

Competency Based Approach and Communicative English Language Teaching and Learning in Yaounde High Schools, Cameroon

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ABSTRACT

Cameroon is a multilingual country having two official languages English and French. These languages originated as a result of the colonisation of the territory firstly by the Germans then later on by the French and British. The territory was partitioned between France and Britain after the first world war. When the natives decided to reunite, they faced a major problem of language comprehension and communication. Therefore they opted for English and French as official languages implemented in all domains of life including education. Even though the implementation of this law, the problem still persisted. Many teaching and learning approaches were implemented to solve this problem but all efforts were in vain. This approach aims for the development of the communicative competences (grammatical, situational and notional competences) both in the official languages, that is French learners should be able to communicate competently in English and vice versa. So, our main focus or objective is describing the relationship that exist between the CBA and the CELTL because it equally aims at the development of the communicative competence and equally addresses the problem we are faced with. The main question of the research is 'what relationship exist between the CBA and CELTL? While the secondary questions are what effects and influence does the CBA have on the grammatical, situational and notional competences? In response to these questions a qualitative library research method was used. In this method, we used an analytic grid for data collection whereby CBA syllabus and lesson plans with the CELTL syllabus (framework) and lesson plan

was analysed. The results showed that there exists a relationship between the CBA and CELTL in that the Cameroon syllabus influences the communicative competence as well as the CELTL does but it's not the case with the lesson plans.

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INTRODUCTION

The population of Cameroon is estimated to 15,803,220 inhabitants as of July 2001. With surface area of 475,442 km², it is bounded to the west by Nigeria, to the north east by Chad, to the east by Central African Republic and to the south by Equatorial Guinea, Gabon and Congo. There are ten administrative regions, two are of English speaking and eight are French speaking.

Cameroon was founded by the 1400's by the Portuguese navigator called Fernando Po who arrived at the Bight of Biafra, then sailed up to the Wouri River situated at the coast of Cameroon. The navigator was surprised to see shrimps in the river, and so called it Rio dos Camaros (river of shrimps). This name was

associated to the country and became “Kamerun” during the German colonial period and Cameroon or Cameroun during the British and French colonial rule. In 1884, Germany colonized Cameroon through the signing of the Germano-Douala treaty in July 1884. But with defeat of Germany in the 1916 during the first world war, Cameroon was divided between Britain and France, and administered first under the League of nations mandate and later under the united Nations trusteeship. Britain got two discontinuous strips of land of about 90,000km² along the Nigerian border: the strip to the north was called Northern British Cameroun and that to the south was called Southern British Cameroon. The French got the biggest part as an independent territory whereas the British administered theirs from Lagos in Nigeria.

French Cameroon became independent on the first of January 1960. Then on the 11th of February 1960, British southern Cameroon voted union with the French Cameroon through a referendum. The association between the two entities was consolidated on the 1st of October 1961 through the reunification of Cameroon and the creation of a federation made up of two states called west Cameroon and east Cameroon. The federation survived till 20 may 1972 when the unitary state made up of seven provinces was created. and later in 1984, the number of provinces was increased to 10 through Presidential decree.

The educational system of Cameroon is very popular in Africa. The method of learning is different in the eastern and western part of Cameroon. The educational system of east Cameroon followed the methods of French model and the west Cameroon’s system follows the system of education that was operational in the English-speaking part of the country before unification. This educational system reflects colonial heritage from Britain and France. Efforts have been made to harmonize these two systems.

The overall schooling system is made up of 2 optional years of pre-school ranging from ages 4-6, 6 compulsory years of primary school ranging from ages 7-12 and 7 years of secondary education ranging from 13 – 18 (Latosinski, 2020). There is equally the university level or tertiary level that comes after high school. The secondary level is divided into two levels: the middle level which comprises of form 1 to form 5; and the high school which comprise of lower sixth and upper sixth. The academic year runs from September to June, at which time end of year examinations are written (K12academics). Nana (2013) explains that in the French sub system of education, the learners spent two years in kindergarten, six years in the primary school in order to obtain the Certificat d’Études du Primaire Élémentaires (CEPE) , four years in the middle level or lower level to obtain the Brevet d’Études du Première Cycle (BEPC), the Certificat de Probatoire (Probatoire) is obtained in high school after two years and lastly the Certificat de Baccalauréat is obtained after a year. Whereas in the English sub system two years are spent in the kindergarten, six years in the primary school to obtain the First School Living Certificate (FSCL), Five years in the secondary school (middle or lower level) to obtain the General Certificate of Education Ordinary Level (GCE O LEVEL), and lastly the high school level which is done in two years to obtain the General Certificate of Advanced level (GCE A Level). This goes for the general section and technical sections of education according to the 1998 law of education of Cameroon section 16 and 17.

In recent times, the Competency Based Approach (CBA) has gained grounds in the secondary schools in Cameroon and the world in general. Before the adoption of the CBA in Cameroon, the schools used the Objective Based Approach (OBA) and weighted its contextual inadequacies for many years. As a result, a new teaching approach had to be adopted which is known as the CBA. The CBA was adopted in 2012. In 2014, a syllabus was officially signed by the Minister of Secondary Education for its implementation in schools. Richards and Rogers (2001) say that it was an educational movement that defined the educational goals in terms of precise, measurable, descriptions of knowledge, skills, and behaviors students had to possess at the end of the course of study. The CBA is built around the notion of communicative competence

when it involves language, that is it seeks to develop the functional communication skills in learners. Communicative competence refers to the knowledge of 'how' to use the language and the capacity to produce infinite number of sentences. A sense of appropriateness in interpersonal relations develops this competence (Harmer, 1983). Wilkins (1972) proposes the grammatical, situational and notional syllabuses

in order to develop the communicative competence. The communicative competence is the product of the communicative approach. Under the communicative approach we have communicative language teaching (CLT) and Communicative Language Learning (CLL). One of the principles of the CBA to develop competences as seen above. So, the questions we ask are:

- what relationship exist between the CBA and CELTL?
- To what extent does the CBA affect the grammatical competence?
- What influence does the CBA have on the situational competence?
- How does the CBA influence the notional competence?

Therefore, this research aims at describing the relationship that exist between the CBA and the communicative English Language teaching and Learning (CELTL) in Yaoundé High schools as the main objective. The secondary objectives include showing the effect and influence of the CBA on the grammatical, situational and notional competences.

PART ONE: THEORETICAL FRAMEWORK OF THE STUDY LITERATURE REVIEW

1.1 INTRODUCTION

This chapter is all about the literature review of the study, that is an overview of the previously published works. So, it is subdivided into four or five points. Firstly the definition of keywords; then the reviews on the variables which will explain the historical development of the themes, principles, implementations, advantages and disadvantages and more; the referential theories and a small brief conclusion.

1.2 DEFINITION OF KEY WORDS

1.2.1 Competence

The American Heritage Dictionary of The English language (2000) provided a general description of competency as the state or quality of being properly or well qualified. Another definition of competency by the Oxford Advanced Learner's Dictionary (2013) is a skill that you need in a particular job or for a particular task. Early in the 1970s, McClelland (1973), a professor of Harvard University, proposed the idea of competency as a term used to challenge, traditional criteria of assessment which had emphasized intelligence evaluation in the higher education system. McClelland's theme provided a conceptual framework that led to many subsequent studies in other fields such as general education, vocational education, business management, and human resource management (Spencer and Spencer, 1993). A competency was defined from the various perceptions as seen below;

- Kravetz (2008) says that the Human resource specialists viewed a set of competencies as a tool to serve as a common language throughout the entire organization to consistently plan personnel, conduct performance reviews, and determine the training program.
- Spencer and Spencer (1993) similarly defined competency as an underlying characteristic of an individual that is causally related to criterion referenced effective and/or superior performance in a job or situation". They elaborated on their definition, explaining that Underlying characteristics means the competency is a fairly deep and enduring part of a person's personality causes or predicts behavior and performance and criterion-referenced means the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard.
- Hoffmann (1999) analyzed past literature and summarized three key points in defining a competency: (a) Underlying qualification and attributes of a person (b) Observable behaviors (c) Standard of individual performance outcomes
- Parry's definition has been accepted by several researchers (Lucia and Lepsinger, 1999). A competency is a cluster of related knowledge, skills, attitudes that affects a major part of one's job (a role or responsibility) that correlates with performance on the job, that can be measured against well-accepted standards and that can be improved through training and development (Lucia and Lepsinger, 1999). In order to better understand this definition, they clearly define knowledge, skills, and attitudes:
 - knowledge is having information about, knowing, understanding, being acquainted with, being aware of,

having experience of, or being familiar with something, someone, or how to do something

- skill is the ability to use one's knowledge effectively; and
- attitude is a mental or emotional approach to something or someone.

1.2.2 Communicative English Language Teaching and Learning or CA

The Communicative Approach (CA) is also known as the Communicative Language Teaching (CLT) according to Suemith (2011). British and American proponents saw the CLT more as an approach that aims to teach communicative competence and to seek ways to teach the four literacy skills that recognize the interdependence of language and communication. The CA is equally defined according to Nunan (1991) as an approach to language teaching that emphasizes interaction as both the means and ultimate goal of study. According to CLT, the goal of language education is the ability to communicate in target language Savignon and Sandra (1997).

1.2.4 Language Learning (LL)

Language learning is knowing about language, or formal knowledge of language. Learning refers to explicit knowledge of rules, being aware of them and being able to talk about them. This is according to Krashen and Terrell (1983). In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as: Interaction between the learner and users of the language; Collaborative creation of meaning; Creating meaningful and purposeful interaction through language; Negotiation of meaning as the learner and his or her interlocutor arrive at understanding; Learning through attending to the feedback learners get when they use the language; Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence and Trying out and experimenting with different ways of saying things (Richards,2006).

Discussions about second language learning have been fundamental issues in human learning more generally. In the twentieth century, the issue concerning the first language learning involved the behaviorist psychologist Skinner and the linguist Chomsky. Skinner took the view that language in all its essentials could be and was taught to the young child by the same mechanisms which he believed accounted for other types of learning.

On the other hand, Chomsky has argued for the view that human language is too complex to be learned in its entirety from the performance data actually available to the child, we must therefore have some innate predisposition to expect natural languages to be organized in particular ways and not others. For example, all-natural languages have word classes such as noun and verb, and operations which apply to these word classes. It is this type of information which Noam doubts children could discover from scratch, in the speech they hear around them. Instead, he argues that there must be some innate core of abstract knowledge about language form, which pre-specifies a framework for all-natural human languages. This core of knowledge is known as universal grammar. If humans are endowed with an innate predisposition for language, then perhaps they should be able to learn as many languages as they need or want, provided that the time, circumstances and motivation are available. Whereas, the environmental circumstances for L2 learning differ systematically from L1 learning, except where infants are reared in multilingual surroundings (Rosamond, Florence and Emma, 2013)

1.2.5 Language Teaching

Zoltan and Tim (2003) mentioned by Hammer (2007) see teaching as the exercise of group leadership. It is our role as group development practitioners that really counts, they suggest. Teaching is an interactive process between a teacher and students involves communication, planning and achieving educational objectives according to Rajagopalan (2019). According to Hoti and Baja (2013) language teaching is the process of teaching a language to students, focusing on reading, speaking, writing, grammar, and integrating theory and practice.

According to her, input essentially refers to oral or written language that a learner receives. However, not all input is useful for language learning. If our students are exposed to language that they cannot

comprehend, they will not learn much from it. Research has shown that for input to be beneficial for language development, it has to be highly comprehensible, abundantly and reliably available in the classroom and it has to be meaningful and interesting so as to engage students' attention. There is now ample evidence to show that learners who receive a lot of interesting and meaningful comprehensible language input through extensive reading/listening tend to have a stronger mastery of the grammar of the language, a larger vocabulary size and achieve a higher level of proficiency in English (Day and Barmford, 1998). L2 researchers like Ellis (2005) agreed that learner output is useful for learners' language development. It can make learners pay more attention to grammar, thus enabling them to produce more accurate language, it can provide them with an opportunity to try out newly learned grammatical points. Where learner output is concerned, we need to link input with output-based practice. This often means giving students opportunities to read and listen to a number of texts to help them become familiar with the language that they will later need for production. More so, fluency-based speaking or writing activities should involve the students practicing familiar and unknown materials. The role of grammar in language is less controversial than it used to be. People now agree that grammar is an essential part in language learning and teaching (Richards and Reppen, 2014).

Grammar is important, vocabulary is even more important. Wilkins (1972) says that, without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. Without words language cannot exist. We also know that we need a lot of words in order to communicate our thoughts, feelings, and ideas with precision. The key thing to remember is that, learners need to develop an in-depth knowledge of what these words means and how to use them appropriately in a variety of contexts.

Set expressions are also known as fixed expressions, lexical chunks or formulaic language. According to Wood (2002), formulaic language units refer to multiword or multiform strings produced and recalled as a chunk, like a single lexical item, rather than being generated from individual items and rules. Examples of formulaic language include the following familiar phrases and sentences:

- No kidding! long-time no see
- Off the top of my head; if I recall correctly, etc
- On the other hand; to make a long story short; to tell you the truth
- Do you really mean that? Seriously?
- And many others

It appears that children acquire fixed phrases and expressions through massive amounts of exposure to the language since young. We don't learn language by first learning the rules and then apply these rules when we use the language.

1.3 REVIEW RELATED TO THE VARIABLES

1.3.1. CBA

1.3.1.1. Historical background of the CBA

Before the CBA was adopted in Cameroon, there were many previous approaches and methods used in teaching languages. We cannot begin without defining what an approach, method and somehow techniques are. According to Edward (2014) an approach is a set of correlative assumptions dealing with the nature of language and the nature if language teaching and learning. He still says that language is axiomatic which means that it describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith that is something which one believes but cannot necessary prove.it is often unarguable except in terms of effectiveness of the method which grow out of it. Still according to Edward (2014), method an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Since an approach is axiomatic, a method is procedural while a technique is implementational. That is, that which actually takes place in a classroom. It is a

particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well.

Richards and Rodgers (1986), detailly explain the approaches and methods used previously to teach and learn language. They say that the concept of learning a foreign language is not new. Trade, commerce, higher education in different fields, diplomatic missions all led to the learning of foreign languages. Before, Latin was the lingua franca, which was replaced by English. If we look at the history of language teaching, the first instance of language teaching methodology was seen in the 14th and 15th centuries. Europe taught classical languages like Greek and Latin. Latin was taught through the inductive use of rhetoric and grammar. Rules of grammar were memorized following translation. In the beginning of the 16th century, the importance of Greek and Latin reduced because modern European languages like English, French and Italian became popular. But, the method of teaching through grammar-translation remained the same. This insisted upon learning grammar rules, vocabulary items and translation of the sentences from the targeted to the source language and from the source to the targeted language. Reading and writing were the main focus points. There was no room for oral practice. This method was also used and is still somehow presently used to teach English to francophones in Cameroon. By the mid of the 19th century, the hold of grammar translation method loosened. The need for oral communication was realized. Gouin mentioned by Shastri (2010) studied child's language acquisition process as a model for language teaching. His main contribution was to treat language learning as a connected series of activities actually undertaken in real life. He used imitation, association and memorization as his principle techniques.

In 1965, Chomsky with his Transformational Generative Grammar Theory (Linguistic Approach) brought a revolutionary change in the language teaching scene. The focus shifted from form to meaning. Before, the behavioristic theory ruled the scene. Chomsky challenged this mechanical theory and refused to accept human beings as organisms. He believed in the cognitive theory of learning. Human beings, according to him, have innate capacity to learn a language. They have the faculty of creativity to generate new structures and they do not learn new sentences by mechanical imitation or repetition. Factors of competence and performance became important. In early seventies Chomsky's cognitive code became popular. Importance of meaning was established. Wilkins introduced the theory of functions and notions. Krashen and Terrel emphasized on the application of the principles of first language acquisition on second language acquisition and learning. The late seventies witnessed the shift towards Communicative Language Teaching Approach. Hymes, Widdowson, Brumfit, Halliday, Austin and Searle' cited by Shastri (2010) were its main propagandists. Communicative competence became very important. Teaching was skill based. Fluency was given more importance than accuracy. Errors were considered as an integral part of learning a language. English For Specific Purposes (ESP) an offshoot of communicative approach is introduced to cater to the needs of the learners from different professions. Thus, the communicative approach that started in the seventies is still popular in the nineties and twenties. (Shastri, 2010)

Just as Chomsky's linguistic approach emphasized on competence and performance in the 1970s, a kind of educational movement in the US of America defined educational goals in terms of precised measurable description of knowledge, skills, and behaviors students had to possess at the end of the course of study according to Richards and Rodgers (2001). This movement was responsible for the development of the Competency Based Education or CBA for the first time. Thereafter, the movement spread into European countries such as the UK and Germany in the 1980s. according to Wolf (2001) cited in Kafyulio and al (2012) Australia adopted the competence based curricula in the 1990s and since then, other countries world wild have been motivated to implement the complement based curriculum in schools due to the ever changing technology and global market. The competence-based curriculum was adopted for the first time in Africa by the South Africans in 1998 following the acute shortage of professionals like artisans, engineers and technicians. Mulaudzi (2009) says that the south Africans adopted the competence-based curriculum in a bid to change the attitude of all South African citizens and equip them with an employable skill to cope

with challenging issues in the 21st century. Tanzania in 2008 adopted the competency-based curriculum in their educational sector.

As we have already mentioned, the competency-based education was founded in entelechic form in the 1960s as a separation of the notions of “professionalism”, “competency”, and “competence”. We can separate three key stages that determine respectively three highly essential stages in historical development and modern existence of the competency-based education. First of these stages dated to between mid-1960s and early 1970s, may be determined as a terminological one as it was that very period when basic notions of a future educational discipline were introduced in scientific use (such as a “competency” itself). The conclusions about generative grammar were not yet transferred to the field of education and pedagogy, remaining within the competency-based field of linguistic school. It was not until 1975, when Hymes introduced the notion of “communication competency”, that Chomsky’s ideas could be considered as adopted by psychological science. From the mid-1970s to the early 1990s, the psychological aspect dominated in the competency-based approach, and that is what we would call the second stage of the development of competence-based approach to education. Such scientists as Raven, Makeshnan, Burns established and developed many concepts of the competency-based education at that period, but the application of these concepts was limited to purely psychological (communication theory), human resources and psychological (management) and administrative spheres.

Principles of the CBA

Richards and Rodgers (2001) have enumerated some Principles of the CBA. They are as follows;

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 realization 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 or CBA 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 or CBA 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 industrialized town, will have to use more language related to industrialization.

1.3.1.2. Implementations of the CBA in Cameroon

The ministry of basic education of Cameroon in 2004 had distinguish three main components of the competence to be taught namely; the subject competence which implies the knowledge, the transversal competence which implies the knowledge resulting from all the subjects in a child’s learning, and lastly the problem-solving skills for real life situations. Richards and Rodgers suggest on their own part for the CBA to be implemented effectively, the instructional materials must be the ones that can motivate the learners to provide information in interesting way, bring the real life situation and cultural information to the classroom, supply learner with real exposure to target language, and meet the needs of the learner. Just as mentioned earlier, the CBA advocates the learner-centered approach in which the learning process is central. Some aspects of a learner centered approach has been enumerated by Field and Drysdale (1991) such as the use of individualized materials, flexible learning time and continued feedback. The focus in the CBA is to enable learners to master knowledge, skills and attitudes needed for the world of employment and general life as mentioned earlier. Rogiers (2004) says that the CBA relies on three main objectives which are: firstly, to emphasize the competencies that the student must master at the end of each school year and at the end of compulsory school, rather than stressing what the teacher must teach; secondly, to organize the learning

outcomes in the best way so as to bring their students to the level expected; and thirdly, to entrust the responsibility for learning to the student who has to build his or her own knowledge through means made available by teacher.

Advantages of the CBA

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 (Ngala,2016)
- 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 organize 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 (Ngala, 2016).

1.3.1.3. Disadvantages of the CBA (Ngala, 2016)

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 emphasizes 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 student's hands by extensive information gathering process prior to instruction as well as prespecifying standardized 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.

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

1.3.2. CELTL

1.3.2.1. Historical Background of Communicative English Language Teaching and Learning

Another calling for the CELTL is the Communicative Language Teaching (CLT). Communicative Language Teaching (CLT) originated in Europe in the 1970's with the aim of making language instruction responsive to the communicative, functional demands of learners. It has its roots in the changes to the British language teaching tradition which adopted the Situational Language Method. This method aimed to teach basic grammar within meaningful situations. However, it was seen that this method did not allow for the creativity of interactions. A need to study the language itself was seen. This was partly a response to Chomsky's demonstration that the current structures of language could not account for the uniqueness and creativity of uttered sentences. Likewise, the British Applied linguists saw the need to focus more on the communicative proficiency rather than structures (Richards and Rogers, 2001). Another cause that triggered the search for different approaches to teaching was the changing educational realities in Europe. The increasing interdependence of European countries required a working knowledge of the major languages in the continent. Thus, the effort to look for and develop alternative ways of teaching languages was in the list of top priorities (ibid).

Thus, in 1971, a group of scholars looked into the development of language courses where learning tasks were broken down into smaller units that corresponded to the needs of the learners and are related to the rest of the syllabus. After considering the needs of European language learners, the British linguist, Wilkins, sought to propose a functional or communicative function of language based on which a syllabus can be developed. He analysed the communicative meanings that a learner needs to express and understand. Thus, instead of the traditional system of teaching grammar, he focused on meaning. He categorized meaning into two: (1) notional (time, sequence, quantity, location, frequency; and (2) categories of communicative function (request, denials, offers, complaints) (Richards and Rogers, 2001). This, together with the work of other applied linguists and teaching specialists in Great Britain, came to be called the Communicative Approach or simply Communicative Language Teaching (CLT). He equally talked about the grammatical and situational competencies. The main purpose behind communicative language teaching methods is to prepare students to be confident communicators in different real-life contexts, through repetitive oral practices and student-student cooperation (Blog, 2021)

1.3.2.2. Communicative competence is defined in terms of expression, interpretation, and negotiation of meaning. It includes knowing how to use a language for a wide range of purposes, knowing how to vary the language according to the context, knowing how to produce and understand different types of texts, and knowing how to communicate despite lack of proficiency using effective communication strategies (Richards, 2006). These respectively correspond to the four components of communicative competence: grammatical competence, discourse competence, socio-cultural competence, and strategic competence (Savignon, 2002). Psycholinguistic and sociocultural perspectives in second language acquisition (SLA) research account for its development (Suemith, 2011).

Thus, there was clearly a move from the grammatical expression of language to its social expression. At the same time that this linguistic theory was being developed, other fields contributed to the advancement of CLT with their social paradigms: anthropology became focused on social contexts and speech events; sociolinguistic observations pointed out that individuals adjust their language depending on the situation,

and that grammar is more a probability rather than an absolute rule; social psychology mapped feelings of persons within and outside a group, the way individuals combine different linguistic forms, and their motivations for doing so; philosophy also turned to speech acts, intentions and interpretations, and the notion of cooperative principle in interactions; finally ethnomethodology looked into the conventions followed in social activity. These fields, as can be seen, developed a social perspective that made language context-dependent, negotiable and related with the person's self-concept and identity (Suemith, 2011).

This was the academic climate within which communicative language teaching was born. At this time, another important figure came into the picture - the psycholinguist, Krashen. He claimed that language competence is something innate. He believed that every individual has a Language Acquisition Device (LAD) which is activated when learning takes place. This activation takes place when there is a lot of exposure to the language or what Krashen terms as comprehensible input. Language is acquired and not learned, and it takes place in a natural order. Grammar only serves to monitor accuracy. Although Krashen was not one of the proponents of CLT (who were mainly British), his theory definitely had things in common with the CLT theories that were then taking shape. Some of these commonalities were that learning a first and a second language is similar; that "learning takes place through meaning focused language; third is that interactions with other people rather than the language itself are central in the learning process.... The fourth is that the identity of the learner is central in the learning process". (ibid).

Language teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years, and CLT prompted a rethinking of approaches to syllabus design and methodology. This approach originated in Europe. We may conveniently group trends in language teaching in the last 50 years into three phases: Phase 1: traditional approaches (up to the late 1960s); Phase 2: classic communicative language teaching (1970s to 1990s); Phase 3: current communicative language teaching (late 1990s to the present) (we will not comment on phase 3 for now)

Students first hear a model dialog (either read by the teacher or on tape) containing key structures that are the focus of the lesson. They repeat each line of the dialog, individually and in chorus.

- The dialog is adapted to the students' interest or situation, through changing certain key words or phrases
- Certain key structures from the dialog are selected and used as the basis for pattern drills of different kinds
- The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialog may be introduced.
- Follow-up activities may take place in the language laboratory, where further dialog and drill work is carried out. (Richards and Rodgers, 2001)

In a typical lesson according to the situational approach, a three-phase sequence, known as the P-P-P cycle, was often employed: Presentation, Practice, Production.

- Presentation: The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it.
- Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises.
- Production: Students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern

Under the influence of CLT theory, grammar-based methodologies such as the P-P-P have given way to functional and skills-based teaching, and accuracy activities such as drill and grammar practice have been replaced by fluency activities based on interactive small-group work. This led to the emergence of a "fluency-first" pedagogy (Brumfit, 1984) in which students' grammar needs are determined on the basis of performance on fluency tasks rather than predetermined by a grammatical syllabus. We can distinguish two phases in this development, which we will call classic communicative language teaching and current

communicative language teaching.

In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was communicative competence. This was a broader concept than that of grammatical competence, included knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. Traditional grammatical and vocabulary syllabuses and teaching methods did not include information of this kind. It was assumed that this kind of knowledge would be picked up informally.

The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the subdiscipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching. The next question to be solved was, what would a syllabus that reflected the notion of communicative competence look like and what implications would it have for language teaching methodology? The result was communicative language teaching. Communicative language teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. (Richards, 2006).

1.3.2.3. Pedagogical Implications

A CLT-based syllabus looks at the following aspects of language as summarized by Richards (2006):

1. As detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel;
2. Some idea of the setting in which they will want to use the target language; for example, in an office, on an airplane, or in a store;
3. The socially defined role the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveller, as a salesperson talking to clients, or as a student in a school;
4. The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting;
5. The language functions involved in those events, or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans;
6. The notions or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion;
7. The skills involved in the “knitting together” of discourse: discourse and rhetorical skills; for example, storytelling, giving an effective business presentation;
8. The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach;
9. The grammatical content that will be needed;
10. The lexical content, or vocabulary, that will be needed.

1.3.2.4. Advantages of the CELTL

According to Harmer (1988) and Savignon (2002), the CLT approach offers many advantages for both teachers and students. These are summarised in brief below:

Learning with a purpose

Firstly, CLT delivers a clear and obvious benefit to learners – they're actually able to use the skills they've learned to communicate target language. CLT is not about learning just for learning's sake, it has a clear definable purpose. Students become competent communicators able to use the right grammar, vocabulary and sentence structure in different real-life context – and are flexible enough to adapt as circumstances dictate. This approach also enables learners to quickly gain confidence when interacting with other people which help them enjoy their new found language skills.

Student centred approach

As a result, evidence suggest that the CLT approach usually increases the student's engagement and enjoyment of their lessons where classroom resources are grounded in everyday situation with immediately evident, real world application students come alive. They become the protagonist at the center of learning rather than the audience on the site lines watching on. Furthermore, students are immediately able to take their learning and put it into practice in their engagement with native speakers outside of the classroom.

Increases lesson variability and creativity

Disadvantages of the CELTL

Despite the numerous advantages, its important to consider the challenges or limitations of CLT when determining if it's the right approach for your specific context. Overall, CLT has proven to be a valuable and versatile method for language teaching, equipping learners with practical communication skills and fostering a supportive and engaging learning environment (Blog, 2021).

1.3.2.5. Brief description of the English language

The language we speak or write is governed by a number of rules, styles and constraints. But whether language users are texting, emailing, speaking or letter writing, they are making choices about the language they use based on what they want to say, what medium they are operating in, how texts are typically constructed in such situations, what grammar they can use and what words and expressions they can find to express their meanings. Harmer (describes them in one of his books. He began by describing a number of grammar issues such as sentence constructions (subject, verb, object, complement and adverbial); parts of speech (noun, pronoun, adjective, verb, adverb, preposition, determiner, conjunction), verb forms (present, past, simple, continuous), form and meaning (one form many meanings, one meaning many forms); perfect verbs (present perfect, past perfect), participles (there are two participles in English, present participle and past participle), (regular and irregular verbs), active and passive; language functions (a language function is a purpose you wish to achieve when you say or write something, by performing the function you are performing an act of communication.); words together collocation (there are collocations which work and collocations which do not); speaking and writing (characteristics of speech, paralinguistic features, writing devices); pronunciation (sounds, stress, pitch and intonation).

But our main interest is based on the secondary French speaking high schools of Yaounde, precisely the classes of Seconde, Premiere and Terminale. Due to the shift from the skill-based approach (Laure, 2021) or objective based approach (Wiysahnyuy, 2021) or content-based approach (Wood, 2001) to competency-based approach, there have been many changes in the school programs, such as the development of competences through real life situations. For French speaking learners to be competent in real life situations, areas of life have been catalogued into domains and used as entry points for learning. The syllabus covers five domains of life with specified social roles and related curricula goals as described below:

- Family and social life (family issues community living, national integration, diversity acceptance etc)
- Economic life and occupations (trading, consumption habits and how the impact economic and social life etc)
- Environment well-being and health (maintaining hygiene and sanitation, coping with climate

change, enjoying leisure, etc)

- Citizenship and human rights (the request for excellence, gender issues and democracy, etc)
- Media and communication (utilities of the media, modern technology, etc)

Therefore the learners will learn to act, react and interact competently as members of a community, producers or consumers of goods and services, and responsible citizens of a nation and of the world as a whole. Some of the competences to be developed at the end of the second cycle include: communicating accurately and fluently using all four basic skills in language learning; being able to transfer knowledge learnt in class to real life situations out of the classroom; and lastly, being able to cope and survive in problem solving situations.

The learner can:

- Listen, respond and carry out instructions appropriately.
- Listen and make decisions.
- Listen and identify general and specific information.
- Listen and interact/engage in conversations with peers and others in and out of class.
- Interact on diverse topics.
- Speak fluently and accurately, and know when and how to take turns.
- Sing songs/recite poems on varied topics like social, environmental and health issues etc.
- Act out conversations such as asking for, and providing personal information, talking about consumer economy and community resources, etc.
- Carry out debates on prepared topics.
- Report, inquire about, and give an opinion on issues, etc.

READING

The learner can:

- Use pre-reading questions to skim and scan texts.
- Read texts (of several paragraphs on familiar topics such as school, home, shopping, family, and other real-life situations. Such texts should be authentic, interesting and familiar, useful and meaningful, challenging, but appropriate to their level.)
- Read short story books or comic books.
- Read and make judgments.
- Read varied authentic materials with speed and accuracy.
- Agree and/ or disagree with a writer's point of view.
- Read and perform tasks (active reading).
- Read and analyse graphs, charts, tables, etc

WRITING

The learner can:

- Write complex sentences of appropriate length and structure
- Complete sentences with expressions provided or with expressions of their own.
- Write coherent compositions of appropriate lengths on various topics (formal/ informal letters, articles, speeches, talks, e-mails, poems, etc.)
- Participate in more authentic writing tasks such as writing letters to peers, applying for a job, taking down notes in the target language, etc.
- Recognise and use discourse markers for cohesive and coherent writing.
- Rearrange jumbled sentences to form cohesive and coherent paragraphs or texts.
- Identify the different parts of a paragraph/text

Break down of the Modules

Cycle	Year	Level	Domains of life	Families of situations	Status	Time	
						Series	Hour
2nd	3	1 ^{ere}	Family and Social Life	Using language to provide personal information.	Compulsory	C/D	15 hours
						A	20 hours
			Economic life and Occupation	Using language to talk about consumer economy and community resources.	Compulsory	C/D	15 hours
						A	20 hours
			Environment, Well-being and Health	Using Language to talk about health care in and to create environmental awareness.	Compulsory	C/D	15 hours
						A	20 hours
			Citizenship and Human Rights	Using Language to talk about rights and civic responsibilities.	Compulsory	C/D	15 hours
						A	20 hours
			The Media and Communication	Using Language to explore and keep abreast with audio-visual and print media.	Compulsory	C/D	15 hours
						A	20 hours

Table 1 : Domain of life Première

Hence lesson plans have been designed to suit the new approach. This lesson plan has about six to seven stages (Introduction, discovery, research, comparison and validation of findings, consolidation and evaluation) summarized by Ngala into four main stages as seen below.

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 analyze 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.

1.3.3. Communicative competence

Communicative competence includes the following aspects of language knowledge: Knowing how to use language for a range of different purposes and functions; Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication); Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations); Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies) (Richards, 2006). Therefore, Wilkins mentions the

Grammatical, Notional and Situational syllabuses each aiming for a competence (the grammatical, notional and situational Competence respectively).

1.3.3.1. Grammatical Competence

Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication (Richards, 2006).

Wilkins believed that the grammatical syllabus (insinuating the grammatical competence) answered the question “what”. Grammatical competence refers to the ability to judge the appropriateness and correctness of a statement with definite reference to grammatical rules according to Quines (2023).

Grammar competence is formed in the process of teaching grammar. The basis of grammatical competence is the ability of foreigners to linguistic activities in the context of someone else's linguistic culture (Fisenko and al 2021). grammar teaching is the process by which learners understand the structures and components of the target language with the help of various methods and useful activities that guide learners to use the language in an effective and communicative way (Dolunay, 2010). From the point of view of Karpova, grammatical competence is considered as a set of principles on the basis of elements are combined into phrases and sentences, as “the ability to understand and express thoughts in the process of production and recognition of well-formulated phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing frozen samples)” (Karpova, 2005)

- 1) grammatical phenomena of the language;
- 2) knowledge of the rules;
- 3) grammatical skills.

Grammar skills are often directly dependent on knowledge of the grammar rules. However, memorizing ready-made rules is not an effective teaching method because the rules are forgotten. They help to create a speech product and perceive the interlocutor of the rules, schemes that are stored in the memory of a person. The strategies for the formation of grammatical competence themselves need correction. According to Sitnova: “the foreign language grammatical competence of students in language professions can be considered sufficiently formed if the students freely operate with such intellectual actions as the analysis and systematization of linguistic facts, the establishment of similarities and distinctive features between various grammatical phenomena, the determination of causal relationships between the grammatical phenomena of the language, assessment and selection of various options for action, awareness of the relativity of grammatical rules, coordination of outwardly contradictory linguistic facts, and in their speech in a foreign language, one finds: a) correspondence of linguistic (grammatical) means to a speech task; b) no errors; c) good speed of intellectual operations and actions” (Sitnova, 2005).

Developing grammatical competence is associated with a number of difficulties. First, it is necessary to determine the amount of grammatical material. Homogeneous grammatical material is divided into parts. The concentric model grammatically contributes to its consolidation and expansion of knowledge based on the material studied. With concentric learning, grammatical material is a means of verbal communication. Grammar is taught on a syntactic basis. However, reliance on the native language does not always give a positive result (Fisenko and al 2021). From the standpoint of ethno-oriented learning, grammatical material should be given considering the phonetic, grammatical and lexical system of the native language for foreign listeners or the intermediate language. The digestion of grammar should be based on the following criteria:

- 1) subject, when grammar is closely related to real subjects that foreign listeners can see in the classroom or that can be brought by a teacher or other participants in the educational process;
- 2) verbal, when grammatical material is studied by including ordinary actions in the educational process. These can be verbs that indicate actions that occur in everyday life and can be acted out in the audience;
- 3) situational, when grammatical material is presented in situational dialogues and interrelated remarks. Such tasks should be built on the principle of communicative learning. (Fisenko and al 2021).

Notional competence

The notional functional syllabus developed as a way to operationalize the notions and functions approach within language teaching. Early pioneers such as Wilkins (1976) and Munby (1978) made significant contributions to the development of these syllables. One of the notable characteristics of this syllabus was its focus on real life communicative tasks rather than isolated grammatical structures. Language instruction was designed around meaningful language use in various context allowing to practice and develop their language skill in authentic situations.

Lesson planning in the notional functional syllabus involves selecting appropriate tasks and activities and that align with the identified notions and functions. Teachers design lessons that provide opportunities for learners to practice and develop the language skills within the authentic context lesson plans typically include a progression of activities and scaffold learners' understanding and use of language incorporating a variety of speaking, listening, reading and writing activities.

Table 2: Dimensions of formation of sociocultural competence by learning (Leva, 2015).

According to Leva (2015) people must be provided with conditions to acquire not only professional knowledge, but also other knowledge, skills and abilities – generic competences that are important for success in life. Learners in the VET system should be enabled to acquire and extend generic competences and apply them along with professional skills. Sociocultural competences have been identified as one of the key generic competences in the European Union (Recommendation2006/962/EC), covering personal, interpersonal and intercultural skills, all forms of behavior, enabling effective and constructive participation in social life and professional area, in particular, in an increasingly diverse society. So, she comes out with the structure of the sociocultural competence as seen below in a tabular form.

Sociocultural competence dimensions (a lifelike or realistic quality)	Composition of sociocultural competences	Sociocultural competence formation methods / strategies
Social competence <ul style="list-style-type: none"> • Social skills • Social perception • Self-awareness <ul style="list-style-type: none"> • Attribution • Communication with peers 	Integrated into educational curriculum: <ul style="list-style-type: none"> • Communication and socialization skills. • Team work skills. • Skills of interpretation of social roles. • Skills of adequate behavior depending on the situation. • Abilities of perception of an emotional state. • Ability to help others perceive thier own emotional state and control emotions. • Self-realization in a social environment. • Analysis of feelings related to social roles. 	<ul style="list-style-type: none"> • Education of skills of intercultural communication. • Education of initiation of leadership and team work. • Analysis and interpretation of various social situations. • Role plays in analysis of communication issues and conflict situations. • Classroom debates for formation of ability to accept other person's opinion and remain tolerant by controlling own emotions. • Reflective education. • Work in groups in development of projects, generation of ideas

	<ul style="list-style-type: none"> • Ability to adapt to a new environment. • Ability to perceive attitudes that exist in a society. 	
<p>Cultural competence</p> <ul style="list-style-type: none"> • Cultural sensitivity • Cultural awareness • Cultural knowledge 	<ul style="list-style-type: none"> • Ability of communication with people of different sociocultural backgrounds. • Ability of reasoning to support own position when facing discriminatory actions. • Ability of evaluation of cultural differences. • Ability of accepting other's beliefs and attitudes. • Foreign language skills. • Ability of diplomatic communication with people of a certain culture, taking into account the respective cultural aspects. 	<ul style="list-style-type: none"> • Watching documentaries on various cultures with subsequent reflection. • Discussions in the context of ethnic minorities. <ul style="list-style-type: none"> • Formation of such qualities as flexibility, openness. • Discussion and analysis of customs and traditions of other ethnic groups. • Formation of knowledge on a foreign language involving not only language learning, but also provision of knowledge on the national culture.

Table 3 : Structure of the sociocultural competence

1.3.4. Referential theories

A good question to ask is what it is reasonable to expect from a knowledge claim for it to qualify generally as ‘theory’. Based on a broad reading and interpretation of relevant social and organizational research outlined below, we propose that the following structural elements need to be present for knowledge to be called ‘theory’ in a scientific context. First, it needs to have a purpose, indicating what it is for (e.g. explaining, understanding or rethinking a phenomenon) (Jacoby and Jaccard, 2010; Weber, 2012). Second, it should be directed to a phenomenon, such as organizational structure, learning, power or motivation. Third, it must offer some form of conceptual order that makes productive distinctions and discriminations concerning this phenomenon, illuminating central features, such as its specific composition, structure, key characteristics and sequence or flow. Fourth, it must provide some intellectual insights about the phenomenon: that is, it must move beyond common sense and offer something that also re-signifies (Reed, 2011) or breaks with (Bourdieu, Chamboredon and Passeron, 1991) established truth and/or expectations (Suppe, 1979). A qualified reader should experience the theory as making her or him able to think ‘better’ or ‘differently’ about something, such as seeing how things hang together or highlighting previously hidden aspects (Corley and Gioia, 2011). Fifth, a theory needs to include relevance criteria that can be used to evaluate how effectively it performs its overall purpose, including its scientific or practical usefulness (Corley and Gioia, 2011; Jacoby and Jaccard, 2010). What is the distinct value of a theory? Sixth, it typically needs to have some form of empirical support. Finally, a theory is always constrained by boundary conditions, such as what aspects of a phenomenon it includes and excludes and its range of application across specific situations and populations. In line with this, our study will be based on two main theories which is the behaviorism and communicative approach.

CONCLUSION

In a not shell, we can say that this chapter was segmented into five main points. That is, a brief introduction, the definition of keywords, reviews related to the variables, referential theories and lastly a brief conclusion still.

PROBLEM STATEMENT

1.4. INTRODUCTION

A problem statement is a concise and concrete summary of the research problem you seek to address

according to McCombes and George (2023). For this, this chapter is divided into the following sub topics which will be elaborated on in the next pages. It comprises of the research context, the research gap, the research problem, the research questions, the research hypothesis, the objectives of the study and finally the significance of the study followed by a conclusion.

1.5. RESEARCH GAP

Ever since the introduction of the CBA in Cameroon and the world at large, there have been many publications and literature reviews such as theses, master's thesis, books and articles. In the following paragraphs, a brief summary of some of these literatures will be done while exposing the gap between these studies and my study.

Ngala (2016) on the other hand in her master's thesis works on the investigation 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 realized 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 organized for teachers in the field. Training colleges need to integrate the CBA in their programs 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 minimize the problems related to over crowdedness. There is equally need for course book writers to adapt their works to the CBA.

Amvéné (2022) even though has brought out the usefulness of the CBA on theory relating it to the CLT. He emphasizes on the difficulties of French speaking students communicating in English though the adoption of the competency-based approach and the establishment in Cameroon of the teaching of English right from primary schools some twenty years ago. His survey shows that, out of seventy-two students cumulating at least nine years of English studies, only three were able to prove themselves competent in an elementary communication situation that required them to introduce themselves by correctly forming five sentences indicating the following: name, age, date and place of birth, number of years they had been studying English.

With these few reviews, it has been noticed that no major emphases have been laid on the relationship that exist between the CBA and the Communicative English Language Teaching and Learning, that is the influence that the CBA has on the Grammatical competence, situational competence and the notional competence.

1.6. CONCLUSION

This chapter not like the first has been consecrated to the problem statement. We began by showing in which the study is focused after a brief introduction, the research gap, the research problem, research questions, hypothesis, objectives, significance of the study and a brief conclusion.

PART TWO: EMPIRICAL FRAMEWORK

RESEARCH METHODOLOGY

3.1. INTRODUCTION

Research methodology is a way to systematically solve the research problem. Thus, when talking of research methodology it involves the research methods, the logic behind the methods we used in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others. This chapter englobes the research philosophy, research type, the research strategy, the time horizon, data collection method and lastly the analysis methods or procedure and techniques.

3.2. RESEARCH PHILOSOPHY

A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analyzed and used. The term epistemology (what is known to be true) as opposed to doxology (what is believed to be true) encompasses the various philosophies of research approach. The purpose of science, then, is the process of transforming things believed into things known: doxa to episteme. Two major research philosophies have been identified in the Western tradition of science, namely positivist (sometimes called scientific) and interpretivist (also known as anti-positivist) (Galliers, 1991).

There has, however, been much debate on the issue of whether or not this positivist paradigm is entirely suitable for the social sciences (Hirschheim, 1985), many authors calling for a more pluralistic attitude towards IS research methodologies (see e.g. Kuhn, Bjørn-Andersen, Remenyi and Williams). While we shall not elaborate on this debate further, it is germane to our study since it is also the case that Information Systems, dealing as it does with the interaction of people and technology, is considered to be of the social sciences rather than the physical sciences (Hirschheim, 1985). Indeed, some of the difficulties experienced in IS research, such as the apparent inconsistency of results, may be attributed to the inappropriateness of the positivist paradigm for the domain. Likewise, some variables or constituent parts of reality might have been previously thought unmeasurable under the positivist paradigm - and hence went unresearched (after Galliers, 1991).

Interpretivists contend that only through the subjective interpretation of and intervention in reality can that reality be fully understood. The study of phenomena in their natural environment is key to the interpretivist philosophy, together with the acknowledgement that scientists cannot avoid affecting those phenomena they study. They admit that there may be many interpretations of reality, but maintain that these interpretations are in themselves a part of the scientific knowledge they are pursuing. Interpretivism has a tradition that is no less glorious than that of positivism, nor is it shorter.

Since our main objective is describing the relationship between CBA and CELTL and the secondary objectives: the influence and impact of the CBA on the Grammatical competence, Situational competence and the Notional competence, our philosophy research will be based on interpretivism.

3.3. RESEARCH TYPE

There are three main types of research: quantitative, qualitative and mixed research. Pure quantitative research relies on the collection of quantitative data (i.e., numerical data) and follows the other characteristics of the quantitative research paradigm, Pure qualitative research relies on the collection of qualitative data (i.e., nonnumerical data such as words and pictures) and follows the other characteristics of the qualitative research paradigm shown in Table 2.1. Mixed research involves the mixing of quantitative and qualitative research methods, approaches, or other paradigm characteristics. But our main focus here is the qualitative research method (Prestonson and Christensen, 2014).

The qualitative research does not have a fixed definition, so Denzin and Lincoln (2018), borrowed

from and paraphrased Nelson and al.'s (1992) attempt to define cultural studies: Qualitative research or inquiry is an interdisciplinary, transdisciplinary, and sometimes counterdisciplinary field. It crosscuts the humanities, as well as the social and the physical sciences. Qualitative research is many things at the same time. It is multiparadigmatic in focus. Its practitioners are sensitive to the value of the multimethod approach. They are committed to the naturalistic perspective and to the interpretive understanding of human experience. At the same time, the field is inherently political and shaped by multiple ethical and political positions.

In other simple words as defined by Kothari (2004) Qualitative research is concerned with qualitative phenomenon that is, phenomena relating to or involving quality or kind. For instance, when we are interested in investigating the reasons for human behavior (that is, why people think or do certain things), we quite often talk of 'Motivation Research', an important type of qualitative research. This research aims at discovering the underlying motives and desires, using in depth interviews for the purpose and many other techniques.

As written earlier, our main focus is the qualitative method, this because words will be more appropriate in describing the supposed hypothesis of a relationship between CBA and CELTL and the impact or influence it has on the Grammatical, Situational and Notional competences. Describing entails detailing of the phenomenon so we came to the conclusion that the qualitative research will be best for the research study.

3.4. RESEARCH METHOD AND TECHNIQUE OR STRATEGY

Research methods refer to the behavior and instruments used in selecting and constructing research technique while Research techniques refer to the behavior and instruments we use in performing research operations such as making observations, recording data, techniques of processing data and the like (Prestonson and Christensen,2014). For this study, the methods we chose are as follows:

3.4.1. Technique

- content analysis

This method and technique fall under the library research method. The documents or records that are of interest to the educational historical or documentary research is typically consist of written or printed materials such as diplomas, cartoons, diaries, memoirs, newspapers, yearbooks, memos, periodicals, reports, files, attendance records, census reports, budgets, maps, and tests. Actually, just about anything that is printed or written down and relating to our research topic would represent a document or record that we would want to obtain and, perhaps, use. Some of the sources in which the data was collected are both primary and secondary. A primary source is one in which the creator was a direct witness or in some other way directly involved in or related to the event (Examples of primary sources are a diary, an original map, a song or ballad, a transcript of an oral interview conducted with a person who participated in an event, the minutes of a board meeting, court decisions and the arguments that accompany them, and a photograph of a World War II battle scene). A secondary source is one that was created from primary sources, other secondary sources, or some combination of primary and secondary sources. A secondary source is therefore at least one step removed from direct contact, involvement, or relationship with the event being researched. These methods and techniques were chosen because according to Prestonson and Christensen (2014) historical analysis or research involves exploring the relationship among different events, and its impact which rhymes with my research study.

3.5. DATA COLLECTION METHOD

Data is a collection of facts, figures, objects, symbols, and events gathered from different sources. Data collection methods are techniques and procedures for gathering information for research purposes (int.). There are two major data collection methods which are: primary and secondary data collection method. Our research type as seen earlier is an inductive qualitative type and is aimed with describing a

relationship between CBA and CELTL through the library research method categorized under the secondary data collection method. The tool used for collecting the data is an analytic grid.

Type of document	<p>Books</p> <ul style="list-style-type: none"> -Educational research: Quantitative, qualitative, and mixed approaches by R. Burke Prestonson, Larry Christensen. -Competency-based Language Teaching in Higher Education by Maria Luisa Pérez Cañado -Communicative approach to the teaching of English as a second language by Pratima Dave Shastri -Communicative Language by Teaching Today Jack C. Richard -Chapter-2 theoretical background -MINESEC, (2019,2020). Program of study: English to Francophones. General Secondary Education, Premiere, Terminale and Seconde. Inspectorate of Pedagogy in Charge of Teaching and Promotion of Bilingualism. -Eight principles for teaching and learning English by Renandya 	<p>Thesis</p> <ul style="list-style-type: none"> -The implementation of the competency-based approach (CBA) in the teaching of EFL in Cameroon: case study of some selected schools in Yaoundé by Ngala -Role play and the improvement of learners' communicative competence in English language in the francophone subsystem education: a study carried in first year in Lycée Technique Charles Atangana by Laure 	<p>Articles</p> <ul style="list-style-type: none"> -The history of development of competency-based education Yelena Butova -The Communicative Language Teaching Approach: Theory and Practice Merlissa Elpedes Suemith -Grammatical, Situational and Notional Syllabuses by Wilkins - The Competency Based Approach in Cameroon Public Secondary Schools: Modes of Appropriation and Constrains by Wiysahnyuy F. Wiysahnyuy -Appraising Cameroon Students Communicative Competence in English by Jean Désiré Banga Amvéne -Socio-Cultural Competence in Teaching Foreign Languages by Guryanov, Rakhimova and Guzman
Type of source	Primary source	Secondary source	Secondary sources
Research method	Both quantitative and qualitative method	Quantitative	Quantitative and qualitative methods of research
Relevance to research topic	Directly related to the research topic	Somewhat related to the research/ partially related to the research	Somewhat related to the research or partially related to the research

Table 5: Some important documents that data was collected.

A Framework for Communicative Competence-Based Syllabus by Yassi and Bahar (2015).
(CELTL syllabus frame work)

As stated earlier that the implementation of the overall procedures of communicative competence-based syllabus has also contributed an idea of formulating a framework for communicative competence-based syllabus. The framework illustrates the key elements which underlie the syllabus content.

3.5.1.1. Lesson plans

3.5.1.1.1. CBA Lesson plans

Teacher's name: MAKODJOU POKA Dorcace

Real-life situation: How to care for the environment

Category of action: Speaking

Example of action: Talking about tips on how to care for the environment

Essential knowledge: Vocabulary

Lesson title: Words and expressions related to environmental problems

Previous knowledge: The students already have notions on what is the environment and environmental problems

Expected outcome: At the end of this lesson, the students will:

- Complete a chart with words and expressions related to environmental problems
- Outline and explain tips on how to care for the environment
- Complete sentences on environmental problems

Stages	Intermediary Pedagogic Objectives	Content	Teacher's activities	Learners' activities	Duration
Introduction	To engage the students into the lesson	Brainstorming questions 1. What do you understand by "environment"? 2. When you observe the environment, do we have changes? 3. Are these changes positive or negative? Why?	The teacher asks the questions	The students answer the questions	5 min
Discovery	To captivate the learners' attention	Image on page 127	The teacher tells the students to observe the image	The students observe the image	5 min
Research	To make the students reflect on environmental problems	Questions related to the images 1. What can you see on the picture? 2. What word can we use to name this phenomenon? 3. What are the types of pollution you know? 4. What other environmental problems do you know? 5. How can we solve these problems and/or care for the environment?	- The teacher asks questions and guides the students to the correct answers	The students answer the questions	10 min
Comparison and validation of findings	To promote co-construction of knowledge	Expected answers to the questions 1. We can see a beach full of bottles and dirt 2. Pollution 3. Air pollution, water pollution and soil pollution 4. Deforestation, global warming, floods, droughts etc. 5. - By planting trees - By throwing garbage in dustbins - By recycling garbage - By building houses in an orderly manner - By controlling gas emissions from industries - By using renewable energy	- The teacher compares the students' answers and validate them if they are correct with the students - The teacher writes correct answers on the board	- The students compare their mates' answers with the teacher	10 min
Consolidation	To make sure the students have understood the lesson	Complete the following chart with the environmental problems we have talked about	The teacher draws the chart	The students draw and complete the chart	5 min

Evaluation	To test the level of understanding of the lesson	Complete the following sentences on environmental problems 1. Too much rain leads to _____ in some quarters. 2. The cutting down of trees is known as _____ 3. The destruction of the ozone layer lead to _____ 4. When there is no rain, there is _____ 5. We need to develop new forms of sustainable _____	The teacher gives the exercise	The students do the exercise	10 min
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Table 8 : Première Lesson Plan

Teacher's name: MAFFOGANG TEKEU Hélène Ange

Real-life situation: Identifying safety measures that can prevent accidents and injuries

Category of action: Speaking

Example of action: Talking about the comparative and superlative forms

Essential knowledge: Grammar

Lesson title: The Comparative and the Superlative form

Previous knowledge: The students already have notions on adjectives

Expected outcome: At the end of this lesson, the students will:

- Give tips for using the comparative and superlative form
- Fill in the blanks with the correct form of the adjective
- Complete sentences in line with the comparative and superlative form

Stages	Intermediary Pedagogic Objectives	Content	Teacher's activities	Learners' activities	Durati on
Introduc tion	To engage the students into the lesson	Brainstorming questions 1. Look at these pictures; how can you say about them? 2. What differentiates them? 3. What did we just do?	The teacher picks up two students asks the questions	The students answer the questions	5 min
Discover y	To captivate the learners' attention	That introduces us to the lesson of the day which is the comparative and superlative form	The teacher introduces the students to the lesson	The students discover the lesson	5 min
Research	To make the students reflect on environmental problems	Questions related to the topic 1. When do you think we use the comparative form? 2. When do you think we use the superlative form? 3. Can you give examples of sentences in the comparative form? 4. Can you give examples of sentences in the superlative form?	- The teacher asks questions and guides the students to the correct answers	The students answer the questions	10 min
Compari son and validatio n of findings	To promote co-construction of knowledge	Expected answers to the questions 1. We use the comparative form when comparing two people or two items 2. We use the superlative form when comparing three or more people or items 3. Ngannou is stronger than Fury David Eto'o is younger than Song Bahanag A lighter is more expensive than a box of matches 4. Aboubakar Vincent is the best player in Cameroon Ndole is the best Cameroonian dish	- The teacher compares the students' answers and validate them if they are correct with the students - The teacher writes correct answers on the board	- The students compare their mates' answers with the teacher	10 min

		Essono is the most stubborn child in class			
Institutionalisation of new knowledge	To take down something the students will keep in mind	Lesson notes The comparative and Superlative form - Comparative adjectives are used to compare two objects. Adjectives with one syllable are formed by adding ‘-er’ - Adjectives with two syllables are formed by adding -er or ‘more’ before the adjective - Adjectives with three or more syllables form the comparative by adding ‘more’ in front of the adjective - Superlative adjectives are used to compare three or more people or objects. Adjectives with one syllable are formed by adding ‘-est’. if the consonant has a single vowel and a single consonant, double the consonant e.g tallest - Adjectives with two syllables are formed by adding -est or ‘most’ before the adjective - Adjectives with three or more syllables form the superlative by adding ‘most’ in front of the adjective	Teacher writes down notes on the board	The students copy the notes	5 min
Consolidation	To make sure the students have understood the lesson	Fill in the blanks with the correct form of the adjective - This book is _____ (interesting) than that one. - John is _____ (tall) than his sister. - Today is _____ (hot) than yesterday. - The red dress is _____ (expensive) than the blue dress. - Of all the students in the class, Maria is _____ (intelligent)	The teacher presents questions for learners to answer	The students answer the questions	5 min
Evaluation	To test the level of understanding of the lesson	Complete the following sentences on comparative and superlative forms 1. The elephant is _____ (big) animal in the world. a) big; b) bigger; c) biggest 2. This book is _____ (interesting) than the previous one a) most interesting; b) more interesting 3. Sarah is _____ (tall) girl in her class. a) tall; b) taller c) tallest 4. Today is _____ (hot) than yesterday. a) hot; b) hotter; c) hottest	The teacher gives the exercise	The students do the exercise	10 min

3.5.1.1.2. A CELTL lesson plan by ITT

Lesson Plan			
Teacher: Peter Smith	Observer: n/a	Date and time: 15/02/02	
Class level: Beginner	Room: 8	Expected number of students: 12	
Context: Consolidation of animal vocab from previous lesson to bring out new grammar.			
Teaching aids: Pictures of animals, drawing paper, board and pens, exercise sheets.			
Learner objectives: For the students to be able to accurately produce can and cant when talking about animals, and to use animal vocab appropriately.		Personal aims: To improve my instructions by demonstrating rather than using verbal instructions.	
Anticipated problems for students: Pronunciation of "cant". Solutions: Drilling and mouth diagrams.		Anticipated problems for teacher: Getting students to participate actively. Solutions: fun activate phase activity.	
Procedure	Phase	Timing	Interaction
Quick review of animal vocab - brainstorm and use pictures and drawings.	Engage	5 mins	T-S
Ask students questions, e.g. where can you see these animals? Do you have these animals in your country? What are your favorite animals? Why? Etc.		10 mins	T-S
What can your favorite animal do? What cant it do? Use the answers on the board to show difference in meaning and spelling. Highlight contracted form of can not = cant.	Study	7 mins	T-S
Drill pronunciation, with attention to /t/ sound in "cant".		3 mins	T-S
Fill in the blank activity (in pairs). Example questions: 'A kangaroo can _____', 'An ostrich cant _____', etc.		5 mins	S-S
Feedback from above activity.		3 mins	T-S
Look at typical verbs of movement for animals (e.g. fly/swim/jump, etc) that weren't known. Use mime and drill for pronunciation. Check comprehension by asking students to mime.		5 mins	T-S
Put students into groups of three. Hand out blank sheets.	Activate 1	2 mins	T-S
Ask students to create a fantasy animal (demonstrate with one I prepared earlier by asking students what it can and cant do). In groups students think of, draw and name a fantasy animal.		12 mins	S-S
Students show the animal to the class and describe what it can and cant do. They should produce structures such as 'My xxxxxx can fly or 'My xxxxxx can swim but it cant walk', where 'xxxxxx' is the name of their animal.		3 mins	S-S
Back up activity if time allows: Students draw animal word from a container, they describe abilities of the animal to the class. The student who guesses it first gets a point (can be done in teams if time allows).	Activate 2	5 mins	S-S

Source: International TEFL and TESOL Training (ittt.com)

3.6. CONCLUSION

The research methodology and method adapted for the research is an inductive qualitative research type which follows the interpretive philosophy, the data collection method is a library research method whereby data is collected from books and other documents through the analytic grid of the analysis of historical records, analysis of documents and content analysis. The time horizon is cross sectional.

PRESENTATION AND DISCUSSION OF THE RESULTS

4.1. INTRODUCTION

In this chapter we will enunciate on the presentation of findings, discussion of the results -discussion of the results in relation to research questions and hypothesis, comparison with existing literature, limitations of the study, implications of the finding and a conclusion.

4.2. PRESENTATION OF FINDINGS

The presentation of findings and analysis of research objectives and scope involves summarizing and presenting the results of the research in a clear and organized manner. This includes presenting the data collected and analyzed, highlighting key findings, and providing an interpretation of the results in a relation to the research objectives and scope. The presentation can take various forms such as written reports, tables, graphs, charts, visual aids, or oral presentations, (int.) but this presentation will be done in a written and tabular form as seen below.

According to table 4, most of the books used in collecting data were directly related to the research study. As a reminder, the research topic is “CBA and CELTL in Yaoundé high schools”. The articles and theses used were partially related to the research study and we classified them under secondary resource documents and primary source of data collection. Since the research objective is all about describing a relationship, analysing the content of these themes was of great value. Below is a tabular presentation of the analysis.

Competences Syllabus (CBA/CELTL) Lesson P. (CBA/CELTL)

Grammatical The English syllabus for French speaking learners has grammar as an essential knowledge and thus is part of the content to be taught in all the five life domains.

The CELTL framework, has as grammar part of language knowledge The premiere lesson plan has no grammar, whereas that of seconde is focused on grammar (Essential knowledge: Grammar)

The CELTL lesson plan has the grammatical notion Can and can't, verbs related to the actions of animals, fly, swim, etc. at the level of the study phase.

Notional The CBA syllabus has Vocabulary as well as an essential knowledge. Same goes with the CELTL that has vocabulary as a language knowledge. CBA 1ere lesson plan has the vocab: Lesson title: Words and expressions related to environmental problems while the seconde lesson does not.

CELTL lesson plan has the vocab cited in the objective (animal vocab that is words and expressions related to animals) and at the Engage phase.

Situational The CBA lesson plan has families of situations such as using language to express oneself on relationships within the family, school and community etc.

The CELTL uses the language knowledge already acquire for conversations or a roleplay. The premiere lesson plan has a real-life situation while the second lesson plan has non.

In the objective of the CELTL, the situation is clearly stated on what the learner has to do (when talking about animals) and in the activate phase, learners talk about what animals can and can't using the animal vocab.

4.3. DISCUSSIONS OF THE RESULTS

The discussion is where a delve into the meaning, importance, and relevance of the results is done. So, it focuses on explaining what we found, showing how the results relates to the research questions and hypotheses. As a reminder, our research question is in two categories, that is the general and specific research questions with presupposed answers to the questions known as hypotheses.

Research topic Research questions hypothesis

Competency based approach and communicative English teaching and learning in Yaounde high schools.

General

What relationship exists between CBA and CELTL? General

There is a relationship between CBA and CELTL.

Secondary 1

To what extent does the CBA affect the grammatical competence? Specific 1

The CBA affects the grammatical competence

Secondary 2

What influence does the CBA have on the notional competence? The CBA has an influence on the notional competence

Specific 3

How does the CBA influence the situational competence? The CBA influences the situational competence

Table 11 : Revision of research questions and hypothesis

4.3.1. Discussions of the results in relation to the general hypothesis

According to the results of the analysis, one can conclude there is effectively a relationship between the CBA and the CELTL. To better explain the meaning of the findings in relation to the research question and hypotheses, we will first explain what a relationship is. A simple definition of relationship according to oxford dictionary (2013) is the way two or more things are connected. Objects or things can have relationships such as association, aggregation, composition, dependency, generalization, and realization. Association is a simple relationship where objects are related but exist independently (for example, a student and a teacher are associated because they interact, but the exist independently of each other. The association can be one-to-one, one-to-many, many-to-one, many-to-many); aggregation is a special form of association where one object is a part of another, but can exist independently (for example, a car is made up of wheels, engine, and other parts. Here the car is an aggregate of its parts, but the parts can exist independently of the car); composition is a stronger form of aggregation where the part cannot exist independently of the whole (for example, a heart is a part of a human body).

The ultimate aim of the competency-based model is thus to form flexible and adaptable professionals who can apply competencies to the varied, unforeseeable, and complex situations they will encounter throughout their personal, social, and professional lives, and who can thus become active and useful citizens in our democratic society (Maria, 2013). Even though the CBA is broad, it has for main objective just as the CELTL the development of the communicative competence for language. We also discovered that, the CBA seeks to develop competencies in all educational domains whereas the CELTL is language specific

4.3.1.1. First hypothesis: The CBA has an influence on the situational competence

The terminal syllabus under the CBA has a real-life situation for each domain of life as shown clearly in the syllabus.

Cycle	Year	Level	Domains of life	Families of situations	Status	Time	
						Series	Hour
2nd	3	Tle	Family and Social Life	Using language to provide personal information.	Compulsory	C/D	15 hours
						A	20 hours
			Economic life and Occupation	Using language to talk about consumer economy and community resources.	Compulsory	C/D	15 hours
						A	20 hours
			Environment, Well-being and Health	Using Language to talk about health care in and to create environmental awareness.	Compulsory	C/D	15 hours
						A	20 hours
			Citizenship and Human Rights	Using Language to talk about rights and civic responsibilities.	Compulsory	C/D	15 hours
						A	20 hours

			The Media and Communication	Using Language to explore and keep abreast with audio-visual and print media.	Compulsory	C/D	15 hours
						A	20 hours

GENERAL CONCLUSION

Everything being equal, Cameroon as well as the world at large seeks to develop competencies in every educational domain through the implementation of approaches suitable for the attainment of their goals. So, we adopted the CBA as seen earlier as the gateway for an emerging Cameroon with citizens able to communicate competently in both official languages. Despite its adoption for about 13 to 14 years today, the communicative competence of students is still very poor. The results of some researchers have proven that there is still a great deal in the manipulation of this approach by the teachers and students. It is from this observation that our research problem was born, that is the inability of the high school learners to communicate competently despite the adoption of the CBA. Apart from the CBA and before still the CBA, there have been a handful of approaches and language teaching and learning methods.

Our research work, equally had specific or secondary questions with hypotheses and objectives. These are as follows,

Specific questions:

- 1- To what extent does the CBA affect the grammatical competence?
- 2- What influence does the CBA have on the situational competence?
- 3- How does the CBA influence the notional competence?

Specific hypothesis:

- 1- The CBA affects the grammatical competence.
- 2- The CBA has an influence on the situational competence.
- 3- The CBA influences the notional competence

Specific objectives:

- 1- Show the effects of the CBA on the grammatical competence
- 2- Demonstrate the influence of the CBA on the situational competence
- 3- Examine the influence of the CBA on the notional competence

In order to attain our objectives, we made use of the interpretivism research philosophy, the qualitative research type, the analysis of historical records most especially documents, the analysis of documents precisely content analysis as research method and technique, the primary and secondary data collection method, and lastly an analytic grid as the data collection tool. All of these constitute the methodology adopted for this research.

As for the results, on the influence of the CBA and the grammatical, notional and situational competence, the lesson plans as shown earlier of a high school teacher under the CBA does not affect all the competences, there is no, situational competence in the seconde lesson plan nor a grammatical competence in the premier lesson plan. Due to this failure, the CBA does not completely affect or influence the communicative competences. Yet the relationship of association between the themes actually can act as a path way for the adoption of the ESA lesson plan preparation as proposed by Harmer under the CLT approach.

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