THE IMPLEMENTATION OF THE COMPETENCY BASED APPROACH (CBA) IN THE TEACHING OF EFL IN CAMEROON: CASE STUDY OF SOME SELECTED SCHOOLS IN YAOUNDE

Mémoire présenté en vue de l'obtention du diplôme des professeurs de l'enseignement secondaire deuxième grade (Di.P.E.S II)
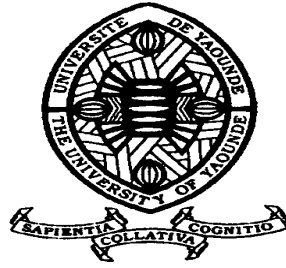
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DEDICATION

To my husband, Armstrong Voh and my kids: Bibi Darren and Taku Darrel

ACKNOWLEDGMENTS

CERTIFICATION

I hereby certify that this research, entitled "The Implementation of the CBA in the teaching of EFL in Cameroon: Case study of some selected schools in Yaounde" was carried out by Sabrina Khiki Ngala in the Department of English at the Higher Teacher Training College of the University of Yaounde I, in view of obtaining the Postgraduate Teacher's Diploma (DIPES II)

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ABSTRACT

This study investigates issues surrounding the implementation of the Competency Based Approach (CBA) in the teaching of EFL in secondary schools in Cameroon. Two schools were selected: Government Bilingual High School, Etoug-Ebe and Government Bilingual High School Mendong, Yaounde. Observation, questionnaires and interviews were the instruments used for data collection. A total of 18 lessons were observed in some *cinquième* classes of the above-mentioned schools to assess teachers' ability to implement the CBA in their classrooms. Questionnaires were administered to 32 teachers and 220 *cinquième* students of the selected schools to get information on teachers' awareness of the CBA and prior preparation for its implementation. The findings reveal that teachers are largely unaware of the CBA. 68% of teachers could not state the objectives of the CBA for learners while 54% could not state the goal of on-going continuous assessment. It was further realised that the implementation of the CBLT in their classrooms is poor. Lesson observation demonstrated that only 28.5% of teachers effectively used the CBLT. In addition, students' involvement in classroom activities was low (39%). This indicates that the teachers failed to engage the learners in classroom activities. Finally, on prior preparation of CBA implementation, the findings show that a fair analysis of students' needs was carried, the reason why 79% of students found the modules in the syllabus relevant to them. However, teachers' training was inadequate and no prescribed textbook adequately responds to the new CBA syllabus. In view of these findings, it is recommended that adequate and regular trainings be organised for teachers in the field. Training colleges need to integrate the CBA in their programmes in order to train competent teachers. Teachers should resort to cooperative learning to get all learners to participate in the lessons. Also, it is recommended that the school authorities should respect the number of students per class (60) to minimise the problems related to over crowdedness. There is equally need for course book writers to adapt their works to the CBA.

RESUME

Ce travail de recherche explore les problèmes relatifs à l'implémentation de l'Approche Par Compétences (APC) dans l'enseignement de l'anglais comme langue étrangère à l'enseignement secondaire au Cameroun. Deux établissements de la ville de Yaoundé ont fait l'objet de l'étude: le Lycée Bilingue d'Etoug-Ebe et le Lycée Bilingue de Mendong. Comme instruments de collecte des données, l'observation, le questionnaire et l'interview ont été utilisés. Un total de 18 leçons dans quelques classes de 5ème des établissements suscités ont été observées dans le but d'évaluer la capacité des enseignants à appliquer l'APC en classe. Un questionnaire a été administré à 32 enseignants et un autre à 220 apprenants desdits établissements pour collecter les informations sur les connaissances de l'APC par les enseignants. Aussi, des inspecteurs pédagogiques ont été interviewés sur les travaux préliminaires de l'implémentation de cette nouvelle approche. Il ressort des analyses de différentes données que les enseignants ont une connaissance limitée de l'APC : 68% d'entre eux ne maitrisent pas les objectifs de cette approche tandis que 54% ne connaissent pas réellement les buts de l'évaluation continue. L'on a réalisé qu'à cause de cette connaissance limitée de l'APC par les enseignants, sa pratique est moins effective. L'observation des leçons a indiqué par ailleurs que seulement 28,5% des enseignants la pratiquent véritablement. Il a également été relevé que l'implication des apprenants dans les activités en classe est négligeables (39%). Cette analyse est illustrative de l'échec des enseignants à mettre les élèves au centre de l'activité d'apprentissage en classe : 61% des cours ne sont pas centrés sur les apprenants. Pourtant, les besoins de ces derniers ont été inventoriés afin qu'ils s'arriment aux modules. Par ailleurs, il a été constaté que la formation des enseignants n'est pas en adéquation et qu'il n'existe pas des livres au programme appropriés pour accompagner l'APC. Compte tenu de tous ces problèmes, l'on a recommandé le réajustement des programmes de formation des élèves-enseignants et l'organisation régulière des séminaires de recyclage des anciens enseignants. Pour les élèves-enseignants précisément, il faut réviser leur programme en accordant plus de temps and d'importance à la pratique de l'APC. Aussi, il est recommandé aux autorités des établissements de respecter le quota officiel de nombre des apprenants pour limiter les problèmes liés à l'effectif pléthorique. Quant aux auteurs des ouvrages didactiques, ils doivent adapter leurs chefs-d'œuvre à l'APC.

LIST OF ABBREVIATIONS

CBA - Competency Based Approach

CBE - Competency Based Education

CBLT - Competency Based Language Teaching

CLT - Communicative Language Teaching

EFL - English as a Foreign Language

TEFL - Teaching English as a Foreign Language

GBHS - Government Bilingual High School

ENS - Ecole Normale Supérieure

ESL - English as a Second Language

RLS - Real Life Situation

6$^{\text{ème}}$ - Sixième

5$^{\text{ème}}$ - Cinquième

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CHAPTER ONE

GENERAL INTRODUCTION

It has been estimated that some sixty percent of the world population is multilingual. It can be said that throughout history, foreign language learning has always been a practical concern. English is the world's most widely studied foreign language. Some five hundred years ago, it was Latin. However, in the sixteenth century French, Italian and English gained importance as a result of political changes in Europe.

The growing increase in approaches and methods is a prominent characteristic of second and foreign language teaching. In a bid to find more efficient and effective ways of teaching languages, there have been inventions of new classroom practices and approaches to designing language programs and material (Richard and Rodgers, 1986). The teaching of English has known many approaches among which: the Grammar Translation Method, the Direct Method, the Audiolingual Method, the Communicative Language Teaching (henceforth CLT) and the Competency Based Language Teaching (henceforth CBLT).

The Competency-Based training method was developed primarily for industry. The training was based on what people were expected to do in the workplace. It emphasised what people could actually do as a result of their training rather than simply looking at the number of training that the employees attended. This method allowed trainers to match the training with required job competencies thereby making the training totally relevant to the needs of the employee. As a result, the trainees were more motivated because they could see the direct relevance of what they were studying. It also kept the trainees' tasks oriented and active. Last but not least, it made the assessment process easier because the outcomes required were clearly stated in the competency standards (Kafyulilo *et al*, 2012). The application of this training method to adult education started in the mid-1970s. The CBA was first used in the language and orientation programs for refugees and in adult literacy programs.

After independence in 1960, Cameroon like many other African countries adapted the content based curriculum inherited from their colonial masters. Recently, Cameroon witnessed a paradigm shift in her educational system from the Communicative Approach to the Competency Based Approach. Though an already existing approach practised in countries like Canada, the

CBA is still new in the Cameroonian context. It was adopted in 2012 and officially approved in 2014 for implementation in secondary schools beginning from Form 1 and 2 in the Anglophone sub-system of education and $6^{ème}$ and $5^{ème}$ in the francophone sub-system.

Many reasons account for the swing of pendulum in Cameroon. As she seeks to become an emerging nation by the year 2035, the education of her young citizens becomes of prime importance. It has the responsibility to offer quality training and education to young Cameroonians within a context marked by large classes. Also, it has to prepare them for smooth insertion into a more demanding job market worldwide, through a pertinent teaching/learning process. Therefore, there has been a change of focus from a school that was mostly based on contextualised knowledge acquisition to a school that aims at empowering learners to help them cope with complex and diversified real life situations. Instead of a school cut off from society, we now have a school deeply rooted in the society that takes into account sustainable development, local knowledge and cultures (MINESEC, 2014).

This paradigm ensures the development of syllabuses that relate the CBA with an entry through real life situations (RLS). Although "real-life" is implied in the CBA, Cameroon's insistence on RLS is intentional so as to cater for her specificity. The reality in Poli in the North Region, Nguele Mendouka in the East Region, Akwaya in the South-West Region, Furu-Awa in the North-West Region and towns like; Yaounde, Douala, Bafoussam,Limbe, Kribi cannot be the same.

The teaching and learning of English as a foreign language (EFL) has always been difficult and challenging. This could be attributed to the fact that it involves non-native speakers who are learning a third language after the mother tongue (L_1) and French (L_2) for the francophone learners. It has been observed that francophone learners are unable to speak, worst still write the language they have studied for several years in the secondary and High school. The poor result that is registered each year during official examinations, summative examination and even classroom evaluation is an indication that little learning actually takes place and reveals that the learners have little mastery of the language. Moreover, statistics show that languages register one of the worst percentages in examinations. The reason why there has been a change in the teaching approach to improve on the performance of the learners in order that they might better integrate their society.

The present study will focus on the CBA in the context of English as a Foreign Language (EFL). The CBA was adopted in 2012 and in 2014, a syllabus was officially signed by the Minister of Secondary Education for its implementation in schools. This approach is now in its second year of implementation. Last academic year, it began with the $6^{ème}$ and Form I classes and this year it continued with the $5^{ème}$ classes and Form II classes.

It is clear that there was a need for a paradigm change to meet the needs of an ever changing society. Since its trialling in secondary schools in 2012/2013 academic year, the CBA seems to be a challenge for teachers. Given the fact that it is a new approach, teachers seem not to master this new approach to teaching. This is evident in the diverse opinions and classroom practices that teachers use in their classrooms. The question which arises from this change is: how is the transition done to permit effective functioning of the new approach? This is where there seems to be a problem; how do teachers practise the CBA in Cameroonian secondary schools? What ground work was done to ensure effective use of the CBA by teachers? Why are teachers complaining about the CBA? Practising the CBLT requires a good mastery of its principles and technics for effective results. It is for this reason that this study sets out to evaluate the implementation of the CBA in the Teaching of English as a Foreign Language (TEFL) in secondary schools in Cameroon.

The main objective of this study is to assess the implementation of the CBA in TEFL in Cameroon. The study investigates whether this new approach is effectively practised in secondary schools in Cameroon given that it was first conceived for workers in a factory. This study aims at assessing teachers' awareness of the CBA and their ability to use the approach in their classrooms. Equally, it sets out to check students' involvement in classroom activities and find out about prior preparation for the implementation of the CBA in schools.

To attain these objectives, this study is guided by the following research questions: What do teachers know about the CBA? How do teachers implement the CBA in their classrooms? How are learners involved in classroom activities? What prior preparation was done for the implementation of the CBA? Through answering the above questions, it is hoped that it will provide a real evaluation of the extent to which the CBA is implemented in secondary schools in Cameroon.

The decision to carry out this study is to find the challenges related to the implementation of the CBA in Cameroon. The change of teaching approach has met many difficulties particularly for teachers. It was observed during my teaching experience that teachers were not consistent in their knowledge and use of the CBA. This inconsistency was observed at several levels in the field: lesson planning, assessment methods, and students' participation in the learning process. Also, the fact that the CBA is new in our context served as a motivation to evaluate the extent to which teachers are implementing this approach in order to situate the causes of the problems they face and make amendments.

The following research tools are used in collecting data: an observation checklist for teachers' practice of CBA technics and students' involvement in classroom activities during lessons, questionnaires for teachers and students and an interview for teachers and pedagogic inspectors. These tools provide information on teachers' awareness of this new approach to language teaching and the prior preparation for the implementation of the CBA respectively.

This study focuses on the implementation of the CBA in TEFL in Cameroon. The selected schools for the study are: Government Bilingual High School (GBHS) Etoug-Ebe and GBHS Mendong Yaounde. This study is thereby, relevant to curriculum designers, teacher training institutions, school authorities, course book writers and teachers as it will point out the role they have to play to ensure a more effective implementation of the CBA.

This work is divided into five chapters. The first chapter is an introduction to the study which consists of the background to the study, the statement of the problem, objectives of the study, research questions, motivation, research instruments, the significance and the structure of the work. Chapter two is the theoretical framework and review of related literature. The theoretical framework consists of an overview of some language teaching methods and the CBLT. The review of related literature comprises discussions on the concept of competence and related empirical studies. Chapter three provides an explanation of the research methodology and includes the description of the target population, a description of the data collection instruments, the process of data collection and method of analysis. Data obtained from the research instruments are analysed in chapter four. Chapter five consists of the summary of findings, recommendations, pedagogic relevance and suggestions for further research.

<div align="center">**CHAPTER TWO**</div>

<div align="center">**THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE**</div>

2.0 Introduction

This chapter comprises the theoretical framework and the review of literature. In the first section, some language teaching approaches and methods will be discussed. The second section will consist of the review of related works and related empirical studies.

2.1 Theoretical Framework

This section consists of an overview of some methods to language teaching. It also focuses on the Competency Based Language Teaching, which is the method on which this study is based.

2.1.1 An overview of some teaching methods and approaches

About four decades ago Edward Anthony (1963) identified three levels of conceptualisation and organisation which he termed approach, method and technique. An approach according to Anthony was a set of assumptions dealing with the nature of language, learning and teaching. Method was described as an overall plan for systematic presentation of language based on a selected approach. Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well (Asi *et al,* 2015). A couple of years later, Richards and Rodgers (1986) proposed a reformulation of the concept of "method". Anthony's approach, method and techniques were renamed, respectively approach, design and procedure. A method, according to Richard and Rodgers was "an umbrella term to the specification and interrelation of theory and practice". An approach defines assumptions, beliefs and theories about the nature of language and language learning. Designs specify the relationship of those theories to classroom materials and activities.

There exist many methods and approaches to language teaching. Some of the methods and approaches will be examined to have a better understanding of how language teaching has evolved from the early 19th century.

2.1.1.1 The Grammar Translation Method

This was the first method of teaching that was practised in the 19th century. The

proponents hold that the fundamental purpose of learning a foreign language is to be able to read literature written in the target language. Also for the learners to benefit from the mental discipline and the intellectual development that results from its study (Asi *et al*, 2015). Language was viewed as an academic discipline rather than as a means for conducting everyday social interaction. The Grammar Translation Method was broadly construed, as a way of studying language through detail analysis of its grammar rules. This was followed by the application of this knowledge to the task sentences and text, into and out of the target language (Richards and Rodgers, 1986).

The ability to carry out translation was underpinned by the mastery of grammar system. The primary skills to be developed are reading and writing. Little attention is given to listening and speaking. In this method, grammar is taught deductively; grammar rules are presented with examples. Vocabulary selection is based solely on the reading text used. Words are taught through a bilingual word list, dictionary study and memorization (Austin J.D., 2008). The students are given a list of target language vocabulary words and their L1 equivalence and they have to memorise them. They are also required to memorise grammatical rules. Translation is an important tool especially in EFL environment (Ellis, 1992) Grammar and vocabulary items are presented with translation equivalence and translation exercises. There is the translation of the reading passages from the target language into the L1. Comprehension is achieved through translation from the target language into the mother tongue

Translation in foreign language learning process promotes understanding. The Grammar Translation Method has been considered useful for students in second language acquisition in that it enriches one's vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation and through the imitation of the best writers it makes us able to produce similarly good texts, because translation forces us to notice such details as would escape the attention of a simple reader (Hell, 2009 cited in Mart, 2013).

However, the grammar translation has its shortcomings. The teacher is the authority while the students are passive and most of the interaction in the classroom is from the teacher to the students. There is little student initiation and interaction. In addition, there was a tedious experience endless lists of unusable rules of grammar and vocabulary items (Asi *et al*, 2015).

2.1.1.2 The Direct Method

The limited practicability of the Grammar Translation Method for communicating in everyday situation created dissatisfaction towards the end of the 19th century among language teachers in Europe. The need for a more scientific approach to language learning and teaching led to the expounding of the Direct Method. It is premised on the belief that as with first language learning, total immersion in the target language is conclusive to rapid progress in communication (Richard and Rodgers, 1986).

The teacher's role is to provide contextual support for learners without recourse to the learner's mother tongue as far as possible. The purpose of language learning is communication. Listening and speaking skills precede reading and writing. Grammar learning is inductive and restricted to forms that are commonly used in the spoken language. The teacher should demonstrate not explain or translate so that students can make a direct association between the target language form and meaning. Thus, objects present in the immediate classroom environment should be used to help students understand meaning (Lestari and Rahmi, 2011).

Vocabulary is acquired naturally through sentence construction. Hence, objects like realia, pictures, or pantomime are used to help students understand the meaning of a language point or vocabulary item. The students should be encouraged to speak as much as possible. Also, the classroom should involve some conversational activities such as dialogue, role play, debates, and question and answer exercise which gives students the opportunity to use language in real context.

The major fallacy of the Direct Method was the belief that second language should be acquired in the way in which the first was acquired. Nevertheless the two contexts are not similar thus the method of acquisition cannot be the same (William L., 2013).

2.1.1.3 The Audiolingual Method

The emergence of the Audiolingual Method resulted from the increase attention given to foreign language teaching in the United States in the 1950s. The objectives of the Audiolingual Method is for learners to attain conversational proficiency in a foreign language (Harmer, 2001). Thus, teachers were expected to provide students with a native speaker-like model in order for students to mimic the model. Here, language learning is a process of habit formation. The more often something is repeated the stronger the habit and the greater the learning.

New vocabulary and structures are presented through dialogues to create a context. The dialogues are learnt through repetition and imitation. Drills such as repetition, substitution, transformation and questions and answer are conducted based upon the pattern presented in the dialogue. A dialogue or a short conversation between two people is often used to begin a new lesson and students memorise the dialogue through mimicry. The use of visual aids has proven its effectiveness in vocabulary teaching (Richard and Rodgers, 1986).

The audiolingual method makes language teaching possible to large groups of learners. However, teachers' domination of the class led to boredom caused by endless pattern drills. Students lacked active role in the classroom (Allen *et al*, 1972). The synthesis of behaviourism and structural linguistics in the Audiolingual Method was criticized.

2.1.1.4 The Silent Way

This is a language teaching method devised by Caleb Gattegno. He is well known for his revival of interest in the use of coloured wooden sticks called *Cuisenaire.* He is also known for his Series Words in Colour, an approach in the teaching of initial reading in which sounds are coded by specific colours (Ellis, 1992).

The Silent Way is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. It also relates to a set of premises that has been called "problem solving approach to learning". These premises are silently represented in the words of Benjamin Franklin: "Tell me and I forget, teach me and I remember, involve me and I learn" (Richard and Rodgers, 1986).

Silence is considered the best vehicle for learning because in silence students concentrate on the task to be accomplished and the potential means of its accomplishment. Repetition (as opposed to silence) "consumes time and encourages the scattered mind to remain scattered" (Gattegno 1976). Silence as avoidance of repetition is thus an aid to alertness, concentration and mental organization.

The general objective of the Silent Way is to give beginning learning students oral and aural facility in basic elements of the target language. An immediate objective is to provide the learner with a basic knowledge of the grammar of the language. This forms the basis for independent learning on the students' part (Ellis, 1992). Gattegno (1976) states that the Silent Way teaches learners how to learn a language. The skills developed through the process of

learning a foreign or a second language can be employed in dealing with the unknown of every type. Lessons are planned around grammatical item and related vocabulary.

Learners are expected to develop independence, autonomy, and responsibility. The learners equally exert a strong influence over each other's learning and to a lesser degree over the linguistic content taught. They are expected to interact with each other and suggest alternatives to each other. Stevick defines the Silent Way teacher tasks as (a) to teach, (b) to test, and (c) to get out of the way (Stevick 1980). The teacher is responsible for creating an environment that encourages students risk taking and that facilitates learning. The teacher's role is one of a neutral observer who is neither related by correct performance nor discouraged by error. The teacher uses gestures, charts and manipulatives in order to elicit and shape students' responses.

2.1.1.5 The Communicative Language Teaching (CLT)

The CLT is an approach that saw the light of day during the 1970s, when there was need for new techniques to meet learners' needs. Language teaching experienced a shift from Situational Language Teaching which was the major British approach to teaching English as a foreign language to CLT (Brown, 2001).

The language theory behind the communicative language teaching is very rich and somehow eclectic. The primary function of language is for interaction and communication and the goal of language teaching is to develop the communicative competence (Ibid). Hymes' (1972 cited in Richard and Rodgers, 1998) definition of communicative competence is what a speaker needs to know in order to be communicatively competent in a speech community. Savignon, (1983) notes that communicative competence is: "our ability to convey and interpret messages and to negotiate meanings interpersonally within specific contexts". Another linguistic theory of communication favoured in the CLT is Halliday's (1970) functional account of language use.

The goal of the CLT is to achieve communicative competence and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language communication (Richard and Rodgers, 1998). Littlewood (1981) states, "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language"

In the CLT, the teacher assumes the role of a facilitator of the learning process and a guide within the classroom procedures and activities. The teacher has the responsibility to determine and respond to learners' language needs. He/she carries out research and organises

resources to suit learners' level and needs (Breen and Candlin, 1980). Learners on the other hand, assume the role of a negotiator between the self, the learning process, and the object of learning. The implication is that the learner should contribute as much as he/she gains and thereby, learns in an interdependent way (Ibid).

Often, there is no text, grammar rules are not presented; classroom arrangement is nonstandard and students are expected to interact primarily with each other rather than with the teacher. Correction of errors may be absent or frequent. The instructional materials used to promote communicative language use are the following: games, role plays, simulations and realia such as signs, magazines, advertisements, newspaper, visual sources.

Communicative competence implies knowledge of the grammatical system of the language as well as performance. The semantic content is given the priority in language learning. Learners acquire the grammar through meaning. CLT follows a systematic learning process involving trial and error. Errors are considered inevitable and predictable in the process of language learning. The teacher should be tolerant and need not correct every mistake (selective error correction). Fluency is emphasized rather than accuracy. The CLT is a learner centered approach which gives learners the opportunity to contribute to their learning. More important, the class should be held in the target language to permit the learners to communicate.

It is important to note that Savignon (1972) however, rejects the notion that learners must first gain control over individual skills (pronunciation, grammar, vocabulary). Then, can they apply them in communicative tasks. She advocates that the communicative practice be provided from the start of instruction.

2.1.2. Competency Based Language Teaching (CBLT)

It is within the framework of the Competency Based Language Teaching Approach that this study will be carried out. The history of CBLT can be traced back to the early 1970s when Competence Based Education emerged for the first time in the United States of America. It was a kind of an educational movement that defined educational goals in terms of precise, measurable descriptions of knowledge, skills, and behaviours students had to possess at the end of the course of study (Richard and Rogers, 2001).

Thereafter, the movement spread into European countries such as the United Kingdom and Germany in the 1980s. Australia adopted the competence based curricula in the 1990s and since then, other countries worldwide have been motivated to implement the competence based curriculum in schools due to the ever changing technology and global market (Wolf, 2001 cited in Kafyulio *et al*, 2012).

In Africa, competence based curriculum was adopted for the first time in South Africa in 1998, following the acute shortage of professionals like engineers, technicians and artisans. South Africa adopted the competence based curriculum in a bid to change attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century (Mulaudzi, 2009). In 2008, Tanzania also, adopted a Competency Based Curriculum in her educational sector.

The objectives are defined in terms of performance by which output are emphasised rather than input. Behavioural or performance objectives describe what the learner rather than the teacher is to do. They also specify observable learner behaviour. According to Nunan (1988) performance objectives include three elements. First, there is a performance component which states what the learner is to be able to do. Second, a condition component specifies the circumstances and conditions under which learners are to perform the task. The third element is a standards component which indicates how well the task is to be performed.

It focuses on outcome or output of a learning process, what the learners can do after a lesson. This approach hereby suggests that teaching should be practical, giving learners knowledge that is relevant to them. Though real life situation is implicit in the CBA, Cameroon contextualised the CBA with entry through real life situations to suit her socio-cultural diversity.

The ultimate goal of the CBLT is to enable learners become autonomous individuals capable of coping with the demands of the world. This implies that the learners become responsible for their own learning. They become active participants rather than the passive learners who have nothing to offer to the learning process (Richard and Rodgers, 2001).

Also, there is specification in the knowledge to be taught. The learners are taught only what is required by the situation, society or context in which they will function like the language forms or skills needed in that society. So learners' needs should be taken into consideration. This will arouse their interest and make them feel directly involved in the learning process. The CBA doesn't focus on knowledge of language (grammatical structures and function) or the ability to

talk about language and skill. Instead, it emphasises overt behaviours that students can actually do at the end of the learning process as a result of instruction (Kayfulio *et al*, 2012).

2.1.2.1 Principles of CBLT

There are several principles in CBLT some of which are examined below.

1.   Language is a vehicle for the expression of functional meaning (functional view). It has different functions which convey different meaning;

2.   Language is a vehicle for the realisation of interpersonal relation and for the performance of social transactions between individuals. Language is a tool for the creation and maintenance of social relations (interactional view). For people to interact, they need a common code which is language;

3.   CBLT is built around the notion of communicative competence and seeks to develop functional communication skills in learners. This refers to what the learners need to know in order to be communicatively competent in a speech community;

4.   CBLT shares with behaviorist views of learning, the notion that language form can be inferred from language function; that is, certain life encounters call for certain kinds of language. For instance, a learner who finds himself in an industrialised town, will have to use more language related to industrialization (Richard and Rodgers, 2001).

2.1.2.2 The syllabus

The competence based curriculum capitalises on competence based learning which focuses on understanding the concepts, skills and competencies which in turn call for changes in teaching, learning and assessment approaches (Posner, 1995 cited in Brown, 1995). A syllabus design is the selection and organisation of instructional content including suggested strategy for presenting content and evaluation (Brown, 1995). The competence based syllabus is defined by Richard and Rodgers (2001) as the "description of essential skills, knowledge, attitudes and behaviours required for effective performance of a real-world task or activity which serves the basis for organisation of instructional content".

There is a great disparity between the traditional approach to designing a syllabus and that of the CBA since it is not based around the notion of subject knowledge but around the notion of competency. Docking (1994 cited in Richards and Rodgers,2001), points out that the traditional approach to designing a syllabus involves the use of one's understanding of the subject matter as the basis for syllabus planning. One starts with the field of knowledge that one is going to teach

(e.g. listening comprehension) and then selects concepts, knowledge, and skills that constitute that field of knowledge.

On the other hand, the CBLT syllabus focuses on how the students can use the language. Schenck (1978) wants that a teacher provides a list of competencies which the course is going to deal with and these should be typically required of students in life role situations. The CBLT also wants that the learners be diagnosed to find out what they know and need.

The syllabus of English designed by the Inspectorate General of Education in the Ministry of Secondary education (MINESEC), defines and states the orientations and visions of this syllabus as follows:

> being able to train within the framework of an emerging Cameroon by the year 2035, citizens who would have a good mastery of the two official languages (English and French), deeply rooted in their culture but open to a world in search for sustainable development and dominated by information and communication technologies (2014:3).

This new syllabus advocates a shift from a school cut off from the society to one that prepares citizens for a smooth insertion into the socio-cultural and economic activities. The instructional objective is described in task based behavioural and measurable outcome terms. Learners will be able "to do" something as seen in action and performance. Verbs like ask, answer, describe, interpret, request, draw, indicate, investigate and locate are used to state the outcome. By outcome, we mean the public knowledge known and agreed upon from the outset by both the learners and the teacher. These outcomes are specified in terms of behavioural objectives to permit learners know exactly what behaviours are expected of them (MINESEC, 2014).

As regards the objectives of the CBA, the syllabus aims at developing competencies in the learners through Cameroonian real life situations. The competencies are linked to learners' needs in and out of school. They learn to speak, read, listen and write, and to re-use language in new situations. Teachers teach these skills in an integrated way, not separately, since that is how they are used outside the classroom (Khaleel and Mahshad, 2014). It is important that teachers help learners to practice English in varied contexts or situations if they are going to be able to remember and use what they have learned when they need it. It takes a lot of practice using English in different contexts for learners to be able to use English in real-life situations. In the CBA, emphasis is given to the productive, interpretive and interactive competencies:

- Productive competencies: speaking and writing

- Interpretive competencies: reading and listening

- Interactive competencies: speaking and writing

The linguistic competency (vocabulary, grammar and pronunciation) and strategic competency (strategies to help learn and use the language better) are viewed as 'supporting competencies'. These competencies are not the main objective of study, but are tools that learners use in order to better speak, listen, read and write in English (MINESEC).

It is believed that adequate learning takes place in the context of situated actions, that is to say, a language competence is developed in real life situation. Focus is not on norms or how much the learner knows about a language but what they can do with the language in autonomous real life problem-solving situations (Khaleel and Mahshad, 2014).

The content of the syllabus designed for $6^{ème}$ and $5^{ème}$ classes for general education in secondary schools in Cameroon comprises the following domains of life or modules:

- Family and social life,

- Economic life,

- Environment, health and well-being,

- Citizenship,

- Media and communication.

From the above domains of life, competencies are developed and the learner is expected to be able to use these competencies acquired to solve problems in real life situations. They are taught not in isolation but in an integrative, holistic and eclectic way. There is no precise method in teaching. The outcome of teaching the English language to francophone learners in Cameroon is to enable every learner to develop their personality and become a conscientious, autonomous and responsible citizen, who can fully exercise their social roles as member of a family and of a community (MINESEC, 2014).

2.1.2.3 Assessment

The term assessment refers to a variety of ways of collecting information on a learner's language ability or achievement. The assessment of achievement aims to establish what a student has learned in relation to a particular course or curriculum (thus frequently carried out by the teacher). Assessment carried out by teachers during the learning process with the aim of using the results to improve instruction is known as formative assessment. Assessment at the end of a

course , term or school year is often for purposes of providing aggregated information on programme outcomes to educational authorities – is referred to as summative assessment (Nunan, 1988).

Docking (1994 as cited in Richard and Rogers, 1986) points out that "criterion-based assessment" is essential for CBLT, in contrast to the "norm-referenced assessment". In the latter, what is required of the students is to perform specific language skills which they have learned during the course. Contrary to the criterion based assessment where the students are expected to demonstrate mastery of a competence through performing a real-world task or activity.

For instance, a student receives a set of marks for his or her performance relative to other students, from which it is very difficult to make any form of judgment about the specific knowledge or skills a student has acquired. Indeed, two students may receive the same marks on a test but, in fact, have widely different capacities and knowledge in the subject.

The competencies tested consist of a description of the essential skills, knowledge, attitudes and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life. In Cameroon the domains of life selected in the syllabus have been linked to the field of work and to social survival in the environment. The competencies to develop in the CBA in education centers around the following: lifelong learning, problem- solving, self- management and teamwork (Richard and Rodgers, 1986).

The performance criteria form the basis for the assessment. How well can learners' performances on specific learning tasks be evaluated rather than just ranking the performances to those of a group of students. The criterion-referenced test is out to determine whether each student has achieved specific skills or concepts. It measures specific skills which make up a designated curriculum (Docking, 1994) Even though, testing a competence generally involves many skills, a competency is assessed with focus on one specific skill among the following: listening, writing, speaking or reading. Sub skills such as grammar and vocabulary should be tested in real life situations in meaningful utterances. Apart from pen-and-paper tasks such as written tests and worksheets, oral presentations and portfolios should be included in the assessment of learners (Khaleen and Mahshad, 2014).

2.1.2.4 Role of teachers

The role of the teacher in a competency-based framework is not defined by specific terms. The teacher has to provide positive and constructive feedback in order to help the students to improve their skills. The teacher has to be aware of the learners' needs so that everybody feels welcome in class (Richards & Rodgers, 2001). The different competencies dealt with in class require specific instructions for the various learning activities. Thus the teacher has to give clear orders and explanations to make sure that every student understands the task they are going to deal with. But the teacher does not push the students because the instructions are not time-based, instead the student's progress is most important (Ibid). Another task of the teacher in CBLT is to select learning activities and to design a syllabus according to the competency the students are going to acquire.

2.1.2.5 Role of Learners

The role of the learner in a competency-based framework is to decide whether the competencies are useful and relevant for him/her. This shows that the learner has an active role in the classroom which is underlined by the fact that the students are expected to perform the skills learned (Richards and Rodgers, 2001). The competencies the students will learn are clearly defined and present in the public so that "the learner knows exactly what needs to be learned" and for which purpose he/she has to use the competencies. It improves on the quality of students' learning by clear specification. In this regard it is vital that every competency is mastered one at a time because this makes sure that the learners know what they have already learned and what the next steps will look like (ibid). Moreover, the students have to stay in the actual program until they improve. After they mastered their skills, they move into a more proficient group of students. The main goal of the learner in Competency Based Language Teaching is to be able to adapt and transfer knowledge from one setting to another. CBLT also, improves the quality of assessment and the quality of teaching. The teacher's role in the traditional teaching methods undergoes a complete shift from that of the "all knowing" to that of a facilitator of the learning process.

2.1.2.6 Implementation of the CBA

Auerbach (1986) provides a useful review of factors involved in the implementation of Competency Based Education (CBE) programs in English as a Second Language (ESL) and identifies eight key features:

- A focus on successful functioning in society: the goal is to enable students to become autonomous individuals capable of coping with the demands of the world.

- A focus on life skills: rather than teaching language in isolation, CBLT teaches language as a function of communication about concrete tasks. Students are taught just those language forms/skills required by the situations in which they will function. These forms are determined by "empirical assessment of language required" as proposed by Findley and Nathan (1980).

- Task or performance-centered orientation: what counts is what students can do as a result of instruction. The emphasis is on overt behaviours rather than on knowledge or the ability to talk about language and skills.

- Modularized instruction: "Language learning is broken down into manageable and immediately meaningful chunks" (Center for Applied Linguistics 1983: 2). Objectives are broken into narrowly focused sub objectives so that both teachers and students can get a clear sense of progress.

- Outcomes that are made explicit a priori: Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioural objectives so that students know exactly what behaviours are expected of them.

- Continuous and ongoing assessment: Students are pretested to determine what skills they lack and post tested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested. Program evaluation is based on test results and, as such, is considered objectively quantifiable.

- Demonstrated mastery of performance objectives: Rather than the traditional paper-and pencil tests, assessment is based on the ability to demonstrate pre-specified behaviors.

- Individualized, student-centered instruction: In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricular. Instruction is not time-based; student's progress at their own rates and concentrate on just those areas in which they lack competence. (Auerbach 1986).

2.1.2.7 Lesson planning

The following stages have been adapted from Madeline Hunter's (2006) eight steps lesson design which comprise the following: anticipatory set, objective and purpose, input, modeling, checking for understanding, guided practice, independent practice and closure. These steps have been summarised into the four stages below to suit the CBA with entry through real life situations.

1. Presentation of the problem-solving situation

This is the discovery phase and it contains new notions to be discovered by learners. The teacher presents the problem and gives instructions to learners to gather and analyse data then develop and give a plan. While he/she monitors the effectiveness of their research. The learners would define the problem as they understand it.

2. Systematisation

     After examining and bringing out the relationship between previously learned elements and elements found in the new problem-solving situation, learners come out with rules (hypothetical). This is done with the help of the teacher.

3. Application

     Here, the teacher gives tasks where learners apply the new knowledge. He/she assists (scaffolds) the learners accomplish the new task, supports them till they acquire the new skills and strategies.

4. Partial Integration activities

     The teacher presents a new complex situation that will necessitate the exercise of the skill to solve a problem which is similar to the competence/skill the learners used at the beginning of the lesson. It should be noted also that partial integration activities are not done systematically at the end of every lesson. Also, they have to be concrete real-life situations.

2.1.2.8 Advantages of the CBLT

One of the most rewarding results of a competency-based approach to teaching English is that the learners are likely to feel more interested and motivated. There are several reasons for this:

*   They can see that the language and skills they are learning are relevant or useful to them.

- They are able to use English to express themselves and exchange ideas, which can make learners feel successful and motivated to learn more.

- The learners take an active role in their learning, which involves them more and contributes to higher motivation because it can hold their interest and build self-esteem (Khaleel et al, 2014)

Competency-based teaching can also help teachers because the teacher's role is less directive (giving information and answers), instructive and more facilitative. They design experiences to meet learners' interests and needs and in which learners participate actively. The teachers plan and organise tasks for learners so that learners are working in English. Teachers therefore have more time to observe what the learners understand and are able to do as speakers, listeners, readers and writers. They are then better able to design lessons that help the learners develop their competency.

- It is very tiring for teachers to be the center of attention all day. Some teachers speak so much their throat hurts! When teachers create a learner-centered, competency-based teaching classroom, learners take a more active role and teachers don't need to be the center of attention as much.

- It is possible for teachers to feel that they have more freedom, control and ability to be creative in a competency-based classroom because they can use methods of teaching that they and their students find interesting and useful as long as they focus on students developing the ability to use English.

- By developing English competency, the learners are able to express themselves and communicate about their world to others, and gain access to the international community. In addition, as students take on an active role as English language learners, they take responsibility and develop problem-solving skills useful to their future as citizens of the world.

The competency-based approach (CBA) to teaching English is similar to communicative teaching, which it has replaced. In some ways you could consider it as 'very good' communicative teaching that goes one step further by making sure that the learners can apply what they learn in class to real-life situations outside the classroom.

2.1.2.9 Disadvantages of the CBLT

Concerning the setbacks of the CBLT, Auerbach (1986) points that critics of CBLT argue this approach carries hidden assumptions about reality and social order. It is determinist, prescribing social roles for students and reinforcing the power structure.

- Richards and Rodgers (2001) add that CBLT is seen as prescriptivist in that it "focuses on behaviour and performance rather than on the development of thinking skills". They mention that CBLT reflects a banking model of education in which the function of education is to transmit knowledge or skill according to the values of the dominant socioeconomic group.

- In addition, teaching overt behavior seems mechanical, inhibiting critical thinking. CBLT emphasises observable outcomes. However, much learning cannot be observed. Only focusing on results obscures the complexity and dynamism of language and teaching process, therefore, creativity and innovation may be suppressed. The nature of language is creative and unpredictable. It does not include successive acquisition of discrete forms.

- Another critique is that although CBLT claims to be student-centered, it takes control of learning out of students hands by extensive information gathering process prior to instruction as well as prespecifying standardised competency lists. For CBLT to be learner centered, needs have to be identified collaboratively as a result of trust and experience rather than as a precondition for instruction. Corder (1967, as cited in Aurebach, 1986) believes that only through classroom interaction a learner-based syllabus can be determined.

- Taking cultural differences into account, CBLT begins with only one presupposed culture. Sullivan (1995) adds that unless training and follow up assistance is provided for the teachers, there is a tendency to slip back into the role of the traditional teacher. Aurebach (1986 citing Tollefson, 1986) argues that there are no valid procedures to develop competencies for most programs. On the other hand, many of the areas are impossible to operationalise.

- McKay (2007 cited in Khaleel and Mahshad, 2014) states that critics of standards believe that they are both administrative and political. Moreover, since standards underpin individualism and competition, they are considered as intrusive by many teachers.

Brindley (1998) suggests that tensions between purposes of policy-makers, administrators, and practitioners impact on the validity of standards.

2.2 Review of Related Literature

This section comprises the literature review and related empirical studies. The notion of competence will be examined under the literature review.

2.2.1 The Notion of Competence

Collins COBUILD Advanced English learner's Dictionary (2001) defines competence as the skill one needs in a particular job or for a task. It is the ability to do something well or effectively. Competency is therefore the state or quality of being capable. It could also refer to an ability or skill possessed by an individual.

Chomsky is the begetter of the concept of competence in the 1960's. According to Chomsky, competence is the ideal speaker-hearer's knowledge of his or her language and it is the mental reality which is responsible for all those aspects of language which can be characterised as linguistic (Elizieta, 2006).

A distinction must be made between what the speaker of a language knows implicitly (what we may call his competence) and what he does (his performance). Competence describes and attempts to account for the ability of a speaker to understand an arbitrary sentence of his language and to produce it in an account of competence (Chomsky, 1980). Performance is the "actual use of language in concrete situations" (Chomsky, 1965). It is to account for all those phenomena of language use not covered by the notion of competence such as mistakes or lapses. Actually, Chomsky regards performance only as a flawed realisation of competence (Smith, 1996).

To Chomsky, one's competence is defined by the grammar or set of language rules that is represented mentally and manifested based on his/her own understanding of acceptable usage in a given linguistic idiom. Therefore, grammatical competencies defines an innate knowledge or rules rather than knowledge of items or relations.

Dell Hymes (1974) defines communicative competence as that aspect of our competence that enables us to convey and interpret messages and negotiate meaning interpersonally within specific contexts rather than being knowledge of linguistic forms. This type of competence adds the pragmatic dimension of the ability to use these forms appropriately in context.

Savignon (1983) further states that communicative competence is relative and depends on the co-operation of all the participants involved. Therefore, it is a dynamic interpersonal construct that can only be examined by means of the overt performance of two or more individuals in the process of negotiating meaning.

Canale and Swain (1980) include linguistic competence in communicative competence claiming that "there are rules of language use that would be useless unless without rules of grammar". Their concept of communicative competence distinguishes four competence areas (1980).

1 Grammatical competence: It includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation.

2 Sociolinguistic competence: Knowledge of sociocultural rules of use. It is concerned with the learners' ability to handle for example settings, topics, and communicative functions in different sociolinguistic contexts. In addition, it deals with the use of appropriate grammatical forms for different communicative functions in different sociolinguistic contexts.

3 Discourse competence: It is related to the learners' mastery of understanding and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of text.

4 Strategic competence: It refers to the compulsory strategies in case of grammatical or sociolinguistic or discourse difficulties such as the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech etc.

Unlike Hymes (1974), however, who includes the ability for use in his concept of communicative competence, Canale and Swain (1980) transfer it to the areas of communicative performance which they define as the actual production and comprehension of utterances…

Widdowson argues that knowing a language is more than knowing linguistic forms. It also involves knowing how they interact syntactically as carriers of meaning being determined by the function a language has evolved to serve.

2.2.2 Related Empirical Studies

This work is not the first of on the evaluation of the implementation of the CBA. In China, Wong (2007) carried out research on "Competency-based English Teaching and Learning: Investigating Pre-service teachers of Chinese Learning Experience". He investigated the effectiveness of the implementation of competency-based ESL teaching and the learning situation of a group of 70 pre-service teachers of Chinese in a Hong Kong tertiary institute. He found out that students held a strong preference for learning English, however, in their first year of study, they would rather improve on Putonghua. Therefore curriculum planners should take into account students' needs at a certain point of time when implementing CBLT.

Students also revealed that assessment descriptors were not useful to help them score a high grade because of its relative form. Pedagogical adjustment was strongly recommended. The students also, manifested difficulties in developing research skills while the four skills; listening, reading, speaking and writing could be easily acquired and employed.

Wong came to the conclusion that the CBLT was not very effective in the pre-service institute. Therefore to improve on the effectiveness of the CBLT, the language programmes had to be locally developed so that curriculum instruction and assessment can be correlated with each other. Also, educators should think whether the right domains are being tested, whether they are learners' need and what can be done to ameliorate performance if it is not high.

Another research carried out in this field is the one by Kafyulilo *et al* (2012) on "The Implementation of Competency Based Approaches in Tanzania: Case of Pre-Service Teachers at Morogoro Teacher Training College". They investigated the extent to which pre-service teachers are well trained to implement the competency based teaching approaches. Also, to practice competency based assessment and classroom management and lastly the ability to prepare a competency based lesson plan. To collect data, questionnaires and interviews were administered to a total of 78 teachers. The results proved that the pre-service teachers could only explain correctly about "competency" but unable to explain the competency teaching techniques and its characteristics. Also, they could not prepare a lesson plan that is competency based.

Findings in Kafyulilo *et al* (2012) indicate that teachers continued to use the normal lecture method even after having been trained on the competency based approaches. This can be evidence that pre-service teachers are theoretically taught about competency based approaches and how it works but they don't practice it. This is confirmed through their limited ability to state

the students' and teachers' activities in a lesson plan and the limited ability to explain the characteristics of competency based teaching approaches. If pre-service teachers were practising competency based teaching approaches, they could easily list down the characteristics and also describe teachers' and students' activities in the competency based lesson plan**.**

This study indicates that the teacher education programme failed to inculcate the practical training in pre-service teachers in a competency based manner revealing that the competency based teaching approach is not well implemented in schools in Tanzania. They suggest that more efforts need to be devoted to the development of tutors' and principals' understanding of competency based teaching approaches.

In the same light, a recent study done by Rweyemamu (2012) on mass student failure in the National Examination in Tanzania found that the curriculum has always been poorly implemented because the majority of stakeholders did not aptly understand the requirements of the educational guidelines. Teachers do not understand the curriculum in focus. They think they know it but they actually don't know how it is practised.

He found out that, the missing link between what pre-service teachers think they know and what they can do in practice is likely to be resulting from the lack of training on competency based practices among college tutors. He attributes this to the little efforts made by the Tanzanian government to train tutors and principals through the Institute of Education about competency based approaches. This suggests that tutors are likely to have just a superficial knowledge of competency based teaching approaches and thus being unable to mentor their student-teachers to develop competency based teaching approaches. The study attributed the trend of students' poor performance in the Certificate of Secondary Education Examinations (CSEE) in Tanzania with the poor conceptualisation and implementation of the education curriculum.

In addition, Mulaudzi (2009) conducted a study in South Africa whose main objective was to investigate how educators in South Africa perceived the Outcome Based Education (OBE) system. In this system, students are required to demonstrate the skills and course contents they have learnt. The OBE is very similar to the CBA because both focus on the outcome of learners. The findings revealed that the successful implementation of OBE was hampered by lack of resources and lack of professional framework of continuing.

Ultimo (2005) worked on challenges of curriculum reform in the context of decentralization in Indonesia. The study sought to reveal teachers' responses following the

implementation of competence based curriculum in schools. The findings showed that the in service primary school teachers were equipped with only one third of the training needed for effective implementation of competence based curriculum. As such, they were unable to implement it in the classroom and continued to use the traditional ways of teaching which are based on content.

This study contrary to those quoted in the preceding section, focuses on the implementation of the CBA in the teaching of English as a foreign language in Cameroonian secondary schools. Given that the CBA was recently adopted in the Cameroonian educational system. It is one of the first of its kind to evaluate whether the implementation of CBA in TEFL in schools in Cameroon is effective. In addition, two years have elapsed since the introduction of CBA in Cameroon and there was no clear evidence of whether or not teachers were appropriately implementing it. In this regard, it was pertinent to conduct a study on the implementation of CBA in Cameroonian secondary schools, to ascertain whether its implementation is effective.

Also, this study investigates teachers on the field who were not necessarily pre-trained on the CBA in the teacher training institutions but are expected to use the CBA to teach. The reason why the study sets out to investigate their knowledge about the CBA and their ability to teach using the CBA. It also aims at finding out the preparation done for the implementation of this new approach. It is believed that the findings of this study will contribute greatly in the review of the educational program in the secondary section in Cameroon.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on the methods and procedures used to carry out the study. It discusses the following sub-headings: population of the study, construction and description of instruments, validation of instruments, administration of instruments and method of data analysis.

3.1 Population of the study

This study was carried out in two government schools: Government Bilingual High School Mendong Yaounde and Government Bilingual High School Etoug-Ebe Yaounde. These schools were chosen to represent secondary schools in Cameroon because they are among the pioneer schools in Yaounde where the CBA syllabus is already in use. To collect data, three categories of informants were used: teachers of English to francophone learners, students of $5^{ème}$ class and pedagogic inspectors. A sample population of teachers of EFL from two schools was selected. The teachers from GBHS Etoug-Ebe who teach English to francophones were 22 while in Mendong, they were 18 teachers making a total of 40. However, not all the teachers were available so the total number that took part in this study is 32, 18 from GBHS Etoug-Ebe and 14 from GBHS Mendong.

The second group of informants was $5^{ème}$ students. A class was selected from each school since all the students of $5^{ème}$ could not participate in this study due to time constraints. $5^{ème}m_1$ in GBHS Etoug-Egbe and $5^{ème}m_3$ in GBHS Mendong were selected to represent the students. A total of 220 students participated in the study: 118 from GBHS Etoug-Ebe and 102 from GBHS Mendong. This level was chosen because the CBA was implemented last academic year beginning with $6^{ème}$ classes and was now in its second year of use with $5^{ème}$ students. It was believed that $5^{ème}$ students would have gathered enough experience to provide reliable information on the CBA.

The pedagogic inspectors were also informants in this study. A total of four inspectors participated: two national inspectors and two regional inspectors. Given the fact that the pedagogic inspectors are the ones in charge of designing syllabus, their participation was necessary to get information on the CBA.

3.2 Construction and Description of Instruments

The instruments that were used for data collection are the observation checklist, questionnaires and the interview. A checklist was designed to evaluate teachers' implementation of the CBA in the classroom and a second checklist to find out students' involvement in classroom activities. Two sets of questionnaires were equally designed: teacher's and student's. The teacher's questionnaire comprised 7 items while that of students comprised 5 items. The interview was reserved for teachers and inspectors. Teachers' interview comprised three questions as well as that of inspectors.

3.2.1 Observation Checklist

The observation checklist was designed in a tabular form. In checklist I, the vertical axis comprises the indicators of CBA practices and the horizontal axis, the scale of rating of the lessons observed. The indicators of CBA practices comprised the following: learners' knowledge about the topic or previous knowledge, the use of teaching aid, diversification of learning activities, link between lesson content to real life situations, continuous assessment of group or individual activities, variation in teaching and learning strategies and the use of realistic learning task which aims at developing the students' competencies (see Appendix I (a)).

The second checklist constitutes the following on the vertical axis: teachers' provision of collaborative tasks, students' demonstration on the board, the distribution of turns around the class, students' talk with the teacher, teachers' encouragement of students' questions and engagement in the learning process and teachers' constructive feedback. On the horizontal axis, it constitutes the scale of rating of the lessons observed. (see Appendix I (b)).

3.2.2 Questionnaires

The first part of the teacher's questionnaire focused on collecting bio-data that gives background information on the teacher; school, qualification, classes taught and textbooks used. Section B was meant to collect information on the research questions. Questions were made up of close-ended questions for teachers as well as for students. In the close-ended questions, students and teachers were called upon to mark an X next to the answers they considered correct.

The student's questionnaire intended to give more information on research questions. The items in the questionnaires were to provide answers to what the learners observe the teachers do in their classrooms. It also aimed at checking the relevance of the modules to the students.

3.2.3 Interviews

The interview questions for teachers were three which aimed at confirming the answers got from the questionnaire. It also set out to give teachers the opportunity to give their opinions. As concerns the interview for pedagogic inspectors, there were three questions which aimed at finding answers to the preparation done before the implementation of the CBA.

3.3 Validation of Instruments

After choosing the research topic, the methods of data collection and analysis were discussed with the supervisor of the work. The validation process was carried out in order to check the appropriateness of instruments for administration. The questionnaire, the observation checklist and the interview questions were then designed and presented to the supervisor. After a critical examination to ensure that the data collected would help in answering the research questions, several corrections and suggestions were made. After all these were done, it was judged to have attained face validity.

3.4 Administration of Instruments

The questionnaires were given to teachers and students in the month of April 2016. Those of the teachers in GBHS Etoug-Ebe were administered on the 6th of April 2016. A staff meeting was scheduled on that day and the researcher used that opportunity to meet most of the teachers of the *Anglais* department. A total of 22 questionnaires were administered before the meeting started with the help of the head of department. Then, 18 questionnaires were returned at the end of the meeting. In GBHS Mendong, the teachers were met individually. A total of 18 questionnaires were administered and 14 were returned since all the teachers did not have the same time schedule. It lasted one week to collect the questionnaires and to carry out the interviews with the teachers.

The student's questionnaire was administered in their classroom by the researcher with the assistance of the class teacher after approval by the school authorities. Thirty minutes was allocated for the answering of the question.124 questionnaires were administered to the $5^{ème} m_1$ class of GBHS Etoug-Ebe and 118 were returned while 106 questionnaires were administered to the $5^{ème} m_3$ class of GBHS Mendong and 102 questionnaires were returned. A total of 230 questionnaires were therefore administered and 220 returned. The table below shows a summary of the return of questionnaires by the students and teachers.

Table 1: Return of questionnaires by students and teachers

Respondents	Schools	Questionnaires administered	Questionnaires returned	Percentage returned
Students	GBHS Etoug-Ebe	124	118	95.16%
	GBHS Mendong	106	102	96.22%
	Total	**230**	**220**	**95.69%**
Teachers	GBHS Etoug-Ebe	22	18	81.81%
	GBHS Mendong	18	14	77.77%
	Total	**40**	**32**	**79.80%**

Two observation checklists were designed to collect data on teachers' implementation of the CBA in their classrooms and students' involvement in classroom activities. Teachers' ability to implement the CBA was checked against seven indicators of CBA techniques. Students' involvement in classroom activities was checked against six indicators of teachers' engagement of learners during the lessons. Each time a technque was respected during a lesson, it was ticked in the appropriate space. The checklists were filled for each lesson observed. A total of 18 lessons were observed during the months of March and April when the researcher was on practice in GBHS Etoug-Egbe. In GBHS Etoug-Ebe 11 lessons were observed while in GBHS Mendong 7 lessons were observed over a period of two weeks. The lessons comprised; speaking, reading, writing, grammar, vocabulary, and pronunciation. The information from this tool was to verify if the teachers can implement the CBA in their classrooms and check students' involvement in classroom activities.

The information from teacher's interview was aimed at confirming the result from the questionnaire and to give the opportunity for teachers to give their opinions. Upon returning the questionnaires, the teachers were interviewed. In GBHS Etoug-Ebe out of the 18 teachers who returned the questionnaire, 14 granted the interview. In GBHS Mendong, 8 out of 14 teachers were interviewed giving a total of 22 interviews.

The pedagogic Inspectors were also interviewed. The interview questions were aimed at finding out what prior preparation was done for the implementation of the CBA. Two national pedagogic inspectors were interviewed and two regional pedagogic inspectors making a total of four. To meet the inspectors, several visits were made to the Ministry of Secondary Education (MINESEC) due to their busy schedule. The information got from the interview was being noted down by the researcher on a piece of paper. The distribution of participants in the interview is presented below:

Table 2: **Distribution of participants in the interview**

Respondents	Name of school	No. which took part in the interview	Percentage of participation
Teachers (18)	GBHS Etoug-Ebe	14	77.78%
Teachers(14)	GBHS Mendong	8	57.14%
Inspectors(4)		4	100%

3.5 Data Analysis

The main statistical technique used for the analysis is the descriptive statistics. It is characterized by the calculation of frequency and percentages. The frequency of an answer to a particular question was obtained by counting the number of teachers or students who provided the same answer to that particular question.The percentages were calculated by using the following formula:

X% = Y/N x 100/1

In the formula,

- 'X' stands for the respondent rate
- 'Y' stands for the number of students or teachers who provided the same answer to a given question.
- 'N' stands for the sample of the study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

This chapter presents and analyses the data collected in relation to the four research questions of this study. The chapter comprises four sections namely teachers' awareness about the CBA, teachers' ability to implement the CBA in the classroom, students' involvement in classroom activities and prior preparation for the implementation of the CBA in Cameroonian schools.

4.1 Teachers' Awareness about the CBA

The first objective of this study was to find out what teachers know about the CBA. The fact that teachers have an important role to play in the implementation of the CBA, made it imperative that their knowledge on the CBA be assessed. In order to do this, data was collected from the teacher's questionnaire which shall be illustrated below.

4.1.1 Meaning of the term competency

The teachers were asked the meaning of the term 'competency'. In other words, this question intended to find out what teachers understand by the term 'competency'. They were expected to select the term that best describes competency among terms that are very similar in meaning. The results are presented on the table below.

Table 3: Teachers' feedback on the meaning of competency

Meaning of competency	No. of teachers' responses	Percentage
Talent	0	0%
Skills	20	62.5%
Knowledge	10	31.25%
Performance	2	6.25%
Total	**32**	**100%**

In table 3 above, 20 teachers stated that competency means skills while 10 of the teachers said that competency means knowledge and 2 teachers responded that it means performance. This shows that the majority of the teachers know that competency means skills. This is indicative that

the teachers understand that the CBA is based on developing skills in learners as visualised in the following figure:
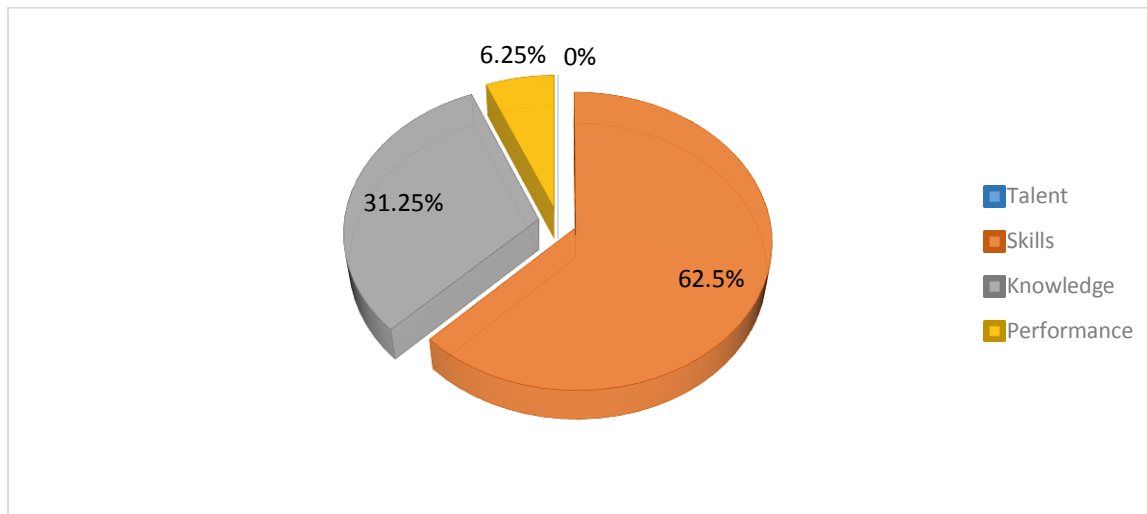
Figure 1: Teachers' feedback on the meaning of competency

From figure 1 above, 62.5% of the teachers understand that competency means skills while 31.25% indicated that competency means knowledge. This response is not appropriate as the knowledge must be demonstrated through observable behaviour. One could have knowledge about the language without necessarily being competent in accomplishing a real world task. An insignificant percentage of 6.25 said that competence means performance. Again, there cannot be performance without skills. So the most appropriate meaning of competency is skills, which 43.75% of the teachers did not know.

4.1.2 Objectives of the CBA for learners

Every approach has its objectives which guides its practices, so does the CBA. The researcher sought to find out from the teachers what the objective of the CBA for the learners is. Teaching with the wrong objectives is like driving without a direction. So, it was important to find out if teachers know the direction to which they are taking the learners. The following results were obtained:

Table 4: Teachers' feedback on the objective of the CBA for the learners

Objective of the CBA for learners	No of teachers' responses	Percentage
Professional training	5	15.75%
Acquire knowledge about the language	17	53 %
Using the language to solve real-life problems	10	31.25%
Total	**32**	**100%**

From table 4 above, 5 out of 32 teachers responded that the objective of the CBA is to provide professional training for the learners while 17 of the teachers said that the objective for learners was to acquire knowledge about the language. Only 10 teachers answered correctly that the objective of the CBA for learners is to use the language to solve real-life problems. This result indicates that, though the majority of the teachers know what competency means, very few master the objective of the CBA for the learners. This result is better visualised in the figure following figure:
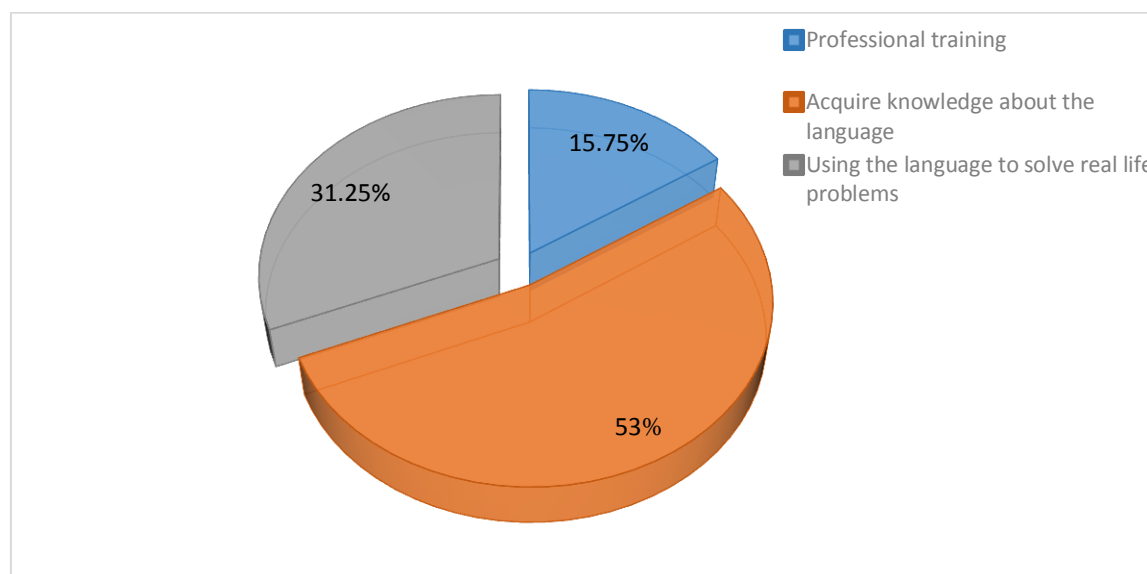
Figure 2: Teachers' feedback on the objective of CBA for learners

In figure 2, 53% of teachers considered that the objective of the CBA for learners is the acquisition of knowledge about the language. 15.75% said that the objective for learners is professional training. On the other hand, 31.25% of teachers stated the right objective of the CBA for learners which is using the language to solve real life problems. Thus, 68.75% of teachers do

not know the objective of this approach for learners. Consequently, they fail to use the teaching strategies, classroom activities and assessment methods that enables the achievement of this objective for learners.

4.1.3 Assessment goal

After teaching, there must be assessment to verify if the objectives of the lesson have been attained. Teachers were asked the goal of on-going and formative assessment carried out during lessons. The data collected is presented below.

Table 5: Teachers' feedback on assessment goal

Assessment goal	No. of teachers' responses	Percentage
Compare students' performances	11	34.5%
Check students' progress	18	56%
Attribute marks	3	9.5%
Total	**32**	**100%**

As seen on table 5, 11 teachers responded that the assessment goal is to compare learners' performances. 18 teachers stated correctly that the CBA is out to check students' progress. Learning is not competitive rather each learner studies at his/her pace. However, 3 out of the 32 teachers indicated that on-going or formative assessment is for the attribution of marks to learners. In the figure that follows, this data can be better visualized.

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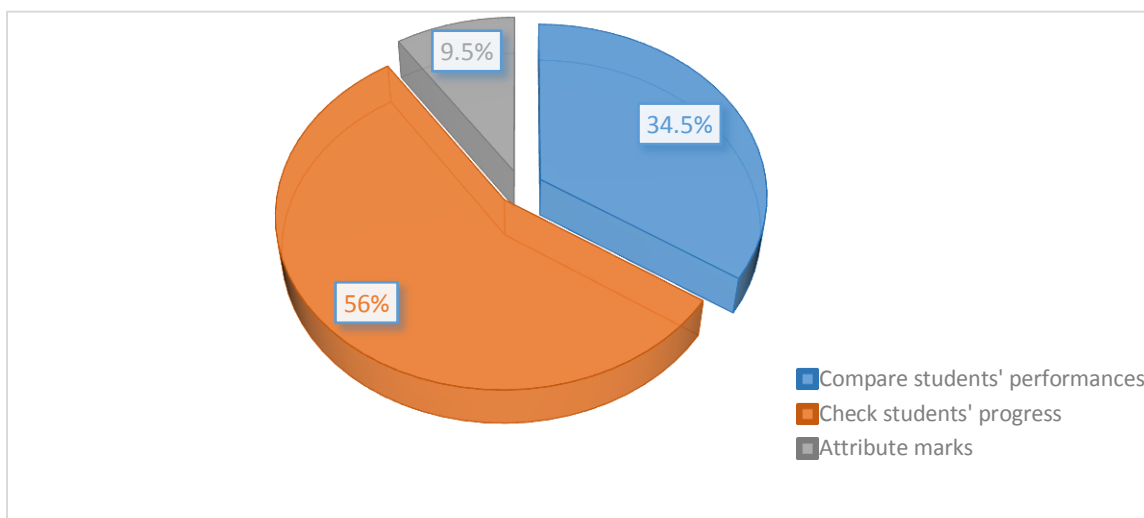
Figure 3: Teachers' feedback on assessment goal

As can be seen on figure 3, 56% of the teachers know the right goal for on-going assessment. Nevertheless, 34.5% of the teachers said that the goal of on-going assessment is to compare students' performances while 9.5% responded that it was to attribute marks. This gives a percentage of 44% of the teachers who do not know the goal of on-going assessment.

According to the CBA, the teacher carries out on-going assessment to check learners' progress. This is what Docking (1994) referred to as "criterion based assessment" as opposed to "norm referenced assessment" where the goal is to grade the learners. It can thus be said that teachers of EFL have limited knowledge on the CBA.

4.1.4 Teachers' teaching approaches

Teaching approaches vary and language teaching is guided by an approach. It was necessary to find out the approach that teachers make use of, given the fact that the CBA is new in the Cameroonian educational system. There was need to check if teachers are already making use of this approach. The statistics got is presented in the table that follows:

Table 6: Teachers' teaching approaches

Teaching approaches/method	No of teachers' responses	Percentage
Competency Based Language Teaching (CBLT)	10	31%
Communicative Language Teaching (CLT)	12	37.5%
Direct method	2	6.5%
Grammar Translation method	8	25%
Total	**32**	**100**

Table 3 reveals that only 10 teachers out of 32 use the CBA in their classrooms while 12 stated that they use the communicative approach. 2 teachers responded that they use the direct method and 8 others use the Grammar Translation Method. It can be observed that teachers make use of a variety of teaching approaches and methods. Thus, teaching is not based on the CBA as it should be as just 10 teachers indicated that they use this approach. This result can be better visualized in the following figure:
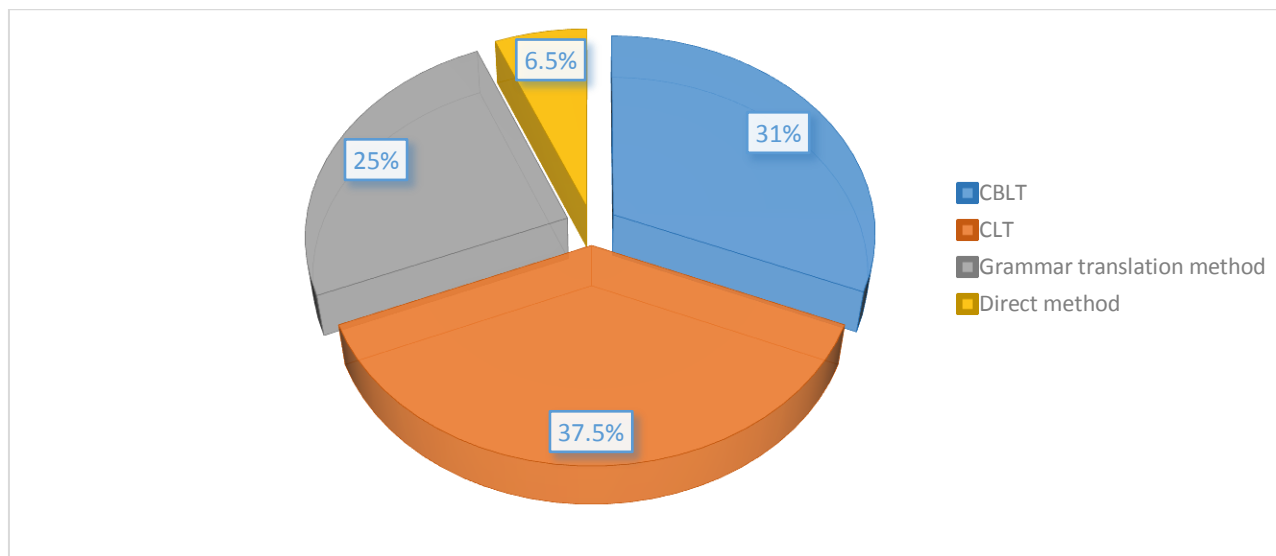
Figure 4: Teachers' teaching approaches

Figure 4 above indicates that 31% of the teachers use the Competency Based Language Teaching. This constitutes just one third of the population. On the other hand, 37.5% of teachers prefer the Communicative Language Teaching. This indicates that teachers continue to use the

former approach. 25% of teachers make use of the Grammar Translation Method and an insignificant percentage of 6.5% prefer the Direct Method.

Moreover, during the interview, teachers were asked to justify the teaching approaches they use in the classroom. Almost all the teachers admitted that they face difficulties in practicing the CBLT in the classroom. This explains the reason why they continued using the traditional methods rather than experimenting the new approach. For the few teachers who use the CBA, it was noticed that, all were teachers of $6^{ème}$ and $5^{ème}$ classes; the classes for which the syllabus had been designed. It implies that teachers encountered difficulties implementing the CBA without a programme of study.

The findings in this section on teachers' awareness of the CBA revealed that teachers are largely unaware of this new approach. The chart below presents a summary of the findings in this section.
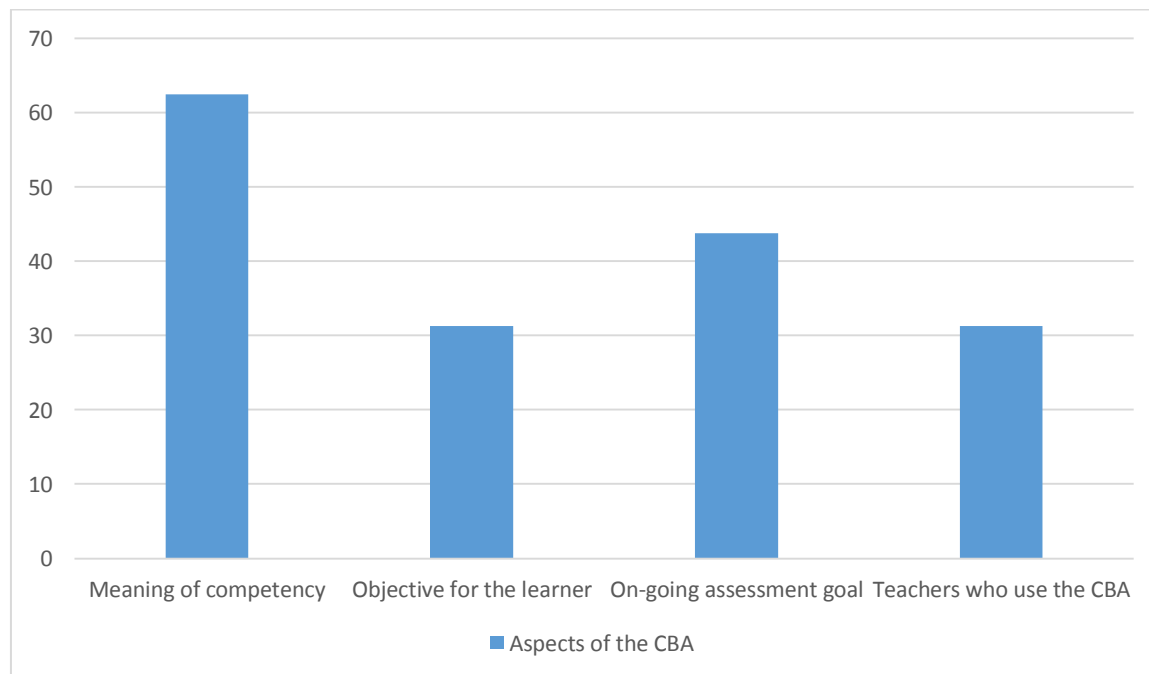
Figure 5: Teachers' awareness of the CBA

From the analysis of research question one, it is obvious that teachers are largely unaware of the CBA. More than half of the teachers (62.5%) know the meaning of competency yet most teachers could not state the objectives of the CBA for the learners as only 31% of the sample stated that it is to use the language in solving real life problems. It was also found out that 56% of the teachers know the goal of on-going assessment and less than half of the sample with a

percentage of 43.75% could not state the on-going assessment goal. The fact that only 31% of the sample admitted to be using the CBA shows that teachers have limited knowledge on the CBA. The other 68.75% of teachers opt for the Communicative Language Teaching, the Grammar Translation Method and the Direct Method.

4.2. Teachers' Implementation of the CBA

The second objective of this study was to find out if teachers can teach a lesson using the CBA. To obtain data, an observation checklist was drawn by the researcher against seven indicators. These indicators comprise practices that are considered to be a reflection of the CBA. They include: learners' previous knowledge about the topic of the lesson, the use of teaching aids, diversification of learning activities, link between lesson content and real life situations, continuous assessment of group or individual activities, variations in teaching and learning strategies and the use of realistic learning tasks. A total of 18 lessons were observed in $5^{ème}$ classes. The results got from the observation checklist are presented in the table below.

Table 7: Evaluation of teachers' implementation of the CBA

Indicators of CBA practices	Teachers who practised	%	Teachers who did not practise	%
Findings on learners' previous knowledge on the topic of the lesson	6	33.3%	12	66.7%
The use of teaching aids	5	27.8%	13	72.2%
Diversification of teaching and learning activities that reinforce students' understanding of the topic	6	33.3%	12	66.7%
The link of lesson content to real life situations	6	33.3%	12	66.7%
Continuous assessment of group or individual activities	4	22.2%	16	77.8%
The use of multiple teaching and learning strategies in order to meet the needs of each student	6	33.3%	12	66.7%
Realistic learning tasks which aims at the development of students' competencies.	3	16.7%	15	83.3%

The statistics on table 7 shows that only 33.3% of the teachers found out about learners' previous knowledge on the topics of the lessons to be taught. This knowledge guided the teachers on which aspects of the lesson to focus on. Also, it served as an introduction to the lesson. The teachers used written exercises and oral questions to check learners' previous knowledge. On the other hand, 66.7% of the teachers under observation started their lesson without finding out what students know about the topic. Most of the lessons began without a warm up or lead-in to prepare the learners psychologically for the lessons. The observation reveals that only one third of the teachers found out about learners' previous knowledge. It is an indication that teachers do not respect this practice of the CBLT.

It was also observed that 72.2% of the teachers in this study did not use teaching aids while only 27.8% of them used them. The teachers brought real objects to class like fruits, trophies, medals and clothes to facilitate the understanding of vocabulary items. Sometimes, the teacher used the students for demonstration. The teachers also used charts to present in a simplified way the grammatical structure they were teaching.

On the other hand, a majority of the teachers were glued to the English textbooks in class. Moreover, most students did not have the textbook and could not participate in the activities carried out during the lessons. The CBA takes into consideration the learning style and pace of every learner. Thus, there is need for a variety of teaching aids to meet learners' differences and enhance understanding.

To further check teachers' use of teaching aids, the students were required to identify the teaching aids that their teachers make use of during lessons. The students were asked to select from a list of teaching aids, the ones their teachers use in class as tabled below:

Table 8: Students' feedback on teachers' use of teaching aids

Teaching aids	No of students' response	Percentage
Textbook	196	89%
Real objects	21	9.5%
Newspaper, charts, Magazines	3	1.5%
Audio and video tapes	0	0%
Total	**220**	**100%**

Table 8 above shows that 196 students responded that teachers use just the textbook in teaching. This number refers to the teachers who do not use teaching aids focusing on what the textbook provides. Yet, 21 students affirmed that teachers bring real objects to class and an insignificant number (3) said that teachers use charts and magazines to facilitate learning. This data can be visualised in the figure that follows:
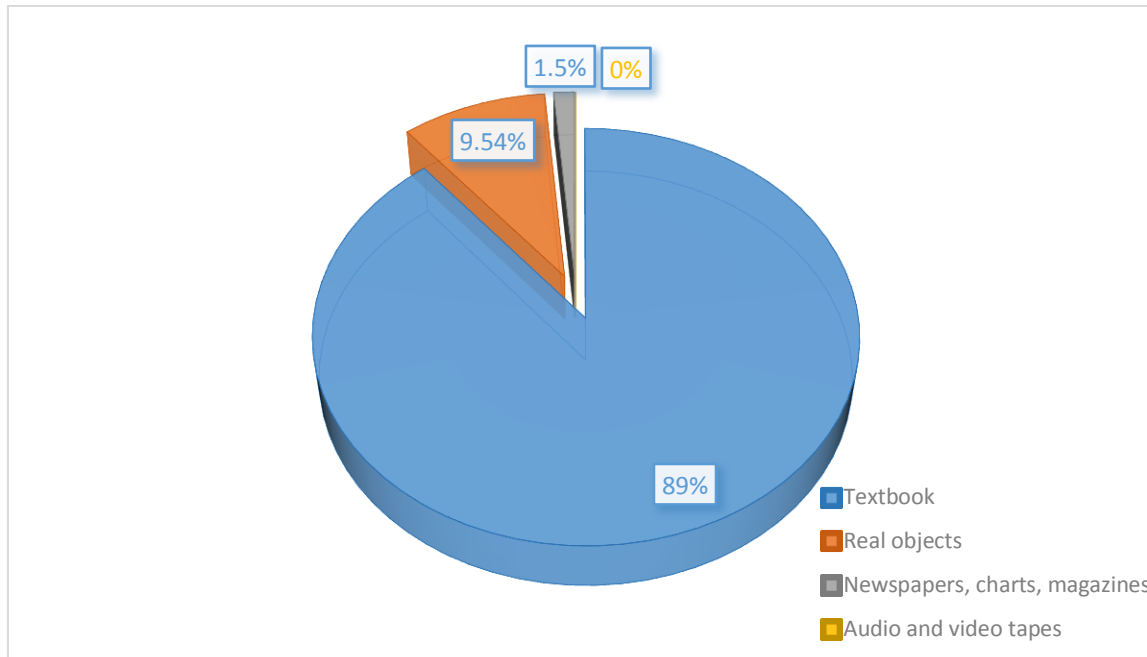
Figure 6: Students' feedback on teachers' use of teaching aids

The figure above indicates that many teachers do not make use of teaching aids to facilitate learning. Students' feedback revealed that 89.10% of teachers use just the textbook. Otherwise, 9.54% use real objects and 1.36% use charts and Magazines. No teacher used audio and video tapes. This confirms the observation result that very few teachers use teaching aids.

As concerns the variation of learning activities, table 7 reveals that 33.3% of teachers made use of at least two different activities in class. This made the lessons very interesting as learners strove to participate. On the other hand, 66.7% of teachers during observation used one activity over and over. It was discovered that the learners became bored and were not motivated to participate in the lesson. It can therefore be said that when teachers do not vary activities, it limits students' participation in their learning.

Moreover, the result on table 7 shows that 33.3% of the teachers linked the content of the lessons to real life situations. In these classes, the learners were more motivated to learn because they saw the relevance of the lessons to their daily lives. This equally led to a high learners' participation during the lessons. However, 66.7% of teachers failed to link the content of their lessons to real life situations. This is indicative that teachers' link of lessons to real life situations in content and practice was low.

Again, the observation indicated that only 22.2% of teachers carried out on-going or continuous assessment of classroom activities. The teachers assessed learners' progress through

41

exercises or tasks. Unfortunately, most of the teachers (77.8%) neglected the continuous assessment of activities. This means that the teachers could not say for sure whether learners were progressing or not. This goes further to prove that teachers' continuous assessment of activities is very low (22.2%), a proof that there is little follow-up of students' progress.

The findings of the observation revealed that 33.3% of teachers used different teaching and learning strategies that is to say they varied the activities, the assessment method, and caused learners to interact in class. Nevertheless, 66.7% of the teachers made use of the same strategy which could not take care of varied learners' needs. This has a grievous consequence on the learners as it limits their opportunity to discover other learning strategies like language games which they could find more interesting. Thus, teachers were unable to vary teaching and learning strategies to meet learners' needs. This concurs with Gabriel (2010) who found out that teachers were unable to use highly and potentially interactive teaching strategies such as problem-solving and discovery.

Lastly, table 7 indicates that teachers' use of realistic learning task or performance task was very low. Out of 18 lessons observed, only 3 teachers provided performance tasks to the learners giving a percentage of 16.7 in order to verify their competencies for example, dialing numbers, reading a doctor's prescription, buying and selling in the market etc. Exercises like gap filling, match making, completing sentences should be completed with more practical exercises.

To get more information on teachers' use of performance tasks, the students were equally asked whether the teachers provide them with performance tasks during lessons. The feedback from learners is presented on table 9 below.

Table 9: Students' feedback on the frequency of teachers' use of performance tasks

Frequency of performance task	No of students' responses	Percentage
Always	19	9%
Sometimes	26	12%
Rarely	62	28%
Never	113	51%
Total	**220**	**100%**

From the table above, one realises that only 19 students stated that teachers always provide them with performance tasks while 26 students said that teachers sometimes give performance tasks at the end of each lesson. 56 students said that teachers rarely give them performance tasks while more than half of the sample revealed that teachers never provide realistic learning tasks in class. This is better presented in the following figure:
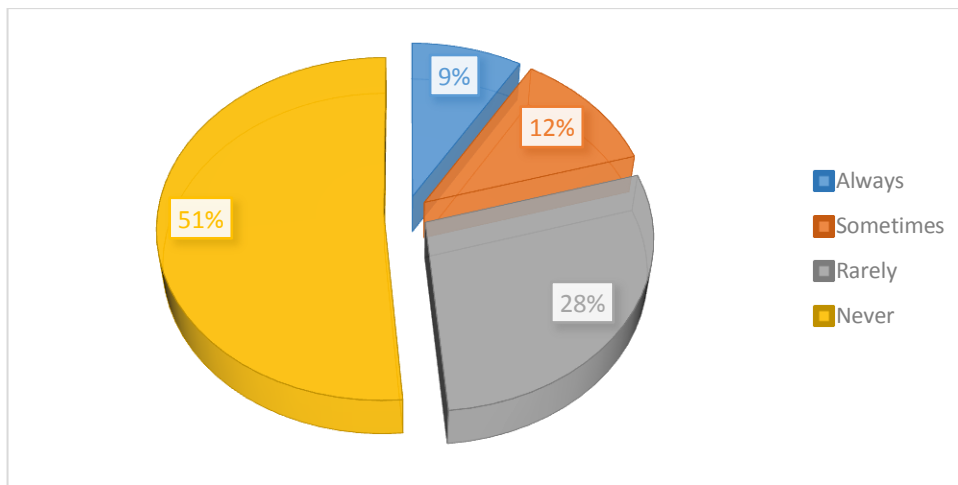
Figure 7: Students' feedback on the frequency of performance task

Figure 7 shows that 51% of teachers never make use of performance task. The result indicates that the learners were not given the opportunity to demonstrate the knowledge they acquired to solve real life problems. However, 9% of students stated that teachers always provide performance tasks while 12% sometimes provide such tasks. This implies that teachers do not assess learners' competency correctly.

The findings from lesson observation reveals that teachers' implementation of the CBA is very low. This is because many teachers did not practise the technics of CBLT in their classrooms. The figure below shows a summary of the findings made during the observation of lessons to evaluate teachers' ability to implement the CBA.
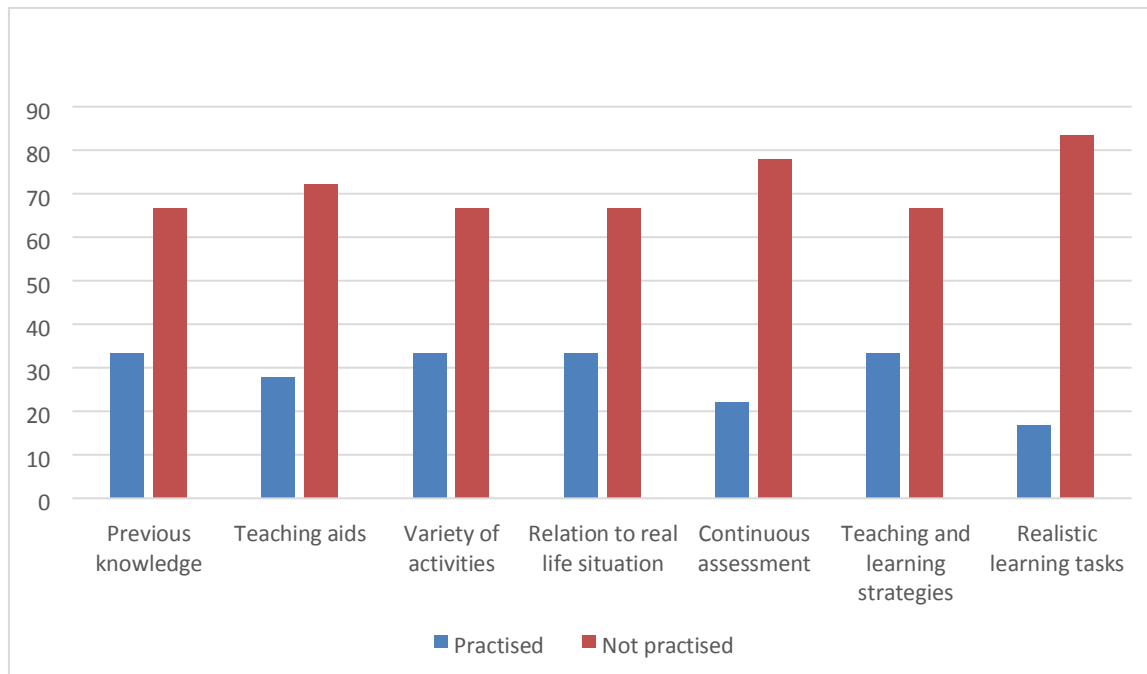
Figure 8: Evaluation of teachers' implementation of CBA

The above figure indicates that an average of 33.3% of teachers can actually implement the CBA in their classrooms that is, one third of the sample population. Most of the teachers failed to practise the technics of CBLT which indicated that they do not master the CBA nor can they practice it. These findings show that, it is plausible to say that teachers have limited ability to implement the CBA in their classrooms. This is more illustrative of the findings of research question one that teachers have limited knowledge on the CBA and of course, cannot practise it effectively.

It is worth noting that during the interview, teachers were questioned about the difficulties they face as far as the implementation of the CBA is concerned. From their answers, it was gathered that the difficulties stemmed from lack of an appropriate training to equip the teachers with the technics of this new approach. They complained about the inadequate training they underwent in seminars which was more theoretical than practical. Also, some new teachers in the field complained that they have no idea of this approach. This suggests that they received little or no training on the CBA in the teacher training college. Mention was equally made of the over crowdedness in the classes which disfavoured the use of certain activities because of time constraints. Other factors like inadequate logistics and infrastructure also affected the

implementation of the CBA by the teachers. All these contributed to make the implementation of this new approach difficult.

4.3. Students' Involvement in Classroom Activities

The third objective of this study was to check students' involvement in classroom activities given the fact that, the CBA is learner centered. In a competency based curriculum, it is required that students be provided with experiences (in and outside the classroom) that give them opportunities to apply their skills and knowledge to solve challenging problems. This is done by involving students in classroom activities which enable them to gain hands-on experiences that have a far reaching impact as far as the students' comprehension of the taught content is concerned (Wangeleja, 2010). The learners are expected to contribute to the learning process while the teacher is just a facilitator. It was therefore important that we find out how teachers get their learners involved in classroom activities. Data was collected from the observation checklist as well as both teacher's and student's questionnaires. The second part of the checklist comprised six items that were indicators of students' involvement in classroom activities. The results are presented in the table which follows:

Table 10: Students' involvement in classroom activities

Strategies of students' involvement in classroom activities	No. of teachers who practised	%	No. of teachers who did not practise	%
The teacher provides collaborative tasks for students to do in class	5	27.7%	13	72.3%
Teacher invites students to demonstrate on the board	6	33.3%	12	66.7%
The teacher distributes turns around the classroom	9	50%	9	50%
Students talk with the teacher	3	16.7%	15	83.3%
The teacher encourages students' questions and engagement in the learning process	8	44.4%	10	55.6%
Teacher provides constructive feedback to students in the learning process.	12	66.7%	6	33.3%

From table 10 above, few teachers (27.7%) provided collaborative tasks for their learners while a majority of them (72.3%) did not provide such tasks for learners. Collaborative tasks are those that require learners to work together in accomplishing them in pairs or groups. Cooperative learning develops team spirit in the learners and can also give room for peer tutoring where learners learn from one another. It can therefore be said that the majority of teachers do not provide collaborative tasks for their learners.

The use of collaborative tasks was further evaluated by finding out from students the types of activities that learners carry out in class. It could be grouped into individual work, pair work or group work. The result from the student's questionnaire is presented in the following table:

Table 11: Students' feedback on the types of classroom activities

Types of activities	No. of students' responses (220)	Percentage
Individual work	180	82%
Pair work	90	41%
Group work	30	13.5%
All	30	13.5%

Table 11 shows that 180 students responded that teachers prefer individual task thereby limiting learners' opportunities to interact and learn from each other. Nonetheless, 90 students indicated that teachers provide pair work in the classroom. Group work is the least activity type provided by the teacher as only 30 students out of 220 indicated. It should be noted that teachers who were said to provide group work equally make use of pair work and individual work. This means that very few teachers get learners' involved in classroom activities by providing them with collaborative tasks which gets them to be more active. This is clearly presented in the figure that follows:
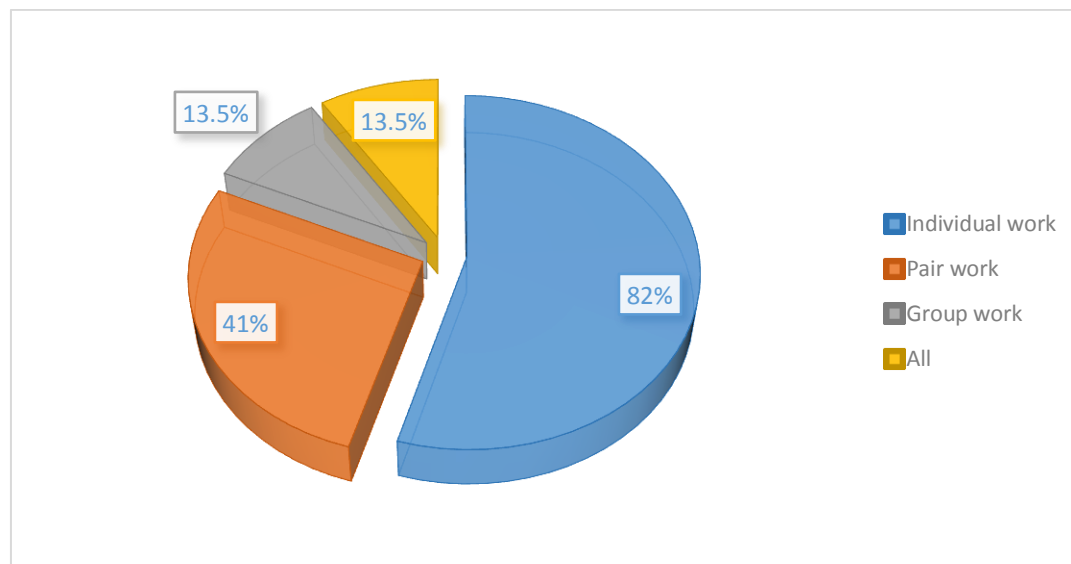
Figure 9: Students' feedback on types of classroom activities

From figure 9 above, it can be seen that students mostly work individually (82%) during lessons. This implies that the teachers do not provide the learners with collaborative tasks. To add, they sometimes work in pairs (41%) and groups (13.5%). This allows to conclude that

teachers' provision of collaborative tasks is very low. It is evident that teachers do not get learners involved in the classroom activities because they do not provide the right activities and tasks. Group work is advantageous in that it gets all the learners working.

During the interview most teachers complained about the over crowdedness in the classrooms that rendered certain activities difficult if not impossible. For instance, carrying out group work in a class of 150 students during a 50 minutes lesson is quite challenging because of time constraint, the number of students to mobilize for the group work and the limited space in the classroom.

As concerns students' demonstration on the board, table 11 shows that the frequency of demonstration on the board is low (33.33%). This means that teachers do not always call students to demonstrate on the board. Students' demonstrations on the board are a good strategy to get the learners involved in classroom activities. It makes the learners to be alert knowing that they might be called up anytime for a demonstration on the board. Given the fact that francophone learners generally avoid speaking English, they should be encouraged to learn by doing.

The students were equally asked how frequent they are called up to demonstrate on the board and the answers got are presented in the table below.

Table 12: Students' responses on their frequency of demonstration on the board

Frequency of students' demonstration	No. of students' responses	Percentage
Always	50	23%
Sometimes	64	29%
Rarely	82	37%
Never	24	11%
Total	**220**	**100%**

Table 12 indicates that out of 220 students, 50 always demonstrate on the board, 64 sometimes do it while 82 rarely go to the board for demonstration. Worse still, 24 learners said they never demonstrate on the board. One notices that students' demonstration on the board was low. This result is presented in the following figure:
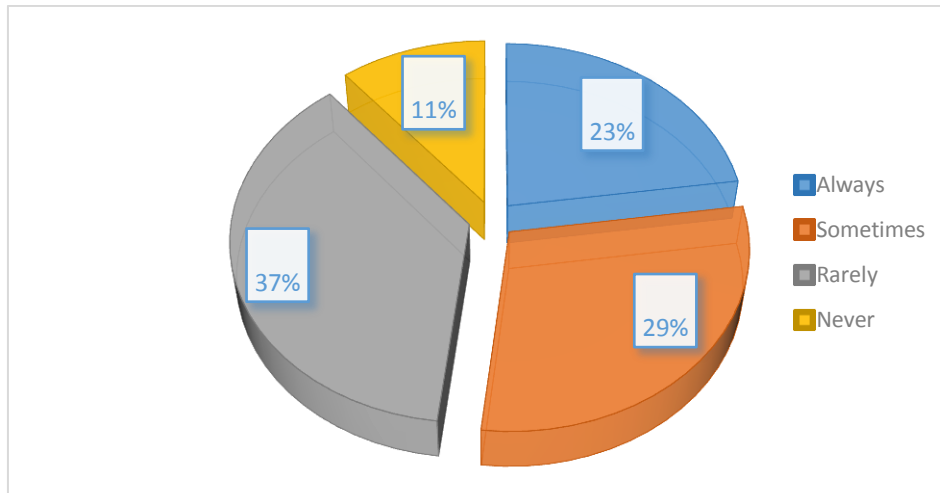
Figure 10: Students' responses on the frequency of their demonstration on the board

One realizes that only 23% always demonstrate on the board. This relatively small percentage indicates that teachers fail to involve the learners in classroom activities. On the other hand, 11% never call students up for demonstration on the board while 37% rarely send learners to the board. As a result, they limit learners' engagement in the lesson.

During lesson observation, it was realised that 50% of the teachers distributed turns in the class. They called up different students to answer questions. On the other hand, 50% of the teachers failed to call up students who were not willing to participate in the classroom activities. Instead, the teacher limited himself to the students who raised their hands to participate in the lesson. The weak students were neglected since they never raised their hands. This implies that the teachers ought to know the learners individually and their level. But the question here is how many students can the teacher know individually given that he/she has a class of over a hundred students not forgetting that he/she teaches two or three other classes?

As regards student – teacher interaction, table 10 shows that the rate of students' talk with the teacher was low (16.66%). Student – teacher interaction included asking questions, making contributions, responding to teacher's questions and remarks. This percentage suggests that most of the learners were passive because they did not exchange words with their teachers during the lessons. It could be as a result of the fact that they find difficulties to speak the English language. They may have the ideas but do not know how to express them.

The result from the observation showed that 44.44% of teachers encouraged students' engagement in the learning process. The teachers provided interesting tasks and games,

encouraged students to ask questions, called them up specifically and respected students' ideas and opinions. Whereas, 55.6% of the teachers made no effort to engage students in the learning process. As a result, these teacher-centered lessons do not reflect the CBA. The CBLT is centered on the learner which means that he/she should participate in the learning process. It means that they have to contribute to the learning process. But most often, it is not the case so the teacher steps in to play the role of a manager and facilitator who has to see to it that learners engage in the learning process.

The observation showed that 66.7% of teachers provided constructive feedback to students while 33.33% of the teachers' feedback to students was inappropriate. Their responses failed to facilitate the learners' understanding and clarify their doubts. Sometimes, the teachers demotivated the students by insulting them and providing inadequate responses to their question. The teacher should be able to respond to the worries of the learners even though sometimes it may not be immediate. If the learners have questions the teacher should respond to them constructively not causing the students to be more confused.

From the above analysis, one may not hesitate to point that the involvement of students during the lessons was low. A summary of the results of the indicators of students' involvement in the learning process is presented in the figure that follows:
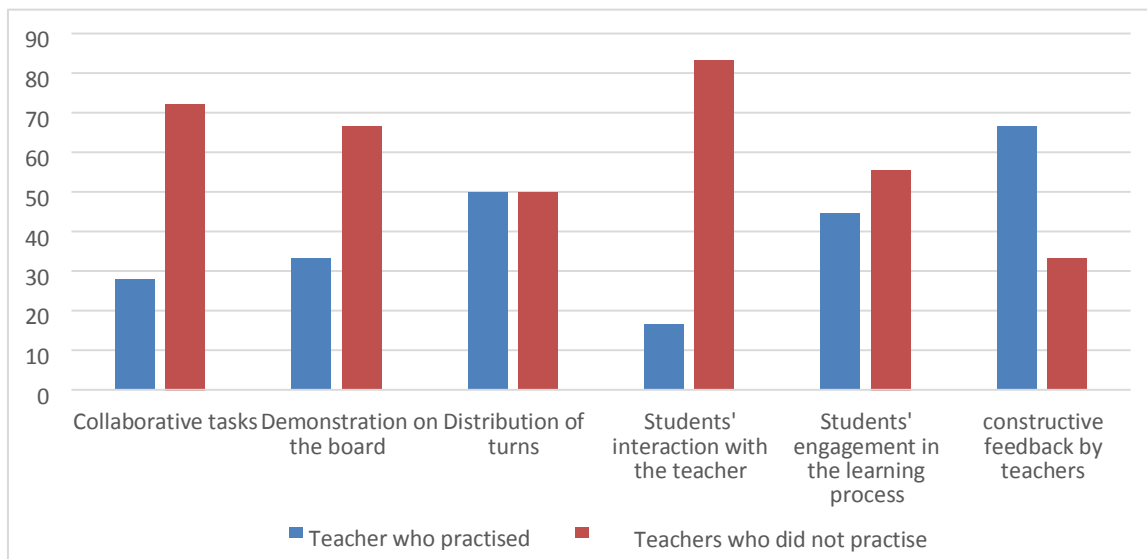
Figure 11: Evaluation of students' involvement in classroom activities

From figure 11, it can be seen that an average of 39.81% of teachers enabled students' involvement in the learning process. The use of collaborative task was low meanwhile the students' talk with the teacher was even lower. The teachers' engagement of students' involvement in the learning process as well as a constructive feedback were above 50%. Francophone learners need to be encouraged because they are often shy of mistakes especially as their peers usually laugh at them; a wrong attitude to be discouraged. Teachers, therefore, have the responsibility to get the learners to engage in the learning process since the latter is at the center of the learning. However, this study coroborates Fakery's (2010) who states that teachers played significant roles towards enhancing students' participation in classroom activities. The teacher is the guide for the learners.

4.4. Feedback on Prior Preparation of CBA Implementation

The last objective of this study was to find out what preparation was done for the implementation of the CBA in Cameroonian secondary schools. After planning, then comes implementation to actualise what was planned. This part focuses on the feedback on prior preparation for the implementation of the CBA at the level of the students, the teachers, the syllabus and the textbook.

4.4.1 The Competency based syllabus

A syllabus consists of a detailed and operational statement of teaching and learning elements. It is a series of planned steps leading towards more narrowly defined objectives at each level. Thus, it serves as a guide or a map for teachers which show the direction to which they have to take the students. (Brown, 1995). The questionnaire and the interview were used to collect data on the ground work for the design of the new CBA syllabus for secondary schools in Cameroon.

4.4.1.1 Students' needs

To develop a syllabus, learners' needs should first be diagnosed by a need analyst, a group of assigned teachers or curriculum designers. They carry out studies to find out learners' needs after which, the content and resourceful material have to be selected. Then, information collected through needs analysis is used to make sure the syllabus takes care of learners' needs. The competencies to be developed are equally identified.

To find out if learners' needs were diagnosed, national inspectors were interviewed about students' needs analysis. They responded that it was effectively done with the help of regional inspectors, trade unionists and classroom teachers.

4.4.1.2 Relevance of the modules to the students' needs

This section aims to find out if the modules (content) relates to students' daily lives. There is a direct relation between the learners' needs and the relevance of the modules selected in the syllabus for the learners. Brown (1995) states that the information got from leaners' needs are used to adapt the content to suit the learners' expectation. Learners were asked if they estimate that the domains of life or modules relates to their lives. In other words, they had to assess the relevance of the modules to their needs. Teachers are expected to know their learners and stand in a better position to know their needs. Thus, they were equally asked to evaluate how relevant the modules are to carter for learners' needs. The answers provided are presented in the table below.

Table 13: Students' feedback on the relevance of modules to their needs

Modules of the syllabus	Students' responses (220)	%	Teachers' responses (32)	%
Family and social life	189	85.91%	32	100%
Environment, health and well-being	150	68.18%	30	93.75%
Economic life	145	65.90%	28	87.5%
Media and communication	175	79.54%	31	96.87%
Citizenship	156	70.91%	29	90.62%

Table 13 shows that 189 students out of 220 found module one; *Family and social life* most relevant to their lives. All the teachers equally found this module relevant to learners' needs followed by *Environment, health and well-being* with 30 responses for teachers. For students, this module does not respond very well to their needs. 175 students indicated that *Media and communication* is relevant to them. Also, 31 teachers found this module relevant to carter for learners' needs. It was followed by *Citizenship* with 156 responses for students and 29 for teachers. *Economic life* was the least module that responded to learners' needs both by teachers and students. This can be clearly seen on the figure that follows:
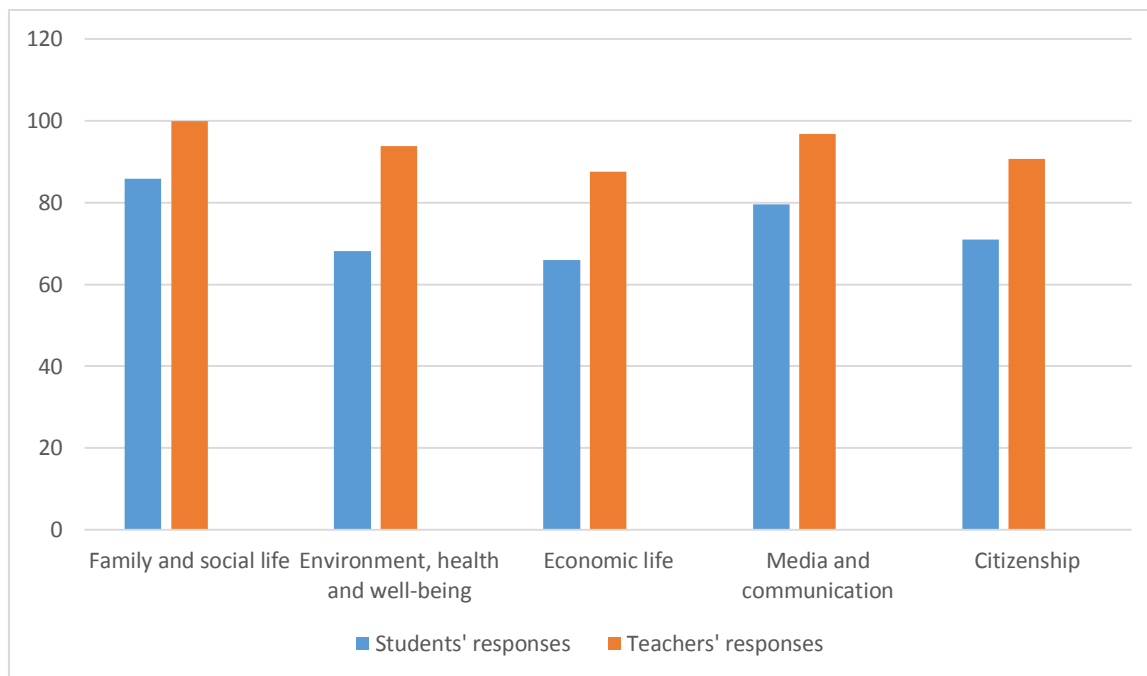
Figure 12: Feedback on the relevance of the modules to students' needs

One notices that all the students considered the modules relevant to their lives. The module that was considered most relevant is *Family and Social life* with a percentage of 85.91% for students and 100% for teachers. The module which was considered the least relevant is *Economic life* with 65.90% for students and 87.5% for teachers. This is indicative of the fact that the content was well selected taking into consideration learners' needs. As earlier said once a link exist between learners' needs and the lesson, they will be motivated to learn.

4.4.2 Teachers' training

With the adoption of the CBA, there was need to train teachers to acquaint themselves with this new approach. This would ensure an effective implementation in the classrooms with the ability to practice its technics, develop schemes of work from the competency based syllabus to better suit his/her learners' needs. The teachers were asked if they underwent any training. The following result was got from the questionnaires.

Table 14: Teachers' responses on the number of training attended

No. of training attended	No. of teachers	Percentage
No seminar	1	3%
1-2 seminars	11	34.5%
3-5 seminars	12	37.5%
Above 5 seminars	8	25%
Total	**32**	**100%**

One notices from table 14 that all the teachers attended seminars at least two times, so it can be said that some training was done. Almost all teachers have undergone training on the CBA. If they have limited knowledge on the CBA and cannot implement the CBA in the classroom, as revealed by the findings in this study then there should be a problem. The point here is the quality of the training that the teachers underwent, the qualification of the trainers and the material used to facilitate the training. The figure below presents this result.
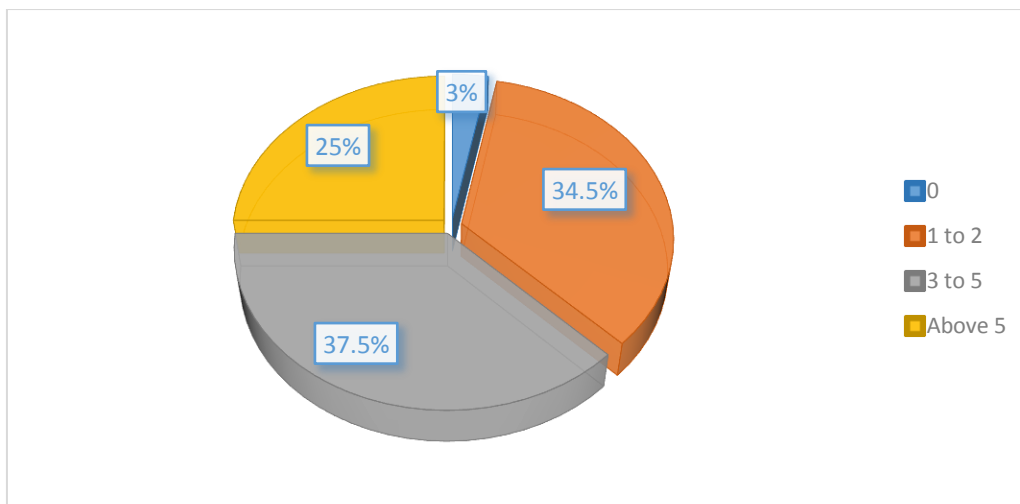
Figure 13: Feedback on the number of training attended

The figure above shows that 37.5% of teachers attended training seminars at least 5 times. This number of seminars could have permitted that the teachers to master the CBA. If it is not the case then, the quality of the training should be questioned: on what were the teachers trained in the seminars? 25% of teachers attended above 5 seminars and it was expected that the training

could prepare the teachers for implementation in the classroom. But since teachers have limited knowledge about the CBA and implement it poorly, it implies that the training was inadequate.

During the interview, as concerns training in seminars, one teacher had this to say: "I have attended seminars but the whole thing is a mess because the inspectors who are in charge of the training do not really master the CBA themselves so how do they expect to train others when they too do not know much."

Most teachers when interviewed said that often, the seminars were more theoretical rather than practical. The teachers could read about the theory in books, internet etc. Therefore the focus of the training should have been on how to make the CBA practical; the stages of the lessons, the activities, teaching strategies, the assessment methods. This analysis is indicative that teachers' training through seminars was inadequate. This is because the trainers failed to make the training practical like simulating model lessons on the CBA. It is plausible to say that both teachers and inspectors are not equipped with the knowledge about the CBA.

It is important to mention the role of teacher training institutions to equip teachers with the proper training needed for effectiveness in the field. This therefore implies that the teacher training colleges have a part of the responsibility for the poor implementation of CBA.

4.4.3. Teaching material

The teaching material is another guide for the teachers and the students. When designing a syllabus, the teaching material should be developed as well. That is to say the choice of teaching material that will facilitate the implementation of the new approach. It requires a textbook for the teachers and learners.

In the informal interview, the inspectors were asked whether any material was prepared to accompany the new approach. An inspector responded that the CBA is not about a textbook. But, as earlier said, the importance of such a textbook in language learning cannot be ignored. From their responses, it was gathered that no textbook had been prescribed to accompany the new syllabus which made the teacher's task even more difficult. In the questionnaire the teachers were asked to rate the prescribed textbooks they were using in relation to CBA technics. Their responses are presented in the table that follows:

Table 15: Teachers' evaluation of the prescribed textbooks

Prescribed textbook	Teachers' evaluation of textbooks on the CBA (32)							
	Good	%	Average	%	Poor	%	No rating	%
Breakthrough	2	6.25	12	37.5	13	40.6	5	15.6
Stay Tuned	6	18.75	18	56.25	6	18.7	2	6.3
Interactions in English	7	21.88	2	6.25	1	3.13	22	68.7
Way Ahead in English	16	50	10	31.25	2	6.25	4	12.5

The data shows that *Way Ahead in English* is the most adapted of all the textbooks. Out of 32 teachers, 16 found it adapted to the CBA while 4 did not respond indicating that they had not used the textbook before. 18 out of 32 found that *Stay tuned* averagely responds to the needs of the CBA. Only 6 teachers said that it was good which constitutes a very small portion. For *Breakthrough* most of the teachers said it was poor in CBA content and practices. Though 5 teachers had never used the textbook, 13 out of 27 found that it did not respond to the CBA while 12 considered it average and only 2 said it was good. *Interactions in English* is the less used textbook because 22 out of the teachers did not rate it. Out of 10 teachers, 8 found that the textbook responds to the CBA. It can therefore be said that the prescribed textbooks are fairly adapted to the CBA. As suggested from the above results, *Way Ahead in English* and *Interactions in English* respond more to the CBA than the other textbooks. This can be better visualised in the following figure:
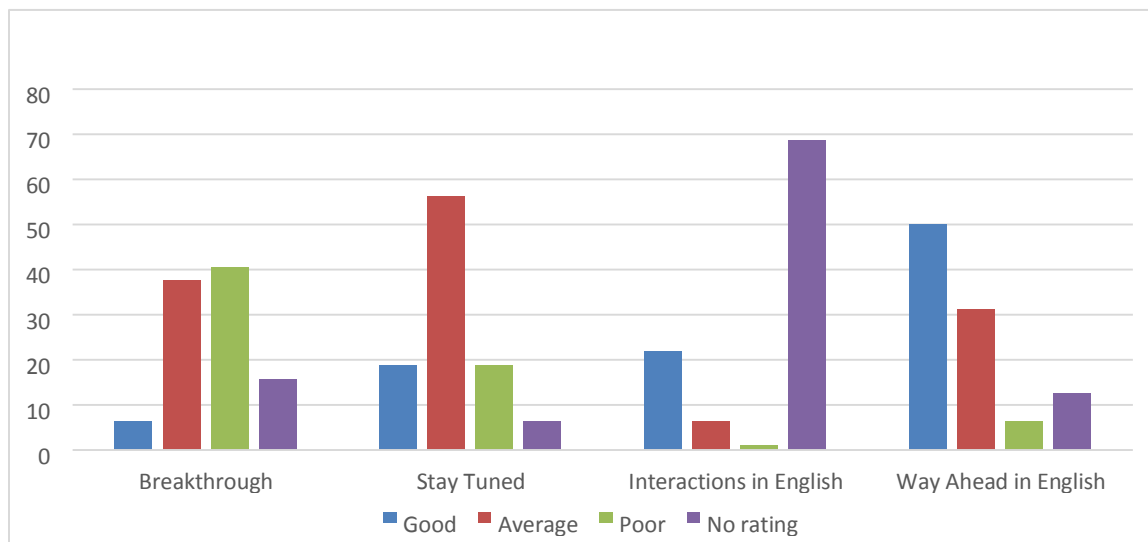
Figure 14: Teachers' evaluation of the prescribed textbook

One realizes from figure 10 that *Breakthrough* is poor in relation to the CBA with a percentage of 40.6%. For *Stay Tuned* 56.25% of teachers found it averagely adapted to the CBA while 50% of the teachers rated that it was well adapted to the CBA. As for *Interactions in English,* 68.7% of teachers did not rate it because they have not used the textbook before. Of the 31.3% of teachers remaining, 21.88% found the textbook well adapted to the CBA. So our findings showed that *Way Ahead in English* and *Interactions in English* are more adapted to the CBA than the other prescribed textbooks.

The results of this study were based on four research questions. They revealed that teachers have limited knowledge about the CBA thus their implementation of this approach in their classrooms is ineffective. It also showed that students' involvement in classroom activities is low. This indicates that teachers do not adequately get learners involved in classroom activities. Concerning the prior preparation for the implementation of the CBA, it was realised that a need analysis for students was carried out. This is evident in the fact that 76% of learners found the modules relevant to their needs. The results showed that the training done so far was inadequate and accounts for teachers' inability to implement the CBA. These findings corroborate those of HakiElimu (2012) which revealed that competence based curriculum in schools had not always been properly implemented as the majority of the teachers did not understand the requirements of the new curriculum.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.0 Introduction

This chapter summarises the results obtained from the research. It also includes recommendations, pedagogic relevance and suggestions for further research.

5.1. Summary of findings

This study aimed at investigating the implementation of the CBA in the teaching of EFL in some selected schools in Yaounde, namely: GBHS Mendong and GBHS Etoug-Ebe. The population of the study included mainly teachers of English to francophones, students of *cinquième* classes and pedagogic inspectors. The objective of this study was to assess teachers' implementation of the CBA in the teaching of EFL in secondary schools in Cameroon and to find out the prior preparation of CBA implementation. In order to do this, four research questions were formulated: What do teachers know about the CBA? What ability do they have to implement the CBA in their classrooms? How are learners involved in classroom activities? What prior preparation was done for the implementation of the CBA in Cameroonian secondary schools? Answers to these questions were analysed and the results got are summarised below.

Feedback from information collected on teachers' awareness of the CBA showed that they have limited knowledge about the CBA. Though 56% of the teachers understand the term competency, 68% of teachers could not state the objective of the CBA for the learners. This is further confirmed by the fact that 44% could not state the on-going assessment goal. Consequently, only 31% of the teachers stated that their teaching approach is the CBLT.

Furthermore, it was found out that teachers do not effectively implement the CBA in their classrooms. It was but obvious that if they have limited knowledge on the CBA, the implementation in their classrooms will be poor. During observation, only 28.5% of the lessons were adapted to the CBLT. Many of the teachers did not respect CBLT practices in the classroom. This is indicative that teachers do not effectively implement the CBLT.

Again, the analysis of data showed that students' involvement in classroom activities was very low (39%) due to the type of activities the teacher chose to carry out with the learners. 61%

of teachers failed to engage learners in the classroom activities. This is because the teachers did not provide opportunities for learners to participate in the activities for instance, using collaborative tasks, calling students up to the board for demonstration, distributing turns in class and engaging students in activities. Very few teachers (13.6%) made use of group work and discussions due to large class sizes. This is because engaging in cooperative activities would be time consuming.

It was also noticed that the prior preparation of CBA implementation was insufficient. The need analysis done was effective and 76% of learners found the modules (content of the syllabus) relevant to their needs. However, the findings revealed that teachers' training was inadequate due to the focus on the theoretical aspects during seminars. In the interview, teachers expressed so much dissatisfaction with the training they underwent because they were not practical. It equally indicated that most of the prescribed textbooks were not adapted to the CBA thus making the teachers' task more difficult. Given the fact that the teachers are not yet versed with this approach the textbook ought to play a great role to guide the teachers.

It was clear from the findings in this study that the CBA is poorly implemented in the teaching of EFL in Cameroonian secondary schools. The study demonstrated that teachers are largely unaware of the CBA thus; their ability to implement it in the classrooms is very low. Moreover, learners' involvement in classroom activities was low which means that teachers failed to engage learners in the learning process. The findings also indicated that the degree of preparation before the implementation of the CBA was not effective and exhaustive. This is evident in teachers' inadequate trainings in seminars and the lack of a textbook to accompany the new syllabus on the CBA.

This study suggests that this approach has met several challenges on the field and there is need for improvement. And even though it has been contextualized in Cameroon because of the lack of facilities a lot is yet to be done to make this approach effective in producing autonomous individuals ready to integrate the society. Some recommendations were made for the improvement of CBA implementation in Cameroon.

5.2. Recommendations

After an investigation on the implementation of the CBA in some Cameroonian secondary schools by evaluating teachers' ability to apply the CBA in their classrooms and the prior preparation of CBA implementation, some recommendations were made to Teacher Training Colleges, the Inspectorate of General Education, educational authorities, teachers and textbook writers.

5.2.1 To the Inspectorate of General Education

It was recommended that the Inspectorate of General Education (MINESEC) in charge of curriculum design should work in close collaboration with the Teacher Training Colleges. This is to harmonise their programmes so that these training institutions equip the teachers based on the objectives of the curriculum designed by the Inspectorate for the learners. The paradigm shift that took place in 2012 concerns the training institutions. Pre-service teachers have to be trained on this new approach which they are expected to implement once they are on the field.

For the teachers on the field who did not have the opportunity to be trained on the CBA, pedagogic inspectors should organise adequate training sessions for them. Seminars and refresher courses should be organized regularly and training done by competent persons. Some topics that can be studied during such seminars include: managing large classes, designing schemes of work from the syllabus, lesson preparation for the different aspects of language, classroom activities and evaluation methods. Trainings should be organized at national, regional, divisional, sub-divisional and school levels to take care of all teachers including those in the suburbs.

5.2.2 To Teacher Training Institutions

There is need for proper training of teachers on the CBA as demonstrated by this study. These institutions have the responsibility to train competent student teachers who will teach effectively on the field. The programme of training schools includes educational courses like: psychology of education, sociology and philosophy of education, ethics and deontology, school administration, pedagogy and didactics.

The latter is the core of the training because it deals with the transmission and acquisition of knowledge. This means that the training does not only aim at developing teachers' knowledge on the subject matter but it also focuses on how the knowledge is transmitted.

It is recommended that the programme of training institutions be revised to lay more emphasis on didactics especially teaching using the CBA. Teachers are required to use this

approach once in the field, therefore, the training in these institutions should be practical and adequate to enable the teachers master the CBA very well. For instance, how to select and combine the material from the syllabus to come out with schemes of work that will respond to the competencies to be developed in the learners, lesson planning, evaluation methods, teaching and learning strategies. This will enable pre-service teachers to be effective in implementing the CBA in their classrooms. Therefore, there is need that the CBA be formally introduced in the programmes of training institutions to better equip the learners with its techniques

5.2.3 To School Authorities

It was recommended to school authorities that they should respect the number of students (60) in a class stipulated by the ministerial text. Large classes are the main reason why teachers cannot practice some types of classroom activities because it is time consuming given the number of students to manage. In addition, these teachers have a scheme to cover. Since the CBA stipulates that teacher relates with learners one on one, the problem of large classes ought to be looked into for the smooth implementation of the CBA. Furthermore, school authorities should equip the librairies with books and equipments that would facilitate and improve on the teaching learning process like projectors, tape, CD and video players, digital cameras and of course computers for research. These teaching aids can go a long way to improve the implementation of the CBA in the classroom. It motivates both teachers and learners to work.

5.2.4 To Teachers

Teachers should be facilitators in their classrooms. The teacher's role in the CBA is not simply to give information to learners, but to help students take an active role in their own learning. They provide the students with experiences that meet their needs and interests. To assume their role as facilitators, the following proposals were made:

- Teachers have to create a comfortable, supportive and collaborative environment to enable learners express themselves.
- They have to allow learners to figure out the rules and patterns and learned from their mistakes;
- They equally have to provide communicative practice so that learners use English in the development of listening, reading, writing and speaking skills which they need to exchange ideas and information

This will enable the learners to feel more interested and motivated. They can see that the language and skills they are learning are relevant or useful to them thus, they take active part in their learning. The teacher plans and organises tasks for learners. Generally, francophone learners find a lot of difficulty speaking English for fear of making errors. It is the teacher's responsibility to get them involved in classroom activities.

It was recommended to teachers that they should rather make use of cooperative learning activities like brainstorming, debate (for advanced learners), role play, simulation and storytelling. The importance of language games cannot be undermined because it stimulates communication and help students to relax while learning. These activities can be better carried out in groups. Though it may be time consuming, it is effective in getting all learners to participate in their learning even in a large class. Working in groups or pairs will go a long way to minimise the problems related to the management of overcrowded classes at least to get every learner to participate in the lesson. The beginning might be difficult but once the students get used to working in groups, it will become less strenuous and consume less time.

Teachers therefore have more time to observe what the learners understand and are able to do as speakers, listeners, readers and writers. They are then better able to design lessons that help the learners develop their competency.

For effective implementation of the CBA in the classroom, some guidelines were recommended.

- First, the teacher has to identify the competencies to be developed in the learners. The skills should be productive (speaking and writing), interpretive (reading and listening) and interactive (speaking and writing).

- Secondly, the teacher should create clear communicative objectives for the sequences which will describe what the learner will be able to do by a certain time. The verbs used to describe what the learners will be able to do should describe something that can be heard or seen. For example: describe, summarise, identify, ask, demonstrate, etc. Also, the teacher should adapt the textbook and plan lessons that meet communicative objectives.

- Thirdly, textbooks have diversified activities some of which may not work well for the development of the objectives and competencies. Therefore, teachers will need to adapt their textbook by selecting appropriate material, adapting material to meet the students'

needs and supplement it with additional material like magazines, newspapers, charts, maps, and flashcards, if necessary to take care of learners' diverse needs.

5.2.5 To Textbook writers

Textbook writers were recommended to adapt their textbooks to the CBA. They should revise the content, methodology and practices in the textbook to meet up with the standard of the CBA. This will greatly improve the implementation of the CBA given the important role of the textbook both to teachers, students and parents. Nevertheless, there are other didactic material which should be used to facilitate learning for example realia, articles in newspapers, magazines as indicated above.

5.3 Pedagogic Relevance

The present study focused on the implementation of the CBA in the teaching of EFL in some secondary schools in Cameroon. The objective was to assess teachers' implementation of this approach and to investigate prior preparation for its implementation. The findings revealed that the CBA is not effectively implemented in Cameroonian secondary schools due to the insufficient prior preparation for its implementation. In view of the above results, this study is relevant to the educational family: curriculum designers, course book writers, teachers, teacher training institutions etc. The study highlighted the causes for teachers' poor implementation of the CBA. It has also made recommendations to minimise these problems and improve on its implementation in the classroom. As a result, the objectives of the curriculum will be achieved as at the end of instruction, learners will be competent, autonomous individuals to integrate their society and ready for the job market. It will ease both teacher and learners' task as they all work together in the learning process.

5.3 Suggestions for further research

It is obvious that this study has not explored every aspect on the CBA. It focused on the implementation of the CBA in the teaching of EFL in only two schools in Yaounde. It is however hoped that this work will contribute modestly in improving the teaching of EFL using the CBLT in Cameroon. It was recently adopted in our context and there is need to improve on its implementation. Therefore, there are many other openings for further research that could be carried out in this field.

Research can be conducted on the effectiveness of the CBA in Cameroonian secondary schools. How effective is the CBA in solving the problems of francophone learners of English?

To add, a comparative study can be carried out between the former and the new approaches; the communicative language approach and the Competency based approach.

A study on the adaptability of the prescribed textbooks to the Competency Based Language Teaching can also be conducted.

Research can equally be conducted on the challenges of the CBA in Cameroon.

Lastly, an investigation can also be carried out on Information and Computer Technology and the CBA.

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APPENDICES

APPENDIX 1 (a)

Observation Checklist for teachers' implementation of the CBA

Indicators of CBA practices	Scale of evaluation Done (D), Not Done (ND)			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Findings on learners' previous knowledge on the topic of the lesson				
The use of teaching aids				
Diversification of teaching and learning activities that reinforce students' understanding of the topic				
The link of lesson content to real life situations				
Continuous assessment of group or individual activities				
The use of multiple teaching and learning strategies in order to meet the needs of each student				
Realistic learning tasks which aims at the development of students' competencies.				

Observation checklist for students' involvement in classroom activities

Strategies of students' involvement in classroom activities	Scale of evaluation Done (D), Not Done (ND)			
	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**
The teacher provides collaborative tasks for students to do in class				
Teacher invites students to demonstrate on the board				
The teacher distributes turns around the classroom				
Students talk with the teacher				
The teacher encourages students' questions and engagement in the learning process				
Teacher provides constructive feedback to students in the learning process.				

APPENDIX II (a)

Teacher's Questionnaire

This questionnaire aims at evaluating the implementation of the competency based approach in TEFL in Cameroon. Please fill in the spaces provided for you then read the questions and mark an X across the letters of the appropriate answers.

Section A

School…………………………………………………………………………………………..

Qualification…………………………………………………………………………………….

Sex   F   ☐   M   ☐

Classes taught …………………………………………………………………………………..

Section B

1. Which approach or method do you use in teaching?
    a) Competency based approach   ☐
    b) Communicative approach   ☐
    c) Direct method   ☐
    d) Others ……………………………………………………………………………………

2. What is the significance of the term competency?
    a) Talents   ☐
    b) Knowledge   ☐
    c) Skills   ☐
    d) Performance   ☐

3. What is the objective of the CBA for the learners?
    a) Professional training   ☐
    b) Acquire knowledge about the language   ☐
    c) Using the language to solve real life problems   ☐

4. What is the assessment?
    a) Compare students' performance   ☐
    b) Check their progress   ☐
    c) Attribute marks   ☐

5. Which of the following modules do you find relevant to students 'daily lives?

a) Family and social life ☐
b) Environment, health and wellbeing ☐
c) Economic life ☐
d) Media and communication ☐
e) Citizenship ☐

6. How much training on the CBA have you undertaken?

a) No seminar ☐
b) 1-2 seminars ☐
c) 3-4 seminars ☐
d) Above 5 seminars ☐

b) Evaluate the following textbooks in relation to the CBA. Mark G for good, A for average and P for poor.
a) Breakthrough ☐
b) Stay Tuned ☐
c) Way Ahead in English ☐
d) Interactions in English ☐

Student's questionnaire

Kindly fill in this questionnaire which is purely an academic exercise. Mark an X in the box with the appropriate answer.

School:

……………………………………………………………………………………………….

Class:

……………………………………………………………………………………………......

1) How often does the teacher carry out practical tasks with the learners?
   a) Always ☐
   b) Sometimes ☐
   c) Rarely ☐
   d) Never ☐

2) What are the didactic material your teacher uses in class?
   a) Textbook ☐
   b) Real objects ☐
   c) Newspaper, magazines and charts ☐
   d) Audio and video tapes ☐

3) How do you carry out exercises or tasks during the lesson?
   a) Individually ☐
   b) Pair work ☐
   c) Group work ☐
   d) All ☐

4) How often does the teacher call you up for demonstration on the board?
   a) Always ☐
   b) Sometimes ☐
   c) Rarely ☐
   d) Never ☐

5) Which of the following modules do you find related to your daily lives?
   a) Family and social life ☐
   b) Environment, health and wellbeing ☐
   c) Economic life ☐
   d) Media and communication ☐
   e) Citizenship ☐

APPENDIX III (a)

Interview questions for teachers

1. What do you understand by the CBA?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

2. What are some of the challenges of the CBLT in your classroom?

   ………………………………………………………………………………………………..
   ………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

3. Have you attended any training? Which and where?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   ………………………………………………………………………………………………

APPENDIX III (b)

Interview questions for pedagogic inspectors

1. What preparation was done before the implementation of the CBA in the Cameroonian educational system?   …

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2. Were learners' needs carried out? How?

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3. Was a textbook written for teachers and students to accompany the new CBA syllabus?

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