

Teaching and Testing Language Skills and Sub-Skills According to CBA Norms: A Case Study of Three Selected Schools in the Wouri Division

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ABSTRACT

This article sets out to investigate if English Language teachers in the Wouri Division in Cameroon teach and test language skills and sub-skills according to the Competence-Based Approach (CBA), norms in the classroom context. Three secondary schools in the Wouri Division were chosen for this study (Lycee d'Akwa, Lycee de Ndoghem, All Saints Bilingual College). To achieve this, the following research tools were used : A questionnaire was given to the respondents (teachers) to investigate if they teach and test language skills and sub-skills according to the CBA norms. Secondly, classroom observation was carried out to investigate if teachers teach and test language skills and sub-skills according to CBA norms. Thirdly, interviews were conducted with some pedagogic inspectors to know how often English Language teachers attend pedagogic seminars to arm themselves with the norms of the CBA in order to teach and test language skills and sub-skills according to CBA norms effectively in their classrooms.

Data was analyzed statistically using tables and percentages.

The analysis revealed that:

some teachers do not teach language skills and subskills according to CBA norms. For instance, most teachers use deductive methods rather than inductive methods to teach grammar. some respondents did not relate language skills and subskills to real-life situations.

many teachers did not play the correct roles of a guide, facilitator, organizer, assessor, researcher, etc. When teaching language skills and subskills, teachers rarely use teaching aids to teach their lessons, especially vocabulary lessons. Many of them ignore the teaching of listening and pronunciation lessons with the pretext that these lessons are not tested in official exams. some teachers do only the summative evaluation which is done at the end of the sequence and ignore the diagnostic and summative evaluations.

Furthermore, after analyzing the questionnaire given to respondents,

Classroom observations and carrying out interviews with some of the respondents, we realized that teachers do not teach language skills and sub-skills according to CBA norms because of some difficulties they face in the field. For instance, some of the difficulties include lack of knowledge of the norms of the CBA, lack of teaching aids, insufficient hours allocated for the teaching of the English language, lack of motivation, among other difficulties.

Finally, we came up with some suggestions that would help teachers to better teach and test language skills and sub-skills according to CBA norms in their classrooms. We also made some recommendations which would be of help to teachers, curriculum designers, and educational authorities. Some proposals for further research were also made.

KEYWORDS: Competence-Based Approach, Language skills, Language sub-skills.

How to cite this paper: Nyanka Doris Ngwanui "Teaching and Testing Language Skills and Sub-Skills According to CBA Norms: A Case Study of Three Selected Schools in the Wouri Division" Published in International

Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-9 | Issue-6, December 2025, pp.153-162,

URL: www.ijtsrd.com/papers/ijtsrd98784.pdf



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INTRODUCTION

The Competence-Based Approach (CBA), though new in the educational system in Cameroon, is not a new approach in pedagogy but an old and evolving approach according to Richards (2006). This approach was first introduced in the United States in the late 1960s and was widely used in its military field. It was later used in the UK in the 1970s and in Germany in the 1980s.

The CBA was introduced in French-speaking Africa in 1960 during the Conference of Ministers of Education, whose countries share the French language. (Bernard et al 2007).

In Cameroon, the CBA is a new approach introduced in Cameroon's educational system in 2014.

According to the order No 264/2014/MINESEC, 13 August 2014. This demanded that every aspect of the school programs be done with respect to the norms of this approach. Those expected to implement this approach were: teachers, inspectors, students, coursebook writers, editors.

Richards and Rodgers, (2002:141), define the CBA as: an educational movement that focuses on the outcomes or outputs of learning in the development of language programs. The main aim of this approach is to bridge classroom teaching to extracurricular activities. Being a learner-centered approach, students are expected to use what they learn in the classroom to perform real-life activities in the society.

Worthy of note is the fact that the CBA builds competencies in learners. These competencies include discourse competence, linguistic competence, sociolinguistic competence, and strategic competence.

For this approach to be taught effectively in the classroom, some norms of the CBA must be respected. These norms include: the roles the teachers play in the classroom when teaching and testing language skills and sub-skills, the use of didactic materials to teach and test language skills and sub-skills, the types of assessment done in the classroom, the type of approach used in teaching language skills and sub-skills, the employment of classroom activities that will make the learner autonomous, researchers, innovative among other roles.

Although the CBA has its norms, many teachers fail to implement these norms for the effective teaching and testing of language skills and sub-skills in their respective classrooms.

1. LITERATURE REVIEW

Kouwenhoven (2003) gives concrete definitions of the two terms. He defines "Competency" as "the ability to choose and use an integrated combination

knowledge, skills and abilities with the intention to realize a task in a certain context, while personal characteristics such as motivation, self-confidence and will-power are part of that context". Kouwenhoven (2003) defines "Competence" as "the capacity to accomplish up to a standard, the key occupational tasks that characterize a profession".

Competency-Based teaching is therefore an approach to education which focuses on the students' demonstration of desired learning outcomes as central to the learning process.

Richard and Rodgers (2001) indicate that the Competency-Based language learning approach centres on what learners are expected to do with the language they acquire in class. CBA is based on real-life situations. This entails, effective learning can only take place when learners are aware of the fact that what they are learning will improve on their lives. As such, as far as the learning of English language is concerned under the CBA, language items should be introduced and practiced in different situations similar to situation in real-life.

(Markova, 1996; Kubrushko, 2001 Zeer, 2007) say professional Competence exists only within the frame of a concrete profession, professional activity.

Barder (2007: 33-34) citing Perrenoud (2001) says, Competence is the faculty of mobilizing a set of cognitive resources such as knowledge capacities and information in order to face a family of situation with efficacy and pertinence. To confirm this definition, Perrenoud stated that knowing how to treat an ill child is a competence which does not only mobilize capacities such as taking the temperature, knowing how to observe the psychological signs and how to administer a remedy but also requires knowledge of pathologies and their symptoms, some emergency measures, and what medicines to dispense and some medical and pharmaceutical services.

Chelli (2010) in "The competence-Based Approach in higher education" defines Competency as: a know how to act process which integrates and mobilizes a set of capacities, skills and amount of knowledge that will be used effectively in various problem-solving situations and in circumstances that have never occurred before. Chelli (2010) further states that Competency are the various skills learners have to be taught which may lead them to acquire the four language skills in an interactional way to be able to use them later on, either in their jobs or in their daily lives. The term Competency refers to the skill that one needs in a particular job or for a particular task.

Schadrikov (2011 : Raven 2002 ; Khutorskoi, : 2003) say the definition of Competence has common

features in all investigations such as readiness of an individual to cope with various tasks, as unity knowledge, skills and experience, attitude, which are necessary for fulfilling concrete work.

(Sylvian, 2005 cited in Mosha, 2012) define competence as : a set of skills, knowledge and behaviours someone needs to have achieved in order to perform tasks or activities at school and in the world of work.

Nkwetisama (2012) investigated on the topic “The Competency Based Approach to English language Education and the Walls between the Classroom and the society in Cameroon...”. He realized that, though most Anglophone learners have taken a considerable length of time in learning the English language in secondary schools, their speech is still generally characterized by deviant forms. He used the metaphor of the “wall” to explain that “walls exist between the knowledge these learners get in the classroom and the implementation of the knowledge in the real life situations”.

According to Nkwetisama, English Language teaching in the classroom was not adapted to everyday communication needs of the learners. Nkwetisama attributed students’ poor oral performance to the fact that most teachers still used the traditional methods (grammar translation methods) which was more on the written form of language. The author believed that the competence based approach can solve this problem.

Georges Calvin Kengni Bidja (2017) investigated on “challenges in implementing the competence-Based Approach. The case of English language teachers of Francophone secondary schools in Yaounde”. His findings revealed that pedagogic workshops organised by inspectors were not enough for teachers to get sufficient knowledge on the CBA. Consequently, teachers faced difficulties in the field during teaching.

Nyam Anna Wulnijofwi (2018) did “An evaluation of the implementation of the competence-Based approach of teaching in the development of learners’ writing skill in ELT materials in Cameroon: the case of graded English”. She dwelt on whether the writing activities in Graded English Book Three are enough to enhance the writing tailored to meet the demands of the CBA. Her results revealed that the writing skill was fully integrated with other skills and these writing activities were in conformity with the national syllabus. The study also revealed that the course book did not clearly state how the learners could use these activities.

2. Some notions / concepts about the Competence-Based Approach

2.1. The Competence-Based Approach (CBA)

Richards and Rodgers, (2002: 141) define the Competence-Based Approach as an educational movement that focuses on the outcomes or outputs of learning in the development of language programs. This approach is a learner-centered approach as opposed to the formerly used teacher-centered approach. This means that learners are expected to be at the center of the learning process, while the teacher is there as a guide, monitor, facilitator, among other roles. Furthermore, the approach advocates that learners should be able to use what is learnt in the classroom to handle real-life situations in the society.

2.2. COMPETENCE

Bader (2007:33-34) cited Perronoud (2001) states that “Competence is the faculty of mobilizing a set of cognitive resources such as knowledge capacities and information in order to face a family of situations with efficacy and patience”. Perrenoud stated that knowing how to treat an ill child does not only mobilize capacities such as taking the temperature, knowing how to observe the psychological signs, and how to administer a remedy, but also requires knowledge of pathologies and their symptoms, some emergency measures, what drugs to use, and some medical and pharmaceutical services.

2.3. Competency

CHELLI(2010) in “The Competence-Based Approach in Higher Education” states that competency is a know-how-to-act process which integrates and mobilizes a set of capacities, skills, and amount of knowledge that will be used effectively in various problem-solving situations and in circumstances that have never occurred before. He further says that the competency can be considered as the various skills learners have to be taught that may lead them to acquire the four language skills of listening, speaking, reading, and writing during interaction to be able to use them later on.

3. Norms/ Tenets of the CBA

These are the various activities /approaches that should be carried out and used respectively in the classroom in order to ensure the effective teaching and testing of language skills and subskills. This stems from the roles the teachers and students play during the teaching / learning / testing processes in the classroom, the type of assessment done in the classroom and at what period of the teaching process, the type of approach used to teach language skills and subskills, the use of teaching aids (pictorial / visual aids), concrete objects to teach language skills and subskills, the type of classroom activities that help to

build communicative competence in learners, (role play, pair / group work), among other issues.

4. THE DIFFERENT COMPETENCIES LEARNERS ARE SUPPOSED TO PORTRAY IN A CBA CLASSROOM.

4.1. Discourse or Textual Competence.

Discourse competence is a learner's ability to start, contribute to, and end a conversation consistently, cohesively, and coherently. In this light, the learner should be able to decipher the subject matter, the topic, the theme, or the main idea in a given book or text. He or she should also be able to interpret a discourse, being it a phone conversation, a statement in a given context, a poem, among others.

4.2. Linguistic Competence.

This requires the learners to interpret language lessons like grammar, vocabulary, reading, text, among others.

4.3. Strategic Competence.

Here, the learner is expected to communicate effectively in the English language. The learner is also expected to use strategies like: guessing, repetition, hesitation, generalization to tackle problems in a given context.

4.4. Socio-linguistic competence.

This competence requires the learner to be able to interpret discourse in a given social context. Here, the learner should be able to interpret speech acts, conversations, interviews, debates, among others.

5. Techniques of teaching under the CBA.

The CBA employs some techniques that help the approach to realise its aims. These techniques include: group work, pair work, individual work, problem-solving and project work.

5.1. Group work

Group work is one of the techniques encouraged or advocated by the competence-based approach. Here, learners have the opportunity to communicate and interact with their peers during the learning process. This enables them to carry out different tasks successfully. It should be noted that the type of learning task determines the type of grouping organisation chosen. Richards and Schmidt (2002: 234) outline the different group arrangements for teaching as follows :

➤ Whole-group instruction

Here, the whole class is considered as one group and is taught as one group.

➤ Small group discussion

In this group type, the class is divided into small groups of six to eight students. These groups of students work together on a discussion topic.

➤ Tutorial discussion group

This type of group involves very few students, precisely less than five students. Tutorial discussion group makes teaching and learning process most effective compared to other group types. This is because it facilitates real communication and interaction and effective language use among students. Harmer (2001: 117) proposes in his book "the practice of English language " five advantages of using this kind of task:

➤ It promotes learner autonomy.

➤ It increases the amount of talking for individual students.

➤ It encourages greater skills of co-operation and negotiation.

➤ There is greater chance of different opinions and varied contributions.

➤ Some students can choose their level of participation more readily than in a whole class situation.

From the analyses of group work, we realise that group work is a very useful tool in the competence-based approach. It is of great advantage both to the teacher and the learner. This is because it creates some kind of communicative or interactive atmosphere among learners and even between the teacher and their learners, thus, achieving one of the main aims of the CBA which is communication.

5.2. Pair work

This is when a teacher pairs students and gives them tasks to work on. This encourages communications between pairs with regards to the tasks given them.

5.3. Individual work

Here, the teacher gives a task in class and students are asked to work individually. This helps the student to be autonomous and creative in the learning process. It also helps the teacher to know if individual student is following up the lesson or not.

5.4. Problem-solving

Richards and Schmidt (2002: 420) define problem-solving as: a task used to motivate interaction among pairs or groups. Barker and Gaut (2002: 160) have this to say about problem-solving:

A problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information and making a decision based on their findings.

At this point, the teacher gives the students a topic that states a problem. Students then "analyse the topic, make suggestions, give reasons, accept, modify

or reject suggestions and reasons given by others”
Boussiada (2010: 21).

5.5. Project work

According to Richards and Schmidt (2002 : 30), a project work is “an activity which centres around the completion of a task and which usually requires an extended amount of independent work either by individual student or by a group of students”.

6. LANGUAGE SKILLS

Language skills are the abilities that allow people to understand and use a language for effective communication and are divided into four core areas; listening, writing, speaking and reading. These language skills are conversational abilities that allow you to express yourself clearly and precisely.

These skills include expressing thoughts coherently, comprehending information and interacting with others in both verbal and written forms.

7. Language sub-skills

These are the smaller specific abilities that make up the four main skills of listening, speaking, reading and writing. They include; vocabulary, grammar and pronunciation.

8. Teaching language skills according to CBA norms

For language skills to be taught according to CBA norms, these skills must be taught in relation to real-life situations. For instance, if a teacher wants to teach a lesson on “buying/selling” in the market context, the teacher should bring some items to class and organize their class in such a way that, students will role-play the role of buyer and sellers in the classroom. This will help them to be able to buy and sell in real-life activities especially in the market context.

Furthermore, the types of roles played by teacher and student during the teaching and learning processes respectively, the type of approach used to teach the skills, the types of assessment done by the teacher/the period during which the assessment is done among other things all contribute to the effective teaching and testing of language skills with regards to CBA norms.

9. Teaching language sub-skills according to CBA norms

For language sub-skills to be taught according to CBA norms, they have to be taught and related to real-life situations. This can be done by bringing concrete objects as teaching aids in the classroom when teaching vocabulary for instance. It could also be done by downloading a video of items they see everyday and bring to class. This can be used at the

warm up stage. Better still, the teachers could draw the vocabulary items on the board and use It to teach their students among other activities.

10. Types of assessment under the CBA

Under the CBA we have: diagnostic assessment, summative assessment and formative assessment.

10.1. Diagnostic assessment

This is the very first assessment that a teacher is expected to give to the learners at the beginning of the academic year especially during the first week of learning. This assessment aims at knowing the students’ previous knowledge, their levels or their strengths and weaknesses so as to teach remedial lessons in order to bring students to the desired level. Dobson (2003: 19) confirms this when he says that, this kind of assessment aims to stand in the point of strength and weakness of students by collecting evidences about the needs of the students.

10.2. Formative assessment

Formative assessment is what teachers do when they obtain information about students’ understanding during instruction and provide feedbacks that include corrections to help students learn. In this light, formative assessment occurs during the teaching process. It is an ongoing process aimed at given direct or immediate evaluation on the students work in order to facilitate and motivate the learning process. In the same light, Dobson (2003 : 19) claims that formative assessment helps and motivates learners by giving them feedback about their performance and development.

10.3. Summative assessment

Brown (2004: 6) states that summative assessment aims at measuring the amount of knowledge assimilated by a students at the end of an instructional unit. In the context of Cameroon, this type of assessment is done at the end of a sequence, that is, after six weeks of study. McMillan (2007: 17) claims that summative assessment is more formal because students get marks after measurable test in a given period of time.

11. The roles of a teacher in a CBA classroom

11.1. A facilitator

Although a teacher has many roles to play as far as teaching and learning processes are concerned in the classroom, the main role of a teacher in a CBA class is that of a facilitator. The teacher facilitates the learning process by making learners to discover for themselves or making learners autonomous in the learning process. Dobson (2003 defines a facilitator as “a person who helps learners learn by discovering things for themselves”.

11.2. An assessor

Dobson (2003) defines an assessor as “someone qualified to carry out assessment”. It is obvious that after assessment, the teacher will give correction, feedback and also grade the students Harmer (2001: 59). Davies and Pearse (2000) add that after the above, the assessor will inform the learners about their progress and also encourage the learners.

11.3. An organiser

Here, the teacher organises his or her learners the way that is convenient for him or her. It could be in groups or pairs depending on the lesson Bader (2007). As he pairs or group the learners, the teacher has to initiate and explain the content of the activities to the learners and the tasks to be carried out Harmer (2001).

11.4. A prompter

Cambridge Advanced Learners Dictionary defines prompter as: “a person whose job is to help actors during a performance to remember words that they have forgotten. In the context of the CBA the teacher acts as a prompter by helping the learners to remember and formulate their own hypothesis that will help them solve the task given them. Hedge (2000: 9) confirmed this assertion. Meanwhile Harmer (2001: 60) states that a prompter supplies students with a clarification question or information when they are lost or when they are unable to continue with the task given them.

11.5. A tutor

Cambridge Advanced Learners Dictionary defines a tutor as “a teacher who works with one student or small group either at a college, university or in the home of a child”. In the context of the CBA, a teacher acts as tutor when he or she approaches his or her students in a more personal contact by trying to help and support the students to carry out their tasks successfully. (Ibid, 2001: 62) supports this when he says this is possible and realisable when the learners are organised in groups and the teacher works with individual students and a small group.

11.6. A participant

Cambridge Advanced Dictionary defines a participant as “a person who takes part in or becomes involved in a particular activity”. In this case, the teacher shares and participates in every activity with the learners in order to guide them to achieve their objectives.

11.7. An observant

The Cambridge Advanced Learners Dictionary defines observant as “someone who is good or quick at noticing things”. In the context of the CBA, a teacher is supposed to be a good observant and should quickly rush to a student or group of students to guide

them when he or she notices that they have some difficulties in the learning process.

11.8. An observer

Chelli (2010: 26) explains that a teacher is expected to use his or her ability to observe and listen to his or her students.

11.9. A resource person

Dubin and Olshtain (1986: 48) define a resource person as “a person who provides students with materials beyond the text book.” Harmer (2001: 61) on his part says, a teacher guides his or her students to look for information instead of providing them with the desired information.

11.10. A coach

Cambridge Advanced Learners Dictionary defines a coach as; someone whose job is to teach people to improve at a skill or school subject. In the context of the CBA, the teacher is expected to coach his or her students to learn with respect to the CBA tenets. That is, during the learning process, the learner is expected to be creative, autonomous among other roles.

11.11. A mediator

A mediator according to Cambridge Advanced Learners Dictionary is: someone who negotiates between parties seeking mutual agreement. In the context of the CBA, the teacher plays the role of a mediator by enriching his or her students with knowledge of the CBA. This knowledge of the CBA, it should be noted, is got during pedagogic seminars/workshops with inspectors.

11.12. A researcher

Cambridge Advanced Learners Dictionary defines a researcher as: someone who researches with the aim of discovering new information or reach a new understanding. The teacher therefore, plays the role of a researcher by always enriching his or her students with new information got from his or her research.

11.13. Some roles of a teacher as stated by Ellis and Sinclair (1990) are as follows:

- A teacher has to encourage discussion in the classroom about language and language learning. In this case, the teacher's role is that of an encourager.
- The teacher should counsel and guide learners when need arises. Here, the teacher assumes the role of a guidance counsellor.
- The teacher negotiates course content and methodology with his or her learners. The teacher in this case assumes the responsibility of the negotiator.

- The teacher makes learners to realise the different learning strategies used in language learning.
- The teacher should create a conducive environment for learning. Such an environment will enable learners to learn better.
- The teacher should allow learners to form their own conclusions about language learning. This helps the learners to be autonomous about language learning.
- The teacher should share with learners informing them about language and language learning.

Breen and Candlin (Ibid 1980: 110) assigned the following roles to the teacher:

- The teacher is supposed to facilitate the communication process among participants in the classroom and in the various activities in the classroom.
- The teacher is supposed to be a researcher and learner. Here, the teacher has to contribute in terms of appropriate knowledge and abilities experienced in learning and organisational capacities.
- The teacher should act as a participant within the learning and teaching group.

12. The roles of the learner in the CBA classroom

According to the CBA, the learner is at the centre of the learning process. In other words, this approach is learner-centred. The learner plays an important role in the classroom. The teacher's role in the classroom is to initiate some learning activities and allow the

learners to learn themselves. The teacher only guides the learners where necessary. In the CBA classroom, learners are autonomous, making hypothesis and through generalisations, they come out with answers and conclusions about the activities concerned. Tezeh (2011).

12.1. The learner is innovative /creative.

In a CBA classroom, the learner is innovative in the sense that he or she creates new ideas based on the input got. This could be through generalisations of some structures of the language among other things.

12.2. The learner is a listener.

The learner performs this role when he or she listens to the teacher during the teaching and learning processes. This is mostly witnessed during listening comprehension lessons where learners listen to listening texts and respond to questions on the texts.

12.3. The learner is a researcher.

The learner is expected to do some research with regards to language lessons taught in the classroom, and not depend only on what the teacher gives them as notes in the classroom. As such, the learner is expected to come up with new and additional information got from his or her research.

12.4. The learner is a critical thinker

Here, the learner is expected to be able to decipher important information from unimportant ones or better still, decipher wrong information from the right one and justify his or her choice.

- The learner is at the centre of learning.

13. STATISTICAL PRESENTATION OF RESULTS

13.1. QUESTIONNAIRE WITH RESPONDENTS.

After administering research tools such as questionnaire, classroom observation and interview to respondents, we came out with the following results/statistics as seen in the tables that follow.

It should be noted that questionnaire was administered at the level of teaching of language skills and sub-skills, classroom observation was administered at the level testing of language skills and sub-skills while interview was administered to pedagogic inspectors in order to know how often English language teachers attend seminars to arm themselves with the norms of the CBA in order to teach better in their classrooms.

Table 1:

School	Number of teachers	Number of teachers who teach language skills according to CBA norms	%
Lycee D'akwa	8	3	37.5
Lycee de Ndoghem	14	7	50
All Saints Bilingual College	7	4	57.1
Total	29	14	48.2

The above table indicates that out of the 29 respondents, 14 respondents teach language skills according to CBA norms giving a percentage of 48.2.

Table 2:

School	Total number of teachers	Number of teachers who teach language sub-skills according to CBA norms	%
Lycee d' Akwa	8	3	37.5
Lycee d' Ndonghem	14	7	50
All Saints Bilingual College	7	5	71.4
total	29	15	51.7

table 2 indicates that out of the 29 respondents, 15 of them teach language sub-skills according to CBA norms giving a percentage of 51.7.

13.2. CLASSROOM OBSERVATION WITH RESPONDENTS

Table 3

School	Total number of teachers	Number of teachers who test language skills according to CBA norms	%
Lycee D'akwa	8	4	50
Lycee de Ndonghem	14	10	71.4
All Saints Bilingual College	7	5	71.4
total	29	19	65.5

The above table reveals that out of the 29 respondents, 19 respondents test language skills according to CBA norms giving a percentage of 65.5

Table 4:

School	Total number of teachers	Number of teachers who test language sub-skills according to CBA norms	%
Lycee d' Akwa	8	5	62.5
Lycee de Ndonghem	14	11	78.5
All Saints Bilingual College	7	6	85.7
total	29	21	72.41

The above table reveals that 21 respondents out of 29 test language sub-skills according to CBA norms giving a percentage of 72.41

13.3. INTERVIEW WITH PEDAGOGIC INSPECTORS

Table 5:

School	Total number of teachers	Number of teachers who always attend pedagogic seminars	%
Lycee d' Akwa	8	5	62.5
Lycee de Ndonghem	14	7	50
All Saints Bilingual College	7	5	71.4
total	29	17	58.6

The above table reveals statistics by two pedagogic inspectors that were interviewed on how often teachers attend pedagogic seminars in order to arm themselves with CBA norms for effective teaching in their classrooms. Thus, 17 respondents out of 29 always attend pedagogic seminars.

Table 6:

School	Total number of teachers	Number of teachers who rarely attend pedagogic seminars	%
Lycee d' Akwa	8	1	12.5
Lycee Ndonghem	14	2	14.2
All Saints Bilingual College	7	1	14.2
Total	19	4	13.7

The above table reveals that 4 respondents out of 29 rarely attend pedagogic seminars.

14. Recommendations

After carrying out an analysis on the implementation of the CBA in the teaching of language skills and sub-skills, we have some recommendations to make. These recommendations could be of great help to teachers, learners, educational authorities and curriculum designers.

14.1. Recommendations to Teachers

Though the CBA quests that the learner should be at the center of the learning process, it is the teacher that initiates the teaching and the learning processes. As a results, the teacher plays a great role for the CBA lessons to be implemented effectively. For these to be successful, the teacher for instance is supposed to teach using visual aids or concrete objects found in daily life to stimulate his students, get learners perform certain real-life tasks by dividing them into groups or pairs and giving them tasks that will help them solve their real-life problems. They are also recommended not to teach language sub-skills in isolation but in relation to main skills and subsequently in relation to real-life situations. They are recommended to give equal weight to the teaching of all the language skills and sub-skills whether or not they are tested in official exams.

14.2. Recommendations to curriculum designers

We recommended that curriculum designers should incorporate Cameroonian real-life settings in the CBA prescribed course book.

14.3. Recommendations to educational authorities

To educational authorities we recommend that strategies which were put in place to introduce the CBA in the educational system in Cameroon should be reformed or revised. This could be done by inviting experts from other countries to train not only inspectors but also teachers on teaching language skills and sub-skills following the CBA norms.

Inspectors on their parts should come and inspect teachers regularly, after inspection, they should do some follow up to be sure each teacher inspected corrects his or her mistakes where or she went wrong during inspection.

15. PROPOSAL FOR FURTHER RESEARCH:

This article was limited to teaching and testing language skills and sub-skills according to CBA norms, a case study of three selected schools in the Wouri division. Similar research could be done in a wider scope. Below are some topics proposed for further research.

1. A comprehensive study of the Competence Based Approach and Objectives -Based Approach in some selected schools in Bafoussam-Cameroon.

2. Challenges students face in the CBA classroom during the learning process. A case study of some selected schools in the North West region-Cameroon.

CONCLUSION

This study set out to examine the teaching and testing of language skills and sub skills according to the CBA norms in Cameroon specification in the Wouri region.

An analysis of research tools administered to respondents like: questionnaire, classroom observation for teachers and interview for pedagogic inspectors, the following conclusions were made:

Many teachers do not teach language skills and sub-skills according to CBA norms. They advance reasons like; lack of the knowledge of the norms of the CBA, lack of didactic materials, lack of motivation, lack of regular follow up by inspectors among others.

Some respondents don't even teach the listening and pronunciation skills and sub-skills respectively advancing reasons that these skills are not tested in official exams, they complained of limited number of hours per week for the teaching of English language and limited time to practice activities like role-play, pair work, group work.

Through interview with some pedagogic inspectors, these inspectors revealed that some teachers rarely attend pedagogic seminars to arm themselves with the norms of the CBA, reasons why they face challenges in teaching and testing of language skills and sub-skills in accordance with the CBA norms.

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