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To Investigate the Competency Base English Language Didactics Materials in Cameroon Education and its Implementation in Primary Schools

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Abstract. This article examines the Dynamics of the Competency Base English Language Didactics In Cameroon Education and its implementation in primary schools. The study was carried out through descriptive survey. The study population included primary school teachers in Cameroon. From this population. Samples of 50 primary schools were drawn using purposive sampling technique from the Center Region, Littoral and Southwest Region of Cameroon. The instruments used for data collection were: a questionnaire, document analysis and classroom observation checklist. Descriptive statistics namely: frequencies and percentages were used to analyze the data. The findings of the study showed that, majority of the primary schools teachers teaching in Cameroon primary schools lack the competency of teaching CBC of English language Syllabus, that aspect in the CBC English curriculum. in the current primary schools curriculum is a matter of core topic that cut crossed many other primary school subjects. The primary school teachers also lacked sufficient didactics for effective teaching of CBC of Primary School English Language Syllabus and other related topics. Conclusively, the study was that the implementation of the CBC English Syllabus curriculum is the solution to the massive poor repeated poor use of English Didactics Language at the Secondary and the Teriary level.

Key words: Investigate, Dynamics, English Language, Syllabus, Competency Based Curriculum, Cameroon, Implementations, Didactics, Materials

Introduction

According to Richards and Rodgers (2001), competency- based language teaching (CBTL) is an application of the principles of competency- based education (CBE). The focus is on the "outcomes or outputs of learning. By the end of 1970s, competency- based language teaching was mostly used in work- related and survival oriented language programs for adults" (Richards and Rodgers, 2001 p. 141). Since the 1990s, CBTL has been seen as "the state- of the art approach to adult ESL" (Auerach, 1986, p. 411). The refugee in the United States who wished to receive federal assistance had to attend a competency- based program

(Auerbach, 1986, p. 412). The refugee also learned a set of language skills that were necessary for individuals to function proficiently in the society in which they lived (Grognet & Crandall, 1982).

According to Chris S and Katherine C, (2018) Competency based education also referred to as mastery-based, performance-based and proficiency based is gaining momentum in the world and in Africa in particular. In recent years an increasing number of schools have adopted competency-based education in to their curriculum. Primary institutions turn to competency-based education for different reasons: to develop globally competitive First school graduates, to design schools that promote what is best to help pupils to achieve greater equity, to create a system of continuous improvement and learning during their transition into secondary schools, and to foster deeper learning during post primary education. According to Richards and Rodgers (2000) cited in (Pauline P 2016), competency- based language teaching (CBTL) is an application of the principles of competency- based education (CBE).

According to Pauline (2016) CBC focus on the "outcomes or outputs of learning which a way of thinking is. In addition Chris S and Katherine C, (2018) also opines the fact that states are creating innovation space for competency education by launching pilots, creating innovation zones and introducing proficiency-based diplomas to transform the education systems. As the number of primary schools and schools turning to competency education expands their curriculum, some have done so with a deep foundational understanding of the purpose improving the curriculum, others have not, instead treating competency education as a technical reform or resorting to piecemeal implementation.

Before exploring key issues in competency-based curriculum in the teaching of English language syllabus it is valuable to unpack why the traditional system is an obstacle to creating high-achieving schools and equitable outcomes. The strategies used by primary schools in response to improves on exams including delivering grade-level, curriculum regardless of what pupils know, exposed the limitations of the traditional system for what it is and how it reinforces inequitable achievement.

The traditional system is simply not designed to produce the goals we have set for it, or that our children, communities and nation so desperately need and deserve. There are 10 primary flaws in the traditional system that perpetuates inequity and low achievement. They can be corrected by redesigning the system for success in which all pupils achieve mastery. These flaws of the traditional system are listed as follows.

The traditional system is focused on a narrow set of academic outcomes emphasizing academic skills, memorization and comprehension of content. It fails to recognize that pupils' success is dependent on more than academic knowledge. Success requires a full range of foundational skills including social and emotional skills and the ability to transfer knowledge and skills to new contexts. Competency education is designed to help pupils' learn academic knowledge, the skills to apply it and lifelong learning skills that are needed to be fully prepared for college, career and life. The traditional system is built on a fixed mindset the notion that people's "abilities are carved in stone." Purpose includes ranking and sorting students creating "winners" and "losers" and perpetuating patterns of inequality in society. In contrast, a competency-based education system is built upon a growth mindset

with a belief that all children can learn with the right mix of challenges and supports. Competency-based education meets pupils' where they are to ensure that each one can be successful to the same high college- and career-ready standards. The traditional system relies upon a bureaucratic, hierarchical system that perpetuates traditional roles, cultural norms and power dynamics. This said dynamics value compliance and doesn't support inclusivity and cultural responsiveness. Competency education seeks to create an empowering, responsive system that is designed to build trust and challenge inequity.

Historical Background

According to according to Onwuka (1981) cited in Agborbechem (2019) Curriculum is a structured series of intended learning experiences. It is the means by which educational institutions endeavor to realize the hopes of the society. Through this process schools set out to determine and pursue the objectives and goals of the society in which the schools are and serve. Thus the curriculum embraces purposeful experiences provided and directed by educational institutions to achieve predetermined societal goals. He also mentioned that, Curriculum is therefore the offering of socially valued knowledge, skills and attitudes made available to learners through a variety of arrangements during the time they are at school,

Planning a curriculum involves making choices as to the learning experiences which are appropriate and desirable for the learners in a given society. In Part 11 section 11 of Law No 98/004of 14 April 1998 Biya stipulates that « the state shall ensure the constant adaptation of the educational system to the national and sociocultural realities, and also to the international environment, especially through the promotion of bilingualism and the teaching of national languages ». Curriculum planners such as Leke Tambo have therefore set themselves to a task of achieving this and other tasks that are enshrined in the policy statements made in that law since it came to being in 1998.

Many school subjects now taught tilt towards their relation to their utilitarian aspect of the curriculum. One therefore has to bear in mind this utilitarian aspect of the curriculum before examining the curriculum structure and the Cameroonian Labor and industrial market as a contemporary education crisis in Cameroon in the 21st century. (Cookey Gam 1980) cited in (Agborbechem 2019) outlines the pre-requisites of a good utilitarian curriculum as:

➢ Development of the moral and spiritual growth of the learner

➢ Development of skills and tools of education through Didactics

➢ Development of clear thinking

➢ Development of civic responsibility

➢ Development of appreciation of cultural heritage

➢ Preparation for earning a living

➢ Development of worthwhile leisure pursuits and of creative expression

The law laying down guidelines for education in Cameroon states amongst others in part 1 section 4 that the general purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration onto society bearing in mind prevailing economic, socio-cultural, political and moral factors. One of the means to

attain this as stipulated in section 5 article 7 is that the learner should be able to develop creativity, a sense of initiative and the spirit of enterprise. The quality of instruction should therefore be oriented towards attaining this objective at all levels of the educational

According to Patrick, R (2020) In view of becoming an economically emergent country around 2035, Cameroon adopted in 2012 an ambitious educational reform in a bid to adjust the quality of graduates from her educational system to the increasing demand for a more skilled workforce. The reform consisted in a paradigm shift in instructional design from a skills-based approach to a competency-based approach (henceforth CBA). It was obvious then that such a shift was welcome, as English language teachers had been using traditional methods of instruction and assessment for more than two decades. In fact, despite shifts from Communicative Language Teaching to the Eclectic Approach and CBA, very little had changed in the Cameroonian English language classroom. For instance, language is still very often taught out of context, the learner has remained a passive recipient of information whereas the teacher is still the center of instruction.

According to Bobbitt (1918) formulated five steps in curriculum process: (a) analysis of human experience, (b) job analysis, (c) deriving objectives, (d) selecting objectives, and (e) planning in detail. Step one dealt with separating the broad range of human experience into major fields. Step two was to break down the fields into their more specific activities. The third step was to derive the objectives of education from statements of the abilities required to perform the activities. The fourth step was to select from the list of objectives those which were to serve as the basis for planning pupil activities. The final step was to lay out the kinds of activities, experiences, and opportunities involved in attaining the objectives

According to Tabe (2019), the shift in teaching in Cameroon educational paradigm has propelled the gradual move from Objective Based Approach (OBA) also called the communicative approach (CA) to the CBA over the years. Currently, the CBA is used in public secondary schools in the country. This current trend from the OBA to the CBA should normally go alongside with an alteration of the syllabus approach, course objectives, material designing and more especially instructional material development which for many researchers. The most important thing in the CBA is for the learner to be engaged actively in all aspects of knowledge acquisition, skills development and professional behaviours that need to be demonstrated and practiced in a specific discipline (Mbaye 1993)

According to Bashar (2013), cited in Patrick, R (2019) CBA may also be viewed as Competency Based Education (CBE), Competency Based Education and Training (CBET), Competency-Based learning (CBL), Competency-Based Instruction (CBI) Mbaye (1993) and Competency-Based Programs (CBP). It can also be used interchangeably with the Performance Based Approach (PBA). Garavan & McGuire (2001) acknowledge that the term "competence" has no generally accepted operational definition. According to them, competence is "an action, behaviour or outcome which a person should be able to demonstrate". This definition focuses on what a person can do (output).

According to to another set of researchers Kirschner et al. (1997) who view competence as the ability to choose and use the attitudes, knowledge and skills that are needed for a performance at a desired level. Kouwenhoven (2003) for his part sees competency as the capability to choose and use an integrated combination of knowledge, skills and attitudes

with the intention to realize a task in a certain context while personal characteristics such as motivation, self-confidence and willpower are part of that context. The National Post-primary Education Cooperative (2002) refers to competency as the combination of skills, abilities, and knowledge needed to perform a specific task. In spite of the variation in the definitions, they stress the fact that competence is both a physical and an intellectual ability to do something well through repeated experiences. All these indicate that when implementing CBA in institutions of learning three aspects; knowledge, skills and attitudes have to be integrated together in all learning activities.

According to Savage (1993), cited Patrick, R (2019) CBA is a functional approach to education as it emphasizes life skills and evaluates mastery on skills, necessary for an individual to function proficiently in a given society. Such a shift has pedagogical implications as Rutayuga (2014) noted that CBA requires a shift from assessing a set of learning contents to assessing each learning outcome. Similarly, Wood (2001) insisted that the move towards competence based rather than content based approach necessitates learner-cantered teaching and learning.

The Cameroon Ministry of Basic Education (2004) had distinguished three main components of the competence to be taught: subject competence (knowledge), transversal competence (knowledge resulting from all the subjects in a child's learning) and life competence which results from the development of the right attitudes, behaviour, and problem solving skills for real life situations. Richard (2006) for his part identifies the nature of objectives according to the CBA. To him objectives are broken into narrowly focused sub objectives, sothat both teachers and students can get a clear sense of progress. Richards and Rodgers (2001) further opines that each approach needs specific teaching materials in order to realize the aim of its foundation. Therefore, for the implementation of the CBA to be effective, the instructional materials must be the ones that can motivate the learners and provide information in interesting way, bring the real life situation and cultural information to the classroom, supply learner with real exposure to the target language, and meet the needs of the learner.

The CBA advocates the learner-centred approach in which the learning process is central. Field and Drysdale (1991) point out some of the aspects of a learner-centred approach such as the use of individualized materials, flexible learning time and continued feedback. In this regard, the implementation of CBA should ensure that all aspects of a learner- centred approach are included in the learning process. The Learning environment in the CBA is therefore directed towards the development of competencies at the end of any study program (Kirschner et al, 1997).

In addition, according to the Education Strategy for Africa (2016) opined that the vision of the Continental Education Strategy for Africa (CESA 2016-2025), reorienting "Africa's education and training systems to meet knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels" has carefully been addressed in this curriculum.

The current competency based curriculum is presented in three parts. Part One gives an overview of the document, Part Two defines the domains and the subjects, while Part Three

provides the contents of Competency Based Approach (CBA) that has recently gained grounds in the academic world. In fact, it is no longer vogue to teach with the purpose of restoring knowledge and or applying isolated know-how. It is rather mandatory that learners are confronted with problem situations which they need to solve. Through this approach the learner will not only acquire knowledge but also use it in a meaningful way in various situations of life, work and family, social and even professional situations.

This reform has brought about profound changes in teachers quality as the teacher becomes a true mediator between the learner and the knowledge. According to Tchombe M (2019) who emphasis on her book Psychological Parameters in Teaching which explains the law of mediated mutual reciprocity in teaching and learning the learner plays an active role while the teacher controls abnormal behaviors in the classroom. In order to achieve this competence objective, primary schools in Cameroon chose, after the experience of programs by content and objective, to follow the path of the CBA.

This switch is important as it raises a crucial concern on whether or not teachers are trained to adjust to the demands of the new dispensation. It is on the basis of this reason that the research has been designed to examine the Cameroon competency Based curriculum and its implementation process in Basic Education. The various ways of implementing CBA to pupils are through teachers who have acquired knowledge and skills associated with the use of CBA and they equally face challenges as they implementing it to their learners.

Lilian F (2021) opined that in recent times, the Competency Based Approach (CBA) has gained grounds in the academic world. In fact, it is no longer vogue to teach with the purpose of restoring knowledge and or applying isolated know-how. It is rather mandatory that learners are confronted with problem situations which they need to solve. Through this approach the learner will not only acquire knowledge but also use it in a meaningful way in various situations of life, work and family, social and even professional situations. This reform has brought about profound changes in teaching practices as the teacher becomes a true mediator between the learner and the knowledge is the teacher (Tchombe 2019).

According to Garavan & McGuire (2001) acknowledge the fact that, the term "competence" has no general accepted operational definition instead is "an action, behavior or outcome which a person or learner should be able to demonstrate". This concept focuses on what a person can do (output). Also in the view of Kirschner et al. (1997) opined that competence as the ability to choose and use the attitudes, knowledge and skills that are needed for a performance at a desired level. Also in the lights of Alemnge F, (2020) Focusing the curriculum on competencies demands a new way of perceiving the structural components of the curriculum and how they interact with one another. In this light Mulder (2001) define competence as the capability of a person, or an organization, to reach specific achievements.

Personal competencies comprise integrated performance oriented capabilities, which consist of clusters of knowledge structures and also cognitive, interactive, affective and where necessary psychomotor capabilities, and attitudes and values, which are required for carrying out tasks, solving problems and more generally, effectively functioning in a certain profession, organization, position or role (Fedelis Alemnge 2020) In the context of the curricula reform in Basic Education in Cameroon, competence refers to all the knowledge, skills and attitudes required of nursery primary school children. And Broad-based

competencies refer to knowledge, skills and attitudes that are taught across different learning domains (Ministry of Basic Education 2016).

Statement of the Problem

The current reviewed English syllabus for primary schools in Cameroon demands the use of CBTL approach. However, very little is known especially primary schools in the major regional districts in Cameroon major challenges has been about its implementation even after a lapse of some years since its inception. This study therefore, intends to investigate the Competency Base English Language Curriculum in Cameroon Education and its implementation in primary schools in the other hand the current reviewed French syllabus for primary schools in Cameroon demands the use of CBTL approach. However, very little research has been carried out especially in primary schools in the Centre region about its implementation even after a lapse of three years since its inception in 2018/2019 Academic year. Due to the idea of borrowed policies (Agbor Eta and Vuban, 2018; Kathyrn, 2017) policies like competency based education, are often implemented in a rush, following a top-down approach in which teachers are passive in decision making, by so doing, accruing a number of challenges (Cheptoo 2019; Sifuna and Obonyo, 2019). 'Education policy implementation is a complex, evolving process that involves many stakeholders and can result in failure if not well targeted', as stated by Viennet and Pont (2017).

The implementation of C.B.C in Africa and other countries has faced many challenges ranging from lack of clear understanding of the concept of competency based curriculum, and in assessment área (Cummingaham et al 2016, Mukunja, 2016; Remmy joel 2017, Cheptoo 2019). Kafyulilo et al (2013) found that shortage of well qualified and expert teachers competent to impact the new competency based curriculum and learning styles in the learners is one of the hindering factors. Chemagosi (2020) on his part, found out that teachers do not well know how to effectively assess large classes within the limited time and resources available.

Objective

The General objective of this study is to investigate the Competency Base English Language Didactics Curriculum in Cameroon Education and its implementation in primary schools

Specific objectives

➢ To explore the extent to which primary school teachers implement competence- based English Language Didactics and learning approach in English language

➢ To examine, the adequacy of available didactics material inputs which are being used to facilitate the competency-based teaching and learning approach

Specific Research Questions

From the main objective, the following specific objectives were elaborated.

➢ To fine out to what extent primary school English teachers implement Didactics in CBT affects learning approach in English language

➢ To what extent does adequacy of available didactics material inputs which are being used to facilitate the competency-based teaching affects learning approach

Hypotheses

Ha$_1$: There is a significance relationship between Competency Base English Language Didactics Curriculum in Cameroon Education and its implementation in primary schools Specific Hypotheses of the Study

Ha$_1$: There is a significance relationship between primary school English teachers implement competence- based didactics and learning approach in English language

Ha$_2$: There is significance relationship between adequacy of available material inputs which are being used to facilitate the competency-based teaching and learning approach

Review of Related Literature

Introduction

This chapter looks at the work of others and how it is related to this work. This chapter examines the conceptual, theoretical, empirical review. The conceptual review looks at the different concepts of this work, the theoretical looks at different theories and how they are related to this work while the empirical talks about works of different researchers and their results and how related it is to this particular research.

Conceptual Review

The following concepts are reviewed; Investigate, Dynamics, English Language, Syllabus, Competency Based Curriculum, Cameroon,   Implementations, Didactics, Materials.

Competency Based Didactics Curriculum

English Language is one of the two official languages in Cameroon. It is the language of instruction for the English Subsystem of Education. A literature component has been added to this subject in level two and level three. While English Language enables learners to express themselves orally and in writing, Literature enhances the reading culture in them. The teaching of English will target the development of the listening, speaking, reading and writing skills with emphasis on grammar, vocabulary and pronunciation. Like all languages, English is rule-governed, thus the systematic functional teaching of grammar is strongly recommended. This will enable learners use the language effectively.

This subject has been developed from domains that were derived from the following national core skills:

➢ Communication in the two official languages (English and French) and the use of at least one national language

➢ Practice of lifelong learning and the four broad-based competences

Table 1: Competency Based Didactics Approach Layout

Skill	Terminal Learning Outcome	Evaluation Criteria
Listening and Speaking	and Speaking • Listen attentively for information in a given context. • Interpret information and react appropriately	Fluency in speaking •Audibility in speech Sustenance of attention Willingness to take turns in speaking,

	• Communicate to express feelings, ideas and thoughts	use of appropriate tones in speech
Reading	• Read texts fluently in a given context.	Fluency and audibility in reading, •Respect of voice pitch • Correctness of answers to comprehension questions • Presentation of materials • Respect of instructions
Writing	Write texts legibly and coherently to express feelings, ideas and thoughts	Legibility, meaning, coherence, the right posture, right direction, presentation of materials, respect of instructions

Broad-based Competences

The Cameroon National Core Skills Framework comprises four broad-based competences as follows:

1. Intellectual competences Intellectual Competences include:

➢ Exploiting information

➢ Solving problems

➢ Acquiring logical thinking and a sense of observation

➢ Exercising critical judgment

➢ practicing creative and innovative thinking

2. Methodological competence Methodological competences include:

➢ Giving oneself efficient working methods

➢ Exploiting information and communication technologies

➢ Organizing one's learning

➢ Arousing the desire to learn each subject

3. Personal and interpersonal competences Personal and interpersonal competences enable the learner to:

➢ Develop his/her personality

➢ Acquire abilities in view of his/her socio-cultural integration and individual fullfilment

➢ Cooperate with others

4. Communication competences Communication competences enable the learner to:

➢ Communicate in an appropriate manner in the two official languages

➢ Communicate in at least one national language

Teachers Education in Cameroon

According to Leke Tambo (1995) opines the fact that although teacher education is recognized world-wide as a key component in educational improvement efforts, the models and practices for producing quality teachers may differ from one country to another in terms of such factors as resources available and also further explain the fact that, teacher supply needs in the schools, policy guidelines and goals of training, and whether initial teacher education is monopolized by one institution or shared by many intuitions which might influence the implementation of the CBC during their delivery in English language. Curriculum as viewed by Alebiosu (2005) is an instrument that dictates the affairs of every educational system. It is the vehicle through which knowledge and other learning activities are disseminated.

Curriculum implementation involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan, and the actual execution of the plan in the classroom setting where teacher-learner interactions take place (Ivowi, 2009). In curriculum implementation, the learner for whom the programme is being planned interacts with the contents and materials in order to acquire the necessary skills, attitudes and abilities (Mkpa and Izuagba, 2009). They went further to define curriculum implementation as the actual engagement of the learner with the planned learning opportunities. This means that curriculum implementation is that stage of the curriculum process where the learner through the guide of a teacher interacts with learning activities so as to maximize learning as will be noticed in the learners new behaviour/new approach to issues. Another name for the teacher is curriculum implementer.

The teacher is one who translates the curriculum document into operating curriculum through a joint effort of hers/his, the learners and other interest groups as viewed by Mkpa (1987). This implies that the task of implementing the curriculum lies on the teacher. The teacher does not just implement the content as it is, rather he breaks the content into teachable units. Precisely what comes to the teacher is not the curriculum plan rather the syllabus which he breaks down to get the scheme of work, down to the unit of plan and finally to the lesson plan which is being used daily in his/her teaching. Pedagogic supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organisations (Nyarko, 2009) and for Segun (2004), the importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence of education. As a result, there is a great interest in the day-to-day operations of the school system (Bessong and Ojong, 2009). The ineffective curriculum implementation can also be as a result of the ineffective present of the head teacher in school and the use of old supervisory techniques. Sergiovanni and Starratt (2007) argue that no matter how capable supervisors are, as long as supervision is viewed as nothing of value to teachers, its potential to improve schools will not be fully realized (Tesfaw and Hofman, 2012).

According to Rudolf N. (2020) who postulated that, English languages teachers in Cameroonian intuitions have varied profiles. Many researchers such as one of the prominent

in curriculum in Cameroon Leke Tambo have admitted that not all teachers in these settings are trained (Chu, 2019), and even many trained teachers are not conversant with the CBA, the new approach to teaching (Nkemleke & Enama, 2019) and while Tambo (1995) noted that in teacher-training colleges in Cameroon, learning is more theoretical than practical. Speaking is one of the most neglected skills in teacher-based tests and examinations in Cameroon; when a little attention is given to the skill in assessment situations, it is either an indirect or an informal assessment. Tambo (1995) cited in other interesting articles however, admit that the speaking skill is not only different but also challenging to assess and must also be assessed differently.

According to Luoma, (2004) the feature of interactive role-switching distinguishes good oral tests from other language tests; listening, reading or writing tests which present a set of questions and elicit a set of answers are clearly not interactive in this way" (Underhill, 1987). Although the assessment of speaking has often been neglected classrooms in Cameroon, this trend should no longer continue with the coming of the CBA. Inattention to a direct assessment of speaking in English tests is, within the framework of competency based education, a brutal misunderstanding or savage neglect of a major tenet of the approach. But the CBA places a premium on the formative character of assessment, the use of authentic tasks, the provision of useful feedback and the involvement of learners in assessment (Chu et al., 2018).

It is important to highlight the fact that the formative character of assessment within the framework of the CBA does not mean informal assessment, nor does it mean unreliable or invalid assessment. Instead, formative assessment has to do with an assessment which aims at improving students' understanding, and by extension, teaching methodology. Woodford (1980) stated that "The improvement of quality teachers' testing skills should be focused in two areas; in teacher training institutions and in-service training programs". This emphasis on pre-service and in-service training of teachers on testing does not only guarantee that trained teachers get adequate knowledge in primary schools curriculum but also ensures that this knowledge is dovetailed with their experiences in the field and that there is a continuing upgrade of knowledge to meet the challenges of our ever-growing information age.
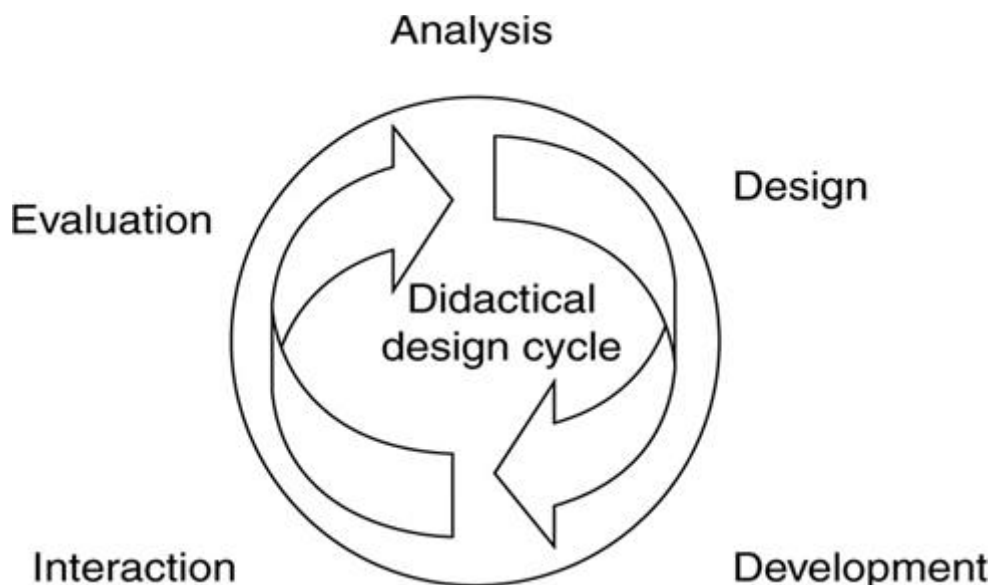
The Competency-Based Approach

The concept of competence-based teaching and learning mean different things to different people. In fact there is no single agreed definition of the concept because professionals define it from different contexts. There are many terms used to refer to competence-based teaching and learning. Such terms include competence-based education, competence-based curriculum, proficiency-based education, outcome-based education, mastery-based education, standard-based education and performance-based education.

Regardless of the context, competence-based teaching and learning refers to the systems of instruction, assessment, grading and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. Competence-based curriculum is a functional approach to education as it emphasizes life skills and evaluates mastery on skills, necessary for and individual to function proficiently in a given society (Savage, 1993).

It is equally important, Mosha (2012) notes that a competence based curriculum seeks to

develop in learners the ability to know, to learn and learn how to learn, to do things, and to learn and work with other people. Such a shift has pedagogical implications as Rutayuga (2014) notes that competence-based curriculum requires a shift from assessing a set of learning content to assessing each learning outcome. Similarly, Wood (2001) insists that the move towards competence based rather than content based curriculum necessitates student-centered teaching and learning. To some scholars, such as Harris, Guthrie, Hobart and Lundberg (1995), competence based curriculum is perceived as a solution to the implementation of education and training for the complex contemporary world.

The Competency-Based Approach (CBA) was officially introduced in Cameroonian primary schools in 2018 (Ntongieh, 2016). She continued that the Competency-Based Approach was the fourth approach introduced in the educational system after the Objective Approach But Nkemleke and Enama (2019) have acknowledged that the first two years were only a trial period and that the CBA was preceded by the Skills-Based Approach.

Figure 1: Teacher Didactical CBC Design Cycle

The structure of the content (question 4 above) is emphasized in Klafki's analysis model. This is also an important point in the discussion regarding the transformation of powerful knowledge, for instance: to what extent is the content hierarchically structured and need to be sequenced (Young and Muller, 2016)? However, for Klafki, the content is placed in the context of its educational potential regarding the present, future and exemplary relevance for the pupil. The relationships between content, teacher and student are clear in the five analytical questions above, which underline the relational perspective in the didactic tradition. The questions also involve what might be described as Klafki's governing principle: the didactical what and why questions precede the methodological question of how. In his constructive-critical didactics, he further develops this and emphasizes that the aim of teaching always takes precedence. An educational theme needs to be seen in the perspective of specific problems that can be related to the pupils. However, his discussion about methodological structuring and how the teaching–learning process should be structured is less developed. The Cameroon pedagogical board has argued that knowledge is

developed in, and as part of, practical activities. For example, understanding concepts requires that they are used in contexts in which they play a role. This reflects an understanding of knowledge that is relational and practice-based, and which problematizes the act of reducing knowledge to theoretical statements of knowledge. Based on Carlgren (2015), we view teaching as an activity that consists of performing or orchestrating different knowledge practices.

Teaching might be framed as an activity that creates situations for learning. Teaching as a didactic practice indicates that the teacher must design and establish a knowledge practice and make it function as a learning practice for the pupils (see Figure 2). This is a knowledge practice that also involves the aspect of doing, and also means that pupils must perceive the situation as functional and motivational, and accept the rules of the game in line with the didactic contract between pupil and teacher. Young and Muller (2016) discuss, with reference to Winch (2010), how various forms of specialized knowledge are incorporated in expert knowledge. Both 'knowthat' knowledge and 'know-how' knowledge is needed. In addition to propositional knowledge, expert knowledge is also connected to inferential and practical knowledge, and various kinds of more or less specialized procedural knowledge. We think the relations between different forms of knowledge are a key aspect of teaching as a didactic practice.

The teacher needs to create knowledge practices that combine and relate different forms of knowledge to the specific content knowledge and learning object. Here curriculum thinking formed as didactic analysis can make important contributions. The perspective of didactic practices has many similarities with the framework discussed as curriculum making in British geography education (Lambert, 2014). Curriculum making can be understood as merging the conceptually distinct categories of curriculum and pedagogy. This again underlines our point that stresses the importance of the relational perspective in the didactic tradition, which puts teachers' didactical choices and their didactic practice in focus.

Theoretical Review

Social Learning Theory by Bandura (1977)

Since Bandura intension was to explain how pupils learn in a social context through observation, imitation and modeling the behavior of a teacher in a classroom context. Therefore, Nabavi (2010) says that it is clear that social learning theory is based on three concepts which are learning through observation (observational learning), reinforcement and modeling. Also, psychologist and teachers alike have found that such models are able to explain the differences found in pupils' speaking performance and receptivity to various forms of instruction (Schunk, 2012; Sousa, 2011). Furthermore, the practical application of social learning theory can rightly work with the following principles, attention, retention, reproduction and motivation of pupils so this work will use this theory because it has a very powerful tool in the implementation of competency based curriculum in English language.

Graf, Kinshuk & Liu (2009) agreed that incorporating the three aspects of the social learning theory (attention, retention, reproduction and motivation) into teaching as the potential to facilitate effective learning for pupils. Therefore, teachers can incorporate this model by constantly using English language as medium of instruction; this will facilitate understanding and speaking by children.

In observation learning, pupils pay attention to real-time teachers commenting and collaborating as well as using technology to achieve their goal. In addition, gasification and stimulation help teachers turn their classroom into a more interactive experience. Teachers take assignments and activities and put them into a game; creating rewards for winners and creating that unique and novel spark that attract the interest of students.

To improve performance simulation in the classroom, help to add interest and fun to a classroom. Teachers who apply this method (simulation options are great ways to enhance a classroom setting and make students feel more engaged.

Also gasification and simulation connect to social learning allows pupils to make real observation for rewards and punishment in an engaging way in the classroom. Pupils can win a game or see someone succeed in the simulation and emulate that behavior.

Furthermore, for retention of information in classroom the teacher explore effective use of storytelling technique to make learning memorable. It is also believed that both the academic achievement and self-confidence of pupils increase self-confidence of pupils (Reid, 2005; Sadeghi, Tan & Abdullah, 2012). If pupils know their own learning styles and apply them to the learning process, these pupils should learn both more rapidly. There is therefore a high degree of probability that the pupils will be more successful in the learning process as learning would be encourage and pupils would be engaged and motivated (Bennett, 2013; Daghani & Akkoyunlu, 2012).

Making pupils aware of their learning styles and showing them their individual strength and weaknesses can also help pupils to understand why learning is sometimes difficult to them (Graf et al., 2009). Furthermore, knowledge of learning styles can also equip students for a life-long learning (Bostrom, 2012; Reid, 2005).

Another positive influence identified in this theory is that if pupils are expected to learn, retain complex information, become academically successful, be motivated to learn and approach learning appropriately, identification of and responsiveness to their learning style preferences is necessary. This is especially true when the teachers teaching styles do not match the learning styles of the students (Allcock, Hulme, 2010; Hawaty, 2009; Romanelli, Bird, & Ryan 2009).

Moreover, in class children exposed to aggressive model reproduce considerably more aggressive behavior resembling that of the model and their mean aggression scores. For example, Edinyang (2016) claims that "exposing the learner to the right behaviour in social studies classroom will help in achieving the goals and objectives of social children classroom will help in achieving the goals and objectives of social studies and build who have the right attitude and values to live within the Nigeria society.

Methodology

The study was carried out in all primary school teachers in Cameroon; Cameroon is a rich cultural and agricultural region where crops like maize, potatoes and vegetables are grown. Dairy farming is also widely practiced. It covers an area of 475,442 km2. The area of study in which the study will be carried out will be in South West Region, Centered Region and Littoral Regions of Cameroon. This study will be carried out in Yaounde 3 subdivision in the center region, Douala 3 in the Littoral region and molyko in the Southwest region of

Cameroon. Moreover, the Centre region is one of the most important centers for the Bantu group known as the Beti-Pahuin, the Fang-Betis or simply the Fang. The region is the intellectual capital of Cameroon comprising of variety of primary schools, secondary schools and universities having similar characteristics with the two other regions. design is used to study a sample drawn from the population of teachers in English primary schools in Yaounde III subdivisions in the Centre region of Cameroon. The description of Buea Municipality in which the study will be carried in South West Region of Cameroon, Buea Municipality and the South West Regional Head quarter of Cameroon. Created on the 29th of June 1977 by presidential decree No: 77/203, Buea Municipality has a surface area of 87Sq km, 67 villages, four distinct identified urban space as per outlined criteria (Buea station, Soppo, Molyko/Mile 17 and Muea) it is of a highly complex community caught between a blend of urban, semi urban, rural and traditional settings. Buea municipality is bounded to the North by tropical forest on the slope of mount Cameroon (4100m above sea level). The mountain range extends to the beautiful sandy beaches of the Atlantic Ocean. the town also shares boundary with other major town like the city of Limbe to the South West, Tiko Municipality to the South East, Muyuka Municipality to the East and Idenau District to the West with an equatorial Climate temperature are moderate with a slight seasonal variation (rainy and dry season) Buea has moderate economy with agricultural, administrative business, tourism the financial sector taking the central stage of the town above all Buea is the center for education due to the presence University of Buea and other private Universities like the Catholic University HIMAT, Pan African Institute. Buea has an estimated population of about 200000 inhabitants (2005) BUCREP figures and annual growth rate of 5 us per united Nation projections for urban population growth rate for Africa constituting essentially of the Bakweri (the indigenes) in the villages and highly cosmopolitan population within the urban space putting the indigenes at the minority. The Bakweri language spoken by the natives is equally written and documented. English and French are two official languages used for general interaction while pidgin is the Lingua Franca. Buea is one of the fastest growing towns in Cameroon today with a mix cosmopolitan setting and a constellation of about 67 villages. These villages are inhabited by the Bakweri who according to social scientists, have lived around mount Cameroon for at least 4,000 years. Its urban rims now include Molyko, Buea station, Muea, GRA, Mile 16 Clerks and Federal Quarters, Great Soppo, Likoko membea, Bokwaongo and Bunduma.

Source at the Council say over 7,000 people migrate into the municipality each year for the following reasons academic and research activities, professional and administrative services business and commercial activities, jobs and livelihood search into the urban space, tourism sports and Leisure activities, agriculture due to conducive climate and fertile soil. The present Anglophone crisis in Cameroon rendered many areas in the South West Region unsafe. The researcher chose Buea Municipality because of its safe compared to other areas and getting facts about the research is easy. Also, Buea is the center for Education, seat of wisdom blessed with all category of school ranging from kinder garten, primary, and tertiary where the variable of this study can be measure,

Population of the Study

The target population of the study comprised of all primary schools found in Southwest, Centered and Littoral Regions of Cameroon. Design is used to study a sample drawn from

the population of teachers in English primary schools in Yaounde III subdivisions in the Centre region of Cameroon, Molyko in the Southwest region and Douala III in the Littoral region

Table 1: Population of the Study

Title	Primary School Teachers		
Government schools	Male	Female	Total
Centered Region	75	125	200
Littoral Region	57	100	157
South West Region	76	125	201

Source: National Delegation of Basic Education (2021)

Target Population

The target population of this study will be made up of all primary school teachers and pupils from any four Government Primary Schools The target population of this study includes all the private and public teachers in English primary schools in Yaounde in Mfoundi division in the central region, molyko in the Southwest region and Douala 3 in the Litorral region of Cameroon.

Table 2: Target Population

Government schools	Male	Female	Schools	Sample Sizes Teachers
Yaounde 3 subdivision in the central region of Cameroon.	10	15	G.B.P.S GR1,2	25
	12	13	G.B.P.P S GR 1,	25
	10	20	St Joseph Mvolye	30
	12	18	E.E.S, Oxford P.S,	30
	14	16	Jumping Jack	30
	13	17	Guardian Angels	30
	14	16	Cherubs P.S	30
Molyko South West Region	5	10	GP Gr 1 Molyko	15
	8	12	GP Buea Rural	20
	9	11	GP Muea	20
	10	10	GP Buea Town	20
	12	13	GP Bokova	25
	12	15	St Therese Primary School	27
	14	16	Greenfield Nursery and primary school	30
Douala 3 Littoral Region.	10	15	GP Depanda	25
	12	13	St Pius Primary school	25
	10	20	St Louis Primary school	30
	12	18	Oxford P.S,	30
	14	16	GP Gaul	30
	13	17	St Joseph Primary school	30
	14	16	Catholic Primary school	31

Sample and sampling technique

The sample size will be made up of 50 primary school teachers from the three regions of Cameroon. The questionnaire will be distributed to all 50 primary school teachers. The simple random technique will be use to select the sample size. Simple random sampling is one in which each member in the sample has equal chance of being selected. A ballot method of selection will be carry out to determined pupils who will participate in the study. Following the rules of ballot, the participants who picked yes will be eligible.

Sample size

Sample size will be estimated using sample calculation for one proportion with the support of Epi Info 6.04d (CDC, 2001) as explained by Nana (2015)

The total population of teachers who are the main stakeholders considered in this study is estimated to be 1800. The following additional parameters were used to estimate the sample size:

d= 5%

P=50%

DEFF=1.1 (greater than 1 because convenience sampling and not simple random sampling is used) as to improve the variability.

Confidence interval=95% giving a $Z_{\alpha/2}$ =level of significance = 1.96.

The calculated sample size is 457 respondents. Prospecting 10% missing for precautionary reasons, the minimum number of questionnaires to be administered will be 558.

Data Collection Instruments

Instruments for data collection will be questionnaires, interview schedule, and documentary analysis. The researcher divided the questionnaire into three parts: The socio-demographic *items* included sex, age, and educational qualification, year of teaching experience and years in the present position concerning teachers

The second section (Likert scale) consisted of aspects concerning teacher quality affects the implementation of the curriculum in the teaching of the English language syllabus in Cameroon Primary Schools. use of teaching strategies influence the implementation of the curriculum in the teaching of the English language syllabus in Cameroon Primary Schools. Class size affects the implementation of the curriculum in the teaching of the English language syllabus in Cameroon Primary Schools, effectiveness of pedagogic inspection in enhancing the implementation of the curriculum in the teaching of the English language syllabus in Cameroon Primary Schools.

The researcher used interview schedules to compliment the questionnaire because interviews allow the researcher to consider another person's view point, to better understand his/her experience (Patton, 1990). Interview also allows a wide range of participants understanding to be explored and can reveal important aspects of the phenomenon under study. In-depth interviews will be conducted with Headmasters of the various primary schools

Results and Discussion

How teacher quality does affect the implementation of the didactics curriculum in the teaching of the English language syllabus in Cameroon Primary Schools.?

Table-1. Teachers' quality does affect the implementation of the didactics curriculum in the teaching of the English language syllabus in Cameroon Primary Schools

| Item	$\bar{X}$	S	Dec
1. Didactics based curriculum put teachers quality in to test	3.33	0.68	A
2. Primary school teachers are demotivated their teaching	2.78	0.93	A
3. Primary school teachers master their subject matter during teaching	2.30	0.92	D
4. Teachers in primary schools always use contemporary competent examples	2.42	1.02	D
5. Competency based curriculum is not meeting up with learners needs	2.47	0.94	D
6. Primary school teachers promotes competency and didactics in teaching	2.36	1.03	D
7. Resources are limited to implement competency based curriculum			
8. Primary school teachers are all effective in their approach of didactics teaching.			
MRS	**2.61**	**0.92**	**A**
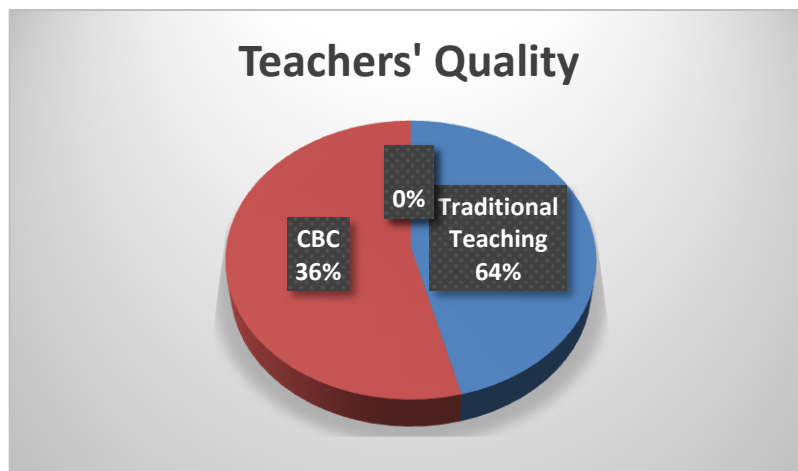
Table 1 above presents the primary school teachers' responses on the availability of teacher's quality on the implementation of CBC of English Language. The data analyzed in the table above shows that teachers quality improve a better implementation of CBC syllabus of primary school English language majority of the respondents with an average mean of 3.33(0.68) accepted to the fact teacher quality improves the implementation of CBC

All of the teachers, 50(100%), agreed that teachers' and pupils' textbooks, the chalkboard,

wall maps, atlases and teacher-made notes were available and used during instruction of English language. The findings further revealed that newspapers were available and used during the instruction of English language according to an average percentage of respondents; 25(50%) agreed and 25(50%) disagreed on this, inadequate implementation of CBC English Language syllabus. Cameroonian Primary school teachers of old and young follow daily updates from the new CBC of English language curriculum. Regarding the quality of implementation, 36(72%) indicated that they implement the new CBC English curriculum 14(28%) said they don't make use of the new CBC English curriculum 2(4%) agreed while 48(95%) disagreed that they actually find difficulties using the new CBC of English language curriculum. The absence of proper implementation of the CBC could be attributed to the lack of teacher's quality in most rural schools and the inadequate general didactics in majority of the rural and urban schools. This may have made the learners miss out on the development of listening and writing skills as well bringing reality into the lesson thus making the content applicable to their lives. Jacinta and Regina (1992) assert that CBC bring reality into the classroom and add interest and enjoyment to the lesson. The school curriculum of English language syllabus of CBC was available to 8(16%) of the teachers while 42(84%) said they did not have it. Pupils should be exposed to CBC Skills lessons since they are tailored to provide perfect learning based on thorough preparation by competency standards, just few primary schools in the country have considered having CBC schools and a community based skills oriented program to used but the school and the entire community findings also revealed that other teachers skills such as competent in the English language only a handful 2(4%) while 48(96%) had no access to proper competency skills. This may be explained by the fact that because of the rural setting, there was lack of quality teachers' capacity in most primary schools. These collaborate with what majority of the respondents responded to, that the new CBC of the English syllabus is still a challenging to implement on their respective teaching notes.

Table 3: Interview

Questions	Teachers	Respond	Explanation
Have you heard of Didactics Material in Competency Base Curriculum in English Language	1st	Yes	Majority of the respondents 1st accepted to the fact that they have heard of CBC.
	2nd	Yes	Majority of the respondents 2nd accepted to the fact that they have heard of CBC.
	3rd	No	Minority of the respondents 3nd accepted to the fact that they have heard of CBC.
	4th	Yes	Majority of the respondents 4nd accepted to the fact that they have heard of CBC.
As far as you are concern, what makes a better and quality teacher in your	1st	Yes	Majority of the respondents 1st accepted to the fact that they have heard of CBC and they have qualities of CBC
	2nd	Yes	Majority of the respondents 2nd accepted to the fact that they have heard

school?			of CBC, every teacher is a qualify teachers
	3rd	Yes	Majority of the respondents 3nd accepted to the fact that they have heard of CBC and teacher quality is their watchword
	4th	Yes	Majority of the respondents 4nd accepted to the fact that they have heard of CBC teacher quality is very prominent on the new CBC
Do you have the copy of the 2018 Competency Based Curriculum English Language Syllabus	1st	Yes	The 2018 copy was given to me
	2nd	Yes	I do have it
	3rd	Yes	Yes I do
	4th	Yes	We do have it in our school

The interview from primary schools teachers revealed that majority of them have heard about the Didactics teaching in CBC and they do own copies of the 2018 CBC booklet and inadequate didactics materials. .

Table 4: Relationship between Teacher Quality and the implementation of CBC English Syllabus of primary schools

			Teacher Quality	Implementation of CBC Syllabus of English Language
Spearman's rho	Teacher Quality	Correlation Coefficient	1.000	.225**
		Sig. (2-tailed)		.002
		N	180	180
	Implementation of CBC CBC	Correlation Coefficient	.225**	1.000
		Sig. (2-tailed)	.002	.
		N	180	180
**. Correlation is significant at the 0.01 level (2-tailed).				

The data analyses in the table above shows that the null hypothesis was rejected and the alternative hypothesis retained. It was therefore concluded that there is a linear significance relationship between teacher quality and the implementation of Didactics in CBC Syllabus of English Language in primary schools in Cameroon ($\int$ = 0.225**). This implies that teachers quality when using English language didactics encourages better quality of the implementation of CBC.

Conclusion and Recom M Endations

Teachers should be in-serviced on the teaching of CBC of the syllabus of English Language.

Specifically, the concept of competence-based teaching and learning mean different things to different people. In fact there is no single agreed definition of the concept because professionals define it from different contexts. There are many terms used to refer to competence-based teaching and learning. Such terms include competence-based education, competence-based curriculum, proficiency-based education, outcome-based education, mastery-based education, standard-based education and performance-based education.

Regardless of the context, competence-based teaching and learning refers to the systems of instruction, assessment, grading and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. Competence-based curriculum is a functional approach to education as it emphasizes life skills and evaluates mastery on skills, necessary for and individual to function proficiently in a given society (Savage, 1993).

It is equally important, Mosha (2012) notes that a competence based curriculum seeks to develop in learners the ability to know, to learn and learn how to learn, to do things, and to learn and work with other people. Such a shift has pedagogical implications as Rutayuga (2014) notes that competence-based curriculum requires a shift from assessing a set of learning content to assessing each learning outcome. Similarly, Wood (2001) insists that the move towards competence based rather than content based curriculum necessitates student-centered teaching and learning. To some scholars, such as Harris, Guthrie, Hobart and Lundberg (1995), competence based curriculum is perceived as a solution to the implementation of education and training for the complex contemporary world.

The Competency-Based Approach (CBA) was officially introduced in Cameroonian primary schools in 2018 (Ntongieh, 2016). She continued that the Competency-Based Approach was the fourth approach introduced in the educational system after the Objective Approach But Nkemleke and Enama (2019) have acknowledged that the first two years were only a trial period and that the CBA was preceded by the Skills-Based Approach.

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