

Research Article

# Implementation of English Language Competence –Based Curriculum in Tanzanian Secondary Schools: A Case Mtama District

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## Abstract

The study assessed the implementation of the English language Competence Based Curriculum (CBC) in Tanzanian secondary schools, with a focus on Mtama District. The study employed the Communicative Competence Model (CCM) to guide the study. Data were collected in Mtama District in April 2023, where the study used a mixed methods design involving random and purposeful sampling. The study focused on 21 English teachers and 380 students, employing a complementary research design that integrated qualitative methods such as interviews with quantitative techniques like Likert scale questionnaires. The findings revealed that English teachers in Mtama District implement CBC at a medium level; the study sheds light on the practical aspects of CBC performance, providing an understanding of approaches, strategies, and methods. The study concludes that the successful implementation of the CBC is a collective responsibility, and it is crucial for English teachers to be proactive in their training and development. The study also recommends the effectiveness of different models of English teacher training and professional development programs, specifically to CBC methodologies and innovative teaching strategies and pedagogical approaches that enhance the integration of CBC principles in English language teaching.

## Keywords

Implementation, Competence Based Curriculum, English Language

## 1. Background

The introduction of the Competence-Based Curriculum (CBC) in the education sector reflects a transformation in teaching and learning methods, particularly in the context of the English language within Tanzania. CBC prioritises the development of skills and competencies, emphasising tangible outcomes over traditional rote memorisation practices [14]. This educational paradigm shift underscores the urgency of evaluating the extent to which CBC has been integrated into the teaching and learning

of English in secondary schools across Tanzania.

With the Ministry of Education of Tanzania support to take into consideration CBC, following its implementation within the Tanzanian educational setting is a vital step. CBC is not only a policy; it serves as a pedagogical framework designed to enhance the overall quality of education and equip students with the skills needed to meet the demands of the 21st century [7]. Considering the globalised world, where

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English frequently serves as the lingua franca for business, science, and diplomacy, the successful integration of CBC in English language education assumes critical significance.

This comprehensive assessment was undertaken to provide a general understanding of the implementation of CBC in teaching and learning the English language within Tanzanian secondary schools. It also seeks to illuminate the opportunities and obstacles associated with this implementation, eventually contributing to the ongoing discourse on the evolution of education within the Tanzanian context. In the Tanzanian educational context, the introduction of the CBC reflects a broader commitment to improving the quality of education and aligning it with the demands of the 21st century [11].

Furthermore, In recent years, the Mtama District has witnessed a concerning trend characterised by a large number of students consistently performing poorly in the Form Four examinations over the years now [5]. This issue raises critical questions about the quality of education and the factors contributing to this determined underperformance. Moreover, Insufficient English proficiency hinders students' comprehension of lesson content and their ability to engage effectively in classroom activities, which can significantly impact their performance in assessments, particularly in English subjects. Concurrently, the effectiveness of CBC implementation hinges on factors such as teacher training, instructional methodologies, and assessment practices. Suppose English teachers lack the necessary training or struggle to integrate CBC principles into their teaching. In that case, students may not fully benefit from the curriculum, leading to gaps in their mastery of essential competencies. Thus, addressing these challenges requires a comprehensive approach that targets both improving English language skills among students and enhancing teachers' capacity to implement the CBC effectively.

Therefore, such regular underachievement not only affects the individual prospects of these students but also has broader implications for the quality of education in the district and the nation as a whole. Moreover, English proficiency is pivotal for students, where English is the medium of instruction and a vital skill in a globalised world [2] Consequently, given the importance of English proficiency for academic success and prospects, there is an urgent need to explore and evaluate the extent to which English language teachers effectively implement CBC approaches, which prioritises practical skills and competencies over rote memorization. Understanding the relationship between curriculum approaches, particularly in the context of English language teaching, and student performance is crucial for developing effective strategies to address this persistent issue and improve the overall quality of education in the Mtama District.

## 2. Theoretical Consideration and Literature Review

The Competence-Based Curriculum (CBC) in secondary

schools has emphasised learning and teaching through practices, particularly in English language instruction. Despite assertions from the Ministry of Education regarding the implementation of the CBC in teaching and learning English language performance, determined shortcomings in English subjects cast a critical shadow on the overall quality of education. This paper explores the implementation of CBC in the English Language in Mtama District due to students' poor performance in English language subjects and limited research in this area based on the English language. Additionally, the research highlights a gap in knowledge about the specific needs of English language instruction in the district. Conducting research in this field enables English teachers, policymakers, and stakeholders to identify the root causes of poor performance and develop targeted interventions. This research is essential for ensuring the effective implementation of CBC in the English Language, ultimately leading to improved student outcomes and better preparation for future academic and professional endeavours.

Therefore, the theoretical framework, the Communicative Competence Model (CCM), provides a comprehensive perspective on language learning and use. Dell Hymes developed the CCM in response to Noam Chomsky's theory of linguistic competence, which primarily focused on grammar and syntax. Hymes introduced this model in the 1972s to broaden the understanding of language, emphasizing communication in real-world contexts. The model aimed to encompass linguistic proficiency and expand the scope of language learning beyond grammar rules.

Also, Swain and Canale made significant contributions to the Communicative Competence Model by emphasizing the importance of language learners actively producing language to develop communicative competence. Swain and Canale expanded upon Dell Hymes' model by proposing the CCM in 1980. This model described four key components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, highlighting their integration in language teaching and assessment for effective communication in real-life situations. Grammatical Competence: This component deals with mastery of a language's grammar, vocabulary, and syntax. It encompasses the knowledge of linguistic rules and structures necessary for communication.

Therefore, Sociolinguistic Competence involves understanding the social and cultural aspects of language use, including the appropriate use of language in different social contexts, the ability to interpret social cues and awareness of language variation and sociocultural norms. Discourse Competence focuses on the ability to produce and comprehend coherent and cohesive extended stretches of language, such as conversations, narratives, and written texts. It involves skills such as organizing ideas, structuring conversations, and understanding discourse markers. Strategic Competence deals with the ability to use communication strategies effectively to overcome obstacles in communication, such as difficulties in expressing ideas or understanding messages. This

includes paraphrasing, clarifying, and using compensation strategies to maintain effective communication. Therefore, these competencies were used in the study discussion and became a guiding tool for exploring the implementation of the CBC.

Moreover, Grammatical Competence: In the study, grammatical competence was assessed concerning how well students grasped and applied grammatical rules and structures as per the CBC requirements. Hence, the study intended to explore whether students are able to demonstrate proficiency in using appropriate grammar and vocabulary in various communicative tasks mandated by the curriculum.

Likewise, discourse competence: Within the context of the CBC implementation, discourse competence examines how well students can organize ideas, structure conversations, and understand discourse markers in English. The study may investigate whether students are able to engage in meaningful communication, sustain conversations, and produce coherent written texts aligned with the objectives of the CBC.

Similarly, Strategic Competence: In the study, strategic competence explored how students employ strategies such as paraphrasing, clarification, and compensation to enhance their communication skills as required by the CBC. Researchers may investigate whether students demonstrate the ability to adapt their language use to different contexts and effectively navigate communication.

After discussing CCM, the discussion turns to empirical studies that have focused on CBC [8] and investigated teachers' recommended assessment methods in implementing a CBC; the researcher used a cross-sectional research design, used 1193 teachers, and collected data through a structured questionnaire. The findings revealed that implementing a CBC is not good since teachers use traditional tools in assessment like tests, oral examinations, and in the analysis of texts and essays. Also, [1] assessed students' oral proficiency in the CBC. The findings revealed that schools do not use different oral proficiency methods to enhance competence-based students, like role play and dialogues, which could help to establish teaching and learning situations. Similarly, [4] explored the implementation of teaching and learning English speaking skills. The research employed mixed method analysis and descriptive design; data were collected through a questionnaire and focus discussion. The result revealed that teachers do not use different techniques to teach speaking skills through a CBC.

Furthermore, [6] researched the extent of implementing a CBC in English on the aspect of planning stage teaching and learning process assessment. The researcher used a cross-sectional survey and mixed approach; data were collected through questionnaires, observation, interview, and documentation, and 34 teachers were used. The results show that by the 2013 planning curriculum, teachers implemented a CBC in English subjects. Also, [18] study aimed to investigate the effects of competence-based education on the student's satisfaction regarding the quality of education guid-

ance and development and the extent of competence-based education implemented to mediate the relationship between a teacher and students in learning activities. Six hundred sixty-two teachers were used in the study. The results indicate that, to some degree, they fulfilled the promise of better-preparing students for future workplaces and teachers' team learning support further implementation.

Therefore, empirical studies lack integration of CBC into teaching practices, particularly in assessing and enhancing English language skills. Despite the emphasis on CBC in educational policies, the existing studies reveal that many teachers still predominantly rely on traditional assessment methods and teaching techniques rather than incorporating innovative approaches recommended under CBC, such as role play, dialogues, and varied oral proficiency methods. This indicates a disconnect between policy intentions and classroom practices, highlighting the need for further research to focus on the extent to which CBC is implemented in English language teaching and learning in English secondary schools. Therefore, the current studies explore the implementation of CBC in Tanzanian secondary schools: A case of Mtama District.

### 3. Study Methodology

#### *Study Area, Sampling, and Study Design*

The research was conducted in Mtama District in the Lindi Region. The district was chosen for its poor performance in English language subjects among secondary school students and the lack of prior research on English teaching and learning in the area [5]. The study aimed to address this gap and offer insights to enhance English language education and improve academic performance in the district.

The research employed a sampling method involving both random and purposeful selection to choose the research site and participants from secondary schools in Mtama District, with five schools located centrally and the other five schools allocated in remote areas. The purpose was to explore the implementation of the Competence-Based Curriculum (CBC) in teaching and learning English across these schools. However, it was found that the CBC implementation level in these schools was at a medium extent. This shows that while the schools were attempting to integrate the CBC into their English curriculum, they were not achieving the desired level of implementation. Furthermore, centrally located schools and schools in remote areas had unique challenges central English teachers receive better training and support compared to English teachers in remote areas counterparts. The participants were students of all class levels and English teachers in secondary school. The decision to focus on the English subject as a representative discipline was driven by its inclusivity across science and arts streams, allowing for insights applicable to competence-based curriculum implementation in this particular subject.

The study focused on two main groups: English teachers

and students, each offering valuable insights into the effectiveness of implementing the Competence-Based Curriculum (CBC) in teaching English. English teachers responsible for curriculum delivery were surveyed or interviewed to gauge their understanding of CBC, teaching methods aligned with CBC principles and perceptions of its impact on student learning. This data provided insight into CBC integration into teaching practices. As primary learners, students assess their understanding of CBC objectives and engagement with perceptions of its relevance. Incorporating both perspectives aimed to widely assess CBC implementation in English.

The research employed a complementary research design using qualitative and quantitative methods. Qualitative techniques involve gathering non-numerical data, like interviews or observations, to understand people's experiences and perspectives in depth. Quantitative methods, on the other hand, involve collecting numerical data. By using both approaches, the research gained a well-rounded understanding of the implementation of the competence-based curriculum.

Multiple data collection methods were used, including classroom observations of English teachers, structured questionnaires for teachers with predetermined and open-ended questions, Likert scale questionnaires for student perceptions, and interviews with English teachers. These methods aimed to comprehensively understand the curriculum's implementation in English education.

The data collection phase of the study spanned four weeks, occurring during April 2023. The study encompassed a wide range of participants, with 380 students from various levels within secondary schools participating. The rationale behind selecting students for the study was their central position as beneficiaries of the curriculum's implementation. Their experiences, perceptions, and outcomes provide valuable insights

into the effectiveness of the competence-based curriculum.

Additionally, the study involved 21 English teachers as participants. The reason for focusing on English teachers is rooted in their critical role as curriculum implementers. They translate the curriculum's goals and objectives into actual classroom practices. By studying their approaches, strategies, challenges, and successes, the researcher gains an understanding of how the curriculum is executed on a practical level and its impact on students.

## 4. Results

The primary objective of this study was to evaluate the degree to which the implementation of the Competence-Based Curriculum (CBC) is integrated into the teaching and learning processes of the English language in secondary schools. The research findings shed light on how teachers incorporate the CBC within secondary education. The outcomes, drawn from a combination of open and closed questionnaires, interviews, and observations, revealed a range of strategies. These encompass methods for knowledge dissemination, tools for assessing CBC, and approaches that aid teachers in helping students establish connections between lessons and real-world scenarios.

### 4.1. Strategies Used in Teaching to Implement CBC in Secondary Schools

The results revealed strategies employed by teachers in teaching English subjects in secondary schools. The provided question required the teachers to state strategies they employ in the classroom to implement CBC in English subjects. [Table 1](#) presents teachers' responses.

**Table 1.** Strategies used in teaching to implementing CBC relating to English subject.

		Responses	
		N	Percent
Teaching English subjects to implement CBC	Interview	4	6.5%
	Demonstration	13	21.0%
	Drama	5	8.1%
	Debate	15	24.2%
	Discussion	20	32.3%
	Roleplay	1	1.6%
	Presentation	2	3.2%
	Song	1	1.6%
	Games	1	1.6%
Total		62	100.0%



Data in Table 1 provides an overview of strategies used to implement the CBC in English instruction, with data organised by counts and percentages. Notable findings include a preference for interactive discussions (32.3%) and debate (24.2%), while interviews (6.5%) and demonstrations (21.0%) were also employed. Drama (8.1%) was less common. Classroom observations revealed that about 48% of teachers favoured discussion methods. Interviews with English teachers highlighted that discussions were considered the easiest approach, unlike strategies like drama, games, and songs, which were considered more time-consuming due to preparation requirements.

A teacher from school D said:

*"I prefer the discussion method because it helps students share ideas and makes them competent concerning English subjects. For example, I used to write the topic I planned to teach on the blackboard, and then I guided the students in groups to discuss and come up with the answers. So on my side, it is a good method and also develops the knowledge of the student".*

In the same regard, a teacher from school, I said:

*"I prefer discussion since it enhances students understanding, widens students' visual aspects and opposing points of view, strengthens knowledge, builds confidence, and assists community learning. All this motivates students in their learning process and does not take more time for preparation".*

The study highlights the various teaching methods that integrate CBC principles into English education. These methods aim to engage students through interactive and experiential learning, emphasising practical skills in real-world contexts. Notably, discussion and debate are prevalent strategies that promote critical thinking and communication proficiencies. The findings align with previous research by [10, 15], emphasising the popularity of discussion as an effective teaching method. The study suggests a dedicated effort to create an enriching and effective learning environment aligned with CBC principles. English teachers should use various teaching methods to successfully implement the Competence-Based Curriculum in secondary education, prioritising interactive learning experiences and developing practical competencies. To encourage the use of these techniques, teachers could get more training, schools could provide support, and there could be a culture that promotes the use of new teaching methods. By dealing with these issues, teachers can use a wider range of effective methods that fit the CBC and make learning better for students. Additionally, the study indicates that the chosen methods are well-matched with the CBC, as most English teachers believe they align with its objectives.

The study was also interested in finding the match between the strategies and CBC in teaching and learning English. Most English teachers from the field agreed that the methods used concur with CBC. One English teacher from

school "I" said:

*"Discussion method matches with CBC since CBC requires students to give out their opinions or views concerning the issue introduced in the classroom; therefore, by using discussion, students can contribute what they have, which helps to build competence and confidence in the learning process."*

The same to an English teacher from school F said:

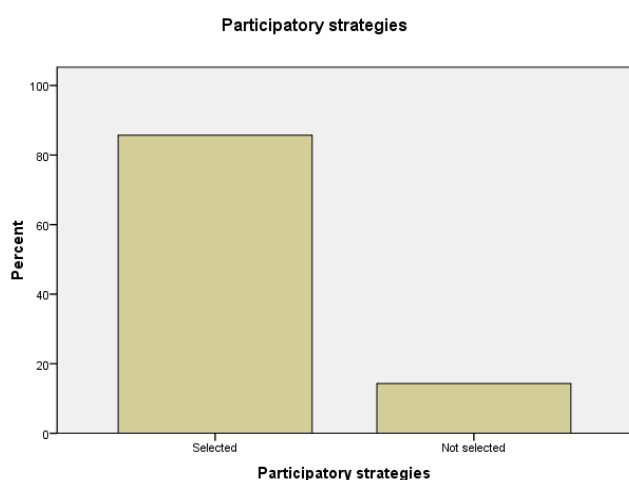
*"Discussion method matches with CBC because students are given a room with the teacher to contribute their ideas, and this helps students to come up with different arguments that help them to build their confidence in their learning process, and this is what competence-based curriculum needs."*

According to the English teacher from school H, "The Discussion method matches with a competence-based curriculum because students learn English to make it actual, so this method is helpful to students; it simply makes them active and competent in English subjects."

Furthermore, one of the English teachers used the strategy in teaching and learning English subjects, but they are not sure if the method used matches the CBC because they have never attended any workshop or in-service training related to CBC. The English teacher from school C said:

*"I have not received training concerning a competence-based curriculum, which limits me from implementing this new curriculum effectively. Although I sometimes try my level best to apply the knowledge that I think matches with CBC in the end, I find myself using a content-based curriculum, but I am sure if I get training, I will do wonders even in the students' performance".*

The discussion aligns with [10] findings, highlighting that effective implementation of the CBC often faces challenges due to a lack of proper training in CBC methodologies. While recent trends show English teachers' positive feelings towards new teaching approaches, there is a lack of literature capturing the developing patterns of CBC integration, revealing a gap in understanding its current pedagogical landscape. The same regard to [9] emphasises that teachers generally favour the CBC approach but stress the need for enhanced teacher training to navigate its intricacies effectively. The study underscores the significance of continuous professional development in preparing English teachers fully for CBC implementation. However, the present study reveals that certain crucial strategies for successful CBC implementation are not frequently used. This gap between theory and practice highlights the need for targeted interventions to bridge the awareness-to-implementation gap, ensuring that CBC integration strategies are consistently and effectively applied in the classroom. In essence, the study underscores the importance of addressing practical challenges to fully realise the benefits of CBC in education.



**Figure 1.** Teachers' participatory strategies.

Data in Figure 1 illustrate that English teachers extensively employ participatory methods in their language instruction, with approximately 85.71% choosing these techniques. Their preference for these methods stems from the belief that they actively engage students in the classroom, leading to increased student involvement and effective English language learning. Also, observations revealed that about 38% of English teachers involve students in the learning process through participatory strategies, as established during interviews with the English teachers. According to these, the participatory method is the favoured approach for teaching and learning English to English teachers due to its perceived simplicity and effectiveness. It aligns well with the CBC. Generally, the study underscores the widespread use of participatory methods in English instruction, driven by their perceived benefits and suitability for the curriculum.

English teachers from schools C, F, and G said, "The participatory method is the method that I prefer when teaching the English language since it is easy to apply and makes me comfortable teaching the students' English language subject.

The same is true for an English teacher from school A who said that.

*"I prefer teaching English language using the participatory method because students learn English to make it actual, so the method itself is helpful to the students when learning English language subject since they share ideas with other students and this makes them active, competent and having confidence in English subject lesson."*

The data highlights the importance of participatory methods in teaching English. The fact that these methods are widely used suggests that English teachers recognise their value in actively engaging students, enhancing their comprehension and involvement. This finding aligns with [13], which revealed that most English teachers prefer using participatory methods because they are direct and effective for teaching English. Therefore, English teachers need workshops and professional development programs to better understand various participatory techniques and how to inte-

grate them effectively into the English language curriculum. Additionally, creating platforms for teachers to exchange best practices and experiences can lead to more innovative applications of participatory methods, ultimately enhancing the learning experience for students.

## 4.2. CBC Related Training

**Table 2.** Counts of secondary school teachers attended CBC Training.

Attendance	Female %	Male %	Total
Attended training	—	(5) 24%	24%
Not attended training	4 (19%)	(12) 57%	76%
Total	19%	81%	100

The data in Table 2 presents attendance rates at in-service training in the Mtama district, showing that 19% of females and 57% of males did not attend CBC training. This gender-based contrast in training attendance may be influenced by various factors, including personal commitments and potential barriers to participation, which must be understood in the context of Education. The absence of such training could impact curriculum implementation effectiveness. During interviews, it was found that only 5 out of 21 English teachers attended competence-based curriculum training, indicating that a significant majority (76%) did not participate in the workshop, highlighting a potential gap in teacher preparation in the Mtama district.

English teachers from schools A, B, D, F, H, and J said that.

*"The seminar concerning CBC is very important in teaching English subjects, and it makes you have many skills and creativity, but there is a seminar conducted by NACTE when you are chosen to mark the national examination; therefore, if you are not chosen to mark examination, it means you are missing the skills and to know is needed concerning CBC."*

A teacher from school C

*"I don't have enough knowledge of this introduced curriculum because I have never attended any training concerning competence-based curriculum, so it is difficult for me to clearly understand why I am still using the content-based curriculum in teaching English"*.

A teacher from school "I" said

*"I have not gotten the training concerning competence-based curriculum, and this makes me implement this new curriculum effectively since I am missing some skills, although sometimes I am trying my best level of knowledge to apply the knowledge that I think matches CBC. But I find myself using the content-based curriculum; if I get training, I will do wonders even in the students' perfor-*

mance”.

An English teacher from school, E

*“I have not gotten any training concerning competence-based curriculum, and sometimes I hear the government emphasises through the media, sometimes our management is forcing the teachers to use it, but a clear understanding of what to do in that curriculum I don’t know, and this brings challenges for me to use although I wish to get training.”*

The findings from the study, which are consistent with [17], highlight a significant issue within English language education: the lack of in-service training for English teachers. This insufficiency in ongoing professional development could potentially hinder the effectiveness of English instruction and, thus, impact student performance. Moreover, the study illuminates a gender-specific gap in training participation, with more male teachers engaging in professional development opportunities than their female counterparts. This gender gap permits closer inquiry to uncover the underlying

reasons behind it and calls for efforts to promote equity in access to training opportunities. Addressing these challenges requires multifaceted strategies. Firstly, there is a need to adapt training schedules to accommodate English teachers' diverse needs and commitments, which may include considerations such as family responsibilities or existing workload. Secondly, creating an inclusive environment within professional development programs ensures that all teachers feel welcomed and supported in their learning journey. Finally, gathering feedback from English teachers on their training experiences can inform the development of more accessible and effective initiatives tailored to their specific needs and preferences. By implementing these measures, English teachers can acquire a diverse range of teaching techniques and strategies for English language instruction. This approach not only enhances the professional development of teachers but also has the potential to significantly improve the quality of English education and, ultimately, student learning outcomes.

### 4.3. Students’ Responses on Teachers’ Practices on Implementing CBC in Learning

**Table 3.** Students’ responses on teachers’ practices on implementing CBC in learning.

Statement	Response (N) = 380				
	Never (1)	Rarely (2)	sometimes (3)	usually (4)	Always (5)
English teacher makes students engage in different seasons, like debates and morning speeches in English	2.4	12.1	5.3	58.2	22.1
English teacher uses his/ her creativity in developing students’ skills like reading and writing	2.6	8.4	6.6	51.1	31.3
The English teacher gave enough guidance and support during the English lesson.	1.3	4.7	10.3	42.4	41.

The data in Table 3 above show that most English teachers rely on the instructional practices on implementation of a competence-based curriculum; this means the English teachers have not reached the level of always employing different instructional practices to the students like debate, morning speeches, writing, reading and giving enough support and guidance. Also, through observation, the findings revealed that about 42.8% of English teachers engage in different instructional practices to help them develop classroom self-efficacy and skills since English subject practices need to be practised in real life. Therefore, these findings can have several adverse effects on student learning. Firstly, it may result in limited engagement and motivation among students, as they are not exposed to various stimulating activities. Additionally, the lack of diverse instructional practices may inhibit comprehensive language development, as students are not challenged to use and apply English in various contexts.

Therefore, it is imperative for English teachers to continuously explore and adopt diverse teaching strategies to create dynamic and effective learning environments that provide the needs of students and align with the goals of English language education. This approach ensures that students receive a well-rounded education that fosters their language proficiency and overall academic success.

### 4.4. Assessment Tools Regarding CBC Used by Secondary School Teachers

The data in Table 4, gathered through closed-ended questionnaires and classroom observations, indicate that about (68.7%) of English teachers rely on tests and examinations as their preferred assessment methods under the Competence-Based Curriculum. This preference is significantly higher than assessment tools such as interviews, exercises, and

homework. However, classroom observations revealed that only 24% of teachers provided questions (exercises) aligned with the Competence-Based Curriculum, while the majority (76%) did not. This inconsistency challenges students' performance, as the current assessments are designed based on the Competence-Based Curriculum. In interviews with English teachers, it was confirmed that examinations and tests are the most commonly employed assessment tools. They yield valid and reliable results regarding students' competence and performance in the subject.

**Table 4.** CBC assessment tools.

	(N)	Per cent	Percent of Cases
Interview assessment tool	8	15.7%	40.0%
Test	19	37.3%	95.0%
Examination	16	31.4%	80.0%
Exercise	6	11.8%	30.0%
Homework	2	3.9%	10.0%
Total	51	100.0%	255.0%

For instance, one of the English teachers from school D said, "I may say that the common tools I am using as an English teacher are examination and regular tests because are the best

indication to know how good learners had completed the course of study and objectives." An English teacher from schools F and G "interview is not a common assessment, and we consider the deliverance through examination rather than face-to-face argument with students because these tools do not consume time."

The findings, in line with [16], suggest that many English teachers lack the necessary skills to use interviews to evaluate students. Instead, they heavily depend on traditional testing and examinations as their primary assessment methods for assessing students' understanding of English. This reliance on conventional testing is mainly due to the limited opportunities for English teachers to participate in seminars or training sessions focused on competence-based curricula. Such training typically offers teachers insights into alternative assessment tools and strategies that can enhance students' English proficiency and performance. The lack of familiarity with interviews and the prevalent use of traditional testing emphasises the urgent need for professional development and support for teachers as they transition to competence-based approaches. These approaches often require a broader range of assessment techniques beyond traditional exams, aiming to foster a deeper comprehension and practical proficiency in the English language. This shift in assessment methods can assist students in developing more comprehensive language skills, moving away from rote memorisation toward practical and real-world language usage. To help, English teachers could get more training in new assessment methods like reflection and self-assessment, portfolio structure and summative assessment. Furthermore, the schools could provide better assessment resources based on CBC, such as performance tasks, observations, authentic assessments, and portfolios.

**Table 5.** Students' Response to CBC Assessment Tools.

Statement	Responses ( N) = 380				
	Never (1)	Rarely (2)	sometimes (3)	usually (4)	Always (5)
English teacher checks the tasks provided and gives feedback on time	.8	5.3	4.5	43.1	46.3
English teacher feedback improves your learning ability in English lesson	1.1	3.7	3.9	38.9	52.4
Students are given a chance by an English teacher to give out their opinion after completing a topic or subtopic	1.3	4.7	10.3	42.4	41.3

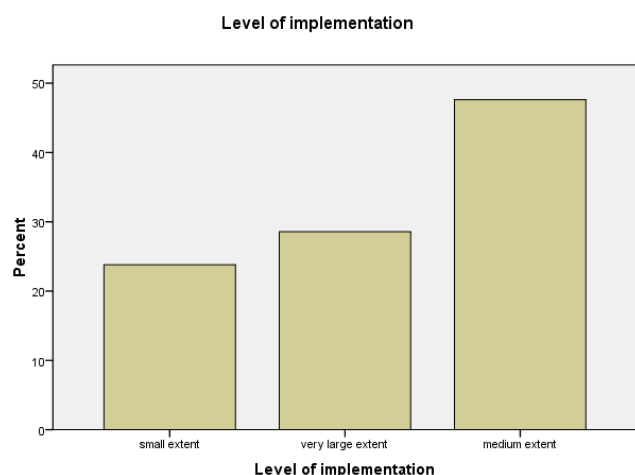
The data in Table 5 shows the students' responses to CBC assessment tools indicate overpoweringly positive perceptions of their English teachers' practices. Timely feedback, perceived effectiveness of feedback, and opportunities for student input are notable strengths, contributing to a favourable learning environment. While the data reveals positive trends in feedback and a small percentage of students report-

ing lower frequencies, this is crucial for continuous improvement provision and involvement of students in English classrooms. These can emphasise the ongoing need to ensure uniformity and fairness throughout all educational settings. To address this, English teachers must create clear guidelines for delivering feedback, offer professional development opportunities to enhance feedback methods and employ com-



prehensive teaching strategies to encourage active student engagement. By prioritizing regular feedback delivery and fostering equal opportunities for participation, English teachers can provide support and stimulating learning environments that meet the diverse needs of every student.

#### Level of CBC Implementation



**Figure 2.** The level of implementation.

Data in Figure 2 of the study focused on assessing the extent of implementation of the CBC in English teaching as part of the second objective. This assessment involved both questionnaires and interviews with English teachers. The findings revealed that approximately 47.6% of the surveyed teachers (10 out of 21) reported incorporating the Competence-Based Curriculum to some degree. This suggests that a significant portion of English teachers had not fully embraced the competence-based approach. During the interviews, teachers elaborated on their experiences with imple-

menting the curriculum, with most considering themselves at a moderate level of implementation.

English teachers from school F said that:

*"Implementation of CBC is at medium level; this means that it is not well implemented since there are not enough facilities to support the curriculum implementation, and I have not attended any seminars concerning competence-based curriculum. Maybe I could have the ability to implement a competence-based curriculum on the level that is needed"*.

Furthermore, another English teacher from school D said:

*"The implementation of the competence-based curriculum is at a medium level since external pressure affects the implementing CBC, including political leaders and educational officers who pressure teachers to accomplish the syllabus without considering the syllabus guide. Hence, it needs to be a settled mind to act on responsibility in ensuring the students are getting the required knowledge at the end of their course. The only method that fit at that time was the lecture method because it seemed a waste of time."*

The research findings, in line with [3, 15], consistently highlight the challenges of implementing a Competence-Based Curriculum (CBC) in English teaching. A major issue is that many teachers lack the necessary skills for diverse CBC teaching methods due to a lack of focused training. External pressures, like rigid syllabi and assessment methods, often push English teachers to revert to traditional teaching. A comprehensive approach is needed to address these issues, including robust CBC-focused teacher training, reducing external pressures, gradual CBC integration, and regular progress monitoring. This strategy is vital for successful CBC implementation in English education, ultimately aiming to enhance students' competence in line with CBC's educational objective.

#### 4.5. Relevance and Integration of CBC in Real World

**Table 6.** Students' response on the relevance and integration of CBC in the real world.

Statements	Responses (N) = 380				
	Never (1)	Rarely (2)	sometimes (3)	Usually	Always (5)
Students independently able to present the work in English orally in front of classmate	.8	16.8	12.6	45.5	24.4
Increase in ability to communicate in English since you have started to learn English	1.3	12.6	13.2	39.7	33.2
The ability of the students to narrate what they have learned in English lessons in their understanding	1.3	9.7	15.8	47.4	25.8
Students develop confidence in speaking and pronunciation in English	1.1	9.5	10.8	39.2	39.5
Through different English programs, students are competent in	3.2	8.4	15.0	39.2	34.2

Statements	Responses (N) = 380				
	Never (1)	Rarely (2)	sometimes (3)	Usually	Always (5)
problem-solving skills					
Students feel that CBC has helped to make English lessons more relevant and practical to their everyday life	2.1	4.2	13.7	37.9	41.8

Table 6 offers insights into integrating the Competence-Based Curriculum (CBC) in classroom settings. Approximately 47.4% of students note improvements in their ability to express what they've learned, but only 39% report enhanced confidence and problem-solving skills, suggesting areas for further development. Observations indicate potential limitations in teachers' creativity in lesson planning, with around 32.1% encouraging the application of previous knowledge. Effective use of teaching aids, which students find valuable for comprehension, is evident in only 28.6% of cases. These findings paint a nuanced picture of CBC implementation in classrooms, emphasising the need for teacher development, innovative lesson design, and optimal use of teaching aids to enrich the overall learning experience. During interviews, English teachers shared various methods for helping students apply CBC principles in the classroom and beyond, but specific quotes from their responses are not provided here.

English teachers from school H interviewed stressed that, *“Students are integrated through inviting guest speakers during English lessons; here, students hope they are learning something from them. Furthermore, I guide them to make dramas in English to imitate their role model, and sometimes I take students to meet with other schools to conduct programs like debate”*.

English teachers from schools C and A *“Because of the nature of the students, I used to provide questions that can help them relate to a real-life situation, like reading a certain scenario concerning HIV/AIDS and then providing the question to them to relate to a real-life situation.”*

The findings, in line with [12] study, highlight that many English teachers commonly use questioning to assess their students' ability to relate classroom learning to real-life situations. This underscores the crucial role of helping students apply their knowledge beyond the classroom. This implies that CBC positively impacts students' language proficiency and readiness for real-life situations, aligning well with the objectives of the curriculum. However, it also emphasises the need for English teachers to refine their skills further to effectively guide students in making these connections. This commitment to supporting students, especially as they encounter challenges in learning English, can empower them to use their language skills effectively in addressing real-world problems. To enhance English teaching and promote practical

problem-solving abilities, ongoing professional development, a curriculum designed for real-world application, and a student-centred pedagogical approach are essential components.

### 5. Implications and Conclusion

The findings from the study offer several implications for the effective implementation of the CBC in English language instruction. The study highlights the importance of adopting various interactive teaching methods aligned with CBC principles, such as discussion, debate, and participatory approaches. These methods promote critical thinking, communication skills, and active student engagement, enhancing the learning experience and fostering practical competencies. However, the study also reveals challenges related to teacher training and exposure to CBC methodologies, indicating a need for professional development programs to equip English teachers with the necessary skills and knowledge for effective CBC implementation. Additionally, the study highlights the prevalence of traditional assessment tools like tests and examinations, suggesting a gap in aligning assessment strategies with CBC objectives. Therefore, there is a critical need to explore and incorporate alternative assessment methods that better reflect students' language proficiency and practical competencies under CBC. Moreover, the study emphasizes the importance of creating supportive environments and reducing external pressures on teachers to facilitate full CBC adoption. Addressing these implications requires efforts from policymakers, educational authorities, and schools to provide adequate training, resources, and support systems for English teachers to improve student outcomes and a more enriching learning environment aligned with CBC objectives.

### Abbreviations

CBC    Competence - Based Curriculum  
CCM    Communicative Competence Model

### Author Contributions

**Zamda Abaki Issa:** Conceptualization, Data curation, Formal Analysis, Funding acquisition, Investigation, Meth-

odology, Project administration, Resources, Validation, Writing – original draft, Writing – review & editing

**Job Wilson Mwakapina:** Conceptualization, Methodology, Project administration, Resources, Supervision, Validation, Writing – review & editing

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## Conflicts of Interest

The authors declare no conflict of interest.

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