

**STUDENTS AND TEACHERS' PERCEPTION ON
COMPETENCY-BASED ENGLISH LANGUAGE CURRICULUM
IN SECONDARY SCHOOLS
A CASE OF MVOMERO DISTRICT COUNCIL**

**By
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**A Dissertation Submitted in Partial Fulfillment of the Requirement for the
Master Degree of Art with Education (MAED) of Mzumbe University**

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled ***Students and Teachers Perception on Competency-Based English Language Curriculum in Secondary Schools: A case of Mvomero District***, in partial/fulfilment of the requirements for the award of the degree of Master of Arts in Education of Mzumbe University.

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I, Remmy Joel, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

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LIST OF ABBREVIATIONS

CBA	Competency-Based Approach
CBC	Competency-Based Curriculum
CBE	Competency Based Education
CSEE	Certificate of Secondary Education Examination
CBELC	Competency-Based English Language Curriculum
CBET	Competency-Based Education Training
CBLT	Competency-Based Language Teaching
CLT	Communicative Language Teaching
EAC	East Africa Community
ESL	English as Second Language
NECTA	National Examination council of Tanzania
MEST	Ministry of Education, science and Technology
TIE	Tanzania Institute of Education

ABSTRACT

This study investigated teachers and students' perception on Competency-Based English Language Curriculum (CBELC) in secondary schools in Mvomero district council. Generally, the study was guided by four specific objectives; first, to find the extent to which teachers and students understood the concept of CBELC, second, to investigate the perception of Teachers and students on CBELC methodology and environment, third, to investigate the implementation of CBELC and the last was to challenges faced teachers and students in implementation of the CBELC in teaching and learning. The study adopted a case study design and the sample size was drawn using purposive and simple randomly sampling techniques where a total of 105 respondents were involved in the study. Basically the study was qualitative in nature though quantitative approach was used to some extent. The data were collected using questionnaires, interviews, classroom observation and documentary review.

With regards to the specific objectives of this study, the following were the findings; it was revealed that both teachers and students had little knowledge about the concept due to the fact that very few teachers had attended seminars and workshops. On the other hand the teachers had no culture of informing students about competences they were supposed to demonstrate. The findings also revealed that teachers had negative perception on CBELC methodology and its environment, that teachers viewed CBELC methodology as just wastage of time for one to apply them always in the course of teaching and learning. Through classroom observation it was revealed that teachers were teaching both content and competency-based syllabi to meet the national examination demands with the reason that NECTA is assessing students basing on both syllabi. However, the study also indicated that teachers and students were facing a lot of challenges which include; failure to interpret the syllabus demands, lack of seminar and workshops, lack of teaching and learning materials, lack of management support from schools management, district education department, and overcrowded classrooms.

Pertaining to the findings, the following are some of recommendations given before implementing any curriculum, teachers should be trained first as the key players before implementation, there should be enough teaching and learning material including text books, The National examination council of Tanzania should conduct training to teachers on how to assess students with competency based requirement. Therefore, in-service training and management support are very important to change teachers and students awareness on CBELC.

Key words: Competency, Curriculum, Perception and English language

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CHAPTER ONE

INTRODUCTION

1.1 Historical background of the study

The Competency-Based Curriculum (CBC) as an approach is a movement which has caused meaningful changes of curricular in particular sector of the educational systems in most English-speaking countries, including Australia, New Zealand, the United Kingdom, and the United States and now South Africa and Tanzania (DeiBinger and Hellwig, 2011).

Competency based curriculum emerged for the first time in 1970's in United States of America. Thereafter it widely spread in other countries. The demands for this curriculum were first seen in vocationally oriented colleges as well as in adult education. One of the reasons for initiating this curriculum was reported as poor learning outcomes revealed by those who completed and graduated from those vocationally oriented colleges. The shift from objective oriented curriculum to outcomes oriented curriculum was seen as solution for this meaningful changes and innovation in education. The changes of the curriculum also lead to the change of paradigm shift to suit the demands of the syllabus. From there the objectives and behavioural statement were changed to outcomes. These changes necessitated the change of the teacher's autonomy to student's autonomy in teaching and learning process (DeiBinger & Hellwig, 2011; Komba & Mwandanji, 2015; Richard & Rogers, 2014; Wong, 2008).

According to Bataineh and Tasnimi (2014), competency based curriculum was introduced due to the following reasons; first there was too much emphasis of objectives which caused the education stakeholders to ignore the outcomes of the curriculum. Both teachers and education supervisors did not put much importance of the outcomes of the learning; second pertaining to this as time elapsed the behavioural changes were seen as not important in education thus the emphasis on outcome was seen as important as far as the competence of the students who completed such level of education was concerned; third, it was argued that

specification of learning objectives limited teachers' creativity in teaching and learning because it based on teacher centred than learner centred as opposed to outcomes which emphasized that the learners should be the core and active participants in the teaching and learning process.(Bataineh & Tasnimi 2014).

By the end of the 1980's, Competency- Based Language Teaching (CBLT) had come to be accepted as the "state-of-the art" approach to English as Second Language (ESL) by national policymakers and leaders in curriculum development in United States. Murcia (2001) asserts that CBLT was viewed as education movement which captured education stake holders' mind in 1980s. This was important movement in the history of education in the world because it defined the goals in terms of precious measurable description of knowledge, skills, values, customs and behaviours the student had to possess at the end of a given course of study. The movement started in United State of America and there after the movement reached to United Kingdom whereby brought positive impact as well. Whereas Australia adopted Competency based curriculum in 1990's in which from there, other countries in the world and particularly in Africa adopted it due to the changing of science and technology and the demands of job market (Wolf, 2001).

Basically, the concept of competency was practiced by Africans even before the colonial education. The traditional education was based on practical approach whereby the environment and needs of the society controlled what to be taught and learnt. The learning process was based on doing rather than knowledge acquisition (Mushi, 2009). As the notion of competency based curriculum, Komba and Mwandanji assert that in Africa, competency- based curriculum was adopted for the first time in South Africa in 1998, following the serious shortage of professionals like engineers, technicians and artisans. South Africa adopted the competence based curriculum in a bid to change attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century (Komba & Mwandanji, 2015).

Curriculum reforms and innovation is the major phenomenon that many countries have undergone to meet various demands including economic, social, political as well as technological and global forces. Immediately after attaining independence in 1961, Tanzania, adopted a content based curriculum which was changed 44 years after independence. Thus means in 2005 is when the nation started adopting competency-based curriculum in education. This curriculum also changed the paradigm for teaching and learning and shaped the modes of assessment and evaluation in general to meet the changes of CBC (URT, 2005, and Kafyulilo *et al.*, 2012). The review of the curricular was geared by economic, political, and cultural changes. In labour market most of Tanzanians were seen as incompetent in speaking skills when it came to interview, especially in regional integration such as East African Community (EAC) which was seen as being caused by traditional syllabus that was content based, in the same light, Komba and Kira (2013), contented that, the content based curriculum was an ineffective as the graduates failed to demonstrate the skills and competences that fully addressed local, national and global market demands, although the curriculum for any education system requires regular reviews in order to make adjustments to accommodate the ever changing societal needs. It is important to ensure that there is a mechanism to follow up on the implementation of the innovations imposed in the curriculum (ibid).

Basing on how English syllabi can be changed and innovated, Tyler (1949) came up with two views that should function either as; first, to develop effective communication including both the communication of meaning and the communication of form; the second view, was to strengthen expression thus, enabling a learner to be able to express and make internal and external adjustment to various internal and external pressures. Apart from being a competency-based syllabus, Tanzanian English syllabus is characterized by functional notion elements, in which the function of language is stressed rather than its grammatical aspects.

Wong (2008) asserts that, Competency- Based Language Teaching and learning is based on functional perspective on language teaching and framework and that it is tailored to meet learner's needs and language skills. Wong concludes that language

forms can be inferred from language functions. In actual fact the language should be treated by its functions rather than by its structures and grammar alone. In order to accommodate various labour demands, three aspects are taken into consideration in the ordinary English language syllabus, these are; the functions of language, communicative elements and competences. The leading one is the competence notion that a learner is expected to demonstrate at the end of the course in learning English language. Many countries have given priority to competences in their curriculum compared to the content based curriculum in which its focus was based on structure and grammar.

According to Murcia, (2001), competency- based training was developed as an alternative to the use of objectives in programme planning. The major reason for initiating competency based curriculum is the focus of learning by doing rather than theoretical perspective of education which was stressed by specification of objectives than outcomes (Finocchiaro & Brumfit, 1983). This goes hand in hand with constructivist theory of learning. Whereby, it also prepare students to be self-reliant than developing a sense of dependence in learners' mind during teaching and learning and also outside the class. In this light, the learners are expected to be competent enough to overcome their day to day problems and apply the skills learnt in their real life.

Docking (1994) pinpointed the advantages of implementing Competency-Based Curriculum in teaching and learning English language as follow; first it serves as an agent of change to both teachers and students, the changes can be in terms of approaches that from teacher' autonomy to student autonomy as well as creating room for the learners creativity. Second it improves teaching and learning with the reason that competency-based approach focuses on outcomes of teaching and learning. Also, assessments give teachers an opportunity to regenerate their education and training programmes, therefore, the quality of assessment can be improved, due the reason that assessment will base on outcomes than on content itself. Also, the students will be able to get and see the outcomes and feedback of their learning since CBC assessment offer.

1.2 Statement of the problem

In 2005 the government of Tanzania introduced Competency-Based Curriculum in order to improve education by attaining proper and quality education (URT, 2005). Despite this effort there still big problems especially on the outcomes of the teaching and learning English language. This is revealed from the national examination results which are not impressing at all. According to the report titled “Joint Sector Review, (JESR) of 2011 on results and performance –Rapid Assessment of form 4 Result of 2010” it was revealed that the results of English language had the greatest fail in its pass rate falling to 30.3% from 57.9% from 2009 to 2010(URT, 2011; URT, 2015)

Komba and Mwandaji (2015), Kafyulilo *et al.* (2012) and Kimaryo (2011), assert that the implementation of competency- based curriculum in schools had been complex since its introduction because teachers still focused on developing content with the hope that the learners would develop the intended competences automatically. In their study they revealed that the concept of competency was not understood by some teachers.

Komba *et al.* (2012) in their study titled “Comparison between students’ academic performance and their abilities in written English Language skills” revealed that majority of students had serious problems in spelling, punctuation, tenses and other forms of language structure. Koross *et al.* (2013) commented that if the foundation is not built well in lower levels of secondary schools, the universities will face a lot of challenges in teaching students.

In this regard, it implies that the expected results are still awaiting and more effort is needed in order to have the desired results. Many studies have been conducted on implementation of competency-based curriculum and very few based on English language as specific area of the study and were conducted different from Mvomero District council. This study, therefore, attempted to find out perception of the teachers as well as students studying at the ordinary secondary schools at Mvomero District towards Competency-based English Language Curriculum.

1.3 Objectives of the study

The general and specific objectives of the study were as follow;

1.3.1 General objective

The main objective of this study was to investigate the perception of teachers and students towards competency-based English language curriculum in learning and teaching English language in ordinary secondary schools.

1.3.2 Specific objectives

The specific objectives of this study were;

- i. To find out the extent to which teachers and students understand the concept of Competency- based curriculum
- ii. To investigate the perception of students and teachers on competency-based English language methodology and environment in teaching and learning
- iii. To find out how Competency-Based English Curriculum is implemented
- iv. To examine challenges faced by students and teachers in implementation of competency-based English curriculum

1.4 Research questions

In conducting this study, the following questions were asked so as to attain the objectives:

- i. To what extent do teachers and students understand the concept of competency based curriculum?
- ii. How do teachers and students perceive the competency-based methodology and environment in teaching and learning English Language curriculum?
- iii. How Competency-Based English Curriculum is implemented?
- iv. What are the challenges teachers and students face in implementing Competency- Based Curriculum in teaching and learning English Language?

1.5 Rationale of the study

The ultimate purpose of this study was to examine the perceptions of teachers and students' towards competency- based curriculum in teaching English Language in secondary schools. It aimed at examining the attitudes, feelings as well as observing

the challenges facing both teachers and students in the process of teaching and learning English as far as the competency based curriculum is concerned.

1.6 Scope of the study

The study was about students and teachers' perception on Competency-Based English curriculum. The coverage of this study was for Mvomero District council secondary schools in which four secondary schools were involved. These secondary schools were; Mgeta, Mvomero, Mzumbe and Lusanga secondary schools. The study included form three and four students, English teachers who happened to teach content and competency-based syllabi and those who had experience on competency-based only; the heads of the four schools were also included. Another category of respondent was DSEO. The study employed constructivist and functional model theories of learning to guide the study. Also the study used interview, questionnaire, documentary study and observation as techniques for data collection.

1.7 Significance of the study

The results of this study may help school managements with proper implementation of competency-based curriculum. Second, it may help policy and educational decision makers to understand the problems facing teachers and students with regards to teaching and learning English under competency-based curriculum, as well as to help quality assurance departments in identifying better ways in improving implementation of competency-based curriculum in Teaching English Language

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides definition of key terms so as to give operational definition and stand point of the key terms in this study. It then provides the theoretical literature review to show how the study has emanated from different theoretical point of view. Empirical literature review is also discussed in detail to show what other researchers had found out on this study or the related study and providing a research gap as well as conceptual framework.

2.2 Theoretical literature review

2.2.1 Definition of terms

2.2.1.1 Perception

The word perception according to Macmillan English Dictionary for Advanced Learners (2007) comes from the verb ‘perceive’ which means to ‘understand’ or ‘think’ about something in a particular way. Therefore, the word perception is defined as a particular way of understanding or thinking about something. According to Rogers (2003), perception is considered by many researchers as a critical factor in influencing attitude and adaptation to any new change or innovation. If perception and interpretation of an innovation varies on individual basis, they may be considered as contributing factors to an individual’s attitudes towards any programme being implemented.

2.2.1.2 Curriculum

Different scholars have defined curriculum in different ways. For example, while Posner (1995) sees curriculum as the content or objectives for which schools hold students accountable, Wheeler (1967), defines curriculum as planned experiences offered to the learner under the guidance of the school. Curriculum is perceived in different ways, some view curriculum as formal and others view in aspect of its informality but both of them carry out the basic things such as the contents whereby

the learners gain knowledge, skills, attitudes and appreciation of values under the supervision or facilitation of the school or teachers (Dollo, 1978). A content based curriculum is based on the rote memorization of factual knowledge while competence based curriculum capitalizes on competence based learning which focuses on understanding the concepts, skills and competencies which in turn calls for changes in teaching, learning and assessment approaches (Posner, 1995). Sowell (2005) claims that curriculum can broadly be defined to include four basic components: These are Goal, methods, materials and assessment. Generally, the term curriculum typically refers to the knowledge and skills students are expected to learn, be it planned or unplanned, intended or unintended, structured or no, inside or outside the school.

2.2.1.3 Competency

Mrowicki (1986) views that competencies consist of a description of the essential skills, knowledge, attitudes and behaviour required for effective performance of a real world task or activity. These activities may relate to any domain of life. Thus means, competences are not limited to the classroom settings only but they should reflect outside of the classroom and focus on real world. Competence refers to the abilities that a learner is expected to demonstrate in the process of teaching and learning by showing various skills learnt.

2.2.1.4 Competency-Based Curriculum

Competency- Based Curriculum is an institutional process that moves education from focusing on what academics believe graduates need to know (teacher-focused) to what students need to know and be able to do in varying and complex situations (student and/or workplace focused). CBC is focused on outcomes (competencies) that are linked to workforce needs, as defined by employers and the profession (Voorhees, 2002).

2.2.1.5 Competency Language Teaching

Docking defines a Competency-Based Language teaching as:

..Designed not around the notion of subject knowledge but around the notion of competency, that means, it is focusing on competences rather

than content focus. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Instead of norm-referencing assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks (Docking, 1994:9)

2.2.1.6 Teaching

Teaching is the process of facilitating the learners to acquire skills, knowledge, attitude and values and beliefs in an intended setting. Mhando (2012) defines teaching as scaffolding to the learner in building meanings. In this sense the teacher should not impart meanings, but create conducive environment for the builder of meaning. Paulo Freire in his book titled “The Pedagogy of Oppressed” stresses that learners are not like empty bank account that teacher deposits knowledge on it. He is against traditional way of teaching known as “banking system”, which defines teaching as the process of transmitting knowledge to learners, Freire (1996). The role of the teacher in the teaching process is to facilitate learning or to instruct learners in learning process. Arrends (2009) advocates that the ultimate purpose of teaching is to help learners become independent and self-regulated. He then supports that knowledge is not entirely fixed and transmitted but is something that all individuals, students actively construct through personal and social experience and student should learn how to learn.

2.2.1.7 Learning

Mhando (2012) asserts that Learning can be explained as a person’s ability to make sense of the lived world: therefore, learning is meaningful making. It is both individual and social activity. According to Mhando an individual makes conceptions within a cognitive setting and realizes images in a unique way. These images rotate to what that person had known before. Also learning is a social because in processing thoughts human use language that is a social tool. People use words to shape thoughts. Also Freire (1996) maintains that when a learner has managed to make sense of the real world, learning has taken place. According to him it is through communication human life holds meaning. In this aspect it becomes social when a

teacher or another learner is there to help or facilitate the process. Chand (2008) attests that learning as the process is whatever the individual does as he or she acquiring a new pattern of behaviours or modifying old ones. In competency-based curriculum learning is the process of demonstrating the required competencies and skills of the language being learnt in a given language context. In other words the learners should learn by doing and learn how to learn and be able to construct knowledge (Bruce *et al* 2009).

2.2.1.8 Ordinary Secondary Education

Refers to the third level of education in which the students are enrolled after successful completion of seven years of Primary Education. Students spend four years of studies in Ordinary Secondary Education. The proceeded levels are Pre-primary and primary schools (URT, 2007).

Schneck (1978) gives the key characteristics of competency based curriculum as:

Competency-based education has much in common with such approaches to learning as performance-based and is adaptive to the changing needs of students, teachers and the community... (p.vi) "That is, what students learn depends on the needs of the stakeholders. If learners are clear that English is a potent element leading to career prospect and advancement, they have no objection to learning and improving English. However, there are English learners who see English as relatively less important and many of them take English courses merely for the sake of fulfilling the graduation criteria set by the institute.

In this light therefore, it is the society that determine what to be learns and the important competences to be demonstrated by the students at a particular level.

Features of the Competency Based Approach (CBA) according to Nkwetisama, (2012)

The competency based approach is characterizes by the following:

- i. The competencies are stated in specific and measurable behavioral terms
- ii. The contents are based on the learners' goals, i.e. outcomes or competencies
- iii. The learners continue learning until mastery is demonstrated
- iv. The approach makes use of an unlimited variety of instructional techniques and group work

- v. It centres on what the learner needs to learn, which is the application of basic skills in life skill language context such as listening, speaking, reading or writing
- vi. The approach makes extensive use of texts, media, and real life materials adapted to targeted competencies.
- vii. It provides learners with immediate feedback on assessment performance
- viii. The instruction or teaching is paced to the needs of the learners
- ix. It gets learners to demonstrate mastery of the specific competency statements or objectives mapping of some competency objectives or statements

2.2.2 Policy on Competency- Based Curriculum

The Education and Vocational Training Policy of 2014 in addressing the challenges of the former educational policy of 1995, asserts that;

There has been a challenge on dealing with quality of education and vocational due to curricular in various levels of education and vocation that do not fit the economic, social, science and technology changes, hence, producing graduates who are not competent enough to face competition in labour market(URT 2014).

In order to solve this problem the ministry of education has put forward the solution for the challenges in the current Education and Training Policy of 2014 in its vision that: *“Have a Tanzanian who is well educated, knowledgeable, skilled, competent, with capacity and positive attitude in order to bring development in our Nation”* (URT, 2014:19).

Also in the Tanzanian Development Vision 2025 the issue of competency is given priority in order to deal with the challenges and competition of labour market of 21st Century. It is through competency where these challenges can be tackled. It stipulates that:

Be a nation with high level of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the society problem, meet the challenges of development and attain competitiveness at regional and global level (URT, 1995a: 5).

Competency based curriculum 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 (Savage, 1993). Equally important, Mosha (2012) notes that a competency 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.

2.2.3 Ordinary Level Curriculum

According to Ordinary Level Curriculum of 2007 Competencies are described as what a secondary school learner should be able to do as the outcome of teaching and learning. Competencies shall be developed over the student's entire life of learning and cut across all subject areas. The effective acquisition and promotion of learning competencies should enable an individual to participate effectively in multiple contexts or social fields that contribute to the overall successful life of an individual and as well functioning society (URT, 2007).

According to Tanzania institute of Education (TIE), there is a general competence which is directly linked with language competency termed as "communication". Under communication the document attests that:

This competency is essential to enable learners improve their ability to communicate with others, both orally and in writing. It focuses on improving learners' understanding of the language demands in the required areas of learning based on the recognition that language proficiency is central to learning in all subject areas. In this competence, students shall be able to:

a) Use a range of language experiences for developing knowledge of a subject area.

b) Demonstrate competences in linguistic ability and effective use of communication skills in English, Kiswahili and in at least one other foreign language.

c) Convey and receive information, instruction, ideas and feelings appropriately and effectively in a range of different social and cultural contexts.

d) Use language for different audiences and purposes relevant to oneself and the subject area.

e) Understand and use the vocabulary, structures and forms of expression which characterize each area of study.

2.2.4 English Syllabus

The English Syllabus for secondary schools form I-IV as one of the material for implementing the national curriculum has put forward two general competences for ordinary secondary school that; by the end of form four the student shall use appropriate English to communicate in a variety of setting, second, use English to achieve academically in all content areas. These general competences are then subdivided into several competences as shown each form as specific competences for each class. For example in form one there are seven (7), in form two there are six (6), while in form three and four there are eight (8) competences.

2.2.5 A constructivist learning theory

Driscoll defines Constructivism as a theory that asserts learning is an activity that is individual to the learner. This theory hypothesizes that individuals will try to make sense of all information that they perceive, and that each individual will, therefore, “construct” their own meaning from that information. He further explains that constructivist theory asserts that knowledge can only exist within the human mind, and that it does not have to match any real world reality. Learners will be constantly trying to derive their own personal mental model of the real world from their perceptions of that world. As they perceive each new experience, learners will continually update their own mental models to reflect the new information, and will, therefore, construct their own interpretation of reality (Driscoll, 2000). The theory asserts that the learner is the central core of the learning process. Learners are not seen as empty vessels but are the source of the knowledge and active rather than passive.

2.2.6 A Functional Model Theory of Language Learning

The term “functional” applied to language is derived from systemic function theory a coherent theory of language development based on the work of Michael Halliday. It was then modified by others including Ruguiya Hassan (1986) and Jim Martin (1984).

A functional mode recognizes that language as part of almost every aspect of human being live (sometimes accompanying an activity and sometimes the focus of an activity).

The model explains that language is a system which people use to construct meanings for a whole range of different purposes. Thus one may use the same ways when sharing an experience. We may choose to use words differently to achieve the same purpose in different situations. The model also asserts that one may need to leave how to choose our language to meet the particular needs of a situation. In the last few decades, many educational writers have suggested that education failure is often really language failure. Halliday suggested that the child who fails to achieve at school often does so because he or she has not understood the ways the school demands.

The model has the following assumptions;

- i. *Language is a system of choices, a resource of meaning*
- ii. *The word “text” refers to any organized pattern of meaning*
- iii. *Spoken texts just as complex as written texts*
- iv. *A text created will be a product of its culture and its situation*
- v. *The context in which language is used will determine its appropriateness*
- vi. *Our language changes over time and is changed by the way we use it*

The implications of the model to the teachers

- i. *Valuing the diversity of language background*
- ii. *Providing meaningful language activities*
- iii. *Introducing a range of texts*
- iv. *Valuing talk*
- v. *Providing real texts, not reading schemes*
- vi. *Explicit modeling and joint construction*
- vii. *Learning a language to talk a language.*

The implications to the students

The students are supposed to be active, valuing others' talk, and be able to apply language in given context.

The study used these theories since they go hand in hand with competency-based curriculum, for example in methodology, assessment, and learning environment, the constructivist theory and functional model of learning may be used as a guide to all of these. The constructivist theory is outcome oriented likewise the functional model of learning. Another reason is that competency focuses on learning by doing like constructivist orientation that learners learn by doing as (Finocchiaro and Brumfit, 1983). Therefore, these theories were used as the base in analyzing competency-based curriculum in this study.

2.3 Empirical Literature review

Many researchers have examined different issues on competency- based curriculum, Komba and Mwandangi, (2015); Kafyulilo et al, (2012); HakiElimu, 2012; Wangeleja, 2007; and Kalugula, 2000); Sylvester and William (2015); Nkwetisama (2012); Wong (2007); Meena (2009); Benadla (2013); Sahiruddin (2013); Karim (2004); Bataineh and Tasnimi (2014) and Lee (2015). All of these studies have revealed that, there are a lot of constraints in implementation of Competency-based Curriculum.

2.3.1 Local Empirical Literature Review

Komba and Mwandangi (2015) conducted a research on competency based to Tanzanian secondary schools to in-service teachers (in actual field where teachers implement what they have been trained) in Mbeya. The study revealed that there was no link between what teachers got from training institution and the actual pedagogical implementation in the schools. Also it was noted that involvement of students during classes was very low. Generally, the study revealed that the majority of teachers were not knowledgeable on what competency- based curriculum was all about, thus the practices exhibited by the majority of teachers were ineffective

implementing competency-based curriculum. However the study did not study the perception of the implementers like students and teachers.

Kafyulilo *et al.* (2012) conducted a study on the implementation of competency based teaching approaches in Tanzania to pre-service teachers (in the factory of teachers) in Morogoro. In this study, the researchers revealed that pre-service teachers needed a kind of practices with the competency based teaching approaches in order to be able to effectively implement the approaches in their teaching. In This study it was revealed that the pre-service teachers were not well equipped with the knowledge of competency-based curriculum nor did they have a clear and correct understanding of competency-based curriculum. Furthermore the pre-service teachers were unable to prepare lesson plans as per Competency-based curriculum. This study did not consider the perception of students and teachers in implementation.

Moreover, in the studies conducted by Wangeleja (2007) and Kalugula (2000), the findings indicated that the teaching of competence based curriculum required the teachers' understanding of both the content and pedagogy.

Sylvester and William (2015) in their study titled "*Supporting the implantation of competency-based Curriculum Geography. Design and try-out of instructional materials in soil*" The study revealed that the designed instructional material for teaching competency- based curriculum was successful and both teachers and students appreciated and commented its usefulness. Designing competency-based instructional materials was necessary to support teachers in order to guide them on how to implement the competency-based Curriculum. On the other hand, the study focused only on instructional materials in one topic known as "soil" and leaving perception and other aspects aside.

In the same light, a study conducted by HakiElimu (2012) had attributed the trend of students' poor performance in the Certificate of Secondary Education Examinations (CSEE) in Tanzania with the poor conceptualization and implementation of the education curriculum. Nevertheless, there are few studies which have been

conducted to investigate whether or not the implementation of competency based curriculum in Tanzanian secondary schools was effective especially in teaching English language. In addition, more than ten years have elapsed since the introduction of competence based curriculum in Tanzania in 2005 and there was no clear evidence of whether or not teachers were appropriately implementing it.

Meena (2009) conducted a study on Curriculum in Teacher Education in which he was exploring conceptions among teacher educators. His study was conducted in teacher education whereby eight teachers' colleges were involved in the study. The study revealed the following findings; Teaching and learning are considered to be dominated by recitation, the copying of notes. It was also revealed that teachers were under-qualified and unqualified. Time and large classes were also reported as reasons for the teacher to switch on to the traditional teaching methods. Too much demanding and dependence of students from their teachers, lack of adequate skills for teachers as well as meeting examination demands were some of constraints to the implementation of new curriculum. This study focused only on teacher educators' conception in curriculum whereby specifically it based on exploring their conception in curriculum and did not also look at perception of these tutors.

2.3.2 Foreign Empirical Literature Review

Nkwetisama (2012) conducted a study on the Competency- Based Approach to English language Education and the Wall between the classroom and society in Cameroon: Pulling down the Walls. The study revealed that learners are taught about Grammar, vocabulary and pronunciation but they do not learn to use them functionally in English. It revealed that the learners were incompetent. In this sense English is meant only for classroom and not for social interaction and application for the real life. According to the study English teaching in Cameroon is a matter of teacher talk and chalks and course books; some of which are not adapted to the learners and interest.

Wong (2007) conducted a study on the competency-based English teaching and learning to investigate pre-service teachers of Chinese learning experience. The study

showed that students had problems on the assessment. The assessment descriptors were not useful in helping them to achieve the assessment targets or get a high grade because the descriptors were in relative form. The study had the following suggestions in order to enhance effectiveness of competency- based Language teaching, the programme must be locally developed so that curriculum, institutional and assessment can be correlated with each other.

Benadla (2013) in her study titled “the competency base Language teaching in the Algerian Middle Schools: From EFL Acquisition planning to its Practical Teaching/Learning” The study revealed the following; Many teachers complained about complexity of the content of the CBLT thus find themselves teaching linguistic points that they do not master themselves. Another finding is that many teachers still do not know how to apply CBLT in concrete situations in spite of seminars, study days and training organized by inspectors to solve this problem.

Time spent was another problem revealed in her study. Finishing the syllabus was important for many of teachers than the learners’ assimilation of the content so that when the inspectors come in a visit teachers may not be blamed. Another constraint was the crowded classes. In this aspect the teachers focused on the administrative documents like preparing lesson plans, schemes of work and others rather than effective teaching. Hence this made teachers role to become time consuming and efforts demanding with overcrowded classes.

Sahiruddin (2013) in his study called “implementation of the 2013 curriculum and issues of English Language Teaching and Learning in Indonesia” the study had the following findings; competency did not holistically reflect domains of knowledge, skills, and affective behaviour. Nevertheless, some competencies were not accommodated such as character building, active learning methodology. Crowded classes, low level of English proficiency to teachers, lack of sufficient preparation to teach the new curriculum and culture barriers for teachers to leave the role of master and accept the role of facilitator as well as less authentic materials and lack of

opportunity to social English outside the classroom were some of the obstacles to teaching Competency-Based English Curriculum.

Karim (2004) in his thesis titled teachers' perception, attitudes and expectations about communicative language Teaching (CLT) in Post -Secondary School in Bangladesh, revealed that the traditional grammar based examination was reported as a barrier to implementing CLT. The study then revealed that lack of effective and efficient assessment instrument of communicative competences was reported. As well like other studies mentioned lack of in-service training to Bangladesh teachers as a major difficulty in adopting CLT was also reported. Lack of English proficiency as reported by Sahiruddin (2013) was also reported as a barrier in its implementation.

Bataineh and Tasnimi (2014) in their title "Competency-Based Language Teaching" has the following observations on evaluation and assessment in competency- based curriculum as follow; evaluation and assessment of students is best accomplished under actual condition. Most learners are assessed using multiple choice tests, simulation, games, debates and role play. According to them, assessment is criterion-referenced rather than norm-referenced. In criterion –referenced assessment, scores are interpreted with respect to specific level of domain ability while in norm-referenced assessment scores are interpreted in relation to the performance of a group of individuals. Under criterion-referenced (testing is diagnostic), thus learners are able to obtain feedback on their progress and achievement since explicit criteria are provided. The study provided the directives on how assessment in competency-based curriculum should be conducted.

Lee (2014) in his paper titled "Competency-Based Curriculum and Curriculum Autonomy in the Republic of Korea" observed that; in Korea competency-Based Curriculum was influenced by curriculum autonomy policies that have controlled the quality in terms of the teachers' curriculum activities. Top down approach whereby the schools are obliged to adhere to and implement policies defined at the central level. In this sense curriculum autonomy appeared to be imposed and compulsory and rather than stimulating innovation and creativity in curriculum implementation,

thus the kind of force has not produced the expected changes in which it was revealed that in most cases teachers have been witnessed shifting and resorting to the previous curriculum rather than focusing to the competency- based curriculum.

2.3.3 Synthesis and Research Gap

In this regard, it is pertinent to conduct a study on the students and teachers perception on Competency-Based English Curriculum in Tanzanian secondary schools to ascertain whether or not the implementation is affected by perception. Some of the studies conducted in the teachers colleges have revealed that some of the pre-service teachers were not well equipped with the skills of the competency based curriculum, this also was supported by the study done to in-service teachers which also proved that many teachers were seen not implementing well the competency-based curriculum in their day to day teaching and learning process. Also many researchers have investigated implementation of CBC in general and Others for Geography subject, while competency-based English curriculum has very few studies been conducted despite experiencing poor results in national examinations. Nevertheless none of these studies were conducted at Mvomero District Council. Therefore, this study is aiming at bridging the gap by investigating the perception of students and teachers on competency-based curriculum to find out what went wrong in implementing this curriculum.

2.4 Implementation of Competency-Based English Curriculum

The implementation of any curriculum depends much on the perception of the implementers of such a programme or curriculum as key players. In this part, different aspects were discussed as part of curriculum and how perception can influence aspects such as awareness, assessment, methodology, environment, in-service training and management support

2.4.1 Awareness on Competency

To understand the concepts underpinning to curriculum is not only important but also urgent and vital for both the teachers and students in implementing curriculum, since one cannot implement something which is not well known to him or her. According

to the researches done on competency, it has been revealed that stakeholders especially teachers both in-service and pre-service teachers had many problems in understanding the concept. For example Kafyulilo *et al.* (2012) in their study which based on studying the pre- service teachers of Morogoro teachers college had problem in giving the meaning of the concept of the competency, it also revealed that the pre-service teachers failed to contrast lesson plans that reflect the applicability of competency based syllabus. In the same light the study conducted by Komba and Mwandanji (2015) proved that the in-service teachers had problem in explaining the meaning of competency based concept.

2.4.2 Methodology in competency-based curriculum

In competency-based approach the methodology used should be student centered and mostly participatory ones. In order for a learner to be able to demonstrate his ability he or she must be active in the process of teaching and learning. Students' activities are very important in participatory method so as to make them meaning in the real life situation. Uwezo (2015) in their study called *Are our Children Learning? Literacy and Numeracy in Tanzania*; the study revealed that most of teachers were observed using lecture methods in teaching and thus students involvement was minimal. In this sense the teaching process was teacher centered approach rather than student centered approach.

2.4.3 Assessment

With the shift from processes to outcomes assessment has to be rethought and re-defined as it is indispensable for the verification of competencies. Wolf defines assessment in CBET programs as follows:

“Competency-based assessment is a form of assessment that is derived from the specification of a set of outcomes; that so clearly states both the outcomes – general and specific – that assessors, students and interested third parties can all make reasonably objective judgments with respect to student achievement or non achievement of these outcomes; and that certifies student progress on the basis of

demonstrated achievement of these outcomes. Assessments are not tied to time served in formal educational settings” (Wolf, 1995: 1)

From the definition it is the outcomes and not the learning processes or courses which are assessed. Outcomes have to be clearly identifiable as such in order to assure transparent and reliable assessment procedures. Outcomes are the “real side” of a competence standard and according to the CBET philosophy it is essential to conduct assessment strictly in accordance with these standards irrespective of the learning process or the circumstances involved

2.5 Conceptual Framework

2.5.1 Competency-based curriculum as depended variable

Competency curriculum as dependent variable was measured by using perception. Where perception was negative it would imply that the implementation was not sufficient and when it was positive would also mean that the implementation of competency-curriculum was sufficient.

2.5.2 Perception as independent variable

Perception is something not tangible that it cannot be measured by itself but through other variables. These variables used were teacher’s awareness, student’s awareness, methodology, assessment, in-service training, management support, teaching and learning environment. The negative perception could be indicted by insufficient of these variables while the positive perception could be indicated by sufficient and presence of the variable.

2.5.3 Teachers’ awareness

Awareness is the role of perception. It is concerning about know what one is doing and why? Also it is conscious engagement and a kind of reflection. Teachers as the key implementers of the curriculum, they are obliged to know objectives, principles as well as elements entrenched in it. According to Lier (2013) awareness is an ancient principle of learning that all new learning will be possible unless it is related to the existing knowledge. In implementing competency-based curriculum teachers need to be aware with principles guided it and the general knowledge of

competences. They need to understand on the methodological aspects underpinning to it and the way one can assess the student. Failure to know them well indicated that there was negative perception.

2.5.4 Students' awareness

Language awareness whether deliberate or spontaneous is thus a crucial aspect in language learning. The learners are the targeted part in the curriculum. Awareness to competency is very important. It is awareness that changes a learner from passive to autonomous learner. If the learner is not aware of what is taking place in teaching and learning, will be merely passive recipient of instruction, attention-paying weak and unfocused. Lier (2013) attests that if the learner is aware with what is taking place will be responsible and autonomous. In this sense therefore, perception is the fruit of awareness, and thus the way one behaves in teaching is the results of one's awareness. Perception in this part was measured by the way the student's awareness indicated

2.5.5 Methodological aspect

Teachers use methods in which students are encouraged to discover principles for themselves. The main goal of using constructivist teaching is that students learn how to learn by giving them to take initiative for their learning experiences.

The simplicity or complexity of methodology is likely to change both student and teacher's perception on competency learning, whether saves time or time consuming all of these aspects may influence perception of the key players in the process of teaching and learning either positively or negatively. Methodology goes hand in hand with number of students in a class.

2.5.6 Assessment

Assessment is one of the major focuses in teaching and learning process. The outcomes of any education are determined through assessment. Students need to know how they progress and this can change their perception over the teaching and learning process. Chand (2000) attests that knowledge of results is a powerful motive in learning, the pupils hardly know how they stand and they are not certain whether

they are making progress or whether their work is highly satisfactory. A learner should be apprised of his progress or growth. In this sense then learner's perception is likely to be influenced by a kind of assessment done.

2.5.7 In-Service Training

In-service training is also referred as capacity building. In any innovation and curriculum change, the teachers as coaches, instructors and facilitators should be informed with new changes. If this is not done thoroughly it may change teachers perception from positive to negative as well as if is done it may change from negative to positive. Awareness and competency come from capacity building especially for the new reformation of curriculum. The role of in-service training and seminars is to equip the teachers with new skills and providing him or her with new ways of undertaking the curriculum innovation. In other words if the teachers were not involved, they might not have a sense of belongingness of the programme and hence left aside in the implementation process.

2.5.8 Management Support

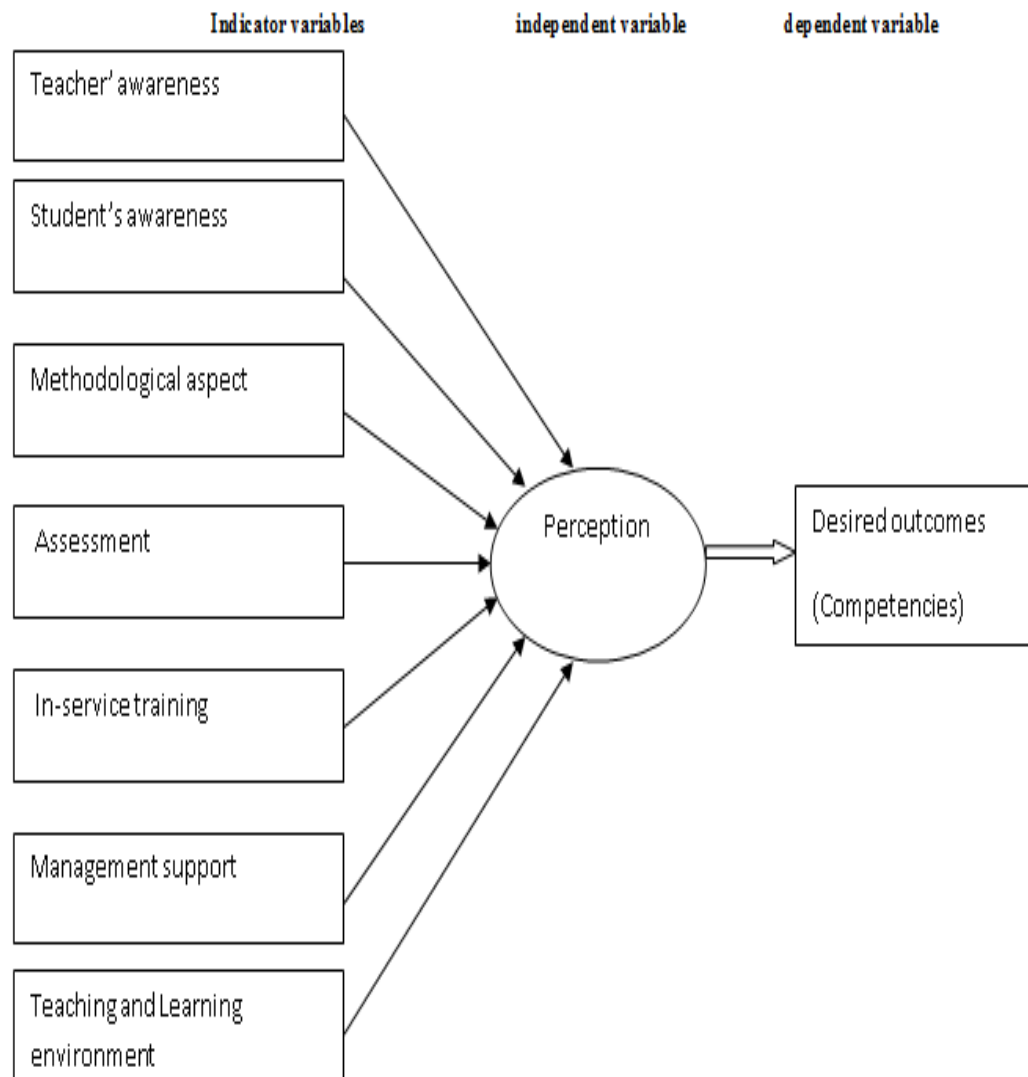
In implementation of any programme management support is very crucial. The management should not leave aside the implementers alone, and if it happens so the management will face a lot of challenges in the process. In this light, the support can be in terms of motivation or moral support to the implementers. This also can affect the perception. If for example the subordinates are supported, their perception can be positive and if they are not supported their perception can be negative towards the programme or curriculum innovation.

2.5.9 Teaching and Learning Environment

Teaching and learning environments play a great role in shaping both teachers and students' perception in learning and teaching process. Competency-based curriculum like any modern approaches of teaching and learning need a particular environment. Teaching and learning environment is a broad term which includes lots of things in it. These may include; proper classroom, availability of desks, teaching and learning aids as well as materials. The accumulation of all these may influence perception in

the process of implementation. The friendly environments enhance learning while the unfriendly environment one may affect teaching and learning. In this way perception would be influenced by either friendly or unfriendly environment.

Figure 2.1: Conceptual framework



Source: Researcher's construct (2017)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents detailed methodology that was used in this study. It explicates the research design, sample selection, research instruments, population sampling, and data collection procedures as well as data analysis techniques.

3.2 Study Design

Research design is the plan for conducting the study. It provides a road map for the research. The research design as defined by Kothari is the detailed blue print used to guide a research study towards its objectives (Kothari, 1990; Msabila & Nalaila, 2013). It is also a science and art of planning procedures for conducting studies so as to get the most valid findings. The study applied a case study research design because it involves a thorough descriptive analysis of a single individual, group or event. A case study is useful when the overall objective of the study is to investigate, explore and analyse a single unity such as a person, institution and a group. The design enabled the researcher to investigate the problem in its depth and gather information as Gray (2009) states that the case study tends to be much more specific in focus. It gives an opportunity for one aspect of a problem to be studied in some depth within a limited time.

The selected secondary schools revealed how competency-based English curriculum was implemented and how the respondents- perceived the curriculum, for the researcher studied the phenomenon within its real-life context. It then enabled the researcher to relate the phenomenon and the environment since it was difficult to separate the behaviour shown by phenomenon from the effect of environment. Furthermore, the case study allowed the researcher to use different methods of data collection such as questionnaires, interviews, observation, and documentary review to collect and gather the data.

The design was employed to get more information on the applicability of competency- based English Curriculum as well as how constructivist theory and functional mode of language learning were applied in teaching and learning. The case study enabled the researcher to reveal some contextual factors that facilitated the application of CBELC and those which acted as the barriers for its implementation or application in secondary schools. The design also enabled the researcher to interpret data from the information that was collected about activities and involvement of students in CBELC.

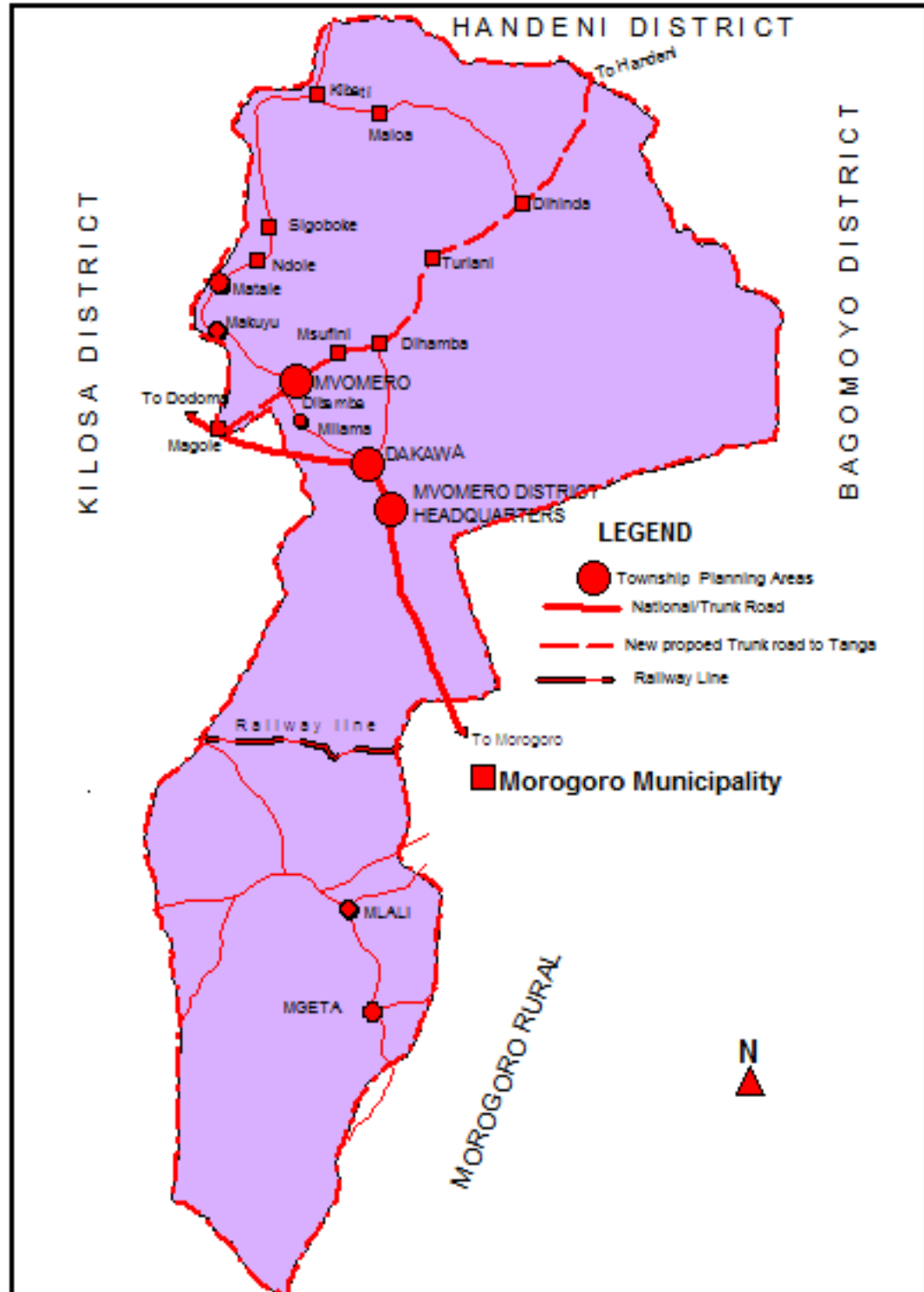
The flexibility of this design also helped the researcher to cope with contextual uncertainties that would happen in the process of data collection. It helped the researcher to evaluate the implementation of CBELC to schools by its appropriateness of having face to face interaction with the respondents. Through adopting this study design, the researcher was able to gain a general insight of teachers and students' perception towards CBELC and to investigate its implementation.

3.3 Study Area

The study area is the place where the study is conducted. The study was conducted in Mvomero District Council which is one of the seven (7) districts in Morogoro Region. Other Districts are Morogoro, Kilosa, Kilombero, Ulanga, Morogoro Municipal and Gairo. Mvomero District has a total area of 7325 square kilometer square. It is located North East of Morogoro region between 8000 and 10,000 latitudes South of Equator and Longitude 37,000 and 28022 East. The District is bounded as follows; to the North is Handeni District, to the East Bagamoyo, to the South Morogoro Municipal and Morogoro District and to the West there are Kilosa and Gairo. The researcher has chosen this area due to unpleasant results of English language in both primary and secondary schools in national examinations.

Figure 3.1: A map of Mvomero district council

MAP 2: MOVOMERO DISTRICT, SHOWING MVOMERO URBAN PLANNING SETELITES CENTRES



Source: Mvomero district council, 2017

3.4 Research Approach

The research design of this study was primarily qualitative, though, both qualitative and quantitative approaches were employed due to the fact that, human beings are so complex that to study their behaviour needed comprehensive and various techniques for one to come up with validity data, thus behaviour and the reasons for their behaviour required more than one approach.

The study was conducted in Mvomero district secondary schools in Morogoro which was randomly selected to represent other schools in the District which have teachers and students with more or less the same characteristics needed for this study. The qualitative approach was used because it focuses on understanding the respondents' experiences and perspectives (Creswell, 2005) and since the study was basically focusing on investigating the perception of the respondents, it was appropriate for the study. On the other hand the quantitative approach was used for the following reasons; to allow the comparison between dependent and independent variables as well as creating more understanding of the relationship among variables. This is according to Bell, (1993), and Anderson, (1995) who pointed out that in quantitative approach, there is a possibility for deeper understanding of the interrelationships among different variables. The combination of the two approaches enabled the study to discover underlying motives of the behaviour of the population being studied.

3.5 Study Population and Sample Size

A population is a group of individuals, or objects, from among which a sample group of selected ones will be considered. Msabila and Nalaila (2013), affirm that population is a set of elements (persons or objects) that possess some common characteristics defined by the sample criteria established by the researcher. A sample can be defined as a finite part of a statistical population whose properties are used to make estimates about the population as a whole (Singh, 2007). When dealing with people, it can be defined as a set of target respondents selected from a large population for the purpose of survey.

Sampling is defined as the process of selecting the sampling units from the population to estimate population parameters in such a way that the sample truly represents the population (ibid).

The unit of inquiry was found in four schools; Mgeta secondary from Mgeta division, Mvomero Secondary School from Mvomero division and Lusanga Secondary school from Turiani division and Mzumbe secondary school from Mlali. The schools were purposively selected due the following reason; they are the old schools in the districts hence the perception of teachers who happened to teach both content-based curriculum and competency based curriculum so as to enable comparison of perception of teachers on both curriculums.

3.5.1 Purposive sampling

Was applied to teachers. The teachers who were selected were those who happened to use both the content-based and the competency-based syllabi so as to have a clear comparison and exactly get what were the perception and challenges these teachers encountered in the process of teaching.

3.5.2 Simple random sampling

This method was employed to students of form three and form four who had equal chance to be involved in this study also it avoids biasness among students by giving all individuals chance to be chosen. This was done by lottery method in which each of the N population members was assigned a unique number n . The numbers were blind-folded before placed in a box and thoroughly mixed. Then form three and four students from the participated schools were given chance to pick up the folded papers. Only those who managed to pick the required numbers were included in sample.

This study included a total of 105 respondents; 1 District Secondary Education Officer; 4 heads of schools; 16 English language teachers; 80 students of form three and four as shown in the table 3.1

Table 3.1: Composition of Respondents in the Sample Size

No	Category	Number of respondents
1	District Secondary Education officer	1
2	Heads of schools	4
3	Academic master/mistress	4
4	English Language Teachers	16
5	Students	80
	Total	105

Source: Field Data (2017)

3.6 Data Collection and Instruments

Data collection for this study was done by using four instruments. These include; interview guides, observation plan, documentary review, and questionnaires.

3.6.1 Interview

The interviews are structured face- to –face verbal communication between a researcher and the respondent (person being asked) to voluntarily give information to be recorded during the verbal exchange (Ngau & Kumssa, 2004). In the same light Kothari (2006) sees interview as the method of collecting data which involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. The interview was employed to 16 teachers as follow; 1 District Education Officer, 4 head of schools, 4 academic masters/mistresses and 8 English language teachers with the intention of getting their perception CBELC.

3.6.2 Observation

Kombo and Tromp (2006) define observation as a tool that provides information about actual behavior and will offer a researcher to draw firsthand information. The researcher entered into the classrooms in each school to investigate on how teachers and students interact in the process of teaching and learning English so as to determine the quality of methods used whether conducted in accordance with competency-based approach or not. Another purpose was to see on how assessment was conducted in lively setting of the classroom especially oral exercises.

3.6.3 Questionnaires

This is one of the tools widely used in social sciences especially in qualitative approach. Nachimias and Nachimias (1996) assert that questionnaire is an instrument

prepared and structured to meet data, information needed for the task at hand; it is then administered to collect the primary types of data by interviewing respondents. In this study therefore, the questionnaire was used for the students and teachers to collect demographical data, perception and challenges faced by both teachers and students. This tool was administered to 80 students and 16 teachers.

Table 3.2: Matrix of Research Questions, Methods, Targets and Instruments

SN	Research Questions	Methods	Targeted Respondents	Research Instruments
1	To what extent do teachers and students understand the concept of competency-based English Curriculum?	Questionnaires Interviews Classroom-observation	Students Teachers Academic-masters/Mistress	Interview guides Questionnaires Observation
2	How do teachers and students perceive the competency-Based Methodology, Environment in teaching and learning English language curriculum?	Questionnaires Interviews Classroom-observation Documentary-review	Teachers Students Academic-Masters/mistresses	Interview guides Questionnaires Classroom Observations Documentary reviews
3	How competency-based English Curriculum is implemented?	Questionnaires Interviews Classroom-observation Documentary-review	Head of schools Academic-masters/Mistress Teachers and Students	Interview guides Questionnaires Classroom Observations Documentary reviews
4	What are the challenges teachers and students face in implementing Competency-Based English Curriculum?	Questionnaires Interviews Classroom-observation	English language – teachers Academic maters/mistresses	Interview guides Questionnaires Observation

Source: Field Research (2017)

3.7 Data Analysis Techniques

Data analysis was done in accordance with the research questions of the study. In this study, qualitative analysis was mainly used and supplemented by quantitative data analysis. Data from questionnaires was subjected to quantitative analysis, after having been, coded, quantified and categorized according to research questions. Interpretation of qualitative data was subjected to content analysis whereby data was classified, categorized and organized according to units of meaning each response generated. Statistical Package for Social Science (SPSS) software was used in the analysis. Thereafter, the findings were discussed before drawing conclusion.

3.8 Validity and Reliability

3.8.1 Validity of instruments

According to Msabila and Nalaila (2013), validation is the deterministic approach to test if the instruments will gather the expected data or not. Pilot study was conducted in one of the secondary schools to test validity and reliability.

3.8.2 Reliability of the instruments

Reliability is a measure of how consistent the results from a test are (Msabila & Nalaila, 2013). Reliability of teachers and students questionnaires was determined by use of Cronbach's alpha formula for the internal consistency of the instruments.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter provides major findings of the study, and the findings are presented basing on data obtained from the study area. The data are presented on the designed research objectives which were as follow; teachers and students awareness on competency-based English curriculum, teachers and students perception on competency- based methodology and environment in English language curriculum; implementation of competency-based curriculum. The findings were obtained from the following research instruments; questionnaires, interview, classroom observation and documentary review. This chapter is divided into three sections. Section one provides description of respondents' profile according to gender, age, level of education as well as the length of service of the teachers. The second section provides a detailed presentation of data by designed research objectives with major and sub-themes of the findings as given by the respondents' responses, classroom observation and documentary review; and the last section deals with a chapter summary whereby general findings are presented in a summary.

4.2 Status of the Distributed and Collected Questionnaires and Interview

The study distributed 80 questionnaires to the students and 16 (100%) to the teachers. Questionnaires were collected as follow: 16 (100%), questionnaires from teachers, and 80(100 %) from students as indicated on table 4.1.

Table 4.1: Distribution of /and collection questionnaires

SN	Types of Respondents	Questionnaires Expected	Questionnaires Collected
1	Students	80 (100%)	80 (100%)
2	Teachers	16 (100%)	16 (100%)
3	TOTAL	96 (100%)	96 (100)

Source: Field data (20170

4.2.1 Status of respondents expected to be interviewed and those who were interviewed

The expected number of teachers to be interviewed were 8 (100 %) teachers but the researcher managed to get only 6 (75%) respondents and 2 (25%) were not interviewed, 3 (75%) academic masters/mistress were interviewed while 1(25%) was not interviewed, Meanwhile, 2 (50%) head of schools were interviewed out of 4 expected to be interviewed as shown on the table 4.2

Table 4.2: Status of respondents expected to be interviewed and those who were interviewed

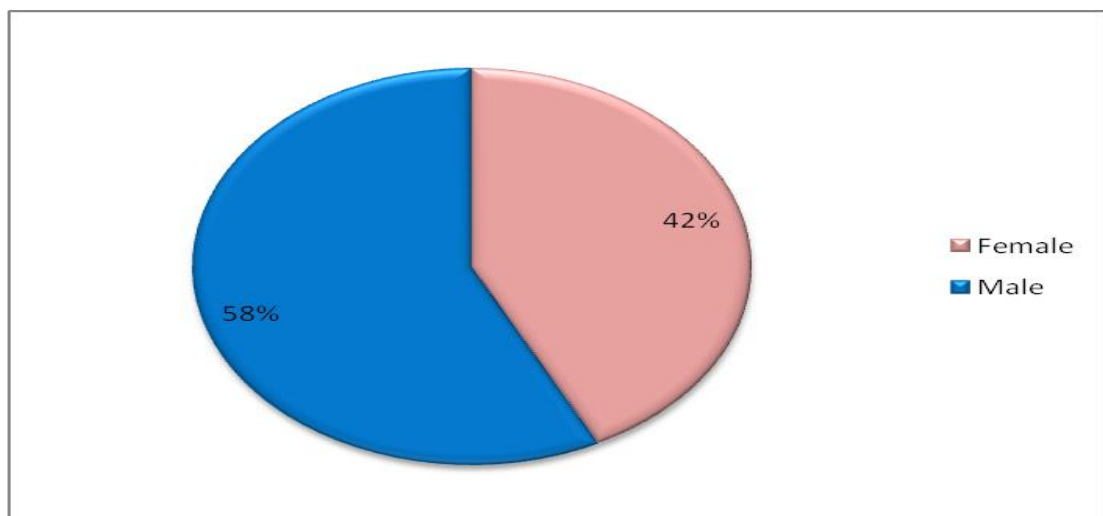
SN	Type of respondents	Respondents Expected to be Interviewed	Respondents Interviewed
1	English language teachers	8 (100%)	6 (75%)
2	Academic masters/mistress	4 (100%)	3 (75%)
3	Head of Schools	4 (100%)	2 (50%)
4	DSEO	1 (100%)	1(100%)
5	Total	16 (100%)	11 (68.8%)

Source: Field Data (2017)

4.2.2 Demography by Gender (Students)

The study involved 46 (57.5%) male student respondents; and 34 (42.5%) female student respondents which gives a total of 80 (100%) respondents. Figure 4.1shows the findings clearly basing on gender.

Figure 4.1: Students' Characteristics by Gender

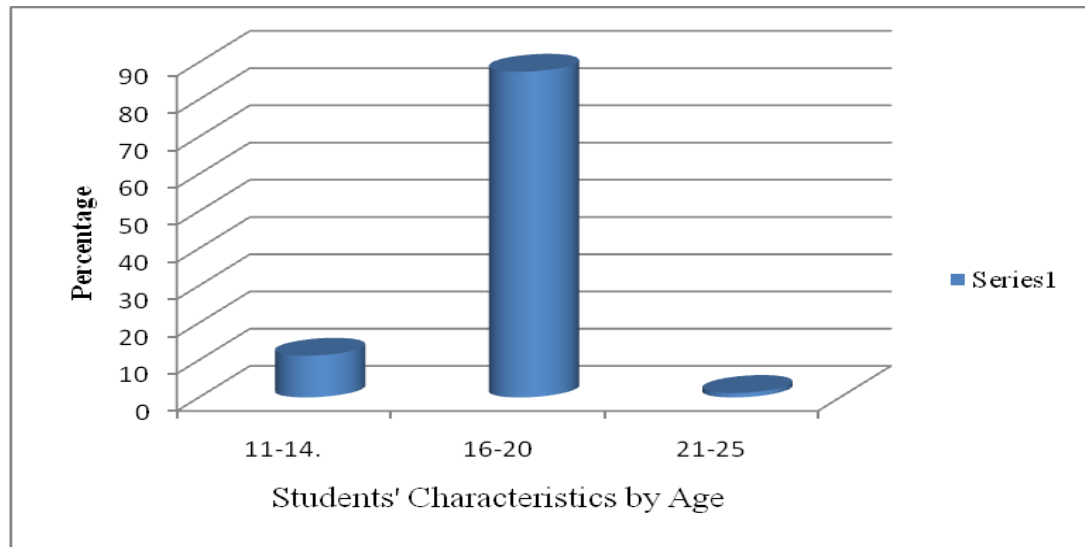


Source: Field Data, 2017

4.2.3 Demography by Age (Students)

The study revealed that respondents (students) aged between 11-15 were 9 (11.2%), 16-20 were 70 (87%), while 21-25 was 1 (1.2%) with total of 80 (100%) as shown on figure 4.2

Figure 4.2: Demography by Age (students)

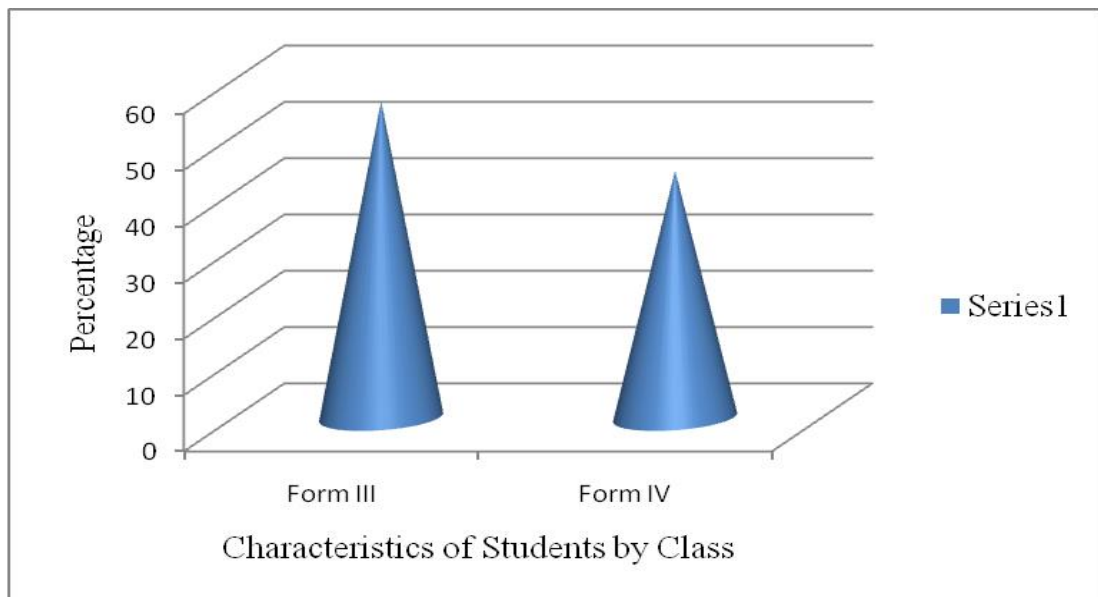


Field Data, 2017

4.2.4 Demography of respondents by their classes

This study involved form four and three students whereby form three were 45 (56.2%) and form four were 35 (43.8%) giving a total of 80 (100%) as shown on figure 4.3

Figure 4.3: Demography of respondents (students) by Class



Source: Field Data, 2017

4.2.5 Demography of respondents (Teachers) by Gender

The findings revealed that the female respondents (Teachers) were 8 (50%) and male respondents (teachers) were 8 (50%). This is shown on the table 4.3

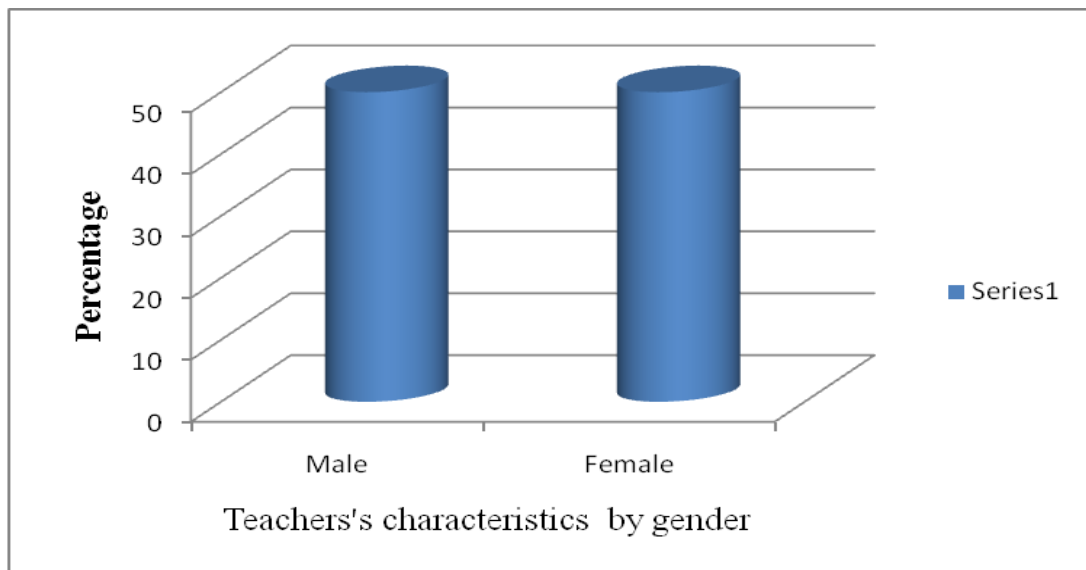
Table 4.3: Demography of teachers by Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	8	50.0	50.0	50.0
	Female	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

Source: Field Data, 2017

The figure 4.4 shows clearly the demography of respondents by gender whereby gender was one of the important and considered variable.

Figure 4.4: Demography of respondents (teachers) by Gender

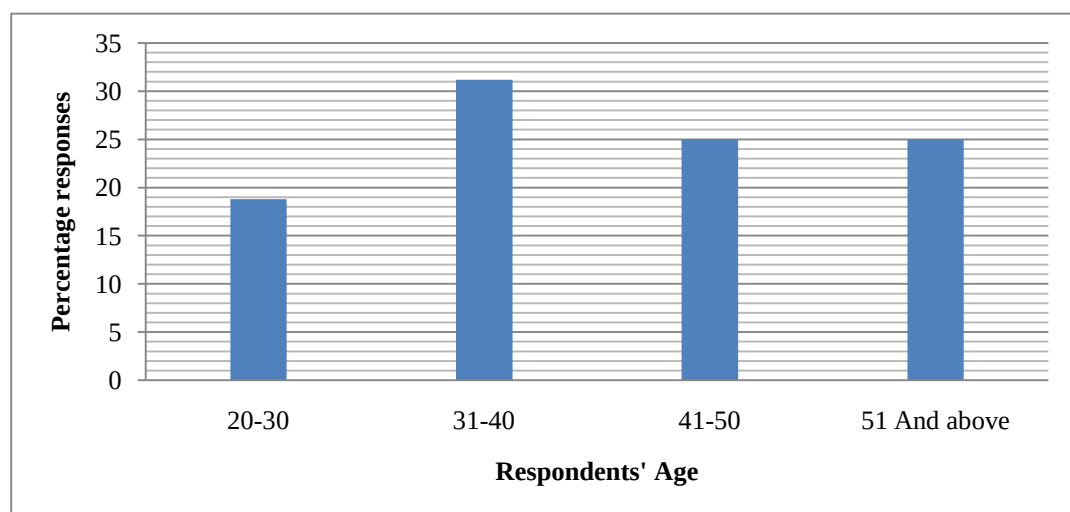


Source: Field Data, 2017

4.2.6 Demography of English teacher respondents by Age

The findings indicated that there were 5 (31.2%) respondents aged between 31-40; followed by 4 (25%) aged 41-50; whereas 4 (25%) aged 51 and above and 3 (18.8%) aged between 20-30 years. The study therefore revealed that most of respondents were young and energetic for resuming teaching work as indicated on figure 4.5

Figure 4.5: Ddemography of English teachers by Age



Source: Field Data, 2017

4.2.7 Academic qualifications of teachers

The study involved 10 (62.5%) respondents with bachelor degrees; followed by 4 (25.0%) respondents with master degrees and 2 (12.5%) respondents with diploma in education. Table 4.4 and figure 4.6 show the findings on the level of the education to the respondents who were involved in this study.

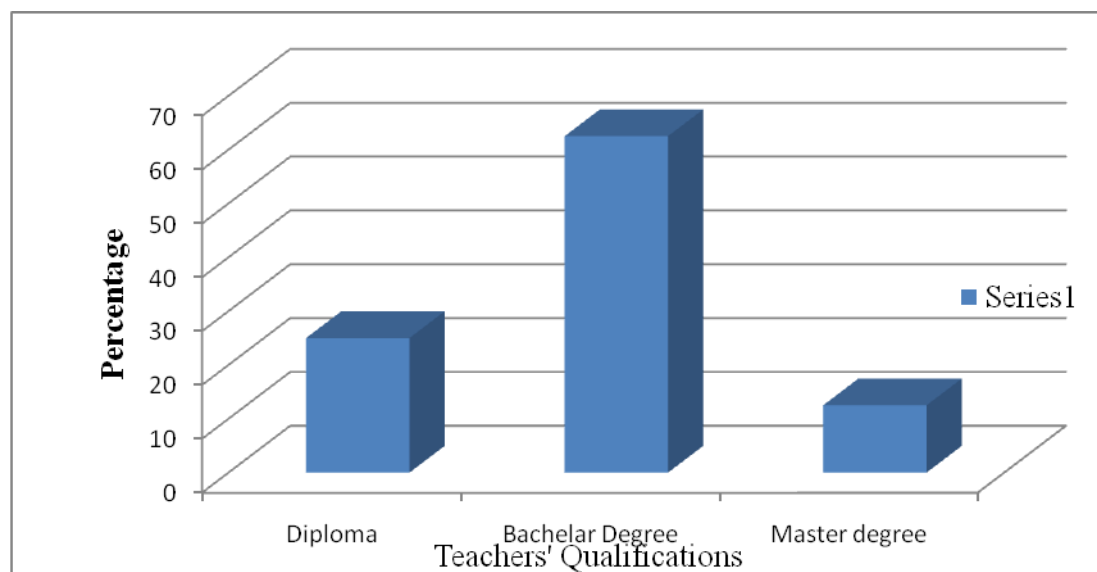
Table 4.4: Teacher respondents' academic qualifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Diploma	4	25.0	25.0	25.0
Bachelor Degree	10	62.5	62.5	87.5
Master degree	2	12.5	12.5	100.0
Total	16	100.0	100.0	

Source: Field data, 2017

This is also shown clearly in figure 4.6 , that teachers with bachelor degree were the leading group followed by those with diploma and Master degrees. This implies that the repondents who were involved in this study were well qualified to yield the desired outcomes of education.

Figure 4.6: Characteristics of Teachers by Academic Qualifications



Source: Field Data, 2017

4.2.8 Working experience

The results from the surveyed secondary schools show that teacher respondents work experience was spread almost equally over the range of 5-10 years were 7 (43.8%); followed by range of 16-20 who were 3 (18.8%); range of 11-15 were 2 (12.5%); 12-25 were 2(12.5%) and 26 and above as well were 2 (12.5%). This implies that the teachers interviewed were well experienced hence expected to bring good results.

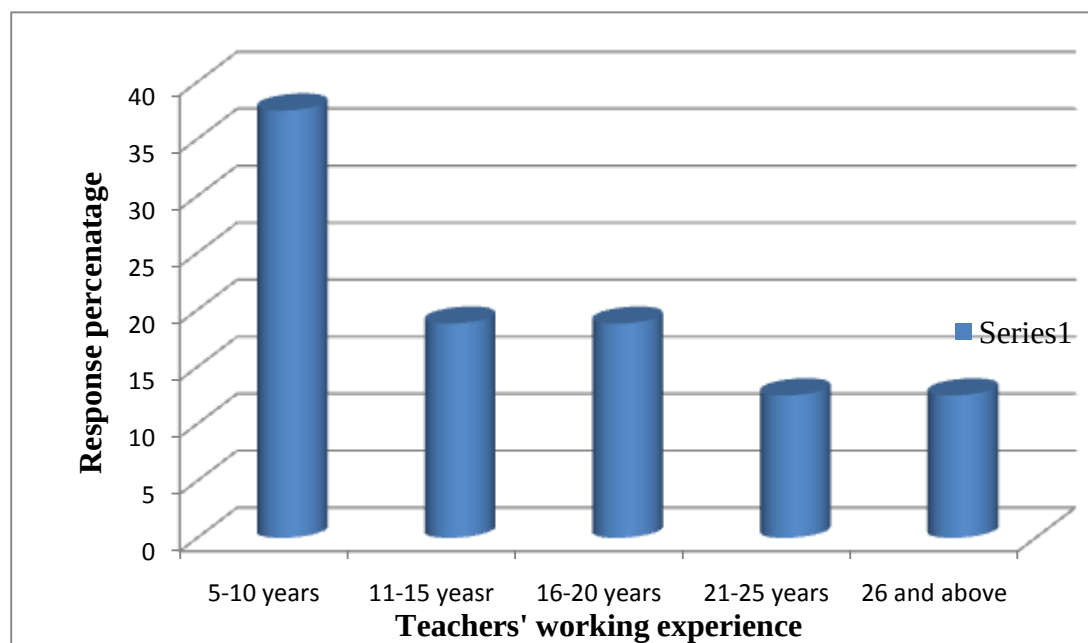
Table 4.5: Respondents working experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-10 years	7	43.8	43.8	43.8
	11-15 years	2	12.5	12.5	56.2
	16-20 years	3	18.8	18.8	75.0
	21-25 years	2	12.5	12.5	87.5
	26 and above	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

Source: Field Data, 2017

Working experience is an important variable in teaching and learning process. The more experienced teachers are expected to be the more efficient and effective than those with less experience. In this study, the data shows that majority of teachers had more than 10 years' experience in the field. This is clearly shown in figure 4.7.

Figure 4.7: Teacher respondents' working experience



Source: Field Data, 2017

4.3 Presentation of findings by research objectives

4.3.1 Teachers' awareness on the competency-based English language Curriculum

The findings obtained from questionnaires indicate that the majority 10 (75%) of teachers responded that they were unaware on the concept of competency-based curriculum and its applicability in teaching and learning process. Only 6(25%) responded positively on meaning that they understood the concept. These data were obtained from questionnaires distributed, in which question number one and two demanded the respondents to answer whether they understood or not, the concept of competency based English language curriculum.

In responding to the question that demanded respondents' awareness on CBELC, only 7 (43.75%) responded that they were aware while the majority 9 (56.25%) responded that they were unaware of the concept. On the importance of CBELC 5 (31.25%) responded that it was important while the other majority 11(68.75%) responded negatively. On the other hand the respondents were needed to say whether

there were differences or not between CBELC and Content based English language curriculum; 6 (37.50%) commented that there were differences while the other respondents 10 (62.50%) responded that there were no differences. Table 4.6 shows clearly.

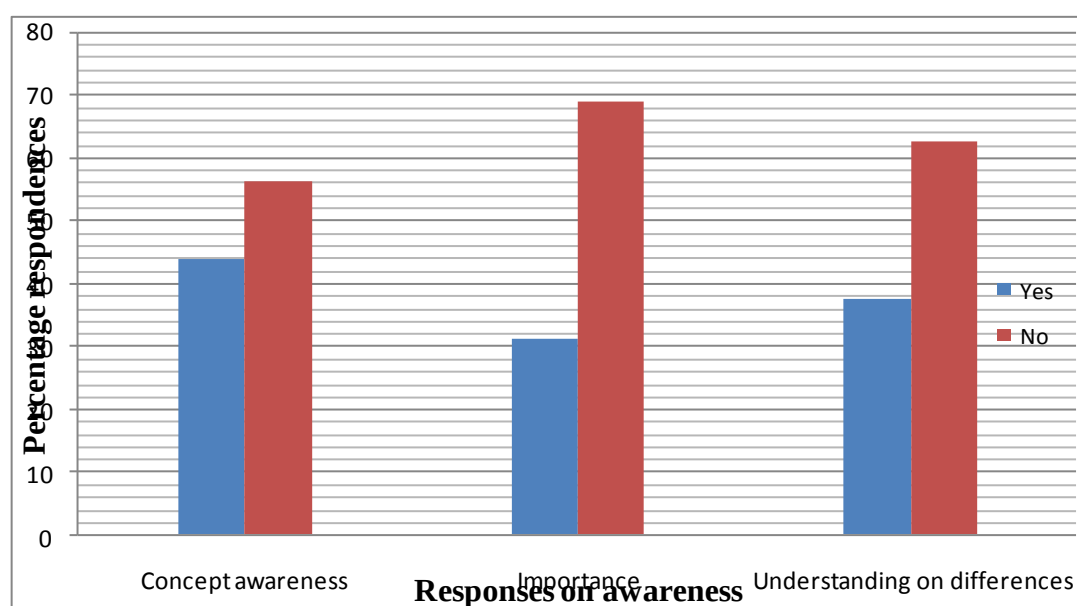
Table 4.6: Teacher respondents' awareness on CBELC

SN	OPINION	YES	NO	TOTAL
1	Do you understand the concept of competency-based English Curriculum?	7 (43.75%)	9 (56.25%)	16 (100%)
2	Do you think competency- based English curriculum is of any importance?	5 (31.25%)	11 (68.75%)	16 (100%)
3	Is there any difference between competency-based curriculum and content-based curriculum?	6 (37.50%)	10 (62.50%)	16 (100%)

Source: Field Data, 2017

Generally, the findings revealed that the majority of teachers were unaware on the aspects of concept, importance of CBELC and differences between competency-based English language curriculum and content based English language curriculum as shown in figure 4.8 specifically and more clearly.

Figure 4.8: Teachers' awareness on CBELC



Source: Field data, 2017

The data obtained from interview indicates that 3 (50%) teachers had clear understanding about competency-based English language curriculum and 3 (50%) had little knowledge about competency-based English curriculum. The interview was conducted to only two English Language teachers out of four teachers from each of the four surveyed secondary schools to find out their understanding and comparison between the competency-based English Language curriculum and the content based English language curriculum. All of the teachers involved in this kind of interview were all who happened to teach competency- based English curriculum and content English language curriculum. Their responses were recorded as “correct understanding”, somewhat close to the correct; given out some component of competency based English curriculum; provided a wrong definition and completely did not understand. The following were recorded as correct definitions as provided by the respondent teachers;

In my opinion, it is the curriculum which aims at enabling the learners to apply what he or she has learned in the real life

The way I understand it implies how a student is able to apply to the world what has studied at school

As to me it refers to the curriculum that based on provision of knowledge with opportunity for performance

In the same light one of the academic masters had defined competency-based English curriculum correctly as follow;

It refers to a curriculum which provides a learner an opportunity to be more involved in constructing meaning of the subject matter during the teaching and learning of English subject rather than depending much on a teacher as the authoritative source.

This also was considered as one of the correct definition of competency-based English curriculum because the definition includes constructivist theory ideas as adopted by the researcher in this study.

In interview teachers were asked to give other notions other than competences which are included in the ordinary English syllabus. In responding to this question only 1(6.25%) managed to provide correct answer while 5 (93.75%) failed to give the correct answer. The correct answers were expected to be given were functional notion and communicative notion. This implies that although teachers seem to have

enough knowledge in the first questions they have little knowledge about the constituents of the syllabus. For example those who failed had the following to say.

May be I can say that it includes notions such as objectives and principles of teaching and learning process.

There are two notions other than competences. These are teaching activities and learning activities. You know we teach and require students to respond to what we are teaching.

In the same question the following were marked as correct responses to the question which demanded the respondents to provide other notions of Ordinary English syllabus they know.

You know, the ordinary English syllabus has something to do with function of the language in which it requires a teacher and student to make application of what is learnt in the real situation. Also the way I understand it is communicative oriented curriculum whereby it needs both teachers and students to have a communicative approach during teaching and learning English Language rather than teaching basing on formulae and structure as the hitherto curriculum did orient.

The findings also revealed that 12 (75%) did not attend any seminar or workshops concerning competency-based English curriculum while only 4(25%) attended the seminar and workshops dealing with competency-based English Curriculum as shown in the table 4.8below. From the interview conducted to one of the school academic master, it was observed that no any teacher who had ever attended a workshop nor seminar in that school. The academic master commented that it made teaching difficult for these English language teachers and thus before they teach they sit together as a panel to discuss difficult potions then after they go with confidence to teach their students.

Awareness through seminar attendance

Awareness of the in-service teachers is built through capacity building. The study revealed that the majority of teachers 12 (75%) did not attend any workshop nor seminar and only 4 (25%) of teachers attended Seminars on CBELC as shown on table 4.8

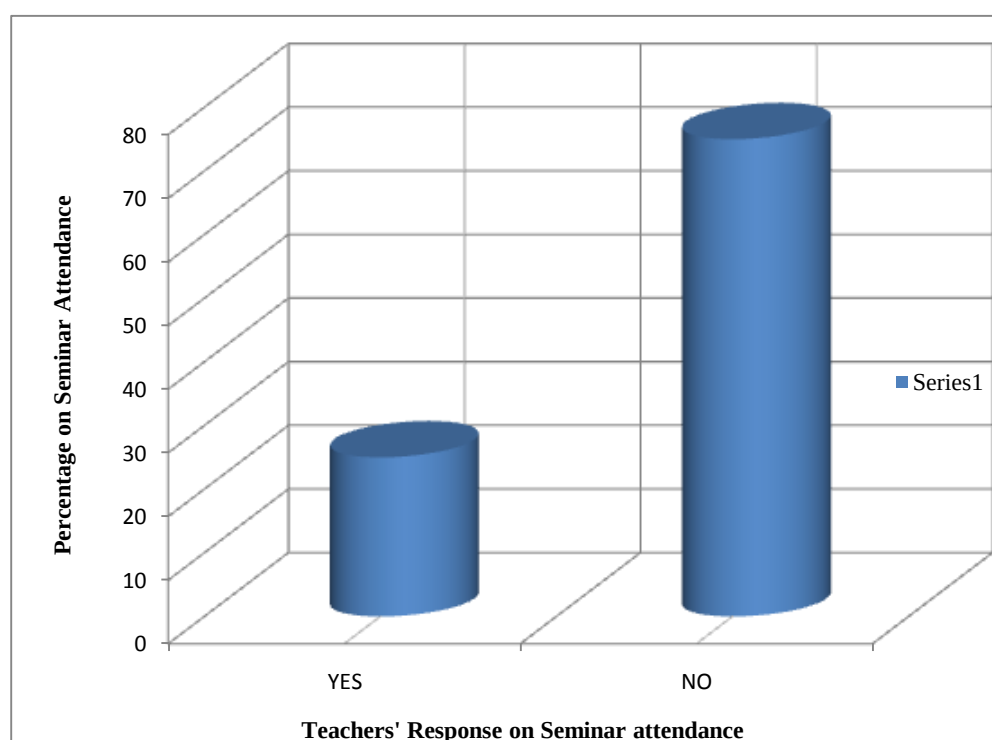
Table 4.7: Seminars/Workshops attendance status

QUESTION	YES	%	NO	%
Have you ever attended any seminar or a workshop on CBELC?	4	25	12	75

Source: Field Data, 2017

Seminar and workshops are very vital in empowering teachers and equip them with knowledge and skills to implement the curriculum. Failure to have seminar may change perception and lead to inefficiency of curriculum implementation. Figure 4.8 show clearly the attendance of teachers in percentage.

Figure 4.8: Respondents' attendance status on seminars and workshops



Source: Field Data, 2017

In responding to interview question on how many English language teachers were there and the number of those who attendaed and those who did not attend, DSEO said there are 108 English language teachers in the districts and only 15 managed to attend in-service training on CBELC. Thus 15 (13.9%) attended while 93 (86.1%)

did not attend seminar nor workshops on CBELC. According to DSEO there were three phases in which each phase five teachers from Mvomero attended. This implies that the majority of English language teachers have not attended any seminar on CBELC and thus generating negative perception.

During interview administered to teachers, some of English teachers registered their dissatisfaction on the way these seminars are conducted and criteria for selecting teachers. Some said that CBELC is for those who attended those seminars. Some of the responses are as follow; One of the teachers from school D had this to say; *“You know I heard that there were seminars conducted at Kilakala secondary schools but we were not told to attend, therefore even CBELC is meant for those who attended the workshops”*.

Another teacher from school A also supported by saying that;

How can I teach without being trained? what do you expect me to do? It is difficult so to speak, to teach without being made aware on the issue. Normally, we teach the way we know. For instance I haven't enough knowledge to practice this curriculum. We usually sit together as a panel where there is difficulty in interpreting the syllabus.

Through documentary review especially lesson plans and schemes of work, the study discovered that majority of English Teachers have little knowledge of writing proper lesson plans and schemes of work basing on competency-based English curriculum. They tend to mix up with specific objective. The way the specific objectives were to be stated it was just the same done to the competences. In the same light the teachers were not able to write sub-competences that students were to learn in one competence. Also in classroom observation it was noted that teachers were mixing up the content based syllabus and the competency-based syllabus. This was also evident to the kind of tests these teachers were administering.

4.3.2 Students' awareness on the competency-based English curriculum

This study oriented itself on checking students' awareness of the English competency-based curriculum as the targeted people in the curriculum. Students were asked to give their opinion on how they understand the concept of competency-based English curriculum through filling in the questionnaires and later through

classroom observation in the four surveyed secondary schools which are Mgeta, Mzumbe, Mvomero and Lusanga secondary schools. This was done so as to capture general understanding of the English Language students towards competency based English curriculum.

The study revealed that 47(58%) were not aware with competency-based English curriculum while only 33 (42%) said that they were aware with CBELC. This implies that the teachers did not tell their students about CBELC.

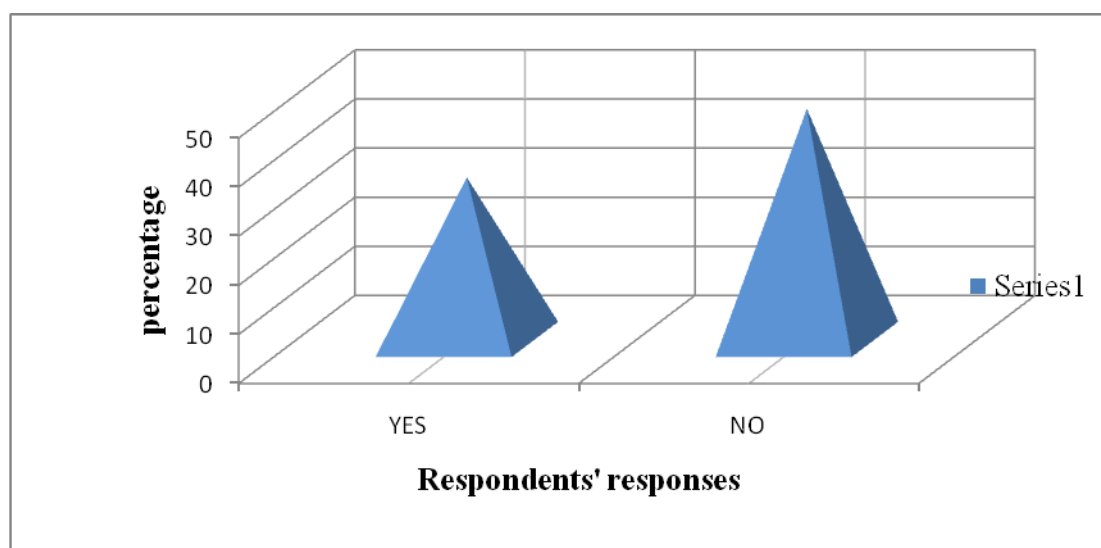
Table 4.8: Students' awareness on CBELC

SN	OPINION	YES	NO
1	Do you know about competency-based curriculum in teaching and learning English?	16 (20%)	64(56.25%)
2	Do you think that it is useful in teaching and learning?	20 (25%)	60 (68.75%)
3	Is your previous knowledge helping you to learn concepts in a new lesson?	63 (78.75%)	17 (21.25%)
4	Average	33 (42%)	47 (57%)

Source: Field Data, 2017

The majority of the student respondents' overall shows that 47 (58%) were not aware with competency-based English curriculum while 33 (42%) were aware. This is shown clearly on figure 4.9 below.

Figure 4.9: Students' awareness on CBELC



Source: Field Data, 2017

Also through classroom observation conducted in six classes including three sessions of form three and three sessions of form four classes, it was evident that the students were not aware with CBELC. This was observed in the process of teaching and learning. Students were not aware with kind of competences they were supposed to demonstrate in the particular topic being learnt. The teachers insisted only the objectives that the students were to cover. Most of the time teachers were seen teaching content and insisting on formula especially in the classes where structure patterns were taught. Through observation it was noted that in 4(66.6%) classes, teachers were seen most of the time dominating the teaching and learning process, while the students were passive only listening and feeling shy neither to answer nor to contribute before the class members. While 2(33.3%) classes, teachers had active students who participated in the lesson and making the lesson hot.

4.4 Perception of teachers on competency based methodology and environment in English Language Curriculum

The findings revealed that the average of the questions demanded the teachers to give out their perception towards CBELC harvested the following results; 12(75%) had positive perception toward CBELC while 4(25%) had a negative perception.

Moreover, the study through interview revealed that most of teachers viewed methodologies or pedagogical approaches of competency based curriculum as time wastage and too demanding and so forcing them to use traditional methods when they want to finish up the syllabus. Overcrowded classes and assessments, lack of assistance from management were seen as barriers in teaching and learning English language. Especially, on the way NECTA assessing students, teachers proclaimed that it forced them to go back to the former syllabus. In short it can be concluded that majority of teachers had negative perception towards competency-based English curriculum.

On the other hand the data on overall the relevance of CBELC through questionnaires revealed that 12 (75%) teachers viewed CBELC as relevant, important to the real world while 4 (25%) said that it was not important to the students as well as not relevant to the students.

This is also shown on table 4.9 below which indicates that teachers had negative attitude towards NECTA assessment.

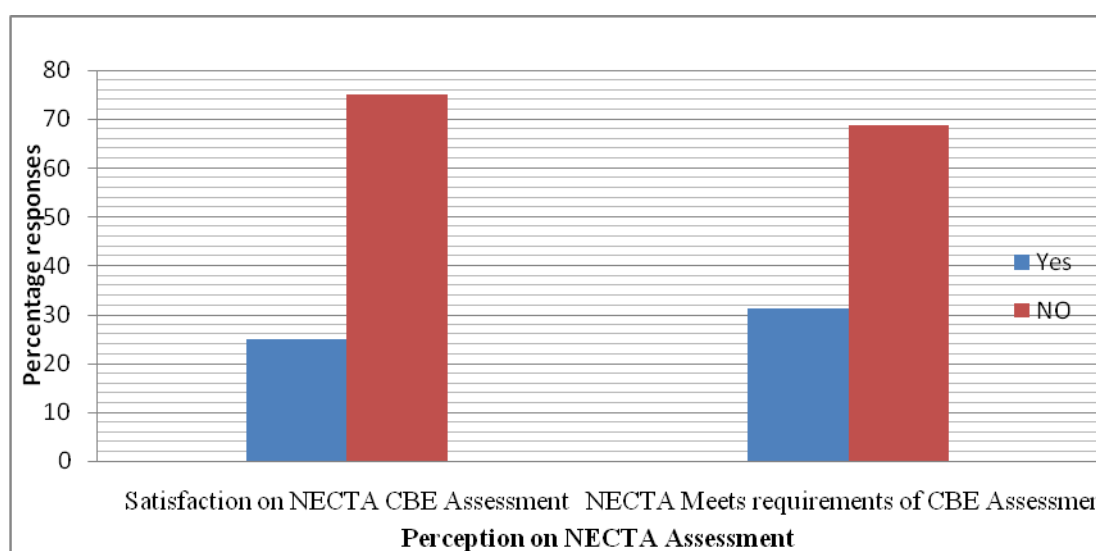
Table 4.9: Teachers' Perception on Competency-based English language Assessment

SN	Questions		Number	Percentage (%)
1	Are you satisfied with the Assessment and Evaluation conducted by NECTA?	YES	4	25
		NO	12	75
2	Are the NECTA Assessment and Evaluation Competency-based?	YES	5	31.25
		NO	11	68.75

Source: Field Data, 2017

Figure 4.10 shows clearly the perception of teachers towards NECTA assessment as conducted by NECTA. Teachers registered their dissatisfaction on the way NECTA assessing students. The majority of teachers through interview and questionnaires said that they were not satisfied with NECTA assessment and provided reasons that the council still giving questions from the former curriculum that is the reason why they continue teaching basing on both syllabi at the same time so as to prepare their students to pass the national examinations.

Figure 4.10: Teachers' Perception on NECTA assessment



Source: Field Data, 2017

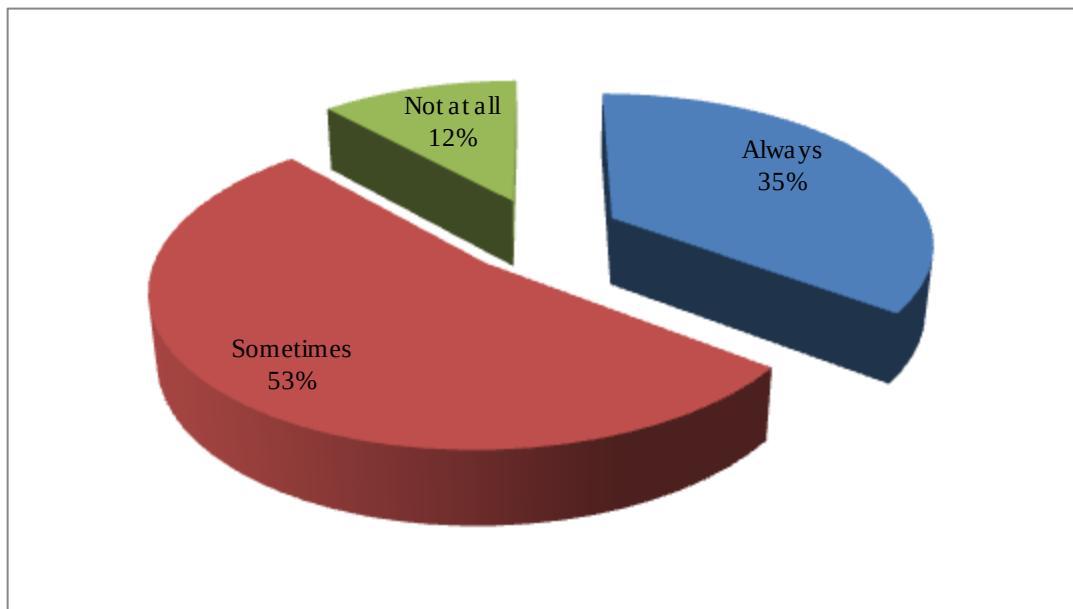
Perception was also measured through the way teachers viewed CBELC methodology and its complexity or simplicity in teaching and learning. Table 4.10 indicates that 6(37.50%) said that they always use participatory method in teaching CBELC, 8 (50%) said that they sometimes apply and 2 (12.50%) They said that not at all. This implies that, the majority of teachers do not always apply participatory methods. Through interview some of teachers said that they did not apply due to nature of the learners they have.

Table 4.10: Perception of teachers on CBELC Methodology

Frequency to which Participatory Method of teaching and learning was used	Number of Responses	Percentage (%)
Always	6	37.50
Sometimes	8	50.00
Not at all	2	12.50
Total	16	100.00

Figure 4.11 shows the percentage of the respondents towards their perception as revealed from questionnaires.

Figure 4.11: Teachers' perception on CBELC methodology



Source: Field Data, 2017

According to teachers, the participatory method is time consuming and to make a class active always one may not be able meet and finish the syllabus. Competency-based is learner centered than a teacher centered. During interview teachers commented that they do not apply participatory always because it delays them to finish the syllabus on time.

On the other hand the study revealed that teachers had negative perception on the way NECTA is assessing students. The study shows that 14 (88%) said that they

were not satisfied with the way NECTA assessed the students. 2 (12%) said that they were satisfied with NECTA assessment.

This was also noted during the interview. They commented that the NECTA was still basing on content rather than competency based approach especially the way questions were asked were focusing on structures rather than testing the competences. In short the teachers said that the NECTA is insisting them to teach under rote learning than competency based learning. This is also supported by the results obtained during the interview. For example some of the teachers had the following to say;

I may say that the assessment conducted by NECTA does not meet the requirements of the competency-based English curriculum since most of the questions are too direct and still base on the previous syllabus of content.

I think they base much on the content to be covered in the syllabus. The exam is only for memorization than understanding.

In my opinion I can say that some of the questions which are asked in the exams require a student to master the content and not the competences as shown in the syllabus.

With me the case is Most of what is assessed is based on the content rather than competences thus pave a way for students to memorize than to understand the concept and make application of it.

It implies that teachers continue with content based syllabus because they prepare their students for examination rather than obtaining the required competences. Therefore, to them teaching and learning is for passing examination and not for attaining the competences as stipulated in the syllabus.

4.5 Implementation of Competency-based English Language Curriculum

The findings revealed that Group discussion is used often than others assessment tools of language learning followed by tests and quizzes while practical observation, home works and oral activities were lowly used to assess students' progress.

Table 4.11: Modes of assessment conducted by teachers

Type of assessments	Often used	Average	Lowly used	Not Used at all	Total
Quizzes/tests	23 28.8%	35 43.8%	19 23.7%	3 3.7%	80 100%
Group discussion	29 36.25%	31 87.75%	15 18.75%	5 6.25%	80 100%
Practical	14 17.5%	29 36.25%	27 33.75%	10 12.5%	80 100%
Observation					
Home	23 28.75%	24 30%	24 30%	9 11.25%	80 100%
works/exercises					
Oral Activities	21 26.2%	17 21.3%	26 32.5%	16 20%	80 100%

Source: Field Data, 2017

From the findings it shows that seldom did the teachers use practical observation in teaching including oral activities in assessing students' progress.

The implementation of CBELC was also investigated through the interaction of teachers and students in the class. Various questions were asked through questionnaires. Table 4.12 indicates the total average of 48 (60%) said that they have high interaction while 32 (40%) commented that there were not involved in the process of teaching and learning.

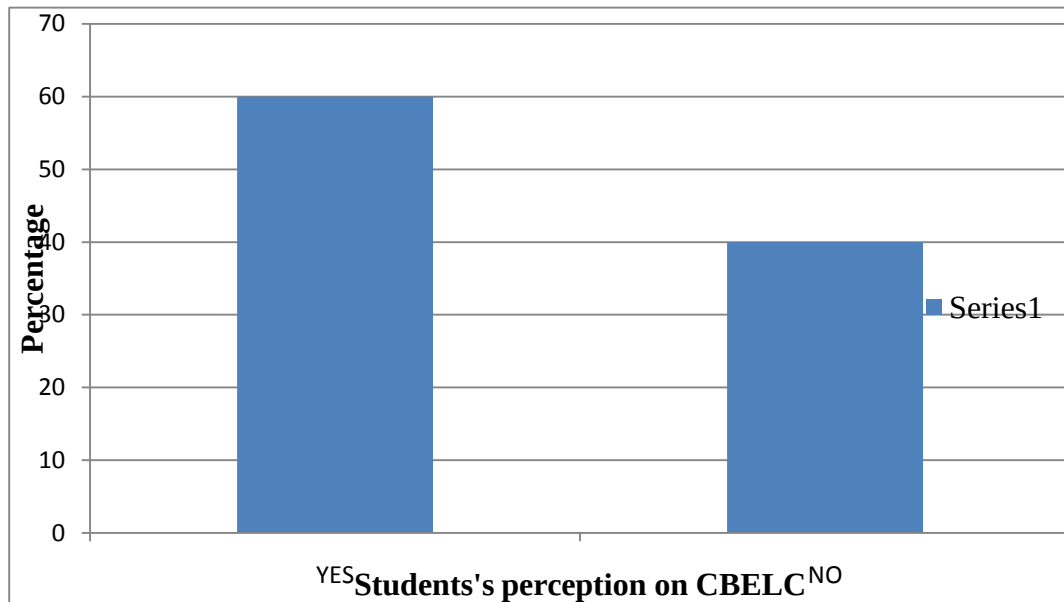
Table 4.12: Implementation of CBELC

SN	Questions	YES		NO	
		Respondent	%	Respondent	%
1	Are you as a student encouraged to ask questions during the lesson?	50	62.5	30	37.5
2	Does your English language teacher engage students in constructing meanings yourselves?	54	67.5	26	15
3	Does your English language teacher create tasks and activities in selection of inquiry which engage you learners?	44	55	36	45
4	Does your English language teacher guide you to learn using group discussion, role play, pair work, and dramatization?	47	58.75	33	41.25
5	Does your English language teacher provide you with follow up tasks to be performed after class?	45	56.25	35	43.75
	Overall Average	48	60	32	40

Source: Field Data, 2017

Figure 4.12 indicates the percentile of the respondents on the implementation of the CBELC in the classroom settings as revealed through questionnaires.

Figure 4.12: Students' views on implementation of CBELC



Source: Field Data, 2017

4.5.1 Implementation and Application of CBELC

The findings from questionnaires show that 50 (62.5%) of students showed that they were able to make application of what they were taught in the classrooms and 30 (37.5%) were not able to apply what they learned in the classroom to different situation outside the classrooms.

Through classroom observation the findings revealed that English teachers were teaching both content and competency-based syllabus. It also noted through classroom observation that the teachers had a little pedagogical knowledge, skills and practice related to competency-based curriculum. In the classroom observation some teachers were seen teaching using non-participatory methods including lecture method while the syllabus is communicative in nature. In this fact therefore, it limited the students from constructing meanings and demonstrating the competences they were supposed to. It also noted that some teachers were not creative enough hence failed to use local environment in teaching students.

Table 4.13: Implementation and ability of students to apply CBELC

S/N	Questions	YES		NO	
		Respondent	%	Respondent	%
1	Are you able to relate what is learnt in the class to the real life or outside the classroom?	51	63.8	29	36.2
2	Are you able to read a novel, play, or a poem and analyse yourself?	52	65	28	35
3	Are you able to apply English language in a given context or situation like in church, market, school, home or hospital?	47	58.8	34	41.2
TOTAL AVERAGE		50	62.5	30	37.5

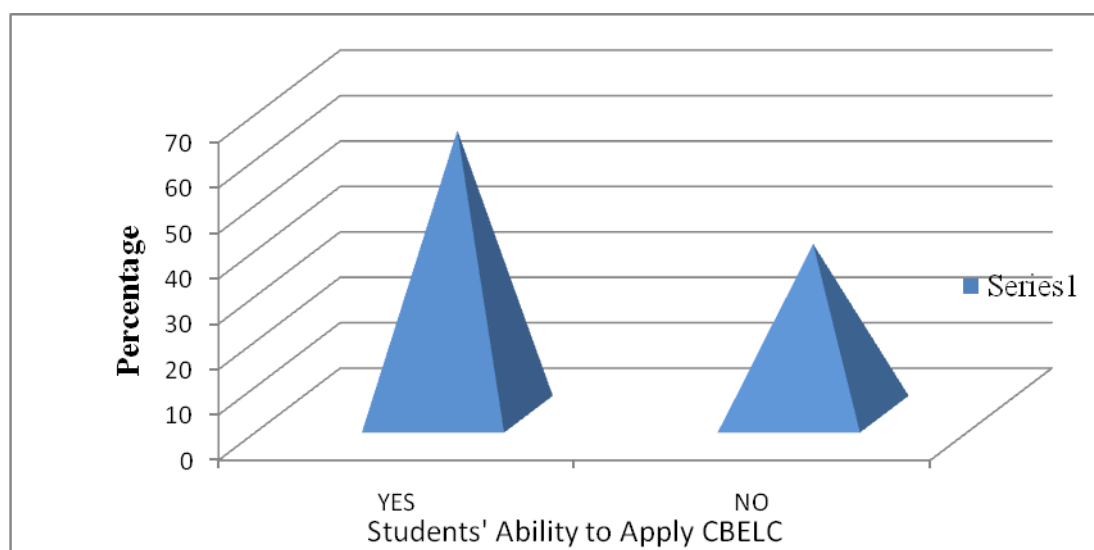
Source: Field Data, 2017

Implementation was also measured on the way students' ability to apply what they learn in the class to the real world or to the given situation through responding to the questionnaires and the percentage is clearly shown on figure 4.13

Implementation to students was also judged through classroom participation whereby in three secondary schools learners were not very much active in teaching and learning process, while only one secondary school where learners were active and confident to ask and answer questions while in others schools, very few students were seen active and the majority were shy and afraid to ask nor to answer questions.

Figure 4.13 indicates clearly on how questionnaires revealed the application and implementation of CBELC in the classroom setting. However, these findings differ from other research tools such as classroom observation and interview where, majority of learners were not very active.

Figure 4.13: Implementation and Ability to apply CBELC



Source: Field Data, 2017

4.6 Challenges facing teachers and students in implementing CBELC

The study revealed that teachers and students encounter a lot of challenges as they implement competency-based English curriculum. According the teachers these challenges had caused them to be in hard time to implement CBELC. In interview conducted the teachers had the following to say;

One of the challenges we English teachers face is failure to interpret the demands of the syllabus especially the structural patterns which go together with the main and subtopic in which students must know. The structures are not open as compared to the content syllabus. For us who never attended any seminar or workshops on Competency-based English Curriculum it is a big challenge...

It is real challenging curriculum especially on lack of teaching and learning materials. There is no any specific textbook or reference book which acts as a guideline for we teachers and students to use. I remember in the content based syllabus we had a textbook which guided both teachers and students in the process of teaching and learning.

As you know we are in a remote place, students lack exposure of many things including the models apart from their teachers. English is only spoken during the lesson then after students do speak their mother tongues and Kiswahili. So nature of the students we have and the geographical location is one of the barriers for the implementation

In my opinion the major challenge is the coverage of syllabus which focuses on examination performance than achieving the syllabus goals that is attaining the competences. And you know NECTA is also making us mixing up the two syllabi that mean the content based and the competency-based so as to make our students pass because what is happening in the examination they tend to mix up too.

In my view, the pupil teacher ratio is one of the challenges. You know in our classes it is difficult to teach participatory method though we do but it very tiresome. And I know that to teach competency-based syllabus demands a few numbers of students in a class so that you can easily assess your learners during the process of teaching and learning.

4.7 Chapter Summary

Teachers and Students awareness: The findings revealed that both teachers and students had little knowledge about CBELC. This has been shown through various tools used for data collection.

Methodology and teaching and learning environment: Teachers viewed teaching and learning methodology of CBELC as time wastage and the environment was not conducive due to the fact that student-teacher ratio was not appropriate, hence creating big load to the teachers in the process of teaching and learning.

Assessment in CBELC: It was revealed that, competency-based assessment was not known to the majority of teachers. And those who were capable especially those who attended seminars complained that even NECTA is not assessing students basing on CBELC but is mixing up the questions. It was noted that the some questions still focusing on the previous syllabus, that is why teachers are teaching both content and competency- based curriculum.

In-service training: This indicating variable shows that the majority of teachers did not attend CBELC seminars to equip them with skills and knowledge. Statistics given by DSEO shows that 108 English teacher in the district only 15 (13.8%) of all English teachers attended while the rest 93 (86.1%) did not attend seminars nor workshops. On the other hand the teachers were complaining that the school

management did not provide support especially on providing enough teaching and learning materials and preparing internal seminars on CBELC.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents a discussion of the findings presented in chapter four with the link of the literature review as referred in chapter two. The discussion is guided by the research objectives of this study which are as follow; the first was students and teachers' awareness of the CBELC, the second one was students and teachers' perception towards CBELC methodology and environment, and the fourth was implementation of CBELC and challenges facing both teachers and students in implementation of CBELC.

5.2 Students and teachers' awareness of the CBELC

Awareness is the conscious engagement. Teachers as the key implementers of the curriculum, they are obliged to know objectives, principles as well as elements entrenched in it. According to Lier (2013) awareness is an ancient principle of learning that all new learning will be possible unless it is related to the existing knowledge. In implementing competency-based curriculum, teachers need to be aware with principles guided it and the general knowledge of competences.

In this study it was revealed that both teachers and students had little knowledge about competency-based English curriculum as shown in chapter four through questionnaires it showed that teachers were unaware of CBELC, similarly, other research tools such as interview and documentary review it was also noted that teachers had little knowledge about CBELC. This implies that the majority of teachers and students have insufficient knowledge of competency-based English Curriculum. However, few remaining teachers have sufficient knowledge as far as CBELC is concerned.

The findings therefore, concur with those of Komba and Mwandaji (2015) who conducted a study to the in-service teachers in Mbeya, they found that the majority of teachers were not knowledgeable on competency-based curriculum thus commented

that the insufficient knowledge exhibited ineffective implementation of competency-based curriculum. However, Kafyulilo *et al.* (2012) conducted a study to the pre-service teachers and their study had the similar results that the pre-service teachers were not well equipped with the knowledge of competency-based curriculum nor did they have a clear correct understanding of CBC.

Similarly, Kimaro (2012) noted that though teachers claim as they understand the concept of competency based curriculum, it was revealed that teachers did not understand the concept properly. According to him even those who attended seminar and workshops did not show up their abilities and skills to their colleagues due to short time of training and workshop which left them unfed up properly. However, in supporting these findings, Botha and Reddy (2011), noted that for the Competency-Based Curriculum to be successful teachers should be knowledgeable enough to let their learners get and demonstrate the intended competences in the learning process since teachers are the major players in curriculum implementation.

In summary, the findings of this study, generally, revealed that both teachers and students have little knowledge. In the table 4.7 shows a number of teachers who attended seminars only 6 (37%) attended and 10 (63%) did not attend any seminar nor a workshop which might be one of the cause for negative perception towards CBELC.

5.3 Students and Teachers' Perception on CBELC Methodology and Environment

The methodology used in CBC should be student centered and mostly participatory one. For a learner to be able to demonstrate his or her ability and competences he or she must be active participant in the process of learning. The students' participation is not only urgent but also important for learners to construct meanings on their own.

The study revealed that teachers were complaining about the methodology thus, participatory methods caused them lag behind the syllabus. Through classroom observation it was noted that learners' participation was little in three schools while only one school the participation was very good. Also some teachers were mixing up

between participatory and competency based syllabus, thus according to them they said would allow their students pass their final examination. They thought applying participatory is all about teaching competences.

It was noted also that the way NECTA conducted assessment was just a mixture of the two syllabi, namely; content and competency-based syllabi; therefore, this made some teachers continue teaching by mixing up the two syllabuses. In this sense the teachers were teaching in order to meet the examination demands, therefore, the complexity of the methodology and environment changed teachers' perception from positive to negative.

These findings are supported by the study conducted by Meena (2009) who found that too much demanding and dependence of students from their teachers, lack of adequate skills for teachers as well as meeting examination demands were some of constraints to the implantation of new curriculum.

The results also concur with those of Benadla (2013) who found that many teachers complained about complexity of the content of CBLT thus found themselves teaching linguistics points that they do not master themselves. Also it was revealed that many teachers did not apply CBLT in concrete situations. Time spent was another problem revealed in her study, thus finishing the syllabus was an important for many teachers than learners' assimilation of the content.

5.4 Implementation of CBELC

Through this objective the researcher intended to find out how CBELC was implemented in secondary schools. The findings revealed that English teachers were teaching both content and competency-based syllabus. It also noted through classroom observation that the teachers lack the pedagogical knowledge, skills and practice related to competency-based curriculum. In the classroom observation some teachers were seen applying non-participatory approaches in teaching and learning such as lecture method while the syllabus is communicative in nature. In this fact therefore, it limited the students from constructing meanings and demonstrating the competences they were supposed to. It also noted that some teachers were not

creative enough hence failed to use local environment in teaching students some of the structural patterns. Another thing was the lesson plans and schemes of work which were not properly prepared as per competency-based curriculum especially on how to write state the competences and specific objectives. This is also supported by (2012) that the teachers lack creativeness of instructional activities and material in their attempt to implement the any authorized curriculum through competency-based approaches.

The findings are supported by Nkwetisama (2012) who noted that the learners were taught about grammar, vocabulary and punctuation but do not use them functionally in English. It also revealed that the learners were incompetent, because English was meant only for classroom and not for social interaction and application for life. Lee (2014) in his paper titled competency based curriculum and curriculum autonomy in the Republic of Korea, the findings of his study support these findings that due to curriculum autonomy and top down policies it was revealed that in most cases teachers have been witnessing shifting and resorting to the previous curriculum rather than focusing to the competency-based curriculum.

5.5 Challenges facing Teachers and Students

The study noted a lot of challenges facing both teachers and students in implementation of CBELC as presented in chapter four through interview carried out to the English teachers and classroom observation and questionnaires. The following were some of the challenges aired out; Failure to interpret the demands of the syllabus, lack of teaching and learning materials such as textbook, lack of good models for English language learners to follow, lack of exposure, examination performance or syllabus coverage than competences demonstration, overcrowded and unequal pupil teachers ratio, lack of seminars and workshops, lack of support from school management, negative perception towards assessment conducted by NECTA as well as lack of support from school management. These were some of the challenges given out by the teachers in chapter four. These challenges affected the perception of both teachers and students towards this noble and appropriate curriculum. Teaching and learning materials are very essential in any curriculum

implementation. They act as guiding posts for both teachers and students but when they are insufficient or lack of them may lead to ineffective implementation

In supporting these results, Sylvester and William (2015) in their study titled *“Supporting the implementation of competency-based Curriculum. Design and Try out of instructional materials in soil”* they commented that designing competency-based instructional materials was necessary to support teachers in order to guide them on how to implement the competency-based curriculum. Similarly, Zheng and Borg (2014), argue that a teacher needs to follow a guidelines provided by curriculum developers that suit the Competency-Based Curriculum. In actual fact a textbook is very important for providing a roadmap for teachers and students. Absence of textbooks may result into negative perception to these key players of curriculum. Teachers come from different academic backgrounds and upbringing. Textbooks therefore, can make them confident and add credibility in delivering materials. This lack of teaching and learning materials was one of the major challenges proclaimed out by teachers in this study as presented in this chapter four.

The findings coincide with Benadla (2013); Hakielimu (2012); Sahiruddin (2013) ; Karim (2004), Bataineh and Tasnimi (2014), who from their findings have highlighted some challenges such as overcrowded classrooms, lack of in-service trainings to English language teachers, lack of English proficiency, the pressure to finish the syllabus than looking at competences demonstration.

Similarly, Msonde (2011), in his study titled *“Enhancing Teachers Competences on Learners Centered Approach through Learning Study in Tanzania”*. Basing on modes of assessment in Tanzanian secondary schools, he found that assessments mainly are based on form of paper-pencil in which examination are used as tool for sorting out students. According to Competency-based Curriculum assessments, teachers’ responsibility is to set performance criteria assessment for the students and students have to find out what the teacher needs. In communicative syllabus learners are supposed to be given a lot of Oral exercises and test for them to demonstrate competences of speaking and communication in social interaction setting. For

English teachers to make learners demonstrate competences they need to consider the requirement of Competency-based curriculum assessment criteria in assessing their students.

CHAPTER SIX

SUMMARY, CONCLUSION, RECOMMENDATIONS AND POLICY IMPLICATIONS

6.1 Introduction

This chapter presents a reflection of findings and discussion from chapter five in a nutshell. It also provides a summary of the study on the research objectives basis. In this chapter conclusion and recommendations are provided. Nevertheless, the policy implications are provided as well to let the policy makers aware of the findings for the future improvement of the curriculum implementation.

6.2 Summary

6.2.1 General Summary

The aim of this study was to examine the perceptions of teachers and students towards implementation of the Competency-Based English Language Curriculum (CBELC) in secondary schools at Mvomero district. It aims at investigating feelings, attitudes and identifying the challenges facing both teachers and students in its implementation. The coverage of this study was for Mvomero District council secondary schools in which four secondary schools were involved. The secondary schools are as follow; Mgeta, Mvomero, Lusanga and Mzumbe secondary schools.

The study adopted a case study because it involves a thorough descriptive analysis of a single individual, group or event. The case study is useful when the overall objective of the study is to investigate, explore and analyse a single unity such as a person, institution and a group.

However, the study was mainly a qualitative research approach, though, both qualitative and quantitative approaches were used due to the fact that, human beings are so complex that to study their needs comprehensive and various techniques for one to come up with validity data thus behaviours and the reasons for their behaviours needs more than one approach. In order to attain the objectives of the study, the research employed interview, questionnaires, documentary review as well

as classroom observation in actual classes so as to collect data and capture feelings, attitudes of both teachers and students.

The study was guided by four research objectives. These were; Students and teachers' awareness of the CBELC, teachers and students' perception on CBELC methodology and environment, and the last was implementation of CBELC and challenges facing both teachers and students in implementation of CBELC.

The study was guided by constructivist theory of learning and a functional model theory of language learning. Under constructivist a learner is the central core of the learning process. Learners are not seen as empty vessels but are the source of the knowledge and active than participant. While under a functional model theory of language learning, it recognizes language as part of almost every aspect of human being live. The model explains that language is a system which people use to construct meanings for whole range of different purposes. The two theories have a direct relationship with competency based-curriculum. The English language syllabus has some elements of function model of language learning where by the focus is on the function of language and not the structure nor the form of language. It is also a communicative in nature whereby both teacher and students need to have mutual interaction in learning process.

6.3 Summary of the Findings

The findings are discussed basing on research objectives in a summary to reveal the main themes portrayed in the findings.

6.3.1 Teachers and Students Awareness on the Competency-Based English Curriculum

In this objective, teachers and students had little knowledge about CBELC. It was noted that even for the few teachers who attended seminars and workshops had little too and mostly theoretical than practical. This was revealed in chapter four through questionnaires, interview and actual classroom observation that both teachers and students have surface knowledge about the concept. This implies that teachers were not fully implementing the curriculum but they partial implemented it.

6.3.2 Teachers and students' perception on CBELC methodology and its environment

The study revealed that most of teachers viewed methodologies or pedagogical approaches of competency based curriculum as time wastage and too demanding. Overcrowded classes and assessments, lack of assistance from management were seen as barriers in teaching and learning English language. Especially, on the way NECTA assessing students, teachers proclaimed that it forced them to go back to the former syllabus. In this sense therefore, the study revealed that teachers had negative perception on Competency-based English curriculum and some of some teachers said CBELC was meant for the very few who had attended seminars.

6.3.3 Implementation of Competency-Based English Curriculum (CBELC)

The findings revealed that English teachers were teaching both content and competency-based syllabus. It also noted through classroom observation that the teachers lack the pedagogical knowledge, skills and practice related to competency-based curriculum. In the classroom observation some teachers were seen teaching using non-participatory methods including lecture method while the syllabus is communicative in nature. In this fact therefore, it limited the students from constructing meanings and demonstrating the competences they were supposed to. It further noted that some teachers were not creative enough hence failed to use local environment in teaching students.

6.3.4 Challenges facing both teachers and students in implementing CBELC

In examining the challenges, interview, questionnaires and classroom observation were used as instruments for assessing. The following were some of the challenges aired out; Failure to interpret the demands of the syllabus, lack of teaching and learning materials such as textbook, lack of good models for English language learners to follow, lack of exposure, examination performance or syllabus coverage than competences demonstration, overcrowded and unequal pupil teachers ratio, lack of seminars and workshops as well as lack of support from school management. These were some of the challenges given out by the teachers in chapter four. These

challenges to some extent affected the perception of both teachers and students towards this noble and appropriate curriculum.

6.4 Conclusion of the study

From the findings it may be concluded that;

- i. Both teachers and students have little knowledge and which is theoretical oriented. Teachers lack proper skills in implementing this curriculum, therefore, most of teachers had negative perception towards Competency-Based English Language curriculum environment and methodology.
- ii. Teachers and students faced with a lot of challenges in implementing CBELC which made them to mix up the two syllabuses, hence generating negative perception towards CBELC.

6.5 Recommendations

Basing on the research findings it is imperative that whenever curriculum changes occur, the subject teachers should be the first to be consulted and involved. These teachers are the key players of the implementation of any curriculum and by so doing it may increase general awareness on curriculum innovation and changes. This may also make easier the task of implementation of the changes encountered.

6.5.1 Other Recommendations for specific organs in Education

- i. The ministry of Education and vocational Training should provide regular in-service training to the teachers on the proper skills and knowledge on competency-based curriculum implementation.
- ii. The Tanzania Institute of Education (TIE) should prepare and distribute a proper textbook which will act as guideline for competency-based English language curriculum implementation.
- iii. National examination of Tanzania should prepare training session to empower teachers on how to construct tests and examination based on Competency curriculum to reduce challenge of assessment as well as assessing basing on CBELC and not mixing up the syllabus.

- iv. The Education quality assurance department should have regular inspection so as to check if the implementation is done properly.
- v. The heads of schools should arrange cluster sessions for empowering teachers. In these clusters those who attended seminar or workshops should be given opportunity to become facilitators to those who did not have chance to attend.
- vi. Teachers ought to inform students on the competences they are supposed to demonstrate

6.6 Suggestion for Further Research

This study focused on examining perception of both students and teachers on competency-based English Language Curriculum. Therefore, it is a call for other researchers to conduct a research on examining whether the students at a particular level can demonstrate the competences indicated in a syllabus of a given level to see its applicability. However, other studies can be conducted on a similar topic but with huge coverage area.

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APPENDICES

Appendix I

INTERVIEW GUIDE FOR THE DISTRICT SECONDARY EDUCATION OFFICER (DSEO)

In 2005, The Ministry of Education and Vocational Training (MoEVT) issued new syllabi with competency-based approach in teaching and learning process.

1. What do you understand about competency-based curriculum
2. Would you please provide the differences between the new syllabi to the old one especially in teaching and learning process?
3. How do you see competency-bases syllabus? Is it important? How?
4. Do you have a budget for competency-based curriculum training to the teachers in your district apart from that conducted by the Ministry?
5. How often do you conduct such seminars to the teachers in a year?
6. What subjects are mostly considered in the programme?
7. In your opinion do you think Competency-Based Curriculum is important?
8. How do you monitor to see whether these trainings are fruitful?
9. What challenges do your teachers face while implementing current syllabi in their daily routine?
10. In long term plan, what strategies are in place to make sure all teachers at your school use current syllabi effectively?

Appendix II

INTERVIEW GUIDE FOR HEADS OF SCHOOL

In 2005, The Ministry of Education and Vocational Training (MoEVT) issued new syllabi with competency-based approach in teaching and learning process.

1. What do you understand about competency-based curriculum
2. Would you please provide the differences between the new syllabi to the old ones especially in teaching and learning approaches?
3. How does the shift of teaching and learning approach match from content based to competency based with teachers' ability to deliver subject matter according to curriculum requirements?
4. In what ways are your teachers prepared to accommodate current syllabus which is competence based in their teaching?
5. What challenges do your teachers face while implementing current syllabi in their daily routine?
6. Have your teachers undergone any in-service training seminars in competency syllabus?
7. In long term plan, what strategies are in place to make sure all teachers at your school use current syllabi effectively?
8. As a school, how do you help your students to apply the competences learnt in their real life situation?

Appendix III

INTERVIEW GUIDE FOR ACADEMIC TEACHERS

In 2005, The Ministry of Education and Vocational Training (MoEVT) issued new syllabi with competency-based approach in teaching and learning process.

1. Did the teachers attend any in-service training on competence based teaching and learning?
2. How long was it? E.g. one week, two month, six month etc.
3. How often does it occur in a year?
4. How many teachers have attended that course? How many of these are English teachers attended?
5. Did those teachers who attend such seminar given chance to share with others who did not attend?
6. How do you evaluate some seminars on its effectiveness for the teachers to acquire effective competence – based teaching approach?
7. What strategies are in place to make sure that teaching and learning materials are available to accommodate the competence based approach?
8. As academic teacher, how do you satisfy yourself that students have gained competences proposed by syllabi

Appendix IV

INTERVIEW GUIDE FOR ENGLISH LANGUAGE TEACHERS

This study is on competency-based approach and its application in developing competence among secondary school students in Tanzania. You are a participant in this study; please participate in this short interview. Please answer the questions to the best of your knowledge. Your responses will be treated confidentially.

Name of the school.....

Participant's Academic qualification

Working experience.....

1. In your own understand would you please provide meaning of competency-based curriculum?
2. Apart from competences what other notions are included in our English syllabus?
3. Which teaching approaches do you use to teach and develop students' competencies during English language lessons?
4. Which one of these approaches do you think are categorized as a competence based ones?
5. How do you make sure that you attain the English competences as shown in the syllabus?
6. Where and when did you learn on how to use competency- based approach as and in the lessons your teaching?
7. How do you differentiate between the lessons you are teaching using competence based approach/current syllabus with those you taught using the old syllabus?
8. What assessment tools do you use to assess competencies developed in students during your sessions?
9. What are the challenges you are facing in implementing competence based curriculum?

10. How do you rate interaction in your classroom between you and your students and among the students?
11. What are your comments regarding the use of competence based approaches in teaching and learning English language in schools?
12. What are the facilitating factors in the implementation of competence based curriculum in your school?
13. What challenges do you face in the implementation of competency-base syllabus in teaching English language?

Appendix V

THE CLASSROOM OBSERVATION CHECKLIST (FOR THE RESEARCHER)

School name.....

Date Form..... Stream.....

Topic Number of students

The researcher is supposed to put a tick (✓) where applicable, or take note.

ITEM	RESPONSE
I. Classroom Environment	
a) Teaching aids	
b) Sitting arrangements	
c) Punctuality	
d) Pupil teacher ratio	
e) Furniture	
f) Teaching resources	
g) Nature of interaction between students	
h) Nature of interaction between teacher and students	
II. Classroom Processes	
Beginning of a session:	
• How does the teacher introduce the lesson?	
Lesson development:	
• How does the teacher develop the lesson?	
• What does she/he do?	
• What kind of learning activities takes place?	
• How much time is spent on each activity?	
• What kinds of questions are being asked?	
• Who asks questions?	
• What are the students and the teacher doing?	
• What materials, if any, does the teacher use during the lesson?	
• What content is being taught?	
• How is the content contextualized?	
Closing of the session	
• How does the teacher end the lesson?	
• What activities are used to assess learning?	
• What are the activities that are set as follow-up of what has been learnt?	

QUESTIONNAIRE FOR ENGLISH LANGUAGE TEACHERS

This study is on competency-based approach and its application in developing competence among secondary school students in Tanzania. You are a participant in this study; please participate in this short questionnaire. Please answer the questions to the best of your knowledge. Your responses will be treated confidentially.

I. Name of the School:

Instructions: Put a tick (✓) on your appropriate response

II. Sex: Male () Female ()

III. Age:

20-30 ()

31-40 ()

41-50 ()

50 and above ()

IV. Academic qualification

i. Diploma ()

ii. Degree ()

iii. Master degree ()

iv. Others ()

V. Working experience

i. 5-10 Years ()

ii. 11-15 Years ()

iii. 16-20 Years ()

iv. 21-25 Years ()

v. 25 and above ()

1. Do you understand the concept of competency- based English curriculum?
YES () NO ()

If your answer above is **YES**, please provide meaning of competency-based curriculum in your own understanding

.....
.....
.....

2. Do you think Competency-based English Curriculum is of any importance?
YES () **NO** ()

Please justify your answer

i.
ii.

3. Is Competency-based English language Curriculum relevant to the real world as compared to the content syllabus? **YES** () **NO** ()

4. If your answer in 3 above is **YES**, Are your students able to relate what they learn in the class to the real world situation. **YES** () **NO** ()

5. How do you assist your students relate the lesson to the real world (outside the classroom)?

.....
.....
.....
.....

6. Apart from competences what other notions are there in the Ordinary English syllabus?

i.
ii.

7. Which teaching strategies do you use to teach and develop students' competencies during English language lessons?

- i.
- ii.
- iii.
- iv.

8. Which one of the strategies mentioned above do you think are applied as competence based ones?

- i.
- ii.
- iii.

9. How often do you apply participatory methods you have mentioned above?

- i. Always ()
- ii. Sometimes ()
- iii. Not at all ()

10. Does the participatory method help you to meet with the syllabus demands?
YES () NO ()

11. Where did you learn on how to teach competency- based English Curriculum as implementer of this syllabus?

- i. Seminars/workshops ()
- ii. College/university ()
- iii. Nowhere ()

12. Does the school management provide any assistance for you to teach with accordance to competency based curriculum? YES () NO ()

13. Is there any difference between Competence-Based Syllabus and Content Based Syllabus? YES () NO ()

If your answer above is YES, please provide the differences

- i.
-

- ii.

14. Do you think competency-based curriculum is appropriate for today's generation? YES () NO ()
15. Are you satisfied with the assessment and evaluating conducted by NECTA? YES () NO ()
16. Are the NECTA assessment and evaluation Competence based? YES () NO ()
17. If your answer in 16 above is NO explain why?

18. What assessment tools do you use to assess competencies developed in students during your sessions?
 i.
 ii.
 iii.
19. How do you rate interaction in your classroom between you and your students and among the students?
 i. Very interactive ()
 ii. Interactive ()
 iii. Not interactive ()
20. What are the challenges you are facing in implementing Competence-Based English Curriculum?
 i.

 ii.

iii.....
.....

21. What are your comments and suggestions regarding the use of competence based approaches in teaching and learning English language in schools?

i.
.....

ii.
.....

iii.
.....

Appendix VI

STUDENTS' QUESTIONNAIRE

Dear Student,

You are kindly requested to read each question and give your response to the best of your knowledge. Your answers will be treated confidential. Do not write your name on this questionnaire. It is expected that your views will help to improve the teaching and learning of the English Language and consequently, lead to improved performance in all other subjects. Please be very open of frank in answering the following questions.

Part I: Individual information

School name.....

Age.....

Class level.....

Sex F () M ().....

Part II: Awareness and application about competency- based Approach in English language Learning Process

Instructions: Put a tick (✓) on **Yes**, if you agree and on **No** if you disagree

SN	Opinion	Yes	No
1	Do you know anything about competency based approach in the learning process?		
2	If your answer is Yes, do you think that it is useful in English Language teaching and learning?		
3	In your views should competency-based Approach be used to teach English language?		
4	In most lessons, my previous knowledge is used to learn new concepts.		
5	In most lessons, students are encouraged to ask questions about the topic learnt.		
6	The English language teacher engages students in constructing the meanings themselves.		
7	The English language teacher creates tasks and activities in selected areas of inquiry which engage learners.		
8	The English language teacher guides us to learn using group discussion, role play, pair work, dramatization etc.		
9	The English language teacher provides us follow up tasks to be performed after class		
10	Are you able to relate what is learnt in the class to the real life or outside the classroom?		

Part III: Information on the Mode of Assessment Used by the Geography Teacher

Rate/rank the following modes of assessment used by your English Language teacher. In your ranking/rating assign a number to show the frequency of its usage. Assign 1-5, meaning 1 for the highly used to 5 for the least used.

SN	Opinion	Strong used 1	Often used 2	Average 3	Lowly used 4	Not used at all 5
1	Group discussion					
2	Test / quizzes/ examinations					
3	Practical observation					
4	Home works					
5	Oral activities					

APPENDIX VII

DOCUMENTARY REVIEW GUIDE

In reviewing documents, the researcher looked on the following documents to find out how teachers of a given school apply competence-based approach in the teaching and learning process:

1. Policy documents
2. Current syllabi
3. Schemes of work
 - Objectives
 - Teaching and learning activities
 - Teaching and learning materials
 - Reference books
4. Lesson plans
 - Objectives
 - Teaching and learning activities
 - Teaching and learning materials
 - Reference books
5. Diaries
6. Seminar/workshop papers
7. Students' records