An Investigation into the Mastery of the Competency-Based Language Teaching (CBLT) Approach by Teachers in the Mfoundi Division and Pedagogic Implications

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ABSTRACT

There is a growing trend towards competency-based language teaching (CBLT) in Africa particularly in Cameroon. This approach has been hailed within the educational circle in Cameroon as a panacea to pupils' language problems. Consequently, it is regarded as a functional approach to education that emphasises life skills and evaluates mastery of those skills according to actual learner's performance. This study thus investigated its application within the Mfoundi Division of the Centre Region of Cameroon and its effectiveness in the acquisition of the various language skills by learners. To achieve this, data was collected from 70 primary school teachers, drawn from the 7 subdivisions, using a questionnaire and observation. The findings show that CBLT, as a teaching method, could greatly enhance learners' knowledge in the acquisition of the various language skills such as listening, speaking, reading and writing. In this light, teachers need to continuously train and recycle themselves on the approach, evaluate the teaching process, follow text book instructions, arrange materials regarding communication as well as bring in more real-life situations within the classroom.

KEY WORDS

Competency-Based Language Teaching, Application, ELT Approaches, Mfoundi Division

RESEARCH PAPER

1. Introduction

English is a global language. It is the most commonly spoken language in the world. According to Crystal (2003), it is a language of science, aviation, computers, diplomacy, tourism and the media. Since English is spoken in many different countries, they are thousands of schools and universities around the world that offer programs in English. With the growing importance of English in the world today, the need for the best approaches through which it can be taught has followed naturally. This is because the approach inadvertently determines the level of the learners' educational attainment, as well as proficiency in the various language skills. Given that educational policies are, at times, detached from the practice on the ground, there is the need to continuously investigate, and even interrogate, the relevance of educational policies within specific localities, with a case in point being the interrogation of the effectiveness of CBLT to the application of the acquisition of the various skills at the elementary level of education in the Mfoundi Division. The ability for learners to master and use the different

language skills fluently should greatly determine the choice of the approach to language teaching.

Successful language communication through speaking and writing mode require constant practice. This implies that scholars and language practitioners need to constantly examine the different aspects of the curriculum, taking into consideration the content and the opportunities for learners to practice. This is even more necessary in primary education, given that it is the stage where they are introduced to the language and their subsequent success in their studies depends largely on it, given that English is not only a language but also a medium of instruction (MOI). The chosen approach for English language teaching must, therefore, be geared at improving the four language skills (listening, speaking, reading and writing) in order to enable the learners to use English language communicatively. However, the poor performance of pupils in English Language in end-of-course examinations (Common Entrance and First School Leaving Certificate) has left the general public and many educational stakeholders wondering what the cause of such a debacle could be, the invaluable role English language proficiency is expected to play in the pupils' day-to-day lives. In view of the above, this study is a step towards such a diagnosis, with specific focus on the teaching approach. This is because proper attention needs to be given to the teaching of the various language skills amongst primary school pupils in Cameroon through Competency-based language teaching. The essence of this paper therefore is to see the extent to which the use of CBLT in teaching English language contributes to the acquisition of the various language skills in a bid to draw implications from it for the teaching of English in primary schools in Cameroon.

2. Overview of the CBLT in Primary Education in Cameroon

Competency-Based education has its roots in the United States in the 1950s. It became popular in the US during the 1970s where it was used in vocational training programs. The approach spread to Europe in the 1980s and, by the 1990s, it was used in Australia to measure professional skills. By the 1990s, it had become so widely accepted in the US that refugees wishing to receive federal assistance were required to attend some level of competency-based ESL program to learn the skills necessary to function in the society. According to Ndifor (2014), the Competency-based language teaching approach was first introduced in Cameroon secondary

schools during the 2012/2013 academic year, with the purpose of moving from note memorization to a more experiential practical approach in schools and in Basic Education during the 2018/2019 academic year.

This approach has been lauded within educational circles because it is flexible, self-paced, engaging, and affordable and skill-based. This is because the programs of CBLT are very flexible as their structure depends on how the individual learners guide their learning and CBLT allows learners to acquire a set of competences such as learning how to learn, learning how to act and learning how to live. Equally, CBLT enables learners to control their pacing in relation to intellectual capacities such as analysis, synthesis, evaluation and the ability to solve problem-situations. CBLT, furthermore, increases learners' engagement. Activities such as linguistic contents (vocabulary), language skills such as listening, speaking, reading and writing, CBLT promote individualized learning and accommodate a variety of learning styles, making it a truly personalized experience. This experience increases engagement because content is tailored to each learner and more relevant. Again, CBLT is affordable in the sense that every learner has the chance to participate actively without extra expenses. No additional fee is paid due to this method. Finally, CBLT is skill- based, as it centres on real world skills and competency development. Competency based learning teaching integrates while improving on the development of inferential thinking of the learners.

Some distinctive features of competency-based learning teaching include the following:

- Meaningful contexts: The teacher has to create or look for meaningful contexts in which learners will in a natural way experience the relevance and the meaning of the competences to be acquired.

- Constructive learning: the philosophy of competency-based learning teaching has its roots in the social Bruce (2014). So, learners engage in a process of absorbing the knowledge that the teacher may transfer to them. By focusing on the construction of models, products, guidelines, rules of thumb, reports or other tangible outputs the learning easily and naturally will turn out to be constructivist.

- Cooperative, interactive learning with peers and teachers: The basic idea behind competency-based learning teaching is to help learners develop and construct their own knowledge and seek ways to make optimal use of other pupil's competence in their

learning journey. This is what social construction is about. For learning outcomes, aimed at developing individual and personal competences, the approach must take diversity of learner needs into consideration to meet the learner's goal and objectives. This requires an open approach in which education includes dialogue in which education includes dialogue between learners and educators about expectation, needs goals and choices etc.

- Discovery learning: Discovery learning as opposed to receptive learning means making content available and accessible and that the way to acquire knowledge or competences, could not be just a process of providing information but should always be embedded in a discovery-based approach.

- Reflective learning: competency-based learning teaching also places an emphasis on the learning also places an emphasis on the learning processes of the learner.as learners reflect on their own needs, motivations, approach, progress, results etc., they develop learning competences that may be considered learning to learners.

- Personal learning: In competency-based learning teaching-oriented learning theories, learning is conceived as a process of constructing the learner's own personal knowledge and competences. Information, knowledge, strategies only become meaningful for a person if they become an integral part of their own person body of knowledge and competences.

The features are meant to guide teachers on how to better design their lessons in order to maximize the attainment of lesson objectives. It is, however, worth noting that oral skills in Cameroon are skills of taught separately from the skills of reading and writing. This entails selecting a passage or a story that can enable a pupil identify various aspects of four language skill. In English language, there is a strong relationship between oral skills and success in written language. In view of this, Floden (1997), cited in Mekonge (2017), stresses the need for teachers to examine the teaching of skills related to the English language. This is supported by KNEC (2014) who observes that lack of good teaching skills in English made learners perform poorly in national examinations due to lack of good skills of expression. It is, therefore, important to investigate the degree of application of the features of CBLT.

3. Previous Studies on CBLT

CBLT has attracted significant attention among scholars, with findings as varied as the different studies that have been carried out on it. The sustained interest on the topic shows that it is widely used in different countries for language teaching. One this which stands out in these studies is the fact that context plays a very important role in the application of the approach, even though the features remain the same. Consequently, it is important for scholars in different contexts to continuously examine the approach in order to come up with ways in which it can be better applied to maximize learning outcomes.

With regard to the use of the approach in China, Wong (2007) carried out a study on competency-based English Teaching and Learning. The paper was aimed at the effectiveness of the implementation of competency-based ESL teaching and the learning situation of a group of 70 pre-service teachers of Chinese in a Hong Kong tertiary institute. The results revealed the CBLT had a positive consequence on learning. This led to the conclusion that CBLT is a veritable tool in language teaching and learning. Komba and Mwandanji (2015), on their part, reflect on the implementation of competence-based curriculum in Tanzanian secondary schools. Among other objectives, was to investigate teachers' ability to use CBLT. The respondents included 186 teachers who were randomly selected from 13 secondary schools in Mbey. The Data was collected through interview schedules, observation schedules and review of documents and the finding indicated that majorly (86%) of the interviewed teachers did not have proper understanding of the objectives of CBLT. 78% of them did not have mastery on the lesson plan of CBLT. This led to the recommendation that teachers should have regular training for them to acquire up to date teaching skills. Thus, in this case, the teacher's mastery of the approach is vital for success in language teaching and learning.

Another study, which shows that teachers' difficulty in the use of CBLT, is Nforbi and Siewoue (2015). The study investigated the competence-based approach in the teaching of English in Cameroon francophone secondary schools in the Menoua Division in the west Region of Cameroon. The findings revealed that 45.45% of teachers never attended seminars on CBLT, 54.55% saw that lesson delivery was no easy task in CBLT. 45.45% of the respondent revealed that to an extent they had some knowledge on CBLT and 65% of teachers complained that difficulty envisaged in the application of CBLT due to large class sizes. In the same light, Ntongieh (2016) carried out research on language models and the teaching of English language

to secondary school students in Cameroon. The work investigated language models with an emphasis on an appraisal of the competence Based language Teaching model (CBLT) employed in the teaching and learning of English language in Cameroon. The findings reveal that, while majority of teachers, 93.4% are average of CBLT, only 17.6% understood were ready to implement it, while 82.4% were not able to implement it. 15.4% of teachers have never attended any seminar on CBA application.

Wiysahanyuy (2021) investigated the competency-based approach in Cameroon public secondary schools. The aim was to examine the various ways by which teachers acquire knowledge and skills on the use of CBA and the challenges they face implementing it. A cross sectional s survey design was used for the study. The sample comprised 145 respondents from f five public schools: Government Bilingual high school (GBHS) Downtown Bamenda, GBHS Atiela, GBHS Bamenda, GBHS Bayelle and GBHS Bamendankwe in Bamenda municipality of mezam Division in the North West Region Questionnaire was used to collect data. Data was analyzed descriptively finding revealed that 96.5% teachers acquired basic knowledge and skills of CBA through seminars, conferences and workshops but not sufficient enough to use it efficiently. It was also realized that many teachers found it difficult to implement CBLT due to overcrowded classrooms, limited teaching hours, insufficient learning materials. The study suggested that teachers should do in service training, attend conferences and workshops to adapt and use dynamic trends of CBLT.

A cursory look at some of the studies carried out on the CBLT approach has shown that the competence of the teacher is invaluable to the achievement of the objectives of CBLT. However, most teachers have very little or no knowledge of the approach (Komba and Mwandanji 2015), given that most of them do not attend seminars, although there is a relationship between teachers' competence and the performance of students. In fact, Komba and Mwandanji (2015) note that, in one of the sessions, teachers dominated the learning process. A teacher taught for 80 minutes but the communication was unidirectional (teacher-students) such that students had no opportunities to interact with the teacher or among themselves. Given that the approach is used both in primary and in secondary schools, much attention has been focused only on secondary schools. There is therefore a dearth in literature on the application of CBLT in primary schools. This study is intended to fill that gap.

4. Methodology

This study was carried out in Yaounde. This area was purposively chosen given that it is a metropolitan town which, even though found in the French-speaking part of the country, has well-established primary schools. According to the 2021/2022 school map, Yaounde has over 700 English-medium primary schools. The sample for this study was comprised of 70 teachers. After a series of methodological considerations, 10 teachers were drawn from private and public primary schools in each of the 7 divisions that make up the Mfoundi Division. Each of the teachers had the required certificate to teach in the primary school (CAPIEMP) and were therefore considered apt to teach in primary school. The data for this study was collected using observation and a questionnaire.

The data was collected during a seminar that took place at Okol Catholic Mission in Lekie Division of the Centre Region from Tuesday the 16th of August 2021 to Friday 19th august 2021. The seminar was to train teachers on the principles of CBLT to foster their professional competence. The seminar saw the participation of delegates from the different divisions of the Centre regions, but our focus was on the 70 delegates from Mfoundi. This seminar afforded the researcher the opportunity to meet the informants in one sitting to collect data from them, as opposed to moving from one division to another. In this light, the questionnaire was given to the informant to complete. Given that each delegation had to deliver a lesson, based on the principles of CBLT, we used the occasion to observe the extent to which the delegates from the Mfoundi Division delivered their lessons. Once the data collection phase was over, we quantified the informants' responses and expressed them as percentages for eventual analysis under different subheadings. Through this, we were able to get ample data which enabled us to make an appraisal of the extent to which teachers in the Mfoundi Division apply CBLT in the course of teaching.

5. Data Presentation and Analysis

5.1 Observation of English Language Teaching in a CBLT Class

The observation was guided by aspects such as theory of language and language learning in CBLT, the features in CBLT that enable effective language learning, the teacher's role in a

CBLT class, the learner's role and the nature of materials used in a CBLT class. The analysis of the various aspects observed in the CBLT class is presented subsequently.

The first aspect observed was the manner in which the teacher using the Competency-Based language teaching approach handles the theory of language and language learning. The results obtained are presented on the table below, followed by some analysis.

Table 1: Theory of Language and Language Learning in CBLT

Item observed	Remark
Social context	Very good
Tasks	Very good
Social interaction activities	Excellent
Learning	Excellent
Language	Very good
Syllabus	Excellent
Activities	Very good

The observation of the theory of language and language learning in the CBLT approach to language learning shows that it is a veritable approach which can greatly enhance the teaching and learning of English Language in primary schools in Cameroon. As observed, this approach afforded the teacher the opportunity to accurately bring in a social context which excellently enhanced the use of social interaction activities. The approach equally makes use of activities which are related to the syllabus.

We equally observed the various features of the CBLT which can greatly enhance the learning of the various skills in the English language. The table below looks at the results obtained from the observation of these features.

Table 2: Features of CBLT

Item observed	Remark
Performance	Very good
Pre-evaluation	Very good
Emphasis	Excellent
Assessment	Excellent

The observation that students perform very well in class in the CBLT was further portrayed by the fact that the students taught using this approach excelled in the tests that were given to them. Thus, in terms of teaching, the CBLT gives teachers the opportunity to lay emphasis on their lessons when they teach. This emphasis is often done through pre-evaluation and frequent assessments which enable the learners to internalize the language points.

The projection of the CBLT as an excellent approach through which language teaching could we done is informed by the role apportioned to the teacher. In this light, we observed whether the various roles such as giving assistance and feedback and providing tasks, explanation and topics for learning were efficiently carried out by the teacher. The results obtained are presented on the table below.

Table 3: The teacher's role in a CBLT class

Item observed	Remark
Assistance	Very good
Feedback	Very good
Tasks	Very good
Explanation	Very good
Learning	Very good
Topics	Very good

The table above shows the CBLT provides the teacher the opportunity to accurately carry out their various roles. This is seen all the roles were effectively done.

Apart from the teacher's role, we also observed the learners' role in the CBLT class. The results got from this observation are presented on the table below.

Table 4: Learner's role in a CBLT class

Item observed	Remark
Capability	Very good
Responsibility	Very good
Pace of pupils	Very good
Information	Very good
Knowledge	Very good
Repetition	Very good
Sill mastery	Very good

The observation of the learners' role shows that they take responsibility for their learning at a highly-acceptable level. This makes them able to acquire the various aspects of language at very good pace. They are thus able to reproduce the knowledge they gain through repetition at it greatly enhances their acquisition of the various language skills. In terms of the use of materials, it was discovered that the learners, like the teacher, use a variety of materials to accompany the teaching and learning process. It is thus worth pointing out that, from observation, the CBLT approach offers more opportunity for learners to learn and experiment language skills.

5.2 Analysis of the Questionnaire on CBLT

The objective of this exercise was to corroborate findings from the observation exercise. With this, we will be able to get the view of teachers on teaching English Language using CBLT as well as the peculiarity of this approach. In order to effectively do this, the questionnaire was divided into different sections such as: teaching methods, language skills and performance of pupils in language skills. Each of these is taken up in turns subsequently.

5.2.1 Teaching Methods

We started off by eliciting the number of seminars the informants have attended on CBLT, the adaptation of the textbooks to the CBLT approach, teachers' competence in the use of the CBLT approach the method or the approach used for the teaching of the various language skills such as listening, speaking, reading and writing. Such knowledge, as it is expected, will enable us to make an informed decision on the approach which can better serve learners' needs as far as learning the English language in the primary school is concerned.

With regard to the number of seminars attended, the focus was on finding out whether the informants had attended less than five or more than five seminars on the CBLT. The results obtained are presented on the table below.

Table 5: Number of seminars attended on CBLT

Response	Frequency	Percentage
Less than Five	70	100
More than Five	0	0
None	0	0
TOTAL	70	100

The table above hints on the fact that most of the informants had attended various seminars on the CBLT approach. This is seen as all of the informants that is 100%, agreed to having attended less than five seminars. Whatever the case may be, the fact that all of the informants had attended seminars on this approach suggests that they are familiar with the basics of the approach and can, therefore, make significant statements as far as its use in teaching language skills in the primary school is concerned.

Equally, there was a question on course book evaluation which required the informants to say whether the course book was adapted to the demands of the approach to language teaching or not. The results obtained are presented on the table that follows.

Table 7: Adaptation of course book to CBLT

Response	Frequency	Percentage
Yes	70	100
No	0	0
TOTAL	70	100

The table above shows that, while 100% of the informants are of the opinion that the text book they use actually falls in line with the demands of the CBLT approach. On a general note, thus, the textbook largely meets the demands of the CBLT approach, as conformed by all the informants.

Furthermore, there was the need to find out the degree to which the informants mastered the various aspects of CBLT as an approach to language teaching. In this light, they were expected to say whether they mastered it or not. The results are presented below.

Table 8: Competence in the use of CBLT

Response	Frequency	Percentage
Yes	70	100
No	0	0
TOTAL	70	100

The table shows that all the informants agreed to being competent in the CLBT. Such knowledge can be further corroborated by the fact that all of the informants in this section have attended various seminars on the CBLT approach. On a whole, as far as teaching methods are concerned, the teachers mostly used the CBLT, especially in the teaching of the various language skills. This, in a way, suggests that CBLT is practicable.

5.2.2 Language Skills

The second focus of this aspect of the questionnaire was to know the skill the teachers emphasise the most when they teach. The goal of this was to know the practical knowledge

teachers impart on learners when they use the CBLT approach to teaching. Consequently, we elicited the skill the most and the various activities that were carried out in teaching the various skills such as listening, speaking, reading and writing. Each of these is presented below, followed by brief analysis.

As far as language skills are concerned, we sought to know the skills the teaching lay stress on the most, when they teach English Language in the primary school. The various skills elicited included: listening, speaking, reading and writing. The results obtained are presented below.

Table 9: Skills Emphasized in the Course of Teaching

Rank	Response	Frequency	Percentage
1	Writing	27	38.57
2	Reading	18	25.72
3	Speaking	16	22.85
4	Listening	9	12.86
	TOTAL	70	100

The table shows that the informants lay more emphasis on writing, as revealed by 38.75% of the informants. Equally, 25.72% focus more on reading, 22.85% give priority to speaking and 12.85% place more stress on listening. The analysis shows that in CBLT, the focus was more on the literate skills such as reading and writing, which are learnt in class. This is opposed to listening and speaking which are picked up from the environment.

In line with the teaching of the various skills, we equally sought to know the teaching aids or activities that are mostly used in the course of teaching listening. Some of these included listening comprehension, spelling, dictation, radio cassette and tape recorder. The results are presented on the table below.

Table 10: Activities/teaching aid often used in teaching listening skills

Rank	Response	Frequency	Percentage
1	Listening comprehension	44	62.85
2	Spelling	16	22.85
3	Dictation	10	14.30
4	Radio Cassette	0	0
5	Tape recorder	0	0
	Total	70	100

The table above shows that informants use three main types of teaching aids and activities. These include reading comprehension, as shown by 62.85% of the informants and spelling, as

supported 22.85% of them. 14.30% of the informants, in order to teach listening, use dictation as well. Given the context of teaching English Language in the primary school, it is quite understandable why there is no instance where tape recorders and radios are used for this purpose.

With regard to the teaching of the various skills, we sought to know the teaching aids or activities that are mostly used in the course of teaching speaking. Some of these considered here include storytelling, using minimal pairs, rhymes, picture talk conversation or dialogue. The results are presented on the table below.

Table 11: Activities/teaching aid use in teaching of speaking and speaking skills

Rank	Response	Frequency	Percentage
1	Conversation or dialogue	23	32.85
2	Picture talk	16	22.85
3	Rhymes	12	17.15
4	Story telling	6	8.57
5	Using minimal pair	3	4.30
	Total	70	100

In terms of the teaching speaking, the various aids/activities included conversation or dialogue, as pointed out by 32.85% of the informants, picture talk (22.85%), rhymes (1715%), storytelling (8.57%) and the use of minimal pairs which constituted 4.3% of the responses. It is worth pointing out that conversations and dialogues are core aspects of CBLT, given that they give learners the opportunity to simulate language, as it is supposed to be in real-life situations.

Furthermore, we sought to know the teaching aids or activities that are mostly used in the course of teaching reading. Some of these included the language experience approach (LEA), reading of instructions, reading of sounds, reading of paragraphs, reading comprehension, skimming and scanning, top down approach and bottom up approach. The results are presented on the table below.

Table 12: Activities /teaching aid use in the teaching of reading skills

Rank	Response	Frequency	Percentage
1	LEA	30	30
2	Reading of instructions	17	17
3	Reading of sounds	15	15
4	Reading of paragraphs	13	13
5	Reading comprehension	11	11

6	Skimming and scanning	10	10
7	Top down approach	3	3
8	Bottom up approach	2	2
	Total	100	100

The table above shows that the most used activity in teaching reading as a language skill is the language experience approach, with 31%. This is followed by reading of instructions (17%), reading of sounds (15%), reading of paragraphs (13%), language experience approach (11%), skimming and scanning (10%), and the bottom up and top down approaches, with 3% and 2% respectively.

The teaching aids or activities that are mostly used in the course of teaching writing were also solicited. Some of these included essay writing, paragraph development, both production of process based, product-based and process-based approach to writing. The results are presented on the table below.

Table 13: Activities /teaching aid use in the teaching of writing skills

Rank	Response	frequency	Percentage
1	Essay writing	40	57.14
2	Paragraph development	20	28.57
3	Both production of process based	10	14.29
4	Process-based	0	0
5	Product-based	0	0
	Total	70	100

Concerning writing, the table above shows that the most productive skill used, in relation to the CBLT approach, is the essay writing approach, with 57.14% of the responses. They also use paragraph development, as pointed out by 28.57% of the informants and the product and process based approaches (14.29%).

On a general note, we discover that teachers use a variety of activities when they teach language skills to pupils in primary schools in Cameroon. These activities as demanded by CBLT were mostly practical and gave the students the opportunity to experiment language learnt in class through the use of real-life situations.

6. Discussion of findings and conclusion

The CBLT approach, as observed, offers a myriad of opportunities for learners to learn and experiment language skills. The fact that teachers were positive on the relevance of CBLT in

the the acquisition of language skills in the primary school suggests that it should be promoted. The success of this method has often been linked to the classroom activities associated with the method. According to Rambe (2003), what is crucial to the thorough understanding of trappings of CBLT is that, its chief underlining philosophies are rooted in interaction and in the functional nature of language. To him, this is one of the basic reasons why this approach seeks to equip learners with the various sets of skills and competencies that they will need to function in accordance with societally accepted norms of language usage. Thus, these societal norms of communication are well-suited when we look at interactive nature of the approach, as it attempts to make language teaching and learning as representative as possible by advocating the teaching of language through real life situations. For advocates of this approach (Van Ek 1977, Rambe 2003, Bowden 2004), the mastering formal features of language is by no means sufficient and even the most exhaustive command of such non-functional knowledge of language does not denote that learners have attained the requisite competencies whereby they can engage successfully in real-life language use scenarios. In this light, Van Ek (1977) conceives CBLT settings as a behavioural syllabus since it encompasses a definite set of performance skills to be learnt throughout the teaching span, and all the materials and activities deployed are there to serve this particular objective.

The ability to use language as a listener, speaker, reader and writer is critical in the goals of the curriculum and language teaching. This study therefore centred on the relevance of the application of CBLT to the development of pupils' in order for them to acquire in the most effective way possible competency in English. Competencies, as used here, are linked to their in-school and out-of-school needs. Pupils learn to listen, speak, read, write and re-use what they had learned in new situations. Through this approach, these skills are taught in an integrated way since, in real life, that is how they are used. According to Rambe (2013), it is no longer sufficient to dispense information to learners; rather, the aim is to help them to play an ever more active role in their own development and make them responsible for their own learning. In order to take this active role, learners need opportunities to find the answers to questions arising from their own daily life and to become more responsible and autonomous. Rambe (2013) believes that in CBLT learning, learners confront complex and significant situations. With this, their personal process of adaptation is relieved on their cognitive and effective resources while also taking into account the influence of social and cultural interactions with the world around them.

The findings show that CBLT, as a teaching method, could greatly enhance learners' knowledge in the acquisition of the various language skills such as listening, speaking, reading and writing. In this light, teachers need to continuously train and recycle themselves on the approach, evaluate the teaching process, follow text book instructions, arrange materials regarding communication as well as bring in more real-life situations within the classroom. In the light of these, as suggested by O'Sulliva and Burce (2014), CBLT must include attention to the learner's needs and styles, providing the time needed for the learner to acquire and repeatedly perform or demonstrate the expected competencies (Knowledge, skills and professional behaviours) and creating supporting environment for learning. Curriculum designers should therefore take into consideration that all curricula need to be evidence-based and outcome focused and all teaching strategies need to be matched to their learning domain (psychomotor, cognitive and affective). In this light, teachers should prepare introductory lessons thoroughly and use all the language skills in the classrooms, prepare a variety of materials to extend and stretch out classroom activities, match materials to pupils' ability while sustaining interest and motivation, create and maintain a purposeful orderly and supportive environment for pupils' learning, present learning tasks and curriculum content in a clear and stimulating manner and communicate clearly and effectively with pupils through questioning and feedbacks.

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