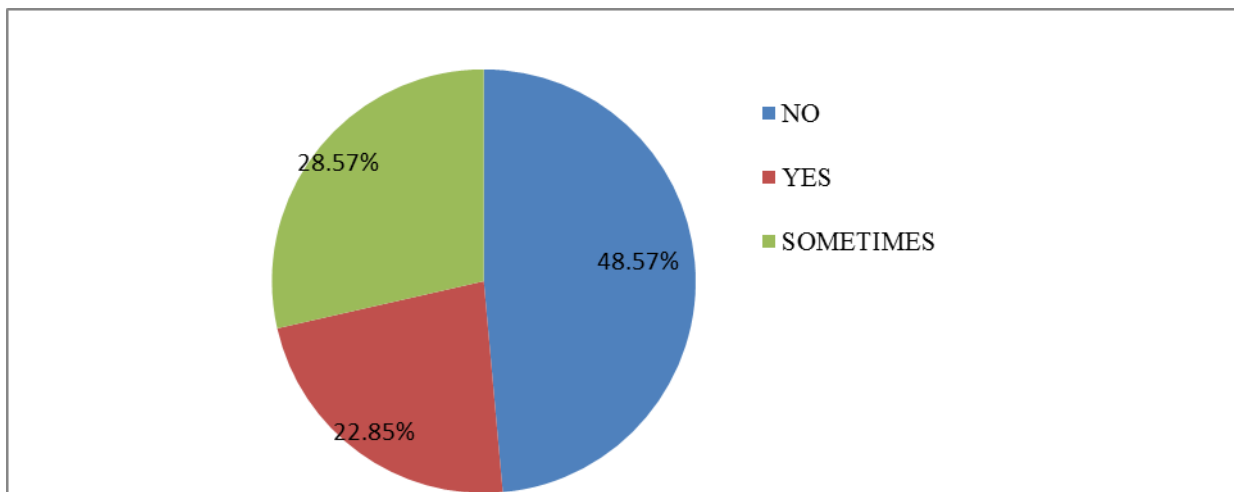
Colleges	The perspectives	Frequency	Percentage	Total
College Franky (11)	No	06	54.55%	100%
	Yes	02	18,18%	
	Sometimes/occasionally	03	27.27%	
College La Lumiere (10)	No	04	40%	100%
	Yes	03	30%	
	Sometimes/occasionally	03	30%	
IBB (14)	No	07	50%	100%
	Yes	03	21.43%	
	Sometimes/occasionally	04	28.57%	

Table 19 shows that, 54.55% of teachers from college Franky do not use CBA in their classrooms, 27.27% use it sometimes and just 18.18% of teachers do use it. In college La Lumiere, 40% Of teachers do not use the CBA and 30% of those teachers do use it, same as those who use it occasionally (30%). Most teachers from IBB too do not use CBA (50%), 28.57% use it sometimes and 21.435 do use it in their classes. This will be summarized below.

**Table 20: Summary of College Teachers' Perspectives on the Use of CBA**

Perspectives on the use of CBA	Number of teachers	Percentage
No	17	48.57%
Yes	08	22.85%
Sometimes	10	28.57%
Total	<b>35</b>	99.99%

The following chart will shed more light on the arguments mentioned above:



**Figure 11: College teachers' perspectives on the use of CBA**

#### 4.1.5 Teachers' Opinions about the Competency-Based Approach

Teachers were asked to tell what they think about CBA in the Cameroonian context; various responses were given.

##### 4.1.5.1 High School Teachers' Opinions about CBA

The researcher got some government high school teachers to voice their opinions about CBA which are hereby displayed.

**Table21: High school teachers' opinions about CBA**

Schools	The opinions	Frequency	percentage	Total
GBPHS- Yaounde (30)	CBA should be cancelled	12	40%	100%
	CBA should be used in the classroom	09	30%	
	CBA should be used along other language teaching methods	09	30%	
GBHS-ETOUG- EBE(10)	CBA should be cancelled	06	60%	100%
	CBA should be used in the classroom	01	10%	
	CBA should be used along other language teaching methods	03	30%	
GBHS	CBA should be cancelled	12	48%	
	CBA should be used in the classroom	04	16%	

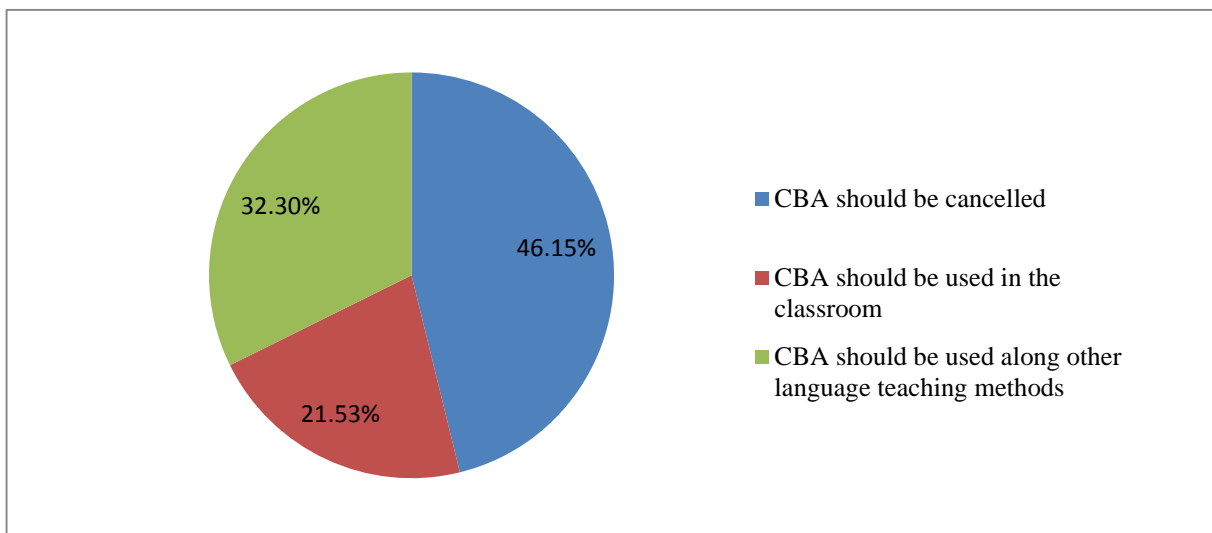
MEDONG (25)	CBA should be used along other language teaching methods	09	36%	100%
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In GBPHS, 40% of the informants want CBA to be cancelled in Cameroon. 30% want its adoption and 30% propose that it could be used along other language teaching method. GBHS-ETOUG-EBE, 60% of the respondents advocate CBA cancellation while just 10% go in for its adoption and 30% want it to be used along other methods. Finally in GBHS-MEDONG, the majority (48%) still goes in for the rejection of CBA, 36% chose to use CBA as a mixed method, and 10% voted for its use in classes. Summarily, Table 21 indicates that most teachers from the selected government schools advocate the cancellation of the CBA. Some teachers want it to be used along other language teaching methods while just a few numbers of teachers want it to be used in class. This is summarized below:

**Table 22: Summary of high school teachers' opinions about CBA**

Teachers' opinions about CBA	Number of teachers	Percentage
CBA should be cancelled	30	46.15%
CBA should be used in the classroom	14	21.53%
CBA should be used along other language teaching methods	21	32.30%
Total	<b>65</b>	99.98%

Evidence from this table shows that, 46.15% of the selected high school teachers want the CBA to be cancelled while 21.53% want it to be implemented in the classrooms, and 32.30% of those teachers want CBA to be used along other language teaching methods. This is presented in the following chart:



**Figure 12: High school teachers' opinions about CBA**

#### 4.1.5.2 College Teachers' Opinions about CBA

The selected college teachers were asked to give their opinions about CBA; the results are hereby presented.

**Table 23: College teachers' opinions about CBA**

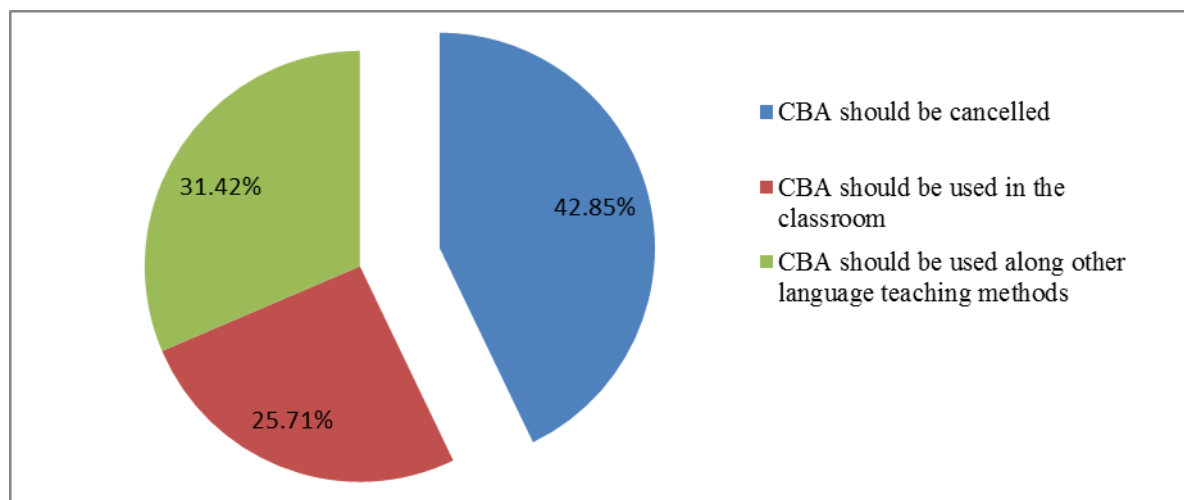
Colleges	Opinions	Frequency	percentage	Total
College Franky (11)	CBA should be cancelled	06	54.55%	100%
	CBA should be used in the classroom	03	27.27%	
	CBA should be used along other language teaching methods	02	18.18%	
College La Lumiere (10)	CBA should be cancelled	04	40%	100%
	CBA should be used in the classroom	03	30%	
	CBA should be used along other language teaching methods	03	30%	
IBB (14)	CBA should be cancelled	05	35.71%	100%
	CBA should be used in the classroom	03	21.42%	
	CBA should be used along other language teaching methods	06	42.85%	

From table 23 above, the majority of college teachers go in for the cancellation of CBA; others want it to be used along other language teaching methods while only a few numbers of them advocate its use in classrooms. This is summarised below:



**Table 24: Summary of College teachers' opinions about CBA**

Teachers' opinions about CBA	Number of teachers	Percentage
CBA should be cancelled	15	42.85%
CBA should be used in the classroom	09	25.71%
CBA should be used along other language teaching methods	11	31.42%
Total	<b>35</b>	99.98%



**Figure 13: College teachers' opinions about CBA**

From a number of arguments in the analysis above, we can determine the language teachers' attitudes towards CBA. The findings reveal that majority of the selected government and private teachers do not have a favourable attitude towards CBA; a few numbers of teachers do consider it as a constructive approach that is useful in ELT industry in Cameroon. The teachers' lack of knowledge of CBA and its principles can determine the negative attitude of some of them towards this new approach. It should be noted that the fact that teachers do not master CBA means they automatically have a discarding attitude towards it. Moreover, teachers seem to have preference for other language teaching method than the prescribed one; CBA in this case. Also, their non-use of this approach and their wish for it to be cancelled make us understand that these teachers are mostly against the successful implementation of this approach in the Cameroonian context. The reasons underlying these negative and/or positive attitudes are discussed below.

## 4.2. The Reasons behind Teachers' Attitudes towards the CBA

Both the teachers who have a positive attitude towards CBA and those who have an unfavourable attitude towards it advanced a number of arguments in favour of or against the adoption of CBA in the Cameroonian context. The reasons that they gave are presented below.

### 4.2.1 Accounting for Teachers' Positive Attitudes towards CBA

The teachers who advocate the use of CBA as a language approach in a process of teaching English gave a number of reasons.

In high schools, from the analyses above, a number of teachers' choices account for their positive attitudes towards CBA. For instance, 36.92% of the selected high school teachers asserted they have a mastery of CBA and 23.07% of them have at least little awareness about it. This is actually a good beginning for CBA successful implementation. Also, talking about the teachers' preferred language teaching method, 9.23% of them chose CBA, 6.15% considered CBA to be the method of language teaching, 23.07% do use this approach in their classrooms, and 21.53% voted for its adoption in Cameroon.

Based on the teachers' opinions about CBA, we notice that in high schools, 14 teachers out of 65 have a positive attitude towards CBA as they chose the statement "CBA should be used in the classroom". 30 teachers have a negative attitude towards this approach and 21 were between and betwixt (they asserted that CBA cannot be used as a sole approach in ELT).

In colleges, still based on the teachers' opinions about CBA, 09 teachers out of the 35 selected were for CBA, 15 totally against, and 11 teachers for the use of CBA along other language teaching methods.

In the following subsections, we are giving the different arguments for and against CBA advanced by language teachers.

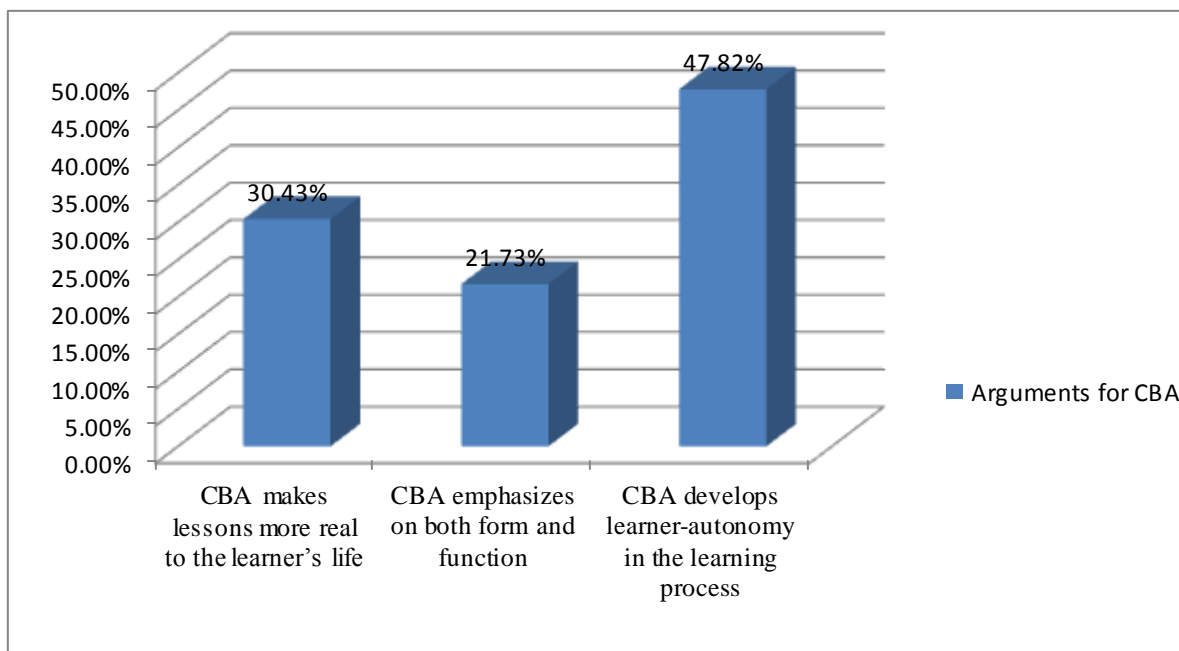
**Table 25: High school and college teachers' advocates of CBA arguments**

Arguments	Frequency	Percentage
CBA makes lessons more real to the learner's life	7	30.43%
CBA emphasizes on both form and function	5	21.73%
CBA develops learner-autonomy in the learning process	11	47.82%
Total	<b>23</b>	100%

Form Table 25, 30.43% of the selected teachers consider CBA as an approach that makes lessons more real to the learner's life. The respondents consider CBA as an approach that makes lessons more real to the learner's life; based on the findings of the study, the teachers support CBA because it is helpful to the students' understanding of the lesson. They think that when a lesson is linked to the learners' context, it will be successful. Since learners are from different backgrounds, they always have something to offer and this shall not be taken for granted. With CBA, learners are no longer seen as empty vessels to be filled with knowledge; they have something to offer especially when motivated by the teachers. Learners are seen thus, as their teachers' partners. It is worth mentioning that, when students are put in situations real to them, learning becomes successful. Contextualized lessons are better understood than abstract ones.

To other respondents (21.73%), CBA emphasizes on both form and function that is, CBA helps to develop the learners' communicative competence as well as the linguistic knowledge. The teachers' views showed that their main goal in teaching is to develop the students' communicative competence. In the teaching of grammar for example, students are given rules on how certain aspects of language work; those rules are to be applied in their daily conversations. Knowing the rules, when and how to apply them make the students both linguistically and communicatively competent; this justifies the teachers' favourable attitudes towards CBA.

Finally, 47.82% of the informants asserted that, CBA develops learner-autonomy in the learning process. CBA makes teachers eliciting from the learners and putting the latter into task. To them, the learner-autonomy is very important in the language learning process. With CBA, learners are trained to be competent, autonomous users of the target language. Thus, CBA helps learners to become autonomous when they take charge of their own learning and this is done when they are motivated and encouraged by their teachers who can be the parents, the teachers and others. These arguments are summarized in the chart below:



**Figure 14: High school and college teachers' arguments for CBA**

From the above diagram, the language teachers who consider CBA as a constructive approach, mostly hold on to the principle of learner-autonomy in the learning process as one of the best principles of CBA.

#### 4.2.2 Accounting for Teachers' Negative Attitudes towards CBA

The majority of teachers who do not militate for CBA as the language teaching method to be used in the process of teaching English also gave a number of arguments summarized in the following table:

**Table 26: High school and college teachers' arguments against CBA**

Arguments	Frequency	Percentage
The context is not appropriate for the use of CBA	16	35.55%
CBA is difficult	21	46.66%
Lack of samples of CBA lessons	8	17.77%
Total	<b>45</b>	100%

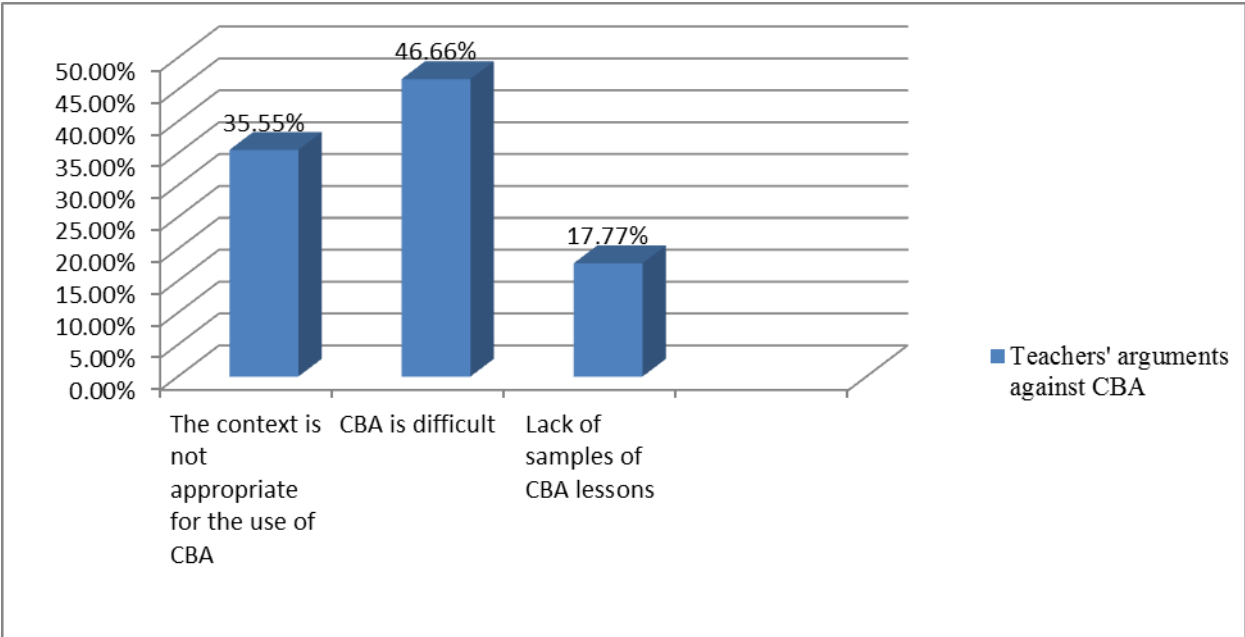
From Table 26, the findings reveal that 35.55% of the respondents consider CBA to be impractical in our context for various reasons:

Some teachers report that CBA requires them to attend to each student's needs that is, they should know all their students, their backgrounds and their needs. Teachers find it difficult to achieve due the large number of students in classrooms. Since they face difficulties to attend to everybody's needs, teachers decide to just work with those participating in class. From

these, we realize that just from the classroom sizes, teachers develop an unfavourable attitude towards CBA.

In addition to the above, in overcrowded classes, there is constantly a problem of noise which is difficult to handle and at times, the teacher cannot even move round in the class. In this case, it is difficult for him to follow his students up as one of the CBA's principles demands. Also, Time allocated to language lessons is not enough when it comes to applying CBA. Since this approach is purely learner-centered, learners should be given tasks, activities to perform in class but due to time constraint this is not achieved. To the teachers interviewed, in trying to achieve this principle, they do not always complete the school syllabus.

Moreover, there is a lack of appropriate infrastructures and teaching equipment; for instance, the textbooks readers are not tailored to fit the CBA: based on the findings, the textbooks readers are still conceived following the traditional methods of language teaching. There is a need to produce books that include more practical and classroom activities, for teachers should be guided in their lesson preparations. Without guidance, teachers see CBA as very complicated that is why 46.66% of the informants see CBA as being a difficult approach to language teaching. While 17.77% complain of not being given samples of CBA lessons by the pedagogic inspectors. Based on the findings, CBA would have been welcomed by teachers if they were given sample lessons that follow the principles of CBA like the fact that the preparation of a lesson under this approach must have the following: behavioural objectives, lesson outcomes, a warm-up activity, various activities in class and others. The following chart summarised these views:



**Figure 15: High school and college teachers' arguments against CBA**

These are some of the elements that make CBA inadequate to the Cameroonian context; this is confirmed in Essossomo (2013) findings on the problems that impede the implementation of CLT (Communicative Language Teaching).

Moreover, some of the informants, pedagogic inspectors, gave other reasons justifying the teachers' unfavourable attitudes towards CBA or their non-use of this new approach. They affirmed that the implementation of CBA, in this context, is a failure because some language teachers do not bother to know what this approach is. They consider it as a waste of time and keep using the traditional methods. They have preconceived ideas about this approach and consider it to be difficult; with these preconceived ideologies their negative attitude towards CBA is justified. All information about CBA is given during seminars but a few numbers of teachers do attend. Some respondents see this type of teachers as not duty-conscious teachers; teachers who seem not to know what teaching requires. Moreover, experienced teachers view CBA as something difficult to implement. To them, "without CBA they were and are still able to teach". They do not understand that CBA is just a name given to what they know already.

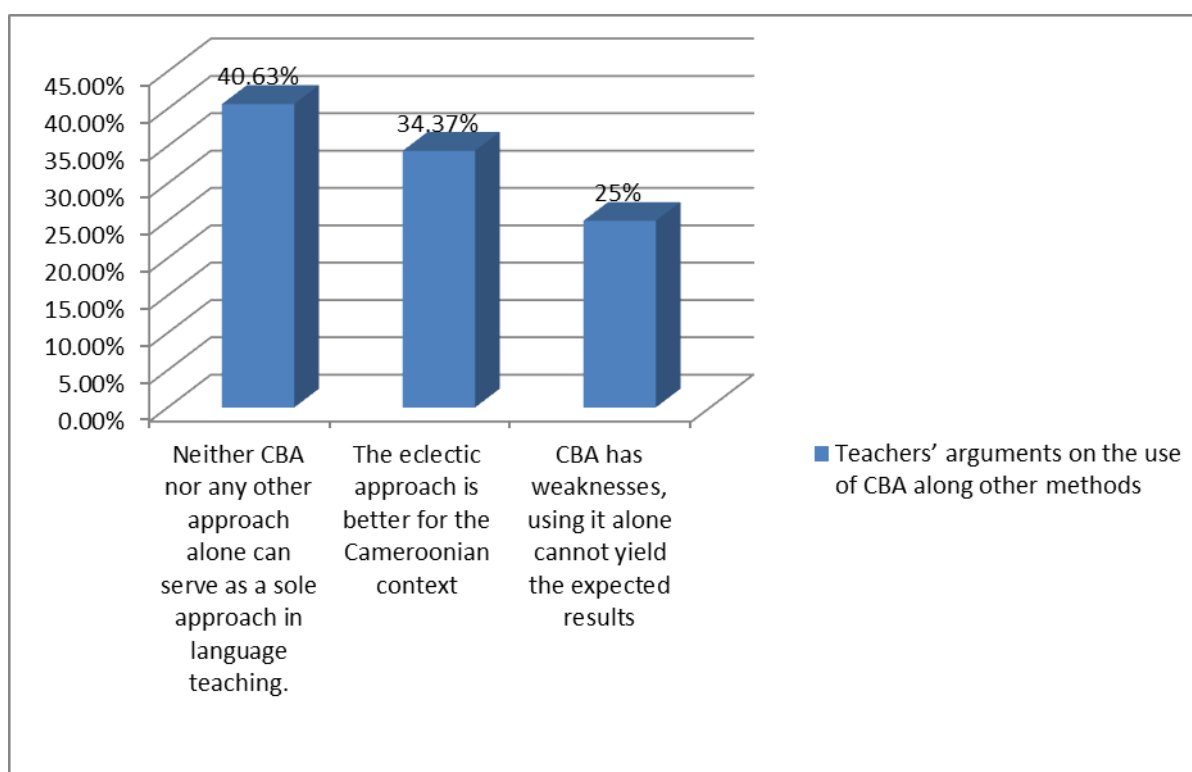
It is worth mentioning that, in both high schools and colleges, there are language teachers who are neither against CBA nor for it. From their views, saying that CBA should be used with other methods, does not mean they are against the approach neither do they support the approach. From high schools we have 21 teachers and 11 from colleges. They advanced a number of arguments which are displayed below.

**Table 27: Teachers' arguments on the use of CBA along other methods**

<b>Arguments</b>	<b>Frequency</b>	<b>Percentage</b>
Neither CBA nor any other approach alone can serve as a sole approach in language teaching.	13	40.63%
The eclectic approach is better for the Cameroonian context	11	34.37%
CBA has weaknesses, using it alone cannot yield the expected results	08	25%
<b>Total</b>	<b>32</b>	<b>100%</b>

Table 27 above shows that, the majority of teachers (40.63%) think that, just like other language teaching methods, CBA cannot be the sole approach to be used in the ELT industry in Cameroon. That is the reason why 34.37% of the informants advocate an eclectic approach

for the Cameroonian context, and CBA needs the support of other methods in order to correct its weaknesses. With CBA, various teaching techniques can be designed depending on the situation in which the teachers find themselves. For example, if a teacher deems it necessary to go back to the Grammar Translation Method or any other traditional teaching methods, he is free provided it enhances understanding. CBA is thus a welcoming approach; it doesn't neglect an aspect of language. It aims at having the learners competent as earlier mentioned. Thus, CBA's success as an approach to language teaching depends on the teachers' creativity and the suitable context of learning. This chart summarises the above arguments:



**Figure 16: Teachers' arguments on the use of CBA along other methods**

#### 4.3 Teachers' Arguments on Effective Teacher-motivation Measures

Based on the teachers' perspective on the effective use of CBA in classrooms, in high schools, of the 65 selected language teachers, 30 do not use CBA and 20 use it occasionally. In colleges, of the chosen 35, 17 affirmed that, they do not use CBA in their classes because of the reasons aforementioned, and 10 teachers do use it occasionally. These teachers think that for CBA to be successful certain measures are to be taken. They are presented in the following table:

**Table 28: Teachers' arguments on effective teacher-motivation measures**

Arguments	Frequency	Percentage
Organising seminars regularly	18	23.38%
Revisit the time allocated to the English subject	27	35.06%

Better classrooms and infrastructures for the schools	13	16.88%
Redefine the objectives of ELT in Cameroon	19	24.67%
<b>Total</b>	77	100%

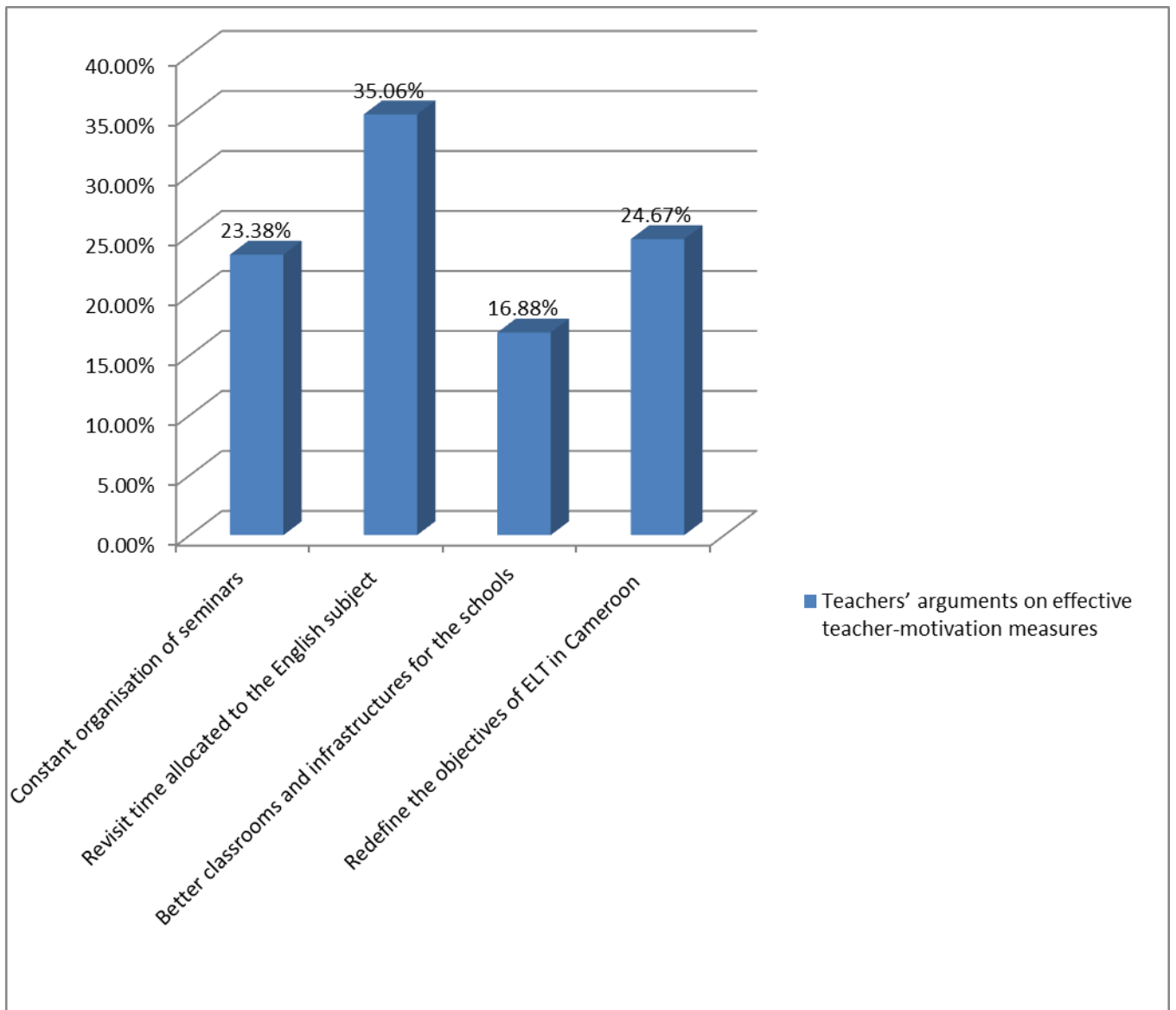
Based on Table 28 above, the majority of teachers (35.06%) who do not use CBA and who use it from time to time emphasise most the revision of the time allocated to the English language subject. They think that they should be given more time in order to complete their daily lessons and also the syllabus.

Also, 24.67% of those teachers propose a redefinition of the objectives of English Language Teaching (ELT) in Cameroon. Teachers actually wondered whether English is taught for examination purposes or to make students proficient speakers of English. In this context, the English language is taught for teaching sake because for learners to use it orally, they should be followed individually which is not successful in large classes.

This table equally shows that, 23.38% of the informants think that seminars should be regularly organised on language teaching methods. Here, the organizers should look for means to penalize those teachers who will not attend the seminars. Teachers should also be sensitized on the importance of seminars, and how they can help each other by sharing their individual teaching techniques.

Finally, the table shows that 16.88% of teachers proposed that schools should be provided with appropriate and adequate materials that facilitate learning and CBA implementation. To them, the school authorities should make the classroom a better environment for teaching. Classes should have a limited number of students. In fact, lessons are generally a failure in large classrooms because the teachers work just with a few numbers of students. If the above proposed measures are observed, the language teachers could be motivated to use CBA and make use of it in their language classes. These are summarised by the following chart:





**Figure 17: Teachers’ arguments on effective teacher-motivation measures**

## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, PEDAGOGICAL IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

#### 5.0 Introduction

This chapter summarises the findings obtained from the analysis of the collected data, gives the pedagogic and sociolinguistic implications of the study, makes some recommendations to teachers, pedagogic inspectors and other stakeholders, and makes some suggestions for further research.

#### 5.1 Summary of the findings

This work set out to examine the attitudes of teachers towards the Competency-Based Approach. It was carried out within two guiding theoretical premises: the Conceptual Framework of Attitudes and the Theory Reasoned Action (Fishbein & Azjen: 1975). These theories have helped us to better comprehend that the adoption of particular attitudes by the language teachers is determined by their beliefs, intentions, and behaviours towards the innovative language teaching method; the CBA. The findings obtained are a combination of teachers' questionnaires, interviews, and classroom observations; they constitute answers to the various research questions mentioned earlier in this work.

The findings got from the analysis of the collected data indicated that most language teachers have a negative attitude towards the CBA for a number of reasons namely their ignorance and/or little knowledge of what the CBA is (its specifications or principles), their preference of traditional methods of language teaching which they think are more appropriate in the Cameroonian context, the lack of the necessary equipment and teaching materials for an effective use of CBA as well other administrative and managerial problems. Also, most teachers think that, for this approach to be successful in the multilingual and multicultural Cameroon, it should be used along with other methods depending on the classroom context. The teachers' reluctant attitudes towards the CBA are also justified by the teachers' choice of methods such as:

Grammar Translation Method (GTM) because Cameroon is a multilingual country and the English language cannot be taught without receiving the influence of French and other home languages. For instance, an English language teacher in a francophone zone mostly has students from a French background and it is not possible to do without French when it comes to particular explanations. Even in the Anglophone zone students can better understand certain explanations if and only if the teacher uses the pidgin language. Thus, some teachers think that the students first language cannot be taken for granted in an English language class. The Audio-Lingual Method which requires a lot of repetitions; students are called upon to

listen and mimic that is, input equals to output. Teachers using it affirmed that having students repeat a construct eases learning. And the Direct Method: teachers use this method when they want to finish the prepared lesson of the day that is, by working with fast learners only to the detriment of slow learners. This method is mostly used by lazy teachers. Thus, findings show that teachers were so used to these traditional methods that they find it difficult to move to something else. They have developed a negative attitude towards the CBA for various reasons that were obtained through the interviews.

The findings also revealed that, even though teachers have an unfavourable attitude towards the CBA, some informants think that this approach is very interesting for various reasons. They held that with the CBA, lessons are real to the learners' lives; their daily experiences, the use of this method makes students both linguistically and communicatively competent and autonomous learners, and the CBA embodies other teaching methods; it does not reject them. However, most teachers have a contrary view to the above assertions. Their justifications are as follow: the CBA cannot be used successfully in large classrooms; the teachers complain that it is not possible for them to attend to everybody's needs in classrooms. This implies that, the authorities in schools should make sure that each has a considerable number of students for the teacher to be able to have a successful lesson.

The selected teachers also complained about the textbooks which are not tailored to fit the CBA. Such textbooks do not have samples of CBA lessons. To the last complain, the pedagogic inspectors affirmed that, teachers do not attend seminars intended to tell them more about CBA. Based on the theories we used in this study, the teachers' absence in seminars can be justified by the fact they have preconceived ideas about the CBA. The theorizers of the CBA (inspectors in this case) should make sure they find means to sensitize the practionners (language teachers) of the approach. Teachers can, for instance, be summoned and given a talk individually since seminars seem to have failed. Inspectors can also find measures to reward or punish those who attend meeting or not.

Moreover, to some teachers, this method is an imported method of teaching that the government copied without any consideration of the contextual and sociocultural realities of Cameroon. Its implementation therefore appears to be a waste of time in the Cameroonian context where teachers still use their preferred traditional methods successfully. CBA actually has good objectives, but the context is inappropriate. In some of the observed classes, the teachers who said that they use the CBA apply some of its principles neglecting others like involving all the learners in the class activities and eliciting from the students by

giving learners the opportunity to talk more. A lot is needed for the implementation of the CBA; for example appropriate infrastructures and adequate teaching materials are needed.

## **5.2 Pedagogical Relevance**

This study set out to investigate the attitudes of language teachers' attitudes towards the Competency-Based Approach (CBA). After field study, analyses and interpretation of the results obtained, it is evident that the language teachers hold a negative attitudes towards the CBA and they do not display the characteristics of the CBA in their beliefs. This is justified by the reasons mentioned above. This study gives the readers a clue of actual practices in the classroom in the process of teaching a foreign language like English. The present investigation seeks for a redefinition or revision of the language teaching methods used in Cameroon secondary schools and suggests a series of educational reforms.

Moreover, we are in the era of post-method pedagogy which means understanding the limits or shortcomings of each method and going beyond those limits. In the post-method pedagogy teachers should be given the liability to choose the method that best suit the context in which they find themselves. A particular method should not be imposed on them as is the case now. Within the framework of postmethod pedagogy, teachers are considered as observers, evaluators, critical thinkers, theorizers, and practitioners and therefore free in their choices. It should also be noted that no language teaching methods can be generalised and applicable in all contexts; each context needs an appropriate method. Talking about CBA, it should become a reality not just a theory. We should reconsider the relationship between the theorizers and the practitioners of methods.

## **5.3 Recommendations**

With regard to the findings of this work, we would like to give a number of recommendations. More specifically, as a considerable number of teachers confirmed that, they do not use CBA in the process of teaching English because they do not master it or have very little knowledge of it, we would like to recommend that seminars on language teaching methods be organized time and again by National Pedagogic Inspectors.

As teachers equally complain about the time that is allocated to the English language subject in Cameroon, we strongly recommend that time should be revised. This will help teachers to apply the principles and specifications of the CBA more effectively and successfully. Actually, the time allocated for the teaching of English is insufficient and therefore constitutes a major handicap for the implementation of the CBA in the classroom. In most schools, a language lesson is taught within a period of 50 or 55 minutes and thus, it is

difficult to carry out all the prepared activities. Even if a teacher completes his/her lesson, only fast learners will be able to grasp something. To this problem, there is need to review the timing of lessons in our schools; for giving enough time can be of help.

Given that an effective use of CBA requires adequate teaching materials and necessary infrastructure, we recommend that the Cameroonian Government makes the classroom a better environment for studies. It should provide secondary schools with the essential materials, teaching facilities and infrastructure for an effective implementation of the curriculum.

In the same manner, since most teachers who were involved in this study explained that they do not use CBA because it does not prepare students for the end of year examinations, we strongly recommend that the objectives of teaching English in Cameroon be redefined. As the syllabus advocates the teaching of English for effective written and oral communication in real life situation, the teaching process must take into consideration these two objectives.

#### **5.4 Suggestions for Further Studies**

This study focused on the attitudes of teachers from the metropolitan town of Yaounde towards the Competency-Based Approach (CBA). As could be seen, the work was limited in scope, space and even time. We cannot pretend to have said all concerning the issue at stake. Therefore, other researcher can investigate the same issue in rural areas or other towns.

Another study could also examine the language teaching approaches that are better for Cameroon; imported or context-based approaches. The researcher may compare and contrast imported approaches and context-based one with a view to determining which ones are better.

Another investigation could examine whether the attitudes of teachers towards CBA correlate with sociolinguistic variables like sex, contextual area where the teacher teaches (rural or urban areas) and the teacher's profile.

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## APPENDICES

