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**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