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ELT in the Post-colony: Exploring the Mirage of the Competency Based Language Teaching in Cameroon

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ABSTRACT

The age of discovery was characterised by migration to different parts of the world in order to explore, conquer, exploit, create empires and enrich the migrating populations. Today, migration especially from African countries, is aimed at getting to greener pastures but paradoxically most migrants end up into newer forms of slavery. Migration into slavery in this paper is intellectual migration into some novel western pedagogical concepts and practices that have transformed and ensnared some English Language Teaching (ELT) practitioners into practices of enslavement. The paper set out to examine the perception, attitudes and practices of Cameroonian English language teachers vis-a-vis the Competency Based Approach (CBA) to ELT. The research was done within the frameworks of post-methods pedagogy and translanguistics.



With the aid of the questionnaire and interview, the study revealed that ELT stakeholders in the post colony of Cameroon have migrated into, and uncritically adopted pedagogical concepts and practices that have lured them into enslavement in curricular practices, which have turned out to be a mirage to them. The findings also demonstrated that ELT practitioners in Cameroon tend to be helpless imbibers of Western theories; and they theorise what they do not practise and instead practise what they do not theorise.

Key words: *migration, CBA, post-methods pedagogy, translanguaging, multilingualism.*

1. Introduction

The locus of this compendium is migration and migration in this write-up is the intellectual exodus of ELT stakeholders in Cameroon to some western pedagogical concepts and practices that seem to have turned out to be a mirage for practitioners. It is worth noting that in the journey to its present global status, the English language has pitilessly crushed the economic, political, cultural, educational and linguistic heritages of countless peoples around the world. In spite of its globality, English imperialism is being contested and resisted upon by the subaltern. For a language to attain a global status, Crystal (1997) holds that the language develops a special role that is recognised in every country. And in its global spread, New Englishes have emerged through the processes of nativisation; not decolonisation. Nativisation is the process of indigenising the phonological, morphological, lexical, syntactic and pragmatic (including ELT practice) systems of the language. It is thanks to this process that we talk of American English, Singlish, English, Nigerian English Cameroon English etc. Within this process of nativisation, there has been the urging need to sanitise the English language and education from their political and cultural baggage, and focus as an alternative on their instrumental value for international and intercultural communication. Nativisation has essentially been attained



in English practices around the world. Nativisation, however is not decolonisation. Kumaravadivelu (2003 p. 540) believes that

Decolonization is a fairly complex process of taking control of the principles and practices of planning, learning and teaching English. ... Nativization marks only the beginning, not the end, of the process of decolonization. To erase the lingering traces of English imperialism and to claim ownership of the English language learning and teaching enterprise, it is imperative to move from nativization to decolonization.

The stance of the present research is that ELT has to be decolonised. Better still, the sorely missing link is that Cameroonian ELT practitioners of the 21st century seem to have unswervingly and uncritically migrated to Western top-down, one-size-fit-all commercially manufactured theories and approaches of ELT; and have not adopted more pragmatic ones that are principled-informed through local and global needs analyses. Migrating to Western top-down, one-size-fit-all commercially manufactured theories and approaches of ELT is considered enslavement. This is because preliminary observations indicate that ELT practitioners in Cameroon are at a loss in getting a unifying and unified platform of applying the CBA presumably because of its strange tenets that do not seem to tie with the certification and everyday needs of English to learners. This can partially explain the undisputed high rate of failure in the English Language Paper in the Cameroon General Certificate of Education examination over the years. The English language education framework thus seems to be wanting and thus requires a decolonised framework. This decolonised framework is especially necessary in this 21st century of speeding cultural, economic and educational globalisation where teachers have to think strategically, carry out exploratory research and teach for transformative purposes. By so doing, ELT practitioners will remigrate from some diasporic constraints and then build a holistic understanding of the happenings of their own classroom. As a result, they will be able to theorise what they practise and practise what they theorise, instead of being mere helpless



consumers of Western teaching theories; passive imbibers, not active producers of pedagogic knowledge. This is the critical perspective from which an essential redefinition of method - including of course the CBA - would advocate radical shift of power from theorists to practitioners (Murray 2009, p. 23).

Any worth the salt migration from nativisation to decolonisation requires giant strides not only in ELT policies, but also in methods and material developments. Kumaravadivelu (2003) holds that such shifts will also call for the decentering of the authority that Western interests have over the ELT industry, and restoring agency to ELT professionals in periphery communities. This paper focuses not on policies nor material; but on aspects of classroom methodologies, with more attention to the practice of the CBA, which seems to be luring Cameroonian practitioners into the trap of losing not only their identity acculturation, but also the global and local exigencies of teaching and learning the language.

2. Literature Review

Nkwetisama (2012) contended that English language teaching in the classrooms at all the levels of education was not adapted to the everyday communication needs of the Cameroonian learners and that an English language pedagogy of integration; otherwise known as the outcomes approach or the competency based approach could solve the problem. To him, walls seem to exist between the knowledge that students got in the classrooms and the implementation of that knowledge in the real world society for which that knowledge is destined. He advocated a postmethods pedagogic approach to bridge the gap. More than ten years afterwards, it seems the stakeholders have not embraced that pedagogy to accommodate or decolonise the CBA. The present study moves forward to examine the perceptions, attitudes and practices that could actually be impeding effective ELT in Cameroon.



Appalled by the devastatingly poor performances in the General Certificate of Education (GCE) Ordinary Level English Language Paper over the years, Njwe Amah (2016) investigated ELT models with an emphasis on an appraisal of the Competence Based Language in Cameroon. Njwe Amah's contention was that the English language is the medium through which all the other school certificate subjects are taught and learnt, and as result, a better mastery of the language will greatly enhance comprehension and performances in these other subjects. Her study concurred with Stern (1983, p 474) that 'language teaching cannot be satisfactorily conceptualized in terms of teaching method alone.' She advocated a 'method synergistics' or a 'disciplined eclecticism' Rodgers (2001:4) and concluded that any method that created conditions for learning to take place is good. Njwe Amah (2016) finally recommended that teachers strive to find out what methods enabled them to realise particular objectives under particular sets of circumstances. This Paper goes beyond Njwe's in that it investigates perceptions, attitudes and practices that could actually be impeding effective ELT in Cameroon.

A more recent cross sectional survey on the CBA was carried by Lilian F. Wiysahnyuy in 2021 to find out the ways teachers in secondary schools in Cameroon acquire knowledge and skills on the use of the CBA to enhance the teaching-learning process and also to identify the challenges these teachers face in implementing this approach. Wiysahnyuy (2021) found out that 96.5% of teachers graduated from training colleges before the CBA was introduced in the secondary school sub-systems of Cameroon in 2012. These teachers acquired basic knowledge and skills in the dynamics in the CBA model through infrequent seminars, conferences and workshops. Her study equally indicated that the difficulties that teachers faced in implementing the CBA were due to inadequate knowledge and skills, overcrowded classrooms, limited teaching hours, the bogus nature of the syllabuses and insufficient teachers. Wiysahnyuy's (2021) research did not explore these teachers' perception of the CBA as a Western parachuted approach.



The following section shall explore what the CBA actually entails, and the difficulties inherent in its implementation.

A common practice in the forward design approach to language course educational planning is to decide on what to teach, determine on how to teach and then decide on how to assess it. Accordingly, what was learned is considered to be the result of what was taught and how well it was taught. This design mirrors the assumption that the learning outcomes of a course are dependent on a well-designed syllabus and effective teaching methods. Focus here therefore is on having an appropriate syllabus and adopting the best teaching methods.

CBA in most contexts seeks to modernise and develop education in a bid to face the ever-changing requirements of globalisation. CBA is well suited to know-how-to-act processes that interact and mobilise a collection of capacities, skills and knowledge that must be employed successfully in a variety of real-world problem-situations or in unforeseen events and circumstances. As a result, CBA develops students' independence and critical thinking skills so they may apply what they learn in the classroom to solve or handle problems or challenges in their daily lives.

In the CBA, teachers do not go over every detail or provide learners with pre-made conclusions; instead, they encourage students' independent learning. Students' learning autonomy is thus activated. Through the mastery of some cognitive and metacognitive processes that enable independent learning, students "learn how to learn." In the CBA, learning extends beyond simple cognitive processes such as knowing, comprehending and applying rules. Higher cognitive levels or domains like analysing, synthesising and evaluating are reached throughout the learning process. The learning process incorporates all language skills, and students are exposed to cultures other than their own. Such cultural exposure has the potential or is liable to increase tolerance and understanding which are beneficial aspects of globalisation. One might infer from the foregoing that CBA has certain principles that could address the dilemmas of language teaching.



CBA however has some problems in its implementation. Although Richards and Rodgers (2001) hold that more effective language learning will occur when the curricula, syllabi, materials, activities, and learners' autonomy are improved, Marcellino (2005) challenges this assertion, arguing that a similar strategy may also be harmful due to its overemphasis on results at the expense of inputs. According to him, learning a language requires both information and proficiency, and as a result, inputs are inextricably linked to learning outcomes. To complete specific jobs or assignments, students must possess a certain amount of required knowledge based on their individual characteristics.

Second, CBA demands that students actively participate in class, and this action-based learning may be challenging when it runs afoul of particular cultural norms and beliefs like those of absolute obedience to the instructor and the notion that the teacher is infallible and knows everything. This suggests that the students may not be interested in confronting their instructors on subjects covered in class.

In addition, various issues including textbooks, class size, assessments, the atmosphere for learning languages, teachers' credentials, attitudes, and motivation, school facilities, and students' language proficiency may hinder the successful application of CBA in our classroom settings. The entails that CBA has not escaped the fate of preceding frames of methods pedagogy.

Just like the Audiolingual Method, Communicative Language Teaching, Community Language Learning, , Direct Method, Grammar-Translation Method, Natural Approach, Oral and Situational Language Teaching, Lexical Approach, Silent Way, Suggestopedia (or, Desuggestopedia), Task-Based Language Teaching, Total Physical Response, and more.; Competency-Based Language Teaching is also a prototypical method that is conceptualised by Western theorists, and not by local or grassroots classroom practitioners. Kumaravedivelu (2006, p.162) says " [E]ach established method is supposed to have a specified set of theoretical principles and a specified set of classroom



practices. One might, therefore, think that the methods listed above provide different pathways to language learning and teaching. That is not so. In fact, there is considerable overlap in their theory and practice." Rivers (1991, p. 283) had earlier rightly pointed out that what appear to be radically new methods are more often than not variants of existing methods presented with "the fresh paint of a new terminology that camouflages their fundamental similarity".

The concept of method has been documented as a construct of marginality since it valorises everything associated with the colonial self and marginalises everything associated with the subaltern other. Kumaravadivelu (2003) says in the present neocolonial dispensation just as it was in the colonial past, methods serve to maintain and sustain the native self as being superior and the non-native other as being inferior. The linguistic dimension of method as a construct of marginality is overtly expressed in making the knowledge and use of local languages seem irrelevant in Second/Foreign Language learning and teaching (see table 7 below). This is what Robert Phillipson terms the "monolingual tenet". This tenet holds that "the teaching of English as a second or foreign language should be entirely through the medium of English." (Phillipson 1992, p.185). This tenet inhibits the teachers and learners from using the entire repertoire of their diverse resources in learning/teaching the additional language.

It is worth noting that the typical Cameroonian in the rural setting is multilingual as a result of contacts through trade and commercial activities with indigenes of neighbouring villages. Several business transactions and interactions take place among people of different villages during the week and on market days. The development of the different Cameroon Pidgin Englishes, for example the Borroro Pidgin, resulted from such contacts. In more cosmopolitan areas, children are born and bred into adulthood in a multiplicity of languages. In their homes, they are exposed to whatever mother tongue adopted in that home; but out of the home and later on in school, children come in contact and even subsequently acquire (though not



perfectly in most cases) an unpredictable and indescribable number of languages. This multilinguistic load carries along with the multicultural one and these assets constitute what the 21st century African scholarship is expected to valorise and promote.

Another linguistic dimension of method as a construct of marginality is observed in the dual ways Britain adopted in the teaching of foreign languages to her citizens; and in teaching English to her colonised peoples. Howatt (1984) makes us to understand that foreign language teaching in Britain was for a long time based on Grammar-Translation that involved the bilingual translation of literary texts. In contrast, Howatt (1984, p. 212) points out, "...the promotion and maintenance of a monolingual approach to language teaching...became the hallmark which set ELT apart from foreign language teaching in Britain." This implies that the Britain know the value of using one's L1 in learning the L2 but deliberately decided to deprive its colonial subjects of using their rich linguistic repertoires in learning English. This is a premeditated way of planning and implementing the linguisticism of local languages. If today, in the 21st century, we continuously replenish and fortify these ideological bases of theirs, to which we respond like the moth toward a flame, in the dark, we may be confirming the colonial preconceptions about "the heart of darkness" (Mbuh, Tenu Mbuh & Ngufor Samba 2019) for Africa.

The centrality of the monolingual tenet is also observed in Second Language Acquisition (SLA) theories. Kachru (1994) believes that SLA studies do not take into consideration what it is like to teach and learn a second language in a bilingual or multilingual environment. Sridhar and Sridhar (1984) had earlier on pointed out that the interlanguage approach often propounded and adopted by Western SLA linguists made SLA theories counter-intuitive because the interlanguage perspective ignored the acquisition and use of indigenised varieties of English. Consequently, the SLA theories from the West provided only a partial understanding of the psychosociolinguistic and cultural factors affecting SLA.



From a cultural dimension, some 21st century ELT stakeholders are still to understand that "...language teaching would benefit by paying attention to the L2 user rather than concentrating primarily on the native speaker" (Cook, 1999, p.185). Periphery ELT professionals tend to ignore the fact that

...one of the most important aim of culture teaching is to help the learner gain an understanding of the native speaker's perspective..... and becoming sensitive to the state of mind of individuals and groups within the target language community ... [to help the learner] create a network of mental associations similar to those which the items evoke in the native speaker (Stern, 1992, pp. 216-224)

Excessive exposure of non-Euro-Americans to sometimes unreal idealised cultural texts and images of an Eldorado of the West through ELT can be partially responsible for the distressing reality of a massive influx of citizens from former colonies into the former conurbations in search of greener pastures. Whereas if focus were on the local learners and their environments, the utopic illusions of greener pastures could be forestalled.

The monolingual dimension, which tends to monolingualism and the cultural dimension which centres on monoculturalism are constructed to benefit the native speaker. This is what Phillipson (1992) calls the "the native speaker fallacy," which according to him, stretches from the period when "...language teaching was indistinguishable from culture teaching, and when all learners of English were assumed to be familiarising themselves with culture that English originates from and for contact with that culture." This to Phillipson is aimed at maintaining relations of dominance by the Centre. Just like the monolingual tenet, the native speaker tenet reinforces the linguistic norms of the Centre, thereby creating an ideological dependence or ideological slavery and this is part of what the CBA is doing today in Cameroon.

The transposition of cultural values was as just by-product of colonialism. The veritable objectives were trade, economic exploitation



and settlement. The colonial endeavour was equally true of the ELT enterprise. The economy is the engine of the ELT industry. Kumaravedivelu (2003) believes that it is Method conceived as a construct of marginality with its monolingual tenet and the native speaker tenets that keep fuelling the ELT economic engine. The tenets according to him ensure that the fountainhead of global employment opportunities for native speakers never gets dry. This is better still because of the humongous economic prosperity that ELT offers to the English-speaking Centre. Methods, CBA being one, thus extend and expand the colonial agenda of economic exploitation and cultural domination.

The CBA, as a method is thus a ploy to perpetuate the colonial image of the native Self and the non-native Other. It tends to ignore local knowledge, local languages and local interests. It is a manufactured and marketed top-down one-size-fits-all approach that assumes a common clientele with common goals. If we consider the reality of learner-differences in SLA, we will agree with Kumaravadivelu (2001) that what is meant for *all* teaching/learning contexts cannot be useful to *any* teaching/learning context. This is the appropriate justification for the decolonisation of ELT methods by opting for a postmethods ELT pedagogy; for the emancipation or remigration from methods to postmethods that guarantees our glocal interests.

Postmethods is not an alternative method; but rather, a search for alternative to methods. Postmethods pedagogy comprises the parametres of particularity, practicality and possibility which interweave and interact with each other in a synergic relationship where the whole is greater than the sum of its parts. The parameter of particularity is, according to Kumaravadivelu (2001, p. 538), couched in the believe that any language programme "...must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu." In this wise,



teachers have to rely mostly on context-sensitive local knowledge to identify problems, analyse the needs, find solutions and apply them to see what works and what does not work in the specific contexts.

The parameter of practicality refers to the relationship between theory and practice in ELT. It seeks to debunk the marginalisation of local knowledge that is reinforced by the unproductive division of labour between the Western producers of theories and the teachers who are local consumers of the theories. The parameter of practicality transcends this marginalising dichotomy and seeks a personal theory of practice generated by the local practising teacher.

The parameter of possibility seeks to empower classroom participants to critically reflect on the social and historical conditions that are contributing in creating the cultural forms and interested knowledge that they encounter in their lives. Kumaravadivelu (2003, p. 544) opines that "Their lived experiences, motivated by their own sociocultural and historical backgrounds, should help them appropriate the English language and use it in their own terms and according to their own values and visions." Within the present day cultural and economic globalisation, such appropriation will be of great importance since it will facilitate the awareness of learners of the global sociocultural realities that often challenge identity formation in and out of the classroom. The parameters of particularity, practicality and possibility serve in the establishment of macrostrategic framework for ELT.

Kumaravadivelu (2003b, pp. 38-40) presents a microstrategic framework for a postmethods pedagogy to challenge the methods construct of marginality. The framework consists of bottom-up guiding principles derived from historical, theoretical, empirical, and experiential insights related to L2 learning and teaching. This macrostrategy therefore is a general plan or base on which practitioners can generate their own situation-specific need-based classroom techniques or microstrategies or construct their own theories of practice. These macrostrategies are as follows:

Maximise learning opportunities: This macrostrategy envisages teaching as a process of creating and utilising learning opportunities, a process in which teachers strike a balance between their role as managers of teaching acts and their role as mediators of learning acts; Minimise perceptual mismatches: This macrostrategy emphasizes the recognition of potential perceptual mismatches between intentions and interpretations of the learner, the teacher, and the teacher educator;

Facilitate negotiated interaction: This macrostrategy refers to meaningful learner-learner, learner-teacher classroom interaction in which learners are entitled and encouraged to initiate topic and talk, not just react and respond; Promote learner autonomy: This macrostrategy involves helping learners learn how to learn, equipping them with the means necessary to self-direct and self-monitor their own learning;

Foster language awareness: This macrostrategy refers to any attempt to draw learners' attention to the formal and functional properties of their L2 in order to increase the degree of explicitness required to promote L2 learning; Activate intuitive heuristics: This macrostrategy highlights the importance of providing rich textual data so that learners can infer and internalise underlying rules governing grammatical usage .

Contextualise linguistic input: This macrostrategy highlights how language usage and use are shaped by linguistic, extralinguistic, situational, and extrasituational contexts; Integrate language skills: This macrostrategy refers to the need to holistically integrate language skills traditionally separated and sequenced as listening, speaking, reading, and writing; Ensure social relevance: This macrostrategy refers to the need for teachers to be sensitive to the societal, political, economic, and educational environment in which L2 learning and teaching take place; and Raise cultural consciousness: This macrostrategy emphasizes the need to treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts a premium on their power/knowledge.

3. Methodology

To obtain the pertinent data for this Paper, a set of questionnaire was administered to 63 English language teachers of both sexes who



were randomly selected from the WhatsApp social media platforms of this researcher and those of his friends. Indeed, the questionnaire was purposively sent to English language teachers (former students, supervisees who are English language teachers and colleagues) on his WhatsApp platform, and these teachers in turn forwarded the questionnaire to their colleagues wherever they were teaching. After responding to the questionnaire, the respondents followed the same channels for me to have them.

The instrument consisted of nine items; three of which were open-ended and six close-ended ones. The open-ended items sought to get respectively, teachers' perception of the CBA; their' satisfaction with the way the GCE Board evaluates students; and their general appraisal of the CBA in Cameroon. The close-ended items elicited information on the extent to which CBA meets the English language needs of teachers; the ease with which teachers implement the CBA in the English language classroom; and their opinion about the CBA being a form of enslavement to Western ELT approaches. These open-ended items also sought data about teachers' degree of satisfaction with the way the GCE Board evaluates students; their degree of familiarity with Postmethods pedagogy; and their frequency of use of Mother Tongues or any other languages in the during lessons. Informal interviews were also carried out with English language practitioners with regard to corroborate information about their use of Mother Tongues, their views on CBA and the familiarity and application of Postmethods pedagogy.

4. Findings and Discussions

The findings of the research are discussed below. The provision of tables for the perceptions of teachers vis-à-vis CBA, their reasons for satisfaction or dissatisfaction with the GCE Board's evaluation of students as well as their general appraisal of the CBA, is purposely for stylistic reasons. Some of the responses of the informants or consultants on the tables underwent slight orthographic and grammatical alterations. This implies that the contents of their responses remain untampered



with. However, recurrent definitions, reasons and appraisal were simply ignored.

Table 1: Teachers' perception of CBA

Perceptions of CBA
CBA is that approach where pupils and students use the knowledge, skills and attitudes that they acquire in class to solve their daily problems even out of the classroom.
It is a type of ongoing assessment that involves periodic monitoring of a student's daily performance in relation to what is taught.
Allows students to advance based on their ability to master a skill or competency at their own pace regardless of environment
CBA is a teaching approach which brings students into the reality of the lessons through practical examples for better understanding of what is taught.
CBA is an approach based on taking students from what they know to what they do not yet know
The effective transmission of knowledge with emphasis on building practical competencies.
CBA Means Competence Base Approach, a teaching method based on the skill or ability of the learner
It is a student-centred approach to learning based on the environment.
It is a functional approach to education that emphasizes on skills and evaluation of skills in students
It's teaching learning approach that is learner-centered and based on building learners with practical skills.
It is about using real life situations to teach in the classroom
It is an approach Base based on learners' competences
It is an approach to teaching which does not see learners as empty slates
A teaching approach that enables learners to develop competences which are to be used in solving daily life problems.
It is an approach to teaching which aims at making learners realise the competencies in them and encourages hands on teaching methods.
It is an assessment carried out by teachers based on learning that has taken place within the context of a classroom, without reference to assessment being conducted in other classes



CBA is defined as an approach that allows students to advance based on their ability to master a skill or a competency at their own pace regardless of environment. This method is tailored meet different learning abilities and can lead to more efficient student outcomes

Table 1 shows that all the English language teachers in the study have reliable perceptions of the CBA. This demonstrates their enthusiasm for the approach in their one-sentence only perception of CBA. In spite of this enthusiasm. About 37% of them, as computed from Table 3 below, indicated that they were not comfortable or very comfortable with the implementation of the approach in their classrooms. Furthermore, a good percentage (61% of them from table 4) do not believe that the CBA commercially manufactured commodified theory of teaching sold to the periphery from the “centre”.

Table 2: Extent to which CBA meets the English language needs of students

Opinion	Score	Percentage
Very much	18	28.57
Much	33	52.39
Not very much	12	19.04
Not at all	00	00
Total	63	100

According to Table 2, more than 80% of the teachers acknowledge that the CBA meets the English language needs of students in Cameroon. This, however, contradicts the high rate of failure that (see Nkwetisama 2017) that has been reported in the English Language Paper in the GCE Ordinary Level over the years. We would also concur with Kumaravadivelu (2001) that what is intended for all teaching/learning settings cannot be relevant to any teaching/learning context if we take into account the reality of learner-differences in SLA. This is the proper rationale for choosing a postmethods ELT pedagogy and decolonizing ELT methodologies.



Table 3: Degree of teachers' comfort in implementing CBA in the classroom

Degree of Comfort	Score	Percentage
Very comfortable	12	19.04
Comfortable	27	42.86
Not very comfortable	09	14.29
Not comfortable at all	15	23.81
Total	63	100

Table 3 reveals that about 19 and 42 percent representing roughly 61% of Cameroonian English language teachers say they are very comfortable and comfortable respectively with the implementation of the CBA. Such complaisance with this controversial approach may mean that we are not aware of the contemporary imperative to move from nativisation to decolonization of our practices.

Table 4: Teachers' opinion about CBA as a form of enslavement to Western approaches

Opinion	Score	Percentage
Strongly agree	04	6.35
Agree	20	31.75
Disagree	24	38.10
Strongly disagree	15	23.80
Total	63	100

As indicated earlier in this paper any worth the salt migration from nativisation to decolonisation requires giant strides not only in ELT policies, but also in methods and material developments. Kumaravadivelu (2003) holds that such shifts will also call for the decentering of the authority that Western interests have over the ELT industry, and also restoring agency to ELT professionals in periphery communities. Table 4 above indicates that about 38 and 23 percent of



teachers (roughly 61 %) respectively disagree and strongly disagree that CBA is a form of enslavement to top-down Western approaches.

Table 5: Teachers' degree of satisfaction with the way the GCE Board evaluates students within the CBA frame

Degree of satisfaction	Score	Percentage
Very satisfied	09	14.29
Satisfied	24	38.10
Not very satisfied	27	42.86
Not satisfied at all	03	04.75
Total	63	100

Table 5 reveals that 14.29 and 38.10 percent of teachers hold that they are respectively very satisfied and satisfied with the way the GCE Board evaluates students within the CBA frame. This implies that the majority of teachers have positive attitudes towards the evaluation. These same teachers claim that the GCE Board's evaluation system, Knowledge is 30%, understanding 40%, Application of knowledge and Understanding 20% and Higher level abilities 10%; and that this is good for an average candidate. However, if we take into consideration that to for a person to interact effectively and competently, higher cognitive skills are requires. So allocating only 10% importance to higher cognitive abilities within the CBA evaluation frame may not be very productive.

Table 6: Teachers' degree of familiarity with Postmethods pedagogy

Degree of familiarity	Score	Percentage
Very familiar	4	06.35
Familiar	6	09.53
Not very familiar	21	33.33
Not familiar at all	32	50.79
Total	63	100



33.33 and 60.79 percent (about 83%) of Cameroonian English language teacher, as indicated on table 6, are still to be aware that they have to rely mostly on context-sensitive local knowledge to identify problems, analyse the needs, find solutions and apply them to see what works and what does not work in the specific contexts.

Table 7: Frequency of use of Mother Tongue or other languages during English language lessons

Frequency	Score	Percentage
Very often	11	17.46
Sometimes	14	22.22
Rarely	29	46.03
Never	09	14.29
Total	63	100

Table 7 reveals the extent to which the linguistic dimension of method as a construct of marginality is overtly practised in making the knowledge and use of local languages seem irrelevant in Second/Foreign Language learning and teaching in Cameroon. This is what Robert Phillipson refers to as the "monolingual tenet". According to this belief, "English should be used exclusively as the medium of instruction for the teaching of English as a second or foreign language" (1992, Phillipson, p. 185). As indicated earlier, this tenet inhibits the teachers and learners from using the entire repertoire of their diverse resources in learning/teaching the additional language.

It is worth noting that translanguaging frequently focuses on the analysis of classroom interactions with attention to the ways that translanguaging is employed for meaning construction, knowledge acquisition, and power negotiation in various classrooms. As a way to safeguard and promote home languages, minority languages, local languages, or indigenous languages as valuable resources, as well as to boost higher cognitive engagements in content-based learning, it is also used to balance power dynamics among languages in the classroom.



Furthermore, English language practitioners seem to lack the awareness that the deliberate and thoughtful practice of switching between the language of input and the language of output. These teachers also do not understand that one language reinforces the other by improving comprehension and learners' activity in both languages, and that this is known as translanguaging (Garca et al., 2017). Translanguaging is the use of the learner's full language repertoire in teaching and learning (Lewis, Jones, & Baker, 2012).

Table 8: Teachers' reasons for (dis)satisfaction with the GCE Board's evaluation of students

Reasons for satisfaction	Reasons for dissatisfaction
-Because students are able to create for themselves jobs at the end of a course -80% of the syllabus is evaluated	-They evaluate more than 60% on cognitive and forget about the affective and psychomotor domains that is there evaluate only the students' knowledge.
-Knowledge 30%, understanding 40%, Application of knowledge and Understanding 20% and Higher level abilities 10% which is good for an average candidate	-Though a good system of teaching it does not really solve teaching learning processes -a copy and paste system
Students who pass English at the GCE perform well in the University.	Evaluation method hasn't really correlated with teaching method.
Because of the type of questions set by the GCE board, the learners use their knowledge, and reasoning ability.	The GCE Board, for the greater part evaluates knowledge acquired and not competences acquired
-It evaluates all the levels of the blooms taxonomy -The questions are at the students' reach Students' competencies are tested	-The education system in Cameroon is examination based, so they study to pass rather than to know and face all spheres of life - They don't have a mastery of the CBA approach.
I am satisfied with the way The Cameroon GCE board evaluates learners because at the beginning of each academic year the board gives out syllabus to be followed in different schools. The GCE board equally ensures that teaching objectives are attained through field visit and inspection of teaching material and work coverage	-More than half of the teachers don't understand what it is all about. -There is great confusion at the detriment of the students. -Teachers should be encouraged to attend professional development courses.



The evaluation is good because the questions set are at the reach of the very intelligent and average students	Much still need to be done to improve on this teaching learning method as it has not been mastered by all actor. Refresher courses should be organized regularly to drill tutors
The questions set cover the whole scheme of work for the exams and so a student who has read widely will obviously make it	-They do silly of errors on some students' slip. -They do not pay markers very well and this may often result to a low output.
At the level of questions setting, we have very simple questions and very difficult questions which will also reflect the various grades of the candidates	They do take time check questions as some often come with errors.
-Students learn by mastery. Time and resources spent on learning and learning outcomes are more effective and efficient -Very good questions moderation and proofreading; setting of standard questions and good selection of examiners; good organization of secretariat; and regular listing to subject reports before and after marking sessions	-The writing sessions in some schools is often characterized by exam malpractices. -Sometimes Questions often leak before the writing sessions. -The GCE board degree of moderation of exams is often very high to the point that a student with 30% may end up passing at times.
Helps learners in reading habits, gives learners confidence of expression, and helps learners to exploit other documents	-There have been many cases where the board will report that a student has failed but upon collection of the slip, he/she will discover that he/she had passed and vice versa. - The board never allows ample time for the examiners to mark but puts them on pressure to mark as fast as possible and this is always one of the sources of errors. - MCQs offer room for speculation
	- Competences and skills evaluated do not always match with what is taught in class - Too much emphasis is placed on form rather than content - Skills related to speaking are not tested.

One observes from Table 8 that the positive opinions expressed in the close-ended items of the main instrument for this study are contradicted



with the variety of negative comments about the way students' performances are evaluated within the framework of the CBA. Teachers' opinions about the CBA seem to be influenced more by their theoretical knowledge of the approach rather than their practical experiences. When it comes to real-life experiences with the CBA, they call it "a copy and paste system" where "Competences and skills evaluated do not always match with what is taught in class", where "too much emphasis is placed on form rather than content" and where "skills related to speaking are not tested, "to cite just these few.

Table 9: Teachers' overall appraisal of the CBA in English language learning and teaching in Cameroon.

Teachers' Appraisal Statements
Teachers are not well trained on the application of CBA.
The presence of foreign languages like the francanglais [sic] that deters the application of competences acquired in class to be used out of the classroom.
It emphasizes life skills and evaluates mastery in skills which is necessary for an individual to function well in a given society.
CBA does a lot of good when applied to any subject including English language.
Though time consuming, 40% of the practical and 60% of the theoretical aspect of the teaching learning process are acquired
My appreciation is that the CBA is very good because when I start drilling my students from what they already know the class participation is very high
There is much to be done as students are found wanting in oral and written English.
-The CBA is a good method or way to make the learners understand the English Language easily. Learners are able to express themselves in English and to write it as well
The CBA is new to teachers and students. You cannot teach what you do not know. Seminars on this should be frequently organized to let teachers meet this need.
It is very important but not effective
It is a good approach though teachers have not yet mastered it
It is a good approach but its method of application on the teaching of English language is not good as there exist a lot of deficiencies with it.



The CBA is a novel approach adopted in Cameroon's educational system. However, its implementation was hurriedly done to the extent that many teachers have shown some lapses in its operationalization.
The CBA is a good teaching approach but , in the context of Cameroon it is lagging behind and my impression is that the approach is not good for the teaching of English language
The CBA is supposed to be good, but infrastructural problems like lack of didactic material, lack of classroom space impedes the implementation. CBA entails huge financial commitments, but unfortunately, the finances are not there, so the CBA is more in theory than in real practical sense.
There is more room for authentic learning and assessment
Students have autonomy over their learning
Enables learners to master the language in terms of accuracy; enables learners to perform language in social and professional situations; enables learners to secure high scores in high stake examinations; enables learners to use language through memorisation

Table 9 stands out as a box of contradictions to the claims made by English language teachers about their mastery of the CBA and about the virtues of the CBA in Cameroon. Statements of their general appraisal include ones like *"teachers are not well trained on the application of CBA," "there is much to be done as students are found wanting in oral and written English," "the CBA is new to teachers and students," "You cannot teach what you do not know," "Seminars on this should be frequently organised to let teachers meet this need," "It is a good approach though teachers have not yet mastered it" and "The CBA is a good teaching approach but, in the context of Cameroon it is lagging behind and my impression is that the approach is not good for the teaching of English language"* and many others as could be read on the table above.

5. Conclusion

The paper set out to examine the perception, attitudes and practices of Cameroonian English language teachers vis-a-vis the CBA. According to the research, English language teaching stakeholders in the former British colony of Cameroon have moved to various cutting-edge



Western pedagogical conceptions and practices that have changed and seduced them into servitude. The situation is made worse by the unthinking adoption by stakeholders of curriculum approaches that have shown to be a mirage for pedagogy administrators and teachers in our educational systems. The results have also demonstrated that ELT practitioners in Cameroon frequently adopt Western theories without questioning them, and they consequently theorise what they do not practise and practise what they do not theorise.

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