

**THE IMPLEMENTATION OF COMPETENCE-BASED ENGLISH
CURRICULUM IN KINONDONI MUNICIPAL PRIMARY SCHOOLS'**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
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UNIVERSITY OF TANZANIA**

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance by The Open University of Tanzania a dissertation titled ‘**The Implementation of Competence-Based English Curriculum in Kinondoni Municipal Primary Schools**’ in partial fulfillment of requirements for degree of Master of Education Administration, Planning and Policy Studies.

.....

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Date

DEDICATION

This work is dedicated to my father Mr. Paul Erasto, my mother the late Selestina Paul, who tirelessly laid down the foundation of my education with a lot of sacrifices and unimagined efforts. May the almighty God bless you always. Amen.

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ABSTRACT

This study investigated the implementation of competence-based English curriculum in Kinondoni municipal primary schools' in Dar es Salaam region. It was limited to eight primary schools.. The study was guided by the following research objectives; to explore the extent to which primary school teachers implement competency based teaching and learning approach, to examine the availability of material inputs used in the teaching and learning process, to assess how the primary school teachers apply competency based teaching and learning approach; and to identify challenges encountered in the teaching and learning procedure for English subject. The study was guided by the Vygotsky's Social Development Theory. The study used descriptive research design. The research approach used in this study was quantitative and qualitative. The data collection instruments used were interviews, questionnaires, observations and documentation. These were administered to eight heads of school; one inspector, fifty six teachers of English and one hundred and forty four pupils of standard five, six and seven. The findings indicated that school inspectors, heads of schools and teachers were familiar with the concept of competency based curriculum. Pupils did not understand English language subject because they perceived it to be difficult. The teaching and learning method mostly used in teaching was the lecture method. Text books were inadequate compared to big class sizes. Many teachers were unwilling to teach the subject because they considered themselves to be incompetent. The main challenges encountered in the teaching of English subject included; inadequacy of teaching and learning materials, incompetent teachers and congestion of pupils in one class. The recommendations given, propose actions to be taken in order to improve the situation and also carrying further research related to this study.

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ABBREVIATIONS

CBA	Competency-Based Approach
CBE	Competency-Based Education
CBTL	Competency- Based Teaching and Learning
CIPP	Context, Input, Process, & Product
CLT	Communicative Language Teaching
DEO	District Education Officer
EFL	English as a Foreign Language
EMAC	Education Materials Assessment Committee
ESL	English as a Second Language
ETP	Education and Training Policy
MKO:	More Knowledgeable Others`
MOEC	Ministry of Education and Culture
MOEVT	Ministry of Education and Vocational Training
MWAKE	Mpango wa Elimu Kazini
NGO	Non Government Organization
PSLE	Primary School Leaving Examination
SPSS:	Statistical Package for Social Science
TEP:	Teacher Educators Programme
TESL:	Teaching English as a Second Language
TIE	Tanzania Institute of Education
TL	Teaching Language
TOTs	Training of Trainers

UNICEF	United Nations Children's Fund
VMOET	Vietnamese Ministry of Education and Training
ZPD	Zone of Proximal Development

CHAPTER ONE

THE PROBLEM AND ITS SETTING

1.1 Introduction

This chapter presents the background of the study and its context under the following sections: background of the problem, statement of the problem, purpose of the study and research objectives and accompanying questions. Other sections are; data collection tools, significance of the study, definitions of key terms, limitation and delimitation of the study. The other section found in this chapter is the organization of the study.

1.2 Background of the Problem

According to Richards and Rodgers (2001), competency- based language teaching (CBTL) is an application of the principles of competency- based education (CBE). The focus is on the “outcomes or outputs of learning. By the end of 1970s, competency- based language teaching was mostly used in work- related and survival-oriented language programs for adults” (Richards and Rodgers, 2001 p. 141). Since the 1990s, CBTL has been seen as “the state- of the art approach to adult ESL” (Auerach, 1986, p. 411). The refugee in the United States who wished to receive federal assistance had to attend a competency- based program (Auerbach, 1986, p. 412). The refugee also learned a set of language skills that were necessary for individuals to function proficiently in the society in which they lived (Grognet & Crandall, 1982).

Hodge (2007) states that competency- based training has its societal origins in the United States of America during the 1950s, 60s and 70s. Public debate and government initiatives centered on the widely held view that there was a problem with the quality of education in the United States. One of the responses to this crisis was the Performance – Based Teacher Education movement which synthesized the theory of education that became CBT. The theoretical origins of CBT derive principally from behaviorism and system theory- two broad theoretical orientations that influenced educational debate in the United States during the formative period of CBT. Most of the component parts of CBT were contributed by specialists with the background on both of these theoretical orientations.

Marzano (2010) has argued that, competency based approach was first introduced in the US by the 60's, in the 70's German and United Kingdom and Australia in the 90's. In the US, with the larger population of minorities and racial integration during 60's and 70's, the public school system had to grapple with issues of cultural sensitivity as most teachers from public schools came from white and middle class backgrounds. Most of these teachers were educated and primarily were English speakers. The government of the United States therefore observed the necessity of training educators in the area of competencies that teachers could work effectively with children of all social background and social classes. In Australia and German, competencies were recognized as a method for vocational training. In other words this is what people can do in their work place. People with different work training can achieve anything if they are trained in the competency- based approach.

In Tanzania, the revised English Language Syllabus for Primary schools was introduced for use in 2005. This syllabus puts emphasis on the use of Competence-Based Teaching and Learning (CBTL) approach, unlike the old one. Competence-Based Teaching and Learning emphasizes on promoting links at schools and the use of varied and relevant contexts in making the learning useful and relevant. The aim is for students to develop intellectual, linguistic and problem-solving capacities in school and outside the school that will enable them to tackle cognitively and pragmatically challenging situations. Students will thus see learning as worthwhile and having relevance both for their studies and their future (Kerka, 1998).

Richards and Rodgers (2001) state that language is viewed as a set of interacting competences. Therefore, the ability to use language as a speaker, a listener, a reader and a writer is critical in the goals of curriculum. The Competence-Based Teaching and Learning program is therefore always centered on students and development of their capacities in learning in order for them to acquire the knowledge in the most effective way. In English language the learning competencies are linked to the learners in school and out of school needs. Students learn to speak, to listen to read, to write and re-use what they have learned in new situations. These skills are taught in an integrated way, since in real-life situations this is how they are used. It is no longer sufficient to dispense information to the students, rather the aim is to help students to play an ever more active role in their own development and make them

responsible for their own learning. In order to take this active role, students need opportunities to find the answers arising from their own daily life and to become more responsible and autonomous. In this approach of learning students confront complex and significant situations; their personal process of adaptation relies on their cognitive and affective resources while also taking into account the influence of their social and cultural interactions with the world around them. The Competence-Based Teaching and Learning approach frames the aims of the curriculum in terms of competencies, by so doing, the focus is on what learners can effectively do with the language rather than on a discrete list of items they are expected to remember.

A number of problems in the teaching of English language have been noted. The sources of these problems include: the English language syllabus as well as the methods used in teaching the subject. The Institute of Education (TIE) in Tanzania pointed out that, although the objective in the 1997 English Primary school syllabus was well attained, still the teaching of English Language needed to be taught by using meaningful contexts (TIE, 2010). According to MOEVT (2005: v) the general competences which the learners are expected to develop at the end of the course as provided in the 2005 Primary school English syllabus are the following: The pupils should be able to:

- i. Understand and use basic expressions to satisfy his\her basic needs;
- ii. Understand and communicate using simple English in different contexts;
- iii. Read and write short notes;

- iv. Understand and communicate using sign language in different contexts (for the deaf) and
- v. Read and write using Braille (for the blind).

These competences will enable learners to master well English language instead of being made to repeat and copy structures and sentences whose meanings are not clear to them. As a result many learners complete primary education without being able to understand and use English well. In the light of these problems the Primary School English Syllabus of 1997 was revised to show clearly the language competencies that pupils needed to develop and master, by the end of primary school education (TIE, 2010).

Allen (2008) has argued that the English language syllabus and accompanying textbooks for the primary education level are the main causes for lack of good command of English language both spoken and written in Tanzania. Furthermore, the training village education programs conducted by Allen in Shinyanga region in August 2007 addressed that, the learner-centered teaching and learning approach was not used on a significant scale in a teaching and learning of English language. The teaching approach which the 2005 syllabus therefore, recommends is participatory, active and learner centered approach to enable teaching and learning activities to be attained. TIE (2010) indicated that, the teaching of English Language should also be competent and skill based. This means that teaching should focus on developing the language skills as well as general thinking skills and independent learning skills. It is

considered therefore important for teachers to focus on helping primary school learners to develop the competences or skills, and not merely making them to memorize facts or acquire knowledge which they are not able to use in real life situations.

Commenting with reference to the language area, Auerbach (1986) said that “a competency-based curriculum is a performance-based out-line of language tasks that lead to a demonstrated mastery of the language associated with specific skills that are necessary for individuals to function proficiently in the society in which they live” (pg.411). Language needs are only the requirement of an individual or a group of people which emerges as a result of the use of language in the society and work situations (Findley & Nathan, 1980).

The stress on the competency-based approach is not on what the students know about a language, but more to what learners can do with the language (Auerbach, 1986). Language learning goals are individual goals which should be achieved by the students. In the case of adult learners, they normally learn better when the materials are related to real life experiences and practical needs. It is important to teach English language properly in primary schools in order to enable the pupils to be competent when they complete primary education. This will help them to cope with secondary school education where all subjects are taught in English except Kiswahili. Therefore competent teachers who are equipped with better knowledge in English are needed.

The Tanzania Education and Training Policy of 1995 states that at primary school level, full development of language skills is vital for a fuller understanding and mastery of knowledge and skills implied in the school curriculum. Children at this level of education will continue to be taught in a language which is commonly used in Tanzania. Therefore; the medium of instruction in primary schools shall be Kiswahili and English shall be a compulsory subject (MOEC 1995:39).

Findley and Nathan (1980) contend that competences are not only the knowledge of the grammar of a language but also the capabilities to perform language functions in order to survive in the community. According to Mosha (2012), most of the students who attended Kiswahili medium primary schools had a little time to communicate in English language both at home and even at school. This might have been caused by teachers' lack of knowledge on how to implement the competency based approaches. Furthermore, Kafyulilo *et al.*, (2012) found that pre-service teachers theoretically knew about competency based approaches but had limited ability to demonstrate it.

According to Albanese *et al.*, (2008), competency can be evaluated through the demonstrated knowledge of the competency based curriculum and teaching approaches. The competency based teaching and learning approach focuses on enabling the learners to:

- i. interact in a simple way;
- ii. learn through doing;
- iii. construct their own understanding;

- iv. learn through asking questions and to focus on critical thinking, deep understanding, independent learning and inquiry.

These learning activities enable learners to be active rather than passive learners (TIE 2010).

1.3 Statement of the Problem

The current reviewed English syllabus for primary schools in Tanzania demands the use of CBTL approach. However, very little is known especially primary schools in Kinondoni district about its implementation even after a lapse of nine years since its inception in 2005. This study therefore, intends to investigate the implementation of competence-based teaching and learning approach of English language subject at primary school level. The findings of this study are expected to bring about a full understanding of the topic and to offer some recommendations for improvement in the right of CBTL approach.

1.4 Purpose of the Study

The purpose of this study was to evaluate the implementation of competence-based teaching and learning of English language subject at primary school level.

1.5 Objectives of the Study

The study had the following specific objectives.

- i. To explore the extent to which primary school teachers implement competence- based teaching and learning approach in English language
- ii. To examine, the adequacy of available material inputs which are being used to facilitate the competency-based teaching and learning approach.

- iii. To examine whether all primary school teachers are willing to apply the CBTL approach for teaching English language at primary school level.
- iv. To identify other challenges which are being encountered in the teaching and learning English language at primary school level

1.6 Research Tasks and Questions

In order to accomplish the objectives of the study, research tasks and questions are outlined for the purpose of guiding the study.

Task one: To explore the problems in the implementing of CBTL approach in the teaching of English language at primary school level.

Key questions

- i. What are the problems facing the implementation of CBTL approach in teaching and learning English language in primary schools?
- ii. What strategies can be laid down to overcome the problems facing the teaching and learning of English language by using CBTL approach?

Task two: To examine material inputs used in teaching and learning of English language at primary school level.

Key questions

- i. Are the required teaching and learning materials available in the schools for the implementation of CBTL approach?
- ii. How are the books and other teaching and learning materials used during the English language lesson? (Observation)

Task three: To find out whether primary school teachers are willing to implement the Competence- Based English Language syllabus

Key questions

- i. Are the teachers willing to teach English language lesson at each class level?
- ii. How do the teachers feel about teaching English language in primary schools?
- iii. Were there any capacity building seminars to familiarize English language teachers with CBTL approach?

Task four: To identify challenges which are being encountered in teaching and learning English language at primary school level.

Key questions

- i. Are there (other) challenges that hinder the implementation of competency-based approach in teaching and learning of English language?
- ii. How are these challenges tackled?

1:7 Significance of the Study

The objectives of the study were to evaluate the (implementation) of competency based teaching and learning in English language at primary school level. Specifically this study assessed the human and material resources, as well as the teaching and learning of English language in schools. The study findings were expected to help teachers, Tanzania Institute of Education, the Ministry of Education and Vocational Training (MOEVT) and other NGOs to find out appropriate strategies that can be used to improve the teaching and learning of English language in primary schools basing on CBTL approach.

1.8 Definitions of the Key Terms

The key terms used in this study are defined according to the research study.

Competency-based: According to MOEVT (2005), competences are statements which specify the abilities that are expected to be attained by the pupils through the topic for any given class. Findley and Nathan (1980) define competency based education as a philosophical system or model in an educational service where competency is the specification of a capability in designated areas of knowledge assessed through student performance. The competencies to be acquired by an

individual are those needed to function in the society. Furthermore, Nkwetisama (2012: pg 516-523) states that “competency based approach is referred to as pedagogy of integration or to an outcomes approach”.

Marzano (2010) define competency- based education as what the student will learn at the unit, course and program level. Competency- based education allows the student to learn the material at his\ her own pace. The most comprehensive definition of competency- based education is: outcome based instruction that is adaptive to the changing needs of students, teachers and the community.

Savage (1993) defined competency based model as a performance based process leading to demonstrated mastery of basic and real life skills necessary for the individual to function proficiently in the society. It is therefore a functional approach to education that emphasizes life skills and evaluates mastery of those skills in general according to actual learner performance.

Constructivism: Husen and Postlethwaite (1989) define constructivism as a theory of knowledge with roots in philosophy, psychology and cybernets. It asserts two main principles whose application has far reaching consequences for the study of cognitive development and learning as well for the practice of teaching, psychotherapy and interpersonal management.

Curriculum: Richards (2010) defines curriculum as the overall plan or design for a course and how the content for the course is transformed into a blueprint for teaching

and learning which enables the desired learning outcomes to be achieved. Wiggins & McTighe (2006) states that, curriculum takes content (from external standards and local goals) and shapes it into a plan for how to conduct effective teaching and learning. It is thus more than a list of topics and lists of key facts and skills (“input”). It is a map of how to achieve the “outputs” of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results.

Public primary schools: Longman Group Limited (1978) defines public primary schools as free local primary schools supported by taxes, usually for both boys and girls who study there but live at home.

1.9 Delimitation

This study covered some schools in Kinondoni municipal council which were not necessarily representative to all districts in Dar es Salaam region and Tanzania at large. The study was based only on a small sample of one school inspector, eight primary school heads, fifty six teachers of English and one hundred and forty four pupils from standard five, six and seven.

1.10 Limitation of the Study

The study was constrained by adequate availability of finance because there was no fund allocated to undertake the study rather than self sponsorship. Therefore the

researcher did her best to find the fund which was minimal to accomplish the study on time as it was required.

1.11 Organization of the Study

This study is organized into five chapters. Chapter one presents the background of the problem and its settings, while chapter two covers conceptual framework, literature review and theories underpinning the study. Chapter three present research methodology. Chapter four presents, analyses and discusses the results. Chapter five provides summary of the study, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents various literature related to the implementation of CBTL approach in the teaching of English language. The purpose is to provide information of studies covering issues related to this study. It starts with the conceptual framework of the study , the implementation of CBTL and the learning approach in English language at primary school level, the material inputs used in teaching and learning English language in primary schools, the willingness of teachers teaching English language at primary school level and their knowledge about CBTL curriculum and the challenges that face schools in the teaching and learning of English language at primary school level; further more it presents theories underpinning the study and the research gap.

2.2 Conceptual Framework

The context, input, process and products (CIPP) model of evaluation proposed by Stafflebeam (1971) has been used to guide the study. The model was chosen because it has essential variables which establish the process of teaching and learning in schools whereas, teachers as the educational implementers depend much on educational policies, availability of teaching and learning materials in order to transmit better education to pupils. It is also an open-ended model whereby other variables can be added according to the requirements of the study. According to Ary

et al., (1996), an open-ended model is one that doesn't have fixed response alternatives, but allows the respondent to respond as he/she chooses.

In this study the CIPP model was used to evaluate the aspects of English language efficiency at primary school level. These are teachers' willingness to teach English language, availability of teaching and learning materials, the application of CBTL approach, and the challenges that face the schools in teaching and learning. Figure 1.1 is a conceptual framework which shows how each aspect is related to another, how they influence each other and hence their applicability to the study.

Figure 2, 1: Conceptual framework showing CIPP model of evaluation of teaching and learning of English language

CONTEXT	INPUT	PROCESS	PRODUCT
Policies Education & Training Policy (ETP) School and classroom environment	-Teachers' ability - Teachers' capacity building -Experience in the use of competency based teaching and learning. -Training in competency approach. - Material resources. -Books -Book- Pupil	T e a c h i n g methods: -Participatory - N o n participatory -Assessments	English language performance for: -Pupils in Standard V, VI and VII. - L i s t e n i n g , speaking, reading and writing skills.

	ratio.		
	-Teaching aids.		

Source: Adapted from Stafflebeam (1971 P27)

In the context of evaluation, the contribution of policies, school and classroom environment were looked into as far as the teaching and learning of English language is concerned. Good and reliable policies, classroom and school environment were considered to contribute much in the teaching and learning of English language. MOEVT (2005: v) states that, the subject objectives of teaching and learning English at primary school level are:

- i. To enable the pupils to express themselves appropriately in given situations.
- ii. To develop the pupils' basic skills in listening (lip reading for the deaf), speaking, reading and writing through the English language (writing into Braille for the blind).
- iii. To enable the pupils to acquire and apply correct English grammar.
- iv. To provide the pupils with a sound base for higher education and further personal advancement through English language use and usage.

In the investigation, the ability of English language teachers, capacity building available for teachers and teacher-pupil ratio in public schools were analyzed. These factors are deemed to be the bases for the pupil to learn English language. The model also guided the researcher to explore availability of material resources in the schools including reference books and other materials used in the teaching and learning

process. The material inputs which are suggested in the 2005 English language syllabus are: real objects, pictures, word cards, sentence cards, recorded materials, numbers and charts. Others are wall charts; raised pictures, time charts, time tables, clocks, class readers and invitation cards (MOEVT 2005).

Teachers' ability, capacity building and teacher-pupil ratio were much influenced by the Education Training Policy, the school and classroom environment in the context evaluation. Without competent and sufficient teachers who are willing to teach English language well, the objectives shown in the English syllabus won't be realized accordingly. Furthermore, well equipped classrooms with enough furniture, text books and reference books, teaching and learning materials are also required in order to meet the policy requirements.

The context in the process evaluation was used to guide the study in exploring the teaching and learning methods used in the classroom teaching and learning of English language. Teaching methods are the means for implementing the English language contexts in teaching and learning. That's why it was presented in the study. According to TIE (2010), the teaching approach which the 2005 syllabus recommended is participatory, active and learner centered. Teaching English language should also be competency or skill based. This means that the teaching should focus on developing the language skills as well as general thinking skills, social skills and independent learning skills.

Finally, product evaluation was used to guide the study in the performance of students in English language by using everyday assignments. According to the CIPP model of evaluation, the product of assignments including the English skills (listening, reading, speaking and writing) are the simple and best ways one can use to evaluate the teaching and learning of English language. In this study the elements in the conceptual framework enabled the researcher to investigate the teaching and learning of English language according to the research objectives and the accompanying research questions.

2.3 Theories Underpinning the Study

The Competency based Approach in teaching and learning derives from some theories such as Vygotsky's Social Development theory and Constructivism theory of knowledge. These theories led some scholars to innovate teaching and learning activities to be constructed by learners.

2.3.1 Vygotsky's Social Development Theory

Social Development theory argues that social interaction preceded development; consciousness and cognition is the end product of socialization and social behavior. The originator of this theory was Lev Vygotsky (1896- 1934). Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes which are;

The first theme is 'Social Interaction' which plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child

development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. He stated;

Every function in the child's cultural development appears twice; first, on the social level and later on the individual level. First, between people (intra psychological) and then inside the child (inter psychological) and then inside the child (intra psychological) (Vygotsky, 1978 p. 127)

The second theme is 'More Knowledgeable Other' (MKO). MKO refers to anyone who has a better understanding or a higher ability level than the learner with respect to a particular task, processor concept. The MKO is normally thought of as being a teacher, coach or older adult but the MKO could also be peers, a younger person or even computers.

The third theme is 'Zone of Proximal Development' (ZPD) which is the distance between a student's ability to perform a task under adult guidance and/ or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurs in this zone.

Vygotsky focused on the connection between people and the social cultural context in which they act and interact in shared experiences. According to Vygotsky, humans use tools that develop from culture such as speed and writing to mediate their social environments. Initially children develop these tools to solve solely as social functional ways to communicate needs. Vygotsky believed that the interaction of these tools led to higher thinking skills.

2.3.2 Application of the Vygotsky's Social Development Theory

Many schools have traditionally held a transmissionist or instructionist model in which a teacher or lecturer transmits information to students' in construct Vygotsky's theory which promotes learning context in which students play an active role in learning. Roles of the teacher and students are therefore shifted as a teacher should collaborate with his or her students in order to help facilitate meaning construction in students.

Piaget (1976), states that the growth of knowledge is the result of individual constructions made by the learner's understanding. He contends that the correct state of knowledge in the past has changed. It is not a static instance: it is a process. It is a process of continual construction and reorganization. Piaget views constructivism as a way of explaining how people come to know about the world. He collected an extensive body of research of children's behavior and witnessed children's behavior which then was used to create well supported inferences about the function of the mind.

2.3.3 The theoretical assumption of constructivist teaching

With regard to constructivist teaching, Jonassen (1990) enlisted the following theoretical assumptions:

- i. Knowledge is constructed out of sensual perspective experiences of the learner's constructive process in nature.
- ii. Knowledge is a personal experience rather than the experiences of others.

- iii. This internally represented knowledge becomes the basis of other structures of knowledge and a new cognitive structure of the person.
- iv. Learning is an active process of developing meaning based on individual personal experiences. In other words, learning is a developing process by the learner understands of the real world.
- v. It comes from the premise that personal understanding results in various perspectives. The perspectives constructed within the individual cognitive conceptual structure attempts to share all possible various perspectives.
- vi. Learning creates knowledge in the context of a situational reality. Knowledge is the understanding of meaning through situational context not objective reality.

In contrasting constructivist teaching from traditional teaching practice in the classroom, Kim (2005) states that traditionally learning has been thought to be nothing but a repetitive activity, a process that involves students imitating newly provided information in tests. The constructivist teaching practice on the other hand, helps learners to internalize and transform new information. Transformation of information occurs through the creation of new understanding that results from the emergence of new cognitive structures. Teachers may invite transformations but may neither mandate nor prevent them. Deep understanding is unlike the repetition of prescribed behaviour, the act of transforming ideas into broader more comprehensive images which escape concise description.

2.3.4 Principles of Constructivist Teaching

Brooks and Brooks (1993) constructed five principles to guide classroom teaching and learning, which are the following;

- i. Posing problems of emerging relevance to students.
- ii. Structuring learning around primary concepts; the quest for essence.
- iii. Seeking and valuing student points of view.
- iv. Adapting the curriculum to address students' suppositions.
- v. Assessing students learning in the context.

Traditional instruction leads students to believe they are not interested in particular subject areas. The constructivist paradigm holds disinterest less as a function of a particular subject area than as a function of a particular subject area than as a function of the ways in which students have been taught.

2.3.5 Characteristics of Constructivists Teaching

The following are some characteristics of constructivists teaching:

- i. Constructivist teachers invite student's questions and ideas.
- ii. Constructivist teachers accept and encourage students' invented ideas.
- iii. Constructivist teachers encourage students' leadership, cooperation, seeking information and the presentation of ideas.
- iv. Constructivist teachers modify their instructional strategies in the process of teaching based upon students' thought experience and interests.

- v. Constructivist teachers use printed materials as well as experts to get more information.
- vi. Constructivist teachers encourage free discussions by the way of new ideas inviting students' questions and answers.
- vii. Constructivist teachers encourage inviting students' predictions of the particular causes and events.
- viii. Constructivist teachers help students to test their own ideas.
- ix. Constructivist teachers invite students' ideas and instructional materials.
- x. Constructivist teachers encourage students to challenge the concepts of ideas of others.
- xi. Constructivist teachers use cooperative teaching strategies through students' interactions and respect sharing codes and learning ideas.
- xii. Constructivist teachers encourage students to respect and use other people's ideas.

Brooks and Brooks (1993) differentiated between traditional and constructivist classroom at the school environment as showed in the following Table 2.1. Table 2.1:

Differences between traditional and constructivist classroom

Traditional classroom	Constructivist classroom
Curriculum is presented part to whole with emphasis on basic skills.	Curriculum is presented whole part with emphasis on big concept.
Strict adherence to fixed curriculum is highly valued.	A pursuit of student is highly valued. Curriculum activities rely heavily on primary

<p>Curriculum activities rely on text books and work-books.</p> <p>Students are viewed as ‘blank states’ onto which information is etched by the teacher.</p> <p>Teachers generally behave in a didactic manner, disseminating information to students.</p> <p>Teachers seek the correct answer to validate student’s learning.</p> <p>An assessment of student’s learning are viewed as separate from teaching and occurs almost entirely thought testing.</p> <p>Student primarily works alone.</p>	<p>source of data and manipulative materials.</p> <p>Students are viewed as thinkers with emerging theories about the world.</p> <p>Teachers generally behave in an interactive manner mediating the environment for students.</p> <p>Teachers seek the student’s point of view in order to understand student’s present conceptions for use in subsequent lesson.</p> <p>An assessment of student’s learning is interwoven with teaching and occurs through teacher observations of student at work and through student’s exhibitions’ and portfolios.</p>
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Source: Books and Brooks (1993 p17).

2.4 Implementation of competency- based teaching and learning approach in English language at primary school level

Hymes (1972) states that, moving from the 'focus on form' teaching approach such as grammar, translation and audiolingualism, recently, more language teachers have noticed the failure of the teaching approach in developing learners' communicative ability in real-life situations and have shifted to adopt the Communicative Language Teaching (CLT) approach. The CLT approach highlights learners' communicative competence which is defined as learners' ability to efficiently express what they mean in the target language and successfully achieve communications in real-life situations (Lightbown & Spada, 1999 and Power, 2003). In order to do so, learners not only

need to acquire linguistic knowledge but also pragmatic knowledge of the target language (Hedgcock, 2002). It is suggested that competence, both linguistic and pragmatic, is the knowledge developed and acquired through exposure and use of the target language (Kasper 1997). In other words, without sufficient exposure given to learners to notice and acquire language input and chances to use new knowledge, communicative competence is not likely to be promoted. Unlike English as a second language (ESL), learners who need to use the target language (TL) in everyday life for surviving in the target culture, English as a foreign language (EFL) learners generally do not have adequate access to the TL outside of the classrooms and practice what they have learned in the classroom. Learners normally return to the real world speaking their mother tongue as soon as they leave the classroom (Campbell, 2004). In classrooms, although teachers now have gradually adopted approaches that focus on meaning and language use, due to the linear mode of face-to-face interaction, the learning outcome is still not efficient enough. EFL teachers now urgently need a solution to increase exposure and use of the target knowledge both inside and outside of the classroom.

Madsen (1995) puts more emphasis on the area of skills in language learning since the areas are the objective of most teaching English as a second language (TESL) practices. He later, adds that in teaching skills, the principle of specificity in learning a skill should be employed. The teacher should know exactly the behavior the students are expected to produce, the conditions under which it is to take place, and how well the student is expected to perform. Competency-based curriculum is indeed

a learner-centered curriculum which deals with the demand to function or at least survive in society by using a curriculum which is oriented on the mastery of the performance rather than theory. The curriculum is broken down into specified objectives which are set based on the learner needs and the expected outcomes and through continuous and ongoing assessment. Besides the learners' needs, the discussion on the readiness of the teacher is also important since the teacher is a part of the process in implementing competency-based approach. Madsen (1995) writes that the teachers who teach competency-based curriculum should be prepared through a program which is designed based on the analyses of the competencies and skills required for effective teaching. Furthermore, before the implementation of the curriculum, teachers need to be involved in preparing it.

Judd (1981) states that, the learners' fluency and registers of English language for most Indonesians were limited because they were hardly exposed to the real use of English language. As a result teachers were expected to teach the students the minimal competency in English language as well as providing and creating the environment for the use of the language. Furthermore, the competency-based approach was new for Indonesian teachers and students. Many teachers did not understand the concept of competency-based material; the way the teachers deliver the material was in the traditional way.

Field and Drysdale (1991) assert that competency based education is learner-centered and the learning process is central. The individual learner is central and it

is based on individual learner's competence status (already acquired competencies). Furthermore, the competencies are defined that still have to be acquired and developed. Teachers need to use individualized materials, flexible learning time and give continuous feedback to the learner. Furthermore, Motschnig-pitrik and Holzinger (2002) say that CBE adopts (a constructivist) approach to develop competence, not knowledge as in cognitivism or achievement as behaviourism. These statements aside are known as the quality of acquired knowledge through active construction which is better than passively gained knowledge. In CBE, the role of the teacher is that of a cognitive guide, that means to encourage the student to engage in active inquiry and make explicit their tacit assumptions.

Richards and Rodgers (2001) state that in competency based framework, the teacher has to provide positive and constructive feedback in order to help the students to improve their skills. He/she needs to be aware of learners' needs, so that everybody feels welcome in class. The different competencies dealt with in class require specific instructions for the various learning activities. Thus the teacher has to give clear orders and explanations to make sure that every student understands the task they are going to deal with. But the teacher does not push the students because the instructions are not time based instead the student progress is most important. Furthermore, Richards and Rodgers (2001) say that in Australia the task of the teacher in competency based teaching and learning is to select learning activities and to design a syllabus according to the competency the students are going to acquire. The role of the learner in the competency based framework is to decide whether the

competencies are useful and relevant for him /her. This shows that the learners have active roles in the classroom which are underlined by the fact that the students are expected to perform the skills learned.

Tenzock (2006) investigation into the classroom methodology and its effects on the learners' participation and understanding of English as a foreign language pointed out that, most of the teachers were aware of the existence of many teaching methods and techniques. However, these teachers did not make a systematic use of them. Her feelings also revealed that, most teachers use communicative methods but ignored aspects like learners' feelings. Techniques like role plays, group or pair work and games were seldom used in spite of their beneficial effects on language learning. These findings can be interpreted as not bringing outside world into the classroom to facilitate the integration of the classroom into outside world. In other words techniques that would enable learners effectively and confidently to use what they have learned in the classroom for real life communication in the society.

HakiElimu (2012) states that curriculum development process requires that the key stakeholders such as teachers should be fully involved in the development and implementation process. When the teachers are adequately involved in the development of the curriculum, they tend to implement the curriculum more enthusiastically and optimistically (Rampsard, 2001). Generally, teachers reported that they are seldom involved in the curriculum development process. Teachers complained that the curriculum they implement was prepared in a top-down approach

and in many cases it was not relevant to their context and they don't feel part of it. Therefore in this case there must be some teachers' representatives who should be involved in the curriculum preparation.

Mosha (2012) revealed that, the implementation of competency based curriculum was not clearly understood whereby most of the teachers were still using the traditional teaching methods to deliver the content. The procedures of implementing the curriculum from planning the lesson and instruction to assessing the students had not changed at all. Teachers were unable to select experiences that were student centered and that were appropriate to specific lesson objectives and the mental ability or age of the learner.

Frank (2013) says that Tanzania has reversed her basic education curriculum to competency based since 2005. The revised curriculum replaced the content-based one with the aim of equipping students with competencies useful in academic areas. Some of the competencies specified in the curriculum are key competencies which are similar both in primary and secondary education. But specific subject competencies are also specified in the curriculum. However, implementing the competencies specified in the curriculum has never been an easy task as most of the teachers are unequipped with necessary the knowledge and skills.

In order to implement competency based curriculum effectively teachers need better training which meets the requirements of the current curriculum. Mosha (2012) using focus group discussion with curriculum experts at TIE disclosed that orientation of

the teachers to the new curriculum was done through a system of Training of Trainers (TOTs) at zonal level. This was in turn to train those at district level, who in turn trained those at ward level, who subsequently would train those at school level. As training duration at any level was short a maximum of two weeks, and the subjects involved were many (up to ten) coverage was superficial and there was greatly reduced effect of training skills as TOTs trained those at lower levels – district, ward and subsequently at the school level. So those who received training at a lower level received less of the intended skills. There was a limited fund allocated for training, the poor choice of trainers who were not trusted by their learners because of their training abilities and the lack of frequent inspection of schools to ensure that the new paradigm of CBE was well understood and effectively implemented by teachers at classroom level.

Mingi (2013) has argued that competencies required to be developed in our schools are communication, creative and critical thinking, technology interpersonal competencies and independent learning. A study conducted by TIE (2008) on the status of curriculum for A-level secondary schools showed that the majority of ex-form six students lack many crucial competencies including proficiency in spoken and written English entrepreneurial skills, creativity, self confidence patriotism; and ICT mastery and application.

2.5 The Material Inputs Used in Teaching and Learning English Language in Primary Schools

Pupils in primary schools can perform better in primary school leaving certificate (PLSE) when equitable resources are available to ensure access to education and smooth running of all school activities. One of the activities is the implementation of the current syllabus which prefers emphasizing competency based approach in English language, although there are some problems that hinder the implementation of the English language syllabus. Huddleston (2002) on the competency based curriculum as applied in Morocco observed that the appropriateness and variety of materials, the challenges of motivating learners and limited input into educational decisions made are the main problems being faced by Moroccan educators.

Hoang (2009) also states that since early 1990s, the teaching of English as a global language in Vietnam has placed the learners at a focal point whereby the teacher is being seen as the facilitator who provides creative contexts of language learning. With this new philosophy of foreign language teaching which is competency based approach, the two sets of text books which had been in use in Vietnam general education for nearly two decades had proved to be inadequate. In that situation, the Vietnamese government issued decree No. 14/2001 TC-TT on the renovation of the Vietnamese general education curriculum specifying the requirements and the tasks of the Ministry of Education, the concerned ministries and government organs. In implementing the government decree, at the beginning of 2002, the Vietnamese Ministry of Education and Training (VMOET) organized the design of a new

curriculum and the writing of new text books for all school subjects. This national project was finalized in early 2008 when the new text books of all school subjects were put into use across the whole general education system of Vietnam; and in the case of English teaching and learning there is one set of English text books. Although the project ended in writing text books for the whole educational demand but there is still a shortage of text books in schools because of the inadequate supply as compared to the demand.

One of the problems affecting the implementation of competency based curriculum in Tanzanian schools is the failure for the government to distribute primary school teaching and learning materials effectively. The problems observed in most schools include shortage of teaching and learning materials such as books, papers, science equipment, classrooms, and desks as well as teachers' houses. Availability of text books in primary schools is not satisfactory. In schools, text books are the major source of teaching and learning in the classroom. Teachers and pupils depend much on text books. Mmela (2006) states that, the availability of teaching and learning materials contribute to the practicability of integrated literacy approaches such as competency-based approach. Teaching and learning materials are all items a teacher uses to facilitate students' learning in the classroom. Some examples of teaching and learning aids include real objects, models, pictures, text books, diagrams, chalkboards, notebooks and charts, just to mention a few. Teaching and learning materials are important because they support teaching and learning English and can make instruction more effective and interesting.

According to Kondo (1990) text books stimulate pupils to speak English language as well as to write and read. They promote all four language skills of teaching and learning. Pupils should be motivated and exposed to various teaching and learning materials which are relevant, complete, satisfied and used at proper time in the classroom. Furthermore,

HakiElimu (2012: 6) in their findings revealed that the most frequently used items in teaching were books and syllabuses. Less than 40 percent of the teachers in Tanzania use other items in teaching. This is clearly one area that has a problem in the implementation of competency based curriculum. The poor or low use of textual materials in teaching could partly be explained by scarcity of such materials in schools. There is acute shortage of text books in schools due to inadequate funds for procuring them from suppliers.

Regarding competency based ideas of curriculum communicated in the books and other learning materials to deliver the curriculum in primary schools in Tanzania, Mosha (2012) revealed that book writers were not well versed in the paradigm of competency based curriculum, hence their ability to write relevant books was limited and many had not received any training of writing books. There was a gap between the curriculum package and content available in the text books as well as other teaching and learning materials. Teachers were also reluctant to use competency based text books and associated materials as it required long periods of lesson preparation.

According to Luwingu (2012), inadequacy of text books is one of the challenges that hinder the implementation of competency based curriculum in primary schools education. It was found that the ratio of number of text books of a particular subject in a certain class is small compared to the number of students. This makes it difficult for the learners to get time to read in order to get more knowledge. This is due to the ratio of student-text books which in some cases 1:10, which is one text book to ten students.

The problem of lack of teaching and learning materials exists not only in Tanzanian schools. There are other countries which find it difficult to implement competency based curriculum because of inadequate teaching and learning materials.

2.6 Teachers' willingness to teach English language at primary school level and their knowledge about competency based curriculum

In Tanzania the basic entry qualification for teaching at primary school level in Tanzania is grade III A, whereby one has to complete form four and undergo a teacher training course for two years. The MOEVT (2009) set the goal for the teaching of English language syllabus for certificates course in primary education. One of the goals is to develop student with teaching English language competency for teaching in primary schools. Cheill et al., (2008) state that since competency based approach is learner-centered; it does not require teachers to teach unwillingly. As it is action oriented, it requires teachers in action, teachers who will draw on the professional skills in subject matter, methodology, in decision making and in social skills to enable the learners to be achievers. This also requires a style based on

reflection on what, why, and how to teach, fixing objectives and adjusting teaching strategies to learning strategies. The role of the teacher is to facilitate the process of language acquisition through the development of appropriate learning like hypothesis making or hypothesis testing. The teacher in the classroom is a researcher; an important aspect of his/her job is watching, listening and asking questions in order to learn more about how the pupils learn so that teachers may be more helpful to learners. At the same time, we teach children then they teach us because they show us how they learn. We just have to carefully watch them and listen to them. This kind of watching and listening may contribute to teacher's ability to use what the classroom experience provides him/her, create contextualized and meaningful lessons. The ability to observe and listen to our students and their experiences in the classroom contribute to teacher's ability to use a constructivist approach. Paradoxically, a constructivist approach contributes to our ability to observe and listen in the classroom. Thus the process is circular. The following figure shows the relationship of teaching and learning between a teacher and a student.

Figure 2.2: The relationship of teaching and learning between a teacher and a student.

Student

Teacher

Source: Researcher's own composition

Cheil et al., (2008) say that as the program is based on social-constructivism, the learner should go through a process of personal appropriation questioning his own conviction. This leads the learner to revise his/her prior knowledge and its scope to compare his/her own representations with those of his/her classmates, to search for information. In so doing, the learner will appeal to cognitive, effective and motivation strategies in order to set a balance between his previous knowledge and his newly acquired knowledge. The reflection of the learner will operate on his own learning process assured the quality of his acquisition and facilitate his retention. It is also essential to note that negotiation is an important aspect of constructivist classroom. It unites teachers and students in a common purpose. Another quality of a constructivist classroom is its interactive nature.

Richards and Rodgers (2001) state that the role of the teacher in a competency based framework is defined by specific terms whereby the teacher has to provide positive and constructive feedback in order to help the students to improve their skills. She/he needs to be aware of the learners' needs so that everybody feels welcome in class. The different competencies dealt with in class require specific instructions for the various learning activities. Thus the teacher has to be clear in their explanations in order to make sure that every student understands the tasks they are going to deal

with. But the teacher does not push the students because the instructions are not time-based; instead the student's progress is most important. Another task of the teacher in competency based language teaching is to select learning activities and to design a syllabus according to the competency the students are going to acquire. Besides teacher's role, Richards and Rodgers (2001) state that the learner's role in competency based framework is to decide whether the competencies are useful and relevant for him/her. This shows that the learner has an active role in the classroom which is underlined by the fact that the students are expected to perform the skills learned. The competencies the student will learn are clearly defined and presented in the public so that the learner knows exactly what needs to be learned and for which purpose she/he has to use the competencies. In this regard it is vital that every competency is mastered one at a time because this makes sure that the learners know what they have already learned and what the next steps will look like. Moreover the students have to stay in the actual program until they improve. After they have mastered their skills, they move into more proficient group of students. The main goal of the learner in competency based language teaching is to be able to adapt and transfer knowledge from one setting to another.

Marzano (2010) in the study of teaching competency based approach in primary schools revealed that, in Mexico, teachers were used to teach in a traditional way, which did not imply any change in the teachers' attitude towards knowledge and towards teaching. Due to the fact that teaching competencies requires the use of technology, many teachers fail to cope because most of them don't even know how to

operate a computer. Nowadays technology plays a very important role in modern education and unfortunately there are still teachers who are afraid of technology. Getting trained or certified to be a teacher with a degree or diploma in teaching by competencies is very expensive, and many teachers are not willing to pay, neither are the schools where they work willing to support them economically.

Furthermore, some schools are still against this competency based approach, due to increased work and costs involved; such certification fee forces teachers to be reluctant to get trained especially in the public education system. Not only that but also Harris et al., (2008) in their findings revealed that in Jamaica following two major primary school reform efforts, it was recognized that the syllabi and certification examinations for teachers had not kept pace with changes in primary school curriculum and pedagogy. Teachers who were under donor agency support and the Joint Board of Teachers Education explained that all teachers should undergo training in order to acquire knowledge that will enable them to be competent in implementing the new curriculum.

Competency based approach in teaching English language subject normally views teaching and learning to be learner-centered or a participatory way of teaching and learning in the classroom. Likewise, Mmela (2006) believed that primary school teachers in Malawi have been exposed to many innovative ideas that were meant to improve the practice and consequently improve English language learning in the classroom. However, putting such ideas in practice has been a challenge as indicated

by what the Ministry of Education and UNICEF (1998) and Stuart and Kunje (2000) found in their studies. In their free primary school education analysis studies, the Ministry of Education and UNICEF discovered that teachers use direct teaching or bottom-up approaches when teaching English in Malawi primary school classes, despite the fact that the curriculum is alleged to be child-centered. Stuart in her studies in primary school education also found that teachers in Malawi paid lip service to learner-centered teaching as well as participatory and active learning, but in reality they used the transmission style of teaching. Transmissionist teaching is noted as being dominated by low-level question and answer sessions. In addition Stuart and Kunje (2000) stated that the majority of primary school teachers and teacher educators in Malawi do not get opportunities for professional development apart from being oriented to new syllabi or curriculum. Thomas et al (2000) suggest that if the teachers cannot see and practice how new ideas fit within existing school context; they may easily give up what they learned and revert to more traditional thinking.

Hoang (2009) argues that in Vietnam if teachers were to use competency based curriculum in teaching English language, it would demand manpower and logistic resources beyond the capacity of the system at present. Despite the importance of English language in the new context of integration and globalization, the English language teaching in Vietnam, due to its low quality has not met the demand for competent English-speaking people. The main reasons include; most of the English language teachers teaching in primary schools are under qualified and they do not

normally communicate in English and cannot sustain teaching that mainly depends on communicative interactions.

Hudelson (2002) in his study about primary teachers towards competency based English language teaching revealed that teachers are not aware of the competencies identified and enlisted. They take up the lesson as a subject to be taught instead of only as a tool for developing competencies. They do not know what competency actually means. They do not bother about syllabus completion and preparation of students for examinations. Without understanding the organization of the text, the input components are considered as lesson and are transacted to students as subject and lesson. As a result, the objectives of primary education are not attained.

In addition, Tumposky (1984) argues that poor performance on the student's part is a result of poor or inefficient management on the teacher's part in teaching and learning process. This assumption is unreasonable because the students' performance in second language acquisition is determined by many factors such as the teacher, the students, motivation or personality, the class management, the material and the methodologies. Therefore the teacher is not the only part of the whole system that hinders student's performance.

In primary schools, teachers are unable to implement competency based curriculum because of lacking content knowledge. According to Taylor and Vinjevold (1999) in Luwingu (2012), one of the consistent findings pointed to teachers, is low level of

conceptual knowledge, poor grasp of subject matter and the range of errors made in content and poor concept present in their teaching lessons. If many teachers try to grasp content in existing syllabus, it is clear that the introduction of new syllabus is going to place a greater burden on them. Luwingu (2012) suggests that the government should introduce special programs like the introduction of courses such as Teacher Educators Program (TEP) and Mpango wa Elimu Kazini (MWAKEM) in order to brush teachers' knowledge about the contents so as to solve this problem. Furthermore, Allen (2009) argued that, teachers who teach in primary schools in Tanzania revealed that the majority of primary school teachers have insufficient command of English language to be able to teach it effectively. Good command of grammar and vocabulary is lacking and alongside this the most striking situation is failure in pronunciation. This may be because of interference from Kiswahili and particularly its sound system which is different from the English sound system.

2.7 Challenges Facing Schools in the Teaching of English Language at the Primary School Level

In the teaching and learning of English language in primary schools, there are some challenges that hinder competency based teaching and learning approach. Tenjoh-Okwen (1987) in the study about teaching and learning English in Cameroon found that Francophone Cameroonian learners were interested in speaking English language and that their unsatisfactory performance were to be attributed to factors like poorly trained teachers, large classes and lack of resources. The study by Nkwetisama (1998) revealed that the learners were motivated in spite of their poor

performances. Akum (1999) endorses the findings of Tenjoh-Okwem (1987) and Nkwetisama (1998) by holding that the learners are motivated but the inadequacy of blackboards and desks; excessive enrolments ranging from sixty to one hundred were what could be found in almost all the classrooms in primary schools in Cameroon.

In the investigation made about the implementation of competency based education, HakiElimu (2012) found that poor or little understanding of implementation of policies and regulations is one of the biggest challenges that teachers face because most implementers have no idea of what the policies entail. Most of the time policies are set from higher levels with little understanding of what is happening on the ground, and they are not given feedback by the implementers, e.g. teachers, DEOs, etc. There are also a lot of directives from above which do not consider the existing policies that teachers implement in the classrooms.

Furthermore, HakiElimu (2012) argues that there is a frequent change of curriculum without adequate preparations in terms of the teaching and learning process. According to majority of curriculum developers and the teachers, the implementers of the curriculum are seldom involved in the whole process. Moreover, frequent changes in the type of books which students are supposed to read as well as frequency of change in examination formats also affect students.

Furthermore, not only the frequent change of curriculum that hinders competency based approach to be implemented but also there are other challenges which make

school management and teachers dissatisfied in implementing the new curriculum. Mingi (2013) states that even if you have a competency based curriculum and the teachers are not motivated, they won't perform to the satisfaction of the students, parents, employers and other education stakeholders. Mosha (2012) states that the pre-conditions for successful implementation of competency based curriculum should include; adequate, qualified and motivated teachers, systematic and scientific planning of reforms, supportive teaching and learning environment in schools, teachers' mentoring and induction programs as well as changes to the examination style.

Luwingu (2012) states that classroom size hinders the implementation of competency based curriculum. In his findings he noted that there is no correlation between the size of classes and number of the students. This becomes more difficult to the classroom having a large number of students. In order to solve this problem, teachers have been required to divide the number of students into groups, for example to make a class consisting of maximum number of forty five (45) in order to make the learning process more efficient and enjoyable to every student.

2.8 Research Gap

After the researcher had developed an insight on the gap that exists in implementing competency based curriculum in English language for the primary school pupils, it motivated her to carry out this study. Moreover there are limited researches done in Tanzania concerning the teaching of English language using competency based

approach. Therefore, this study investigated the implementation of Competency based teaching and learning in English language

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents methods and techniques which were used in conducting the study. Specifically it states the study design, research approach, and study population; moreover the chapter describes the study area, sample and sampling techniques, methods of data collection, data analysis plan and research ethical considerations.

3.2 Research Design

A research design is a plan that specifies and states clearly the population to be studied, methods and procedures to be used in processing of information from the field (Kothari 2005). In this study a descriptive research design was used because it was appropriate for qualitative and quantitative research strategies in which the implementation of CBTL in teaching and learning English language in primary schools were investigated. Furthermore, its purpose was to obtain an in-depth understanding of purposively selected participants who yielded the information I needed to achieve. This would be useful for the school inspector, school heads and the teachers of English lesson. Moreover the research design was used to measure how the pupils understand English language lesson. According to Ary et al., (1996) descriptive research asks questions about the nature, incidence, or distribution of variables by involving a description but not manipulation of variables.

3.3 Research Approach

In this study, triangulation method was applied in determining the research approach whereby two methods were used which are qualitative and quantitative approaches. According to Lunenberg and Irby (2008) triangulation is a method used in research in order to combine qualitative and quantitative approaches so as to be able to answer as many questions as possible pertaining to the study. Furthermore, according to Bartlett and Burton (2007), triangulation method has the advantage of increasing validity of the research. The qualitative research approach is any kind of research that produces findings that are not arrived at by means of statistical procedures or other means of qualification (Straus & Corbin 1990 cited in Martella et al., 1999). On the other hand, quantitative research involves the collection and analysis of numerical data, which are usually rendered in the form of statistics (Gay et al, 2006). Qualitative research is a generic term for a variety of research approaches that study phenomena in their natural settings without predetermined hypotheses. Furthermore, quantitative research is an inquiry employing operational definitions to generate numerical data to answer predetermined hypotheses of questions (Ary et al., 1996). Therefore, the two methods were combined in order to get reliable data for the findings.

3.4 The Area of the Study

For the case of this study, the area was Kinondoni Municipal Council in Dar es Salaam region whereby eight sample schools were located. The area was chosen because it was highly populated in the district whereby parents had a low level of understanding in education matters. These schools are situated in four wards which

are Sinza, Manzese, Tandale and Makumbusho. From Sinza ward, two primary schools namely Sinza and Reginald Mengi were involved. In Manzese ward, the study involved Tandale-Magharibi and Muhalitan primary schools. The last two participating schools, namely Mwananyamala-Kisiwani and Mwananyamala B were from Makumbusho ward. All these schools were public primary schools.

3.5 Population of the Study

Population of the study refers to all members, groups or elements from whom the researcher hopes to gain information that will be represented in the study and from which the researcher draws conclusion (Vans 1990). Furthermore, population of the study is a group of people of interest to the researcher and from this population the sample is selected. The population in this study was the school inspector, heads of schools, teachers teaching English language and the standard five, six and seven pupils.

3.6 Sample and Sampling Techniques

A sample is a small group of subjects drawn from the population in which a researcher is interested in gaining information and drawing conclusion about the universe randomly obtained (Kothari 1990). The sample for this study included one school inspector, eight heads of school, fifty six English language teachers and one hundred and forty four pupils. There were a total of two hundred and nine respondents. These respondents were chosen in order to produce reliable information concerning the implementation of CBTL approach in teaching and learning of

English language in government primary schools. Sampling techniques are the methods used to select respondents or the sample, which provide the required information. According to Kothari (2005), a sampling technique is a definite plan for obtaining information from a given population. The sample was categorized into four groups as follows; one school inspector, English language teachers, standard five, six and seven pupils and heads of school.

3.6.1 Sample schools

Kinondoni municipal council has a total of 236 primary schools. Out of them 140 are public schools and 96 are non- government schools. Data for this study was collected from 8 randomly chosen primary schools. For the selection of the primary schools, the following procedures were followed. The process involved obtaining the list of wards from the District Education Officer's office. Four wards in the district were purposively selected in the study. The selected wards were chosen for the criteria of being situated nearby the roads where the researcher was able to reach without any difficulties. From the four wards, a list of twenty schools was made available at the DEO's offices. Simple random sample was used to get eight schools from the list of schools to avoid unnecessary bias in the selected sample.

3.6.2 School inspector sample

One English language school inspector participated in this study in order to give information on how the teachers implement competency based teaching and learning English language in public primary schools. The inspector participant was

purposefully selected to participate as the respondent was responsible for decision making on matters pertaining to teaching and learning issues in the district. It was therefore believed that he could give better information about the challenges facing teachers in the implementation of competency based English language syllabus.

3.6.3 School heads sample

This study involved eight school heads who were purposefully selected from eight sampled schools to participate in the study. School heads were included in the sample because they are responsible for the leadership of their schools to ensure that pupils were learning effectively so as to achieve the educational goals and objectives.

3.6.4 Subject teachers sample

The study involved 56 English language subject teachers who were purposively selected from sample schools. Seven teachers were selected from each school. English language teachers were included in the sample because they were considered resourceful and instrumental to influence pupils' learning English language at school.

3.6.5 Primary school pupils sample

This study also involved 144 primary school pupils, 18 from each sample school. These pupils were stratified and randomly selected from a list of names through attendance registers available in school documents whereby standard five, six and seven pupils were involved. In the way of selecting these pupils, three boys and three

girls were selected from each class by choosing the first, the middle and the last one from the school attendance registers. Pupils were involved in the sample because they were the targeted subjects in the whole process of teaching and learning in primary schools in order to develop their knowledge, thinking capacity and their talent.

Table 3.1: Composition of population sample

Category of Respondents	Sampling Techniques	Numbers of Respondents
School inspector	Purposive sampling	1
School heads	Purposive sampling	8
Teachers	Purposive sampling	56
Pupils	Stratified random sampling	144
Total		209

3.7 Data Collection Instruments

Four data collection techniques were used to obtain relevant data; these were interviews, documentary reviews, observation and questionnaire. The use of triangulation in data collection instruments is supported by Cohen et al., (2000) who argued that the use of single technique causes the reality to be biased.

3.7.1 Interview guide

The interview was used to solicit answers about the qualifications of English teachers, availability of English text books and other teaching and learning materials; and methods which were used in teaching and learning English language in public primary schools. This instrument was administered to the school heads in all eight

primary schools. The interview guide/schedule for the heads of schools is found in Appendix 1.

3.7.2 Questionnaire

Cohen et al., (2000) state that a questionnaire is a useful means of getting data from a relatively large number of people or from a representative sample of that population. It is very efficient in terms of researcher's use of time, efforts and is also quicker to code and analyze. In this study the questionnaire was administered by the researcher to the school inspector, English teachers and pupils. It had both closed and open ended questions in order to get more accurate information from the respondents. The questionnaires for school inspector, teachers and pupils are found in Appendices II a, II b and II c.

3.7.3 Documentary review

According to Kothari (2005), documentary review is a technique for data collection that involves collecting or deriving information by studying written documents. In this study, the researcher reviewed the English language syllabus, pupils' assignments and teachers' lesson plans. The aim was to see whether the assignments and lesson plans had features of competency based approach of teaching and learning. A sample of documentary review guide is found in appendix III.

3.7.4 Observation

According to Kothari (2005) observation is a technique in which the information is collected by the investigator by identifying the behavior of the respondents. In this research naturalistic observation method was used whereby the researcher watched what English language teachers were doing while conducting English language lessons. The observation checklist/schedule is found in Appendix IV.

3.8 Validation of data collection instruments

Validity refers to the accuracy of data collection in the field. An instrument which has validity measures what is supposed to be measured (Fraenkel & Wallek, 2000). In order to achieve validation of an instrument, the draft of the instrument was piloted at Mwangaza primary school, which was not among sampled schools. The results enabled the researcher to modify the instruments so as to make them appropriate for valid and reliable data.

3.9 Data Analysis and Statistical Procedures

In this study, both quantitative and qualitative data were collected. Qualitative data were recorded in interview guides whose contents were summarized in a narrative format. Critical analyses of documentary and observation sources were made by systematical summarizing contents. In addition the information from the interviews and questionnaires were coded and quantified in frequencies. Tables were used for summarizing and presenting the data.

On the other hand quantitative data was analyzed by using Statistical Package Social science (SPSS) soft ware version 19. Frequencies were run to determine the percentage of responses for various items in the questionnaire. Appropriate inferential statistics were conducted to establish association among variables.

3. 10 Research Ethical Considerations

The researcher was given a clearance letter from the Open University of Tanzania to carry out the study according to the set principles of carrying out a research. The researcher was also given permission by the ministry of Education through its representative in Kinondoni municipal council to carry out research in its institutions such as the school inspectorate department and some schools which represented other schools in the district. The research clearance letter from the Open University of Tanzania is found in Appendix V and the permission letters from Municipal Council Director are found in Appendix VI respectively.

The researcher met with the participants individually before the interview sessions to explain the nature and the purpose of the study. Participation in the study was voluntary and every one had the right to withdraw at any time, or to decide not to answer any of the questions when they did not feel comfortable to do so. The information from the participants and their willingness to participate was crucial as noted by Denscombe (2003) who asserted that; people should never be forced or coerced into helping with research. Their participation must always be voluntary and they must have sufficient information about the research to arrive at a reasonable

judgment about whether or not they want to participate. These are premises of informed consent, which were observed in this study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents and analyses data in relation to four research tasks. The instruments used for data collection were interview guide, questionnaire, observation schedule and documentation checklist.

4.2 Problems facing the implementation of CBTL approach in teaching and learning English language in primary schools.

The school heads were interviewed to find out whether they understand the concept of CBTL approach. Six (75%) respondents indicated that they understand this concept and 2(25%) respondents stated that they did not understand it.

The questionnaire for inspectors sought to find out whether the officials understood the concept of competency- based teaching and learning in English language. The inspector responded that, the concept was well understood. The questionnaire for English language teachers required them to tell whether they were familiar with the concept competency-based teaching and learning English language in primary schools. The findings revealed that 35(62%) of the respondents were familiar with the concept competency-based teaching and learning approach; whereas 21(38%) respondents were not familiar with the concept competency-based teaching and learning in English language at primary schools.

Overall, the findings revealed that not all school heads and teachers were familiar with the concept competency- based teaching and learning in primary schools. On the other hand, pupils' questionnaire sought to determine whether pupils liked English language subject. The findings revealed that 16 (11%) of pupil respondents liked English language subject while 128 (89%) respondents disliked it.

Pupils were asked to tell why they disliked that subject. The responses revealed that 40(27.7%) of the respondents did not understand the teacher whereas, 71(49.4%) of the respondents replied that the subject was difficult; moreover, 21(14.6%) of the respondents said that the subject was not helpful in their life; while 12(8.3%) of the respondents said that their teacher was not helpful. By and large, the study revealed that pupils disliked English subject because it was difficult to learn.

Furthermore, the pupils were required to tell if they understood English language subject. The responses indicated that 111(77.8%) of the respondents said that they didn't understand English language subject; while 33(22.2%) of the respondents replied that they understood English language subject. The pupils were also asked to indicate if they received any help outside the classroom. The findings revealed that 117(81.25%) of the respondents answered that they did not get any help outside their classroom in teaching and learning English language. On the other hand, 17(15.75%) of the respondents replied that they got help outside their classroom. It was revealed that most pupils did not learn English language outside their classrooms. They only learned English subject only in their schools.

School heads, were interviewed to explain methods used in teaching and learning English language. The results indicated that 3(37.5%) of the respondents mentioned using participatory and group work. On the other hand, 3(37.5%) of the respondents mentioned used questions and answers. While, 1(12.5%) respondent used demonstration method and 3(12.5%) of the respondents used lecture methods. Teachers also were asked to reveal the most dominant method they used in teaching and learning English language in their schools. The results showed that 8 (14.3%) of the respondents explained that they used group discussion, whereas 9(16.2%) of the respondents said that they used demonstration method and 39(69.5%) of the respondents used question and answer method. In the findings, it was revealed that, the mostly used method was the lecture method.

The pupils were required to tell if all the pupils wrote the questions assigned to them by their teachers. The results showed that 95(70%) of the respondents replied that they always wrote questions assigned by their teachers; while 49(30%) of the respondents replied that they did not do questions assigned by the teachers. Furthermore, the pupils' questionnaire sought to determine whether difficult questions were demonstrated by the teachers on the blackboard. The results revealed that 127(88%) of the respondents agreed that teachers answered difficult questions by writing them on the blackboard and 17(12%) of the respondents replied that their teachers never worked difficult questions on the blackboard.

The pupils were further required to explain if teachers answered pupils' questions. The answers showed that 3(2%) of the respondents explained that the teachers did not answer pupils' questions, while 141(98%) of the respondents said that the teachers always answered pupils' questions. It was revealed that, pupils didn't ask any questions to their teachers in the teaching and learning process.

The pupils were further required to tell whether they used group work to answer teachers' questions. The results revealed that 121(84%) of the respondents revealed that they used group work to answer teachers' questions; while 23(16%) respondents replied that they did not use group work to answer teachers' questions. The overall findings revealed that, teachers didn't use group work to ask pupils questions.

Furthermore, the pupils' questionnaire required to determine whether or not the teachers always punished pupils while teaching. 11(8%) of the respondents agreed while 133(92%) of the respondents disagreed. Overall the results revealed that teachers did not punish pupils during the lesson.

The study also used documentation checklist to find out if teachers were able to cover all topics taught in English language subject by 2013 on each class level as shown in Table 4.5.

Table 4.1: Syllabus coverage by December 2013

Class level	Number of topics in the syllabus	Syllabus coverage by 2013	Percentage of coverage (%)
Standard one	15	14	94

Standard two	13	12	79.3
Standard three	12	11	96.6
Standard four	14	14	100
Standard five	18	15	86
Standard six	16	15	93.7
Standard seven	13	13	100
Total	101	94	92

Source: Field data from observation guide (2014)

The data in table 4.5 reveal that up to December 2013 all teachers had covered 94(92%) topics out of 101 English subject topics contained in the primary school English syllabus. 7(8%) topics were not covered.

The teachers' questionnaire sought to find out if it was possible for the teachers to cover the English language syllabus within the time allocated. If not they were prompted to give reasons. Only 40(71.4%) of the respondents reported that it was easy to cover the syllabus on time and 16(28.6%) of the respondents reported that it was not easy to cover the syllabus on time. The reasons which hindered completion of the syllabus on time included: the pupils' slow learning of English language; and teachers taking longer time to cover each topic in order to make sure that pupils understood well English language. The study sought to find out if the pupils were given assignments daily in English language subject. It was revealed that 36(75%) of the pupils in standard five wrote exercises daily and 12(25%) did not do assignments daily. Moreover, 24(50%) of the pupils in standard six wrote assignments daily and 24(50%) of the pupils did not write assignments daily. In standard seven 36(75%) of

the pupils wrote assignments daily while 12(25%) pupils did not write assignments daily.

Furthermore, the study sought to discover the amount of questions given to pupils' daily whereas the class observational schedule was used. In the findings, it was revealed that about 8-10 questions were assigned to pupils in standard five and six and 10-15 questions were assigned to pupils in standard seven.

In this study observation method was used to determine the extent to which teachers utilized the time allocated during the lesson. Eight teachers from eight primary schools were observed. The classes observed were from the following primary schools; Reginald Mengi, Sinza, Uzuri and Kilimani. Others were Tandale-Magharibi, Mulihatani, Mwananyamala B and Mwananyamala Kisiwani. Classes observed were standard six at Reginald Mengi, standard five at Sinza, standard six at Kilimani and standard seven at Uzuri. Other classes were standard seven at Mulihatani, standard five at Tandale Magharibi, standard five at Mwananyamala B and standard six at Mwananyamala Kisiwani.

Through observation the study revealed that generally the introduction took 5 minutes, the development of new knowledge took 25 minutes and reinforcement took 10 minutes. Reflection and consolidation stages were not shown during the class observation because the lessons ended within stages one, two and three as shown in table 4.6.

Table 4.2: Class observation schedule

Stages	Occurrence	Activities	Duration/Minutes
One	Introduction	Listen and respond to teacher's questions	5 minutes
Two	Development of new knowledge	Listen to and answer teacher's questions, ask questions, take part in class discussions and group work.	25 minutes
Three	Reinforcement	Answer oral and individual questions	10 minutes
Four	Reflection	Comment on the lesson taught	–
Five	Consolidation	Do individual assignments	–
		Total	40 minutes

Source: Field data from observation guide (2014)

Classroom observation revealed that at the beginning of the lesson, teachers greeted the class and then the asked pupils to mention date of that day. After that teachers asked the pupils some few questions which took five minutes only. In the knowledge development stage, the method mostly used was lecture, whereby pupils listened to their teachers and answered questions only when they were asked to. Pupils were not given time to ask questions to their teachers. Also pupils didn't take part in class discussions and group work.

Pupils in their questionnaire were asked to indicate whether or not they were given time to ask teachers questions. The results revealed that 3(2%) of the respondents were given time to ask teachers questions while 141(98%) of the respondents replied that they were not given time to ask questions to the teachers. It was found that, during the observation, pupils were not given time to ask teachers some questions. Furthermore the pupils' questionnaire wanted to determine if the pupils are divided in groups. 141(98%) of the respondents reported that they were divided into groups

and 3(2%) respondents replied that they were not divided into groups. The findings revealed that, during the observation schedule, pupils weren't divided into groups.

In the reinforcement stage, teachers took ten minutes to ask questions which were answered individually. Not all pupils answered teachers' questions. Very few pupils raised their hands to answer questions individually. The majority of the pupils didn't respond. Oral questions were not asked at all. Therefore, many pupils were left behind by the teachers because teachers dealt only with those pupils who understood them.

The pupils' questionnaire sought to find out if all pupils answered teachers' questions orally. The responses revealed that 42(29%) of the respondents answer teachers' questions orally while 102(70.9%) of the respondents indicated that they didn't answer teachers' questions orally. In the reflection stage, pupils were supposed to give opinion on the lesson being taught. Classroom observation revealed teachers didn't allow time for the pupils to give opinion on the lesson taught.

The consolidation stage allows pupils to do individual assignments or group work. In this study the assignments were not given to pupils during the lesson, because 40 minutes ended before the pupils' were assigned work to do. It was revealed that teachers assign work to pupils after the lesson had ended. This implied that teachers had no time to understand what pupils wrote during the lesson.

4.3 Strategies Suggested to Overcome the Problems Facing CBTL Approach in Teaching and Learning of English language

Heads of school were interviewed to mention the strategies adopted to improve the implementation of competency based teaching and learning approach in English language lesson at primary school level. 1 (12.5%) respondent said that the strategies adopted were to practice speaking and reading books for both teachers and pupils. On the other hand 2 (25%) of the respondents said that they were making efforts to make sure that sufficient books are available in their schools. 2 (25%) of the respondents replied that they were using teaching aids available and English clubs to make sure that the CBTL approach was met. Meanwhile, 3 (37.5%) of the respondents indicated that they always conducted seminars to teachers in order to implement properly competency-based teaching and learning of English language subject in primary schools.

The English language inspector respondent was asked to explain the strategies used to encourage teachers to do well in teaching and learning English language in primary schools. The result revealed that the ward coordinators and school heads were directed to conduct seminars and workshops to their English teachers in order to make sure that they understood well competency-based teaching and learning approach in English language.

4.4 Availability of teaching and learning materials for the implementation of competency-based teaching and learning approach

School heads were asked to indicate if the required teaching and learning materials were adequate such as English text books, English reference books and other teaching and learning materials recommended in the primary school syllabus. The results showed that 6(75%) respondents indicated that teaching and learning materials were not adequate whereas 2(25%) of the respondents replied that teaching and learning materials were adequate. Furthermore, teachers of English language were asked to indicate if there were sufficient teaching and learning materials. The responses indicated that 9(16%) of the respondents replied that teaching and learning materials were sufficient while 47(84%) of the respondents mentioned that teaching and learning materials were not sufficient.

A Documentation checklist was used to determine availability of English language text books at school. The data in Table 4.5 shows the documentation checklist results of availability of English language text books in schools.

Table 4.3: The availability of English text books in schools

Class	Text books needed		Text books available		Less text books		Total
		%		%		%	
I	618	100	471	72.2	147	27.8	618
II	691	100	526	76.1	165	23.9	691
III	714	100	512	71.7	202	28.3	714
IV	694	100	561	80.8	133	19.2	694
V	880	100	471	53.5	409	46.5	880

VI	593	100	475	80.8	118	19.9	593
VII	631	100	521	82.5	110	17.5	631

Source: Field data from observation guide (2014)

Results from the documentation checklist revealed that in standard one the books needed were 618(100%) while the text books available were 471(27.8%), implying that there was a deficit of 147(27.8%) text books. In standard two 691(100%) text books were required whereby 526(76.1%) text books were available, making a deficit of 165(29.9%) text books. For standard three 714(100%) text books were required, the availability was 512(71.9%) text books were available, making the deficit of 202(28.3%) text books. For standard four, 694(100%) text books were required but the availability was 561(80.8%) text books, making a deficit of 133(19.2%) text books. For standard five, 880(100%) text books were required, but only 417(53.5%) text books were available making a deficit of 409(46.5%). For standard six text book requirement was 593(100%) text books ,however only 475(80.1%) text books

were available, making a deficit of 118(19.9%) text books; and for standard seven text books requirement was 631(100%) text books were required but only 521(82.5%) text books were available, making a deficit of 110(17.5%) text books.

4.5 How were the text books, teaching and learning materials used in the classroom

Teachers were asked to indicate the pupil-book ratio in the classroom. The results showed that 42(75%) of the respondents indicated that the pupil-book ratio was 1:5, meanwhile, 4(7%) of the respondents replied that the ratio was 1:10, while 9(16%) of the respondents replied that the pupil book ratio was 1:15; while 1(1.7%) respondent mentioned that the pupil-book ratio was 1:30 as shown in Table 4.6.

Table 4.4: The pupil-book ratio in primary school English language lesson

Frequencies		
Ratio	Respondents	Percent (%)
1:1-1:5	42	75
1:6-1:10	4	7
1:11-1:15	9	16
1:16-1:20	-	-
1:21-1:25	-	-
1:26-1:30	1	1.7
Total	56	100

Source: field data from teachers' questionnaire (2014)

Furthermore, teachers were asked to mention the teaching and learning materials mostly used in the classroom. The results were as follows; 8(14.3%) of the respondents replied that the most used teaching and learning material was the library; while 9(16%) of the respondents mentioned that the most used teaching and learning material was the wall chart, meanwhile 38(67.9%) of the respondents replied that the most used teaching and learning materials were real objects and 1(1.8%) respondent said that the teaching and learning materials mostly used were flash cards. These results imply that the other teaching and learning materials mentioned in the English language syllabus were not used at all.

The school heads were required to indicate how they eliminated shortage of English language text books and other teaching and learning materials in their schools. The results showed that; 1(12.5%) of the respondents replied that the shortage of text books was reported to the municipal council; also the school solicited sponsors who helped them to buy text books and other teaching and learning materials especially for standard four and standard seven. Meanwhile, 4(50%) of the respondents replied that they informed parents through the school committees about the shortage of text books in their schools. Another 3(37.5%) of the respondents mentioned that they always used the capitation fund allocated to their schools to buy text books; despite the funds given being small to meet the school needs. It was found that teaching and learning materials used for teaching and learning English subject in primary schools were insufficient.

4.6 Willingness of Teachers to Teach English Language

School heads were asked to tell if teachers fulfilled the requirements of teaching English language in primary schools. The findings revealed that not all teachers fulfilled the requirements of teaching English language at primary schools. Among the 240(100%) teachers of English in primary schools in the area of the study, 40(16.7%) teachers were found to be willing to teach English language while 200(83%) teachers were noted to be unwilling to teach English language.

4.7 Teachers Feelings about Teaching English Language in Primary Schools

Teachers were asked to explain what motivated them to teach English language in primary schools. The results revealed that 15(26.75) of the respondents liked teaching English language in primary schools, while 19(33.9%) of the respondents replied that they taught English language in order to improve the language. 3(5.3%) respondents said that they teach English language for the purpose of communicating with other people who speak English language. 1(1.8%) of the respondents wanted to increase vocabulary and 2(3.6%) of the respondents indicated that they wanted to know how to speak the language. Meanwhile, 5(8.9%) of the respondents indicated that they wanted to help pupils to learn the language. 6(10.8%) of the respondents did not respond. 1(1.8%) respondent wanted to learn English language through teaching, 1(1.8%) respondent was interested to teach English language and 2(3.6%) respondents said that they taught English language because it is their job therefore they just had to teach it as required.

4.8 Capacity Building

Regarding this item, teachers were asked to tell if they had attended any in-service courses. The results revealed that 4(7.2%) of the respondents had attended in-service courses, while 52(92.2%) of the respondents had not attended any in-service courses to enable them teach English language well.

On the other hand school heads were asked to tell if their English language teachers had been offered any in-service training course by the government relating to competency based curriculum. The findings revealed that government had not provided any in-service training to English language teachers. Teachers were required to tell whether they had been offered any training course to improve their ability to teach English language in primary schools. 3(5.4 %) of the respondents replied that they had received training while 53(94.6%) respondents had not received any training. The overall findings revealed that, since the time when CBTL approach was introduced there was no teacher who was offered a training course outside the school to teach English using CBTL approach.

4.9 Challenges that hinder the implementation of competency based approach in teaching and learning English language at primary schools

The heads of school were asked to indicate problems that face schools in teaching and learning English language. 1(12.5%) respondent replied that one of the problems hindering teaching and learning English language in primary schools is shortage of teaching and learning materials like modern visual aids, which most schools are unable to buy due to inadequacy of funds. The results show that 3(37%) of the

respondents indicated that the text books offered are not sufficient to meet the needs of their schools. Meanwhile, 2(25%) of the respondents replied that their schools lack teachers who were competent and committed to teach English language effectively and 2(25%) of the respondents answered that they had overpopulated classes in their schools. This makes teaching and learning to be difficult because one teacher was unable to handle a large number of pupils in a single class.

4.10 Strategies for tackling the challenges

The school heads were asked to tell what strategies they used to solve challenges encountered their schools. The results showed that 2(25%) of the respondents indicated that they contacted the municipal council about the schools' problems but the problems are increasing. Meantime, 4(50%) of the respondents replied that they sought parents help through school committees about the school problems but nothing had been done to their schools. On the other hand, 2(25%) of the respondents answered that they contacted donors who purchased school furniture and English text books for standard four and seven classes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary and conclusion of the study. It also provides the recommendations for action and recommendations for further research.

5.2 Summary of the Study

This study examined the implementation of Competency Based Approach in teaching and learning of English language in primary schools in Tanzania. The main aim was to assess how teachers implemented CBA in the teaching and learning of English language in primary schools. The study was guided by four objectives which were; first, to determine problems facing the implementation of CBTL in teaching and learning English language at primary schools, second, to ascertain availability of teaching and learning materials for the implementation of Competency Based teaching and learning approach. Third, to determine the willingness of teachers to teach English language and fourth, to ascertain challenges that hinder the implementation of competency based approach.

The review of related literature was conducted under eight subheadings and synthesis was made referring to what was observed worldwide, in Africa and other works from the Tanzanian context. The themes examined in the review of literature include; first, a general overview of education needs; second the conceptual framework which

provided Context, Input, Process and Products (CIPP) model of evaluation that guided the study. Third, the implementation of competency based teaching and learning approach in English language at primary school level. Fourth, description of material inputs used in teaching and learning English language at primary schools. Fifth, the willingness of teachers to teach English language at primary school level and their knowledge about competency based curriculum. The sixth topic dealt with the challenges facing schools in the teaching of English language at primary school level. The seventh topic related to theories underpinning the study; and the eighth topic, which was the last subheading related to determination of the research gap.

The descriptive research design was used in carrying out the study and qualitative approach was used with some elements of quantitative approach. Data were collected using a variety of methods including; interview, questionnaire, observation, checklist and documentary search. The questionnaire and the observation methods were used to capture teachers' and pupils' knowledge as well as their classroom behavior in the teaching and learning of English language

Stratified random sampling and purposive sampling techniques were employed to obtain a total number of 209 respondents, whereby 1 inspector, 8 head teachers, 56 teachers and 144 pupils participated. The qualitative data were collected, coded into units and analyzed through content analysis while measurement and analysis of quantitative data were standardized in numerical pieces, summarized and presented in tables.

The purpose of this study was to evaluate competency based teaching and learning of English language at primary school level. Eight schools in four wards of Sinza, Tandale, Manzese and Makumbusho were studied. The schools studied were, Sinza, Reginald Mengi, Kilimani and Tandale-Magharibi. Others were Mulihatani, Mwananyamala B and Mwananyamala Kisiwani.

The findings on task one revealed that the inspector, school heads and teachers of English language understood the concept of competency- based teaching and learning in English language. Moreover, the teachers of English language were familiar with the concept competency- based approach. The findings also confirmed that primary school pupils do not like English language subject because they think that English is a difficult subject to learn.

The study has also determined that teaching methods like the use of group discussions and demonstrations were not used during the lessons, although the teachers and pupils in their questionnaire reported that they always use them. Furthermore, it was found that the method usually used during in teaching was the lecture method. Furthermore, the study has also determined that the pupils were not guided to comment on what they were taught during the lesson. This implies that the essence of competency-based teaching and learning approach is not met. Competency-based approach requires that should use different methods of teaching

and learning which are shown in the English language syllabus in order to cultivate pupils' interest and liking for English language subject.

Furthermore the findings have revealed that most teachers were able to finish the topics of the syllabus. Moreover, the findings also have shown that when teaching, teachers failed to allocate properly the time leading to failure to provide pupils with written assignments. It was also found that teachers did not make follow up of pupils when writing assignments. This being the situation, teachers were not be able to help individual pupils during the lesson

With regard to task two the study found that; In most schools, teaching and learning materials like visual aids and text books were not sufficient to teachers and pupils due to the lack of funds allocated to the schools. Teachers always used real objects which were available in their school surroundings. The study also found that English books used in schools differed from school to school.

With regard to task three, the study has found that most teachers are not willing to teach English language subject because most of them have inadequate knowledge of English language subject; moreover, the findings have determined that teachers are not motivated to teach English language. Furthermore, the study has found that teachers are not provided with seminars or workshops which would encourage them to teach English language subject effectively. As for task four, the findings have

shown that the main challenges facing schools include; inadequate teaching and learning materials; lack of competent teachers and congestion of pupils in the classes.

5.3 Conclusion

The information obtained from the research tasks led to the following conclusion.

The inspector, school heads and the majority of teachers understood the concept of competency-based teaching and learning in English language lesson. On the other hand, the pupils do not understand English language properly as it is directed by the English language syllabus. With regard to syllabus coverage, the majority of teachers cover the syllabus on time. During the lesson, teachers did not assign pupils with sufficient questions to pupils. Moreover, the pupils were not involved in group discussion and neither were they given time to comment on the lesson taught. Furthermore, the majority of teachers were not sufficiently qualified to teach English language as they had not attended any workshops or courses for the purpose of increasing their knowledge of English language.

5.4 Recommendations

This study has revealed some problems which teachers encounter in the teaching of English language subject in primary schools. Based on the findings, the following recommendations are provided for action and also for further research.

5.4.1 Recommendations for action

The Ministry of Education, Science, Higher Education and Vocational Training should orientate teachers when the changes are made in the syllabus in order to enable them cope with the innovation of the new syllabus. This could be done by providing the teachers with short courses on how to teach topics which are contained in the syllabus; providing incentives and motivation to students joining teachers training colleges to be attracted to learn English language; and provide appropriate teaching and learning materials especially text books in order to reduce the problem of shortage which teachers and pupils encounter in almost all government primary schools in the country; and finally, involve the Tanzania Institute of Education (TIE) to prepare English interesting text books which will motivate pupils to learn English language. In this regard, MOEVT should acknowledge that competency based curriculum is an innovation that is not yet familiar to many traditional book writers who were more used to writing books from content based perspective.

5.4.2 Recommendations for further research

This study involved primary schools in Kinondoni municipal council only. It is recommended therefore that similar studies should be conducted in other parts of Tanzania to determine the implementation of CBA in teaching and learning English language lesson. Furthermore, it is recommended that similar studies should be conducted to investigate the situation of the use of CBA in other subjects.

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APPENDICES

APPENDIX 1: The Interview Schedule for Head Teachers

Name of the school.....

District.....

Ward.....

1. What do you understand by the concept competency-based teaching and learning approach?
2. Are the teachers fulfilling the requirements of teaching and learning English using competency based approach?
3. What are the methods used in teaching English language in your school?
4. What are the strategies used to improve the implementation of competency-based teaching and learning of English language lesson in your school?
5. Are the teaching and learning materials adequate in terms of English text books, English reference books and other teaching and learning materials recommended in the primary school English syllabus?
6. If the teaching and learning materials are inadequate what have you done to eliminate this problem?
7. Have the English language teachers given any in-service training in your school basing on competency based curriculum?

APPENDIX II: QUESTIONNAIRE FOR THE SCHOOL INSPECTOR

District.....

Do you understand the concept competency based teaching and learning approach in English language? (Yes...) (No.....)

1. How does the response from this questionnaire item assist you in your work?

.....
.....

2. Are the teachers implementing competency based teaching and learning approach in English language in their schools? (Yes....) (No.....)

3. Are there any problems facing the teaching and learning of English language in your district? (Yes...) (No....)

What are these problems?

.....
.....

4. What are the strategies that have been devised in your district to encourage teachers to do well in teaching English language in primary schools using CBA?

.....
.....

APPENDIX III: QUESTIONNAIRE FOR THE TEACHERS OF ENGLISH

The name of the school.....

What are the teachers supposed to do? (Have clearly stated instructions of what to be done by the respondent filling in the questionnaire

1. What is the teacher pupil ratio in your English lesson?

i) 1:45

ii) 1:75 ()

iii) 1:90

iv) More than that

2. Are you familiar with the concept competency based teaching and learning in English language?

.....

3. Are there any in-service courses that you have ever attended in the teaching of English using competency based approach?

4. Is there any other training offered to you in order to improve your teaching English language?

.....

5. What motivates you to keep on teaching English language? (Mention any two)

i).....

ii).....

6. What is the pupil-book ratio in your class? To

7. Are the teaching and learning materials enough? Yes () No (). (Which teaching and learning materials are you referring to?)

8. What is the most teaching and learning materials used in your class? Tick the appropriate ones

Library (.....)

Recorder video (.....)

Wall charts (.....)

Real objects (.....)

Flash cards (.....)

9. What are the most teaching methods used in your English lesson?

Tick one from the following list below.

Group discussion (.....)

Lecture (.....)

Survey (.....)

Demonstration (.....)

Questions and answers (.....)

10. Why is the above method used mostly?

It is effective ()

It is easy ()

It is recommended by the head teacher ()

11. What are the challenges facing you in using competency based approach in teaching of English language? Tick one

Class size ()

Teaching and learning materials ()

The knowledge about the competency based approach in teaching English ()

APPENDIX IV: QUESTIONNAIRE FOR THE PUPILS

Answer the following questions correctly according to your understanding.

1. Do you like English language lesson?

Yes () No (). Tick one.

If you don't like English language lesson, from the list below tick one reason which causes you to dislike it.

I don't understand the teacher. ()

The subject is difficult. ()

The subject is not helpful in my life. ()

The teacher is not helpful. ()

Tick a correct statement

2. Do you understand English language lesson? Yes () No ()

3. Do you get any help of teaching and learning English language outside the classroom? Yes () No ()

4. Do you have your own English language text book? Yes () No ()

Put tick or x to the following statements

5. The English teacher use a lot of time writing on the blackboard Yes (....) No (....)

6. All the time the pupils answer the questions orally. Yes (....) No (....)

7. Pupils are given time to ask questions Yes (....) No (....)

8. The teacher doesn't want to answer pupils' questions Yes (....) No (....)

9. Pupils use the group work to answer the teacher's questions Yes (....) No (....)

10. Difficult questions are done by the teacher on the blackboard Yes (....) No (....)

11. The teacher always punishes pupils while teaching Yes (....) No (....)

12. All the pupils do the teacher's questions given to them

13. Are you divided into group work? Yes () No ()

If you are divided into group work, does your teacher give you some questions to answer?

Yes () No ()

APPENDIX V: DOCUMENTATION CHECKLISTS

Topics contained in the English language syllabus for each class level.

CLASS LEVEL	NUMBER OF TOPICS	SYLLABUS COVERAGE BY DECEMBER 2013
Standard One		
Standard Two		
Standard Three		
Standard Four		
Standard Five		
Standard Six		
Standard Seven		

2. Availability of English language text books at school

CLASS	NEEDED	AVAILABLE	LESS	TOTAL
I				
II				
II				
IV				
V				
VI				
VII				

3. Pupil assignments

FREQUENCY	STANDARD	STANDARD
	FIVE	SIX
Given daily		
Number of questions given		
Are they done?		
Are they marked by the teacher?		
Are they corrected by the pupils?		

APPENDIX VI: CLASS OBSERVATION CHECKLIST

Stages	occurrence	Activities	Duration/minutes taken
One	Introduction	Listen and respond to teachers' questions.	
Two	Development new knowledge	Listen to and answer questions. Ask questions Take part in class discussion and group work.	
Three	Reinforcement	Answer oral and individual questions	
Four	Reflection	Comment on the lesson taught	
Five	Consolidation	Do individual assignment.	

Appendix VII: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2666752/2668445 Ext.2101
Fax: 255-22-2668759
E-mail: drpc@out.ac.tz

Ref. No. HD/E/392/T.10

Date: 4th April, 2014

Director,
Municipal Council,
Kinondoni District,
DAR ES SALAAM

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992. The Act became operational on the 1st March, 1993 by public notes No. 55. Act number 7 of 1992 has now been replaced by the Open University of Tanzania Charter which is in line with the university act of 2005. The Charter became operational on 1st January, 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason the staffs and students undertake research activities from time to time

To facilitate the research function, the Vice Chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the Government of Tanzania and the Tanzania Commission for Science and Technology.

The purpose of this letter is to introduce to you Pauline P. Rwezaura a Masters student at the Open University of Tanzania Registration No. HD/E/392/T.10. By this letter Pauline P. Rwezaura has been granted clearance to conduct research in the country. The title of her research is "An evaluation on the competency – based teaching and learning English language subject at Public Primary Schools in Kinondoni District." The research will be conducted in Kinondoni District.

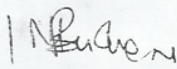
The period which this permission has been granted is from the 9th April, 2014 to 8th July, 2014.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic)
The Open University of Tanzania
P. O. Box 23409,
Dar Es Salaam
Tel: 022 2 2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,
THE OPEN UNIVERSITY OF TANZANIA


Prof. S. Mbogo
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

**APPENDIX VIII: PERMISSION LETTERS FROM THE KINONDONI
MUNICIPAL COUNCIL**

HALMASHAURI YA MANISPAA YA KINONDONI
BARUA ZOTE ZITUMWE KWA MKURUGENZI WA MANISPAA

Simu Na: 2170173
Fax Na: 2172606
Unapojibu tafadhali taja :

Kumb Na. KMC/ ED/U.21/45



**MKURUGENZI WA MANISPAA,
MANISPAA YA KINONDONI,
S.L.P 31902,
2BARABARA YA MOROGORO
14883 DAR ES SALAAM.**

Tarehe: 22/04/2014

Mkaguzi Mkuu
Manispaa Kinondoni
s.l.p 31902
DAR ES SALAAM

YAH: KIBALI CHA KUFANYA UTAFITI

Husika na somo hapo juu

Paulina Rwezaura kutoka "Open University", ameruhusiwa na Mkurugenzi wa Halmashauri ya Manispaa ya Kinondoni kufanya utafiti juu ya "An evaluation of Competency - Based Teaching Learning English Language at Primary School level in Public Primary Schools in Kinondoni District" katika kituo cha kazi.

Hivyo tunategemea utampatia ushirikiano kwa muda wote wa zoezi hilo

Ahsante


P. Ngarambe

**Kny: AFISA ELIMU MSINGI
MANISPAA YA KINONDONI
Kny: AFISA ELIMU - MSINGI
H/M MANISPAA KINONDONI**

HALMASHAURI YA MANISPAA YA KINONDONI

BARUA ZOTE ZITUMWE KWA MKURUGENZI WA MANISPAA

Simu Na: 2170173

Fax Na: 2172606

Unapojibu tafadhali taja :

Kumb: Na KMC/ED7U. 21/45


**MKURUGENZI WA MANISPAA,
MANISPAA YA KINONDONI,
S.L.P 31902
DAR ES SALAAM.**

Tarehe: 22/04/2014

Mwalimu Mkuu,
Shule ya Msingi Reginald Mengi,
Shule ya Msingi Sinza,
Shule ya Msingi Uzuri,
Shule ya Msingi Kilimani,
Shule ya Msingi Tandale Magharibi,
Shule ya Msingi Muhalitani,
Shule ya Msingi Mwananyamala Kisiwani,
Shule ya Msingi Mwananyamala 'B'
DAR ES SALAAM.

YAH: KIBALI CHA KUFANYA UTAFITI

Husika na somo hilo hapo juu.

Paulina Rwezaura kutoka "Open University", ameruhusiwa na Mkurugenzi wa Halmashauri ya Manispaa ya Kinondoni kufanya utafiti juu ya 'An evaluation of competency – based teaching and learning English language at Primary school level in public primary schools in Kinondoni District' katika kituo chako cha kazi.

Hivyo tunategemea utampatia ushirikiano kwa muda wote wa zoezi hilo.

Asante.

P. Ngarambe
Kny: AFISA ELIMU MSINGI
MANISPAA KINONDONI

APPENDIX IX: PERMISSION LETTER TO HEADS OF SCHOOLS