

# Competence based curriculum in practice: English curriculum implementation prospects and challenges in Mtama District secondary schools in Tanzania

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## Abstract

This study, conducted in Mtama District, Tanzania, addresses the challenges and highlights prospects associated with implementing the Competence-Based Curriculum (CBC) in English language education in secondary schools. The research, prompted by the district's observed poor performance in English subjects and a lack of prior research, used a mixed-methods approach involving random and purposeful sampling. The study focused on 21 English teachers and 380 students, employing a complementary research design that integrated qualitative methods such as interviews with quantitative techniques like Likert scale questionnaires. The findings highlight the optimistic prospects of CBC implementation, as perceived by both students and teachers. The curriculum is acknowledged for emphasizing skill development, critical thinking, and real-world application. However, the study identified significant challenges English teachers face, with external pressures and a shortage of teaching resources standing out. External pressures, often driven by political and educational authorities, hinder effective CBC adoption, leading to rushed syllabus coverage. Additionally, a scarcity of materials impedes the curriculum's delivery and effectiveness. In conclusion, the study underscores the need for comprehensive efforts to address these challenges. It is recommended to prioritise in-service training for English teachers, providing adequate teaching materials, reducing class sizes, implementing language support programs, and fostering a positive learning environment. By addressing these challenges, Mtama District can enhance the quality of English language education, better prepare students for real-world challenges, and contribute to the successful implementation of CBC.

**Keywords:** competence-based curriculum, English language, implementation, challenges, prospects

## **Competence based curriculum in practice: English curriculum implementation prospects and challenges in Mtama District secondary schools in Tanzania**

### **1. Introduction**

The introduction of the Competence-Based Curriculum (CBC) in secondary schools has brought about a significant transformation in the education systems of numerous countries; Tanzania included (Nkya et al., 2021). This curriculum places a robust emphasis on providing students with practical skills and competencies, particularly in the subject of English, to prepare them for future success. Despite these intentions, the implementation of CBC faces challenges in various regions, and Mtama district is no exception. A substantial number of students in this district encounter difficulties in achieving satisfactory grades, specifically in the English language subject. Moreover, the consecutive years of subpar results in the Certificate of Secondary Education Examination (CSEE) from 2019 to 2021 have sparked debates regarding the underlying reasons. Scholars such as (Patrick, 2020) have shed light on English teachers' struggles in effectively addressing language proficiency issues, consequently impacting students' ability to engage fully with the CBC. This difficulty is not unique to Mtama but is a pervasive concern shared by researchers like (Nyoni & Studies, 2018), (Dushimumuremyi et al., 2018), (Akala & Open, 2021), and (Krimat & Merrouch, 2022). Their collective findings draw attention to the broader issue of inadequate student performance in secondary schools, leading to a decline in the overall quality of education.

The challenges identified include language barriers, insufficient teaching resources, teacher training, and lack of familial and community support. These impediments contribute to a complex educational landscape, hindering the successful implementation of the CBC. As we explore this study, it is imperative to comprehend the multifaceted nature of these challenges and explore potential solutions for enhancing the effectiveness of the Competence-Based Curriculum in English education within Mtama district's secondary schools. In light of the considerable complexities English teachers face in ensuring the effectiveness of the CBC implementation, particularly in English subjects, it is crucial to scrutinise the measures taken within the education system. The challenges highlighted by scholars like (Patrick, 2020) underscore the need to examine strategies and interventions to improve the situation thoroughly.

One critical aspect that demands attention is the geographic focus of existing research studies, which predominantly concentrate on urban areas, inadvertently neglecting the challenges prevalent in rural regions. Despite the widespread issues English teachers face nationwide, the unique dynamics of rural areas like Mtama District may demand tailored solutions. This geographical bias in research can potentially lead to overlooking specific contextual challenges that rural teachers encounter. (Akala & Open, 2021) argument further accentuates the significance of these challenges as a major hindrance to the effective implementation of the curriculum in secondary schools. Consequently, it is imperative to bridge this research gap by conducting a focused study in Mtama District, particularly concentrating on the challenges encountered by English teachers in implementing competence-based curricula. Such a study addresses the call for a more comprehensive understanding of the issues. It serves as a crucial step toward proposing targeted solutions for improvement by exploring the specific challenges within Mtama District secondary schools, particularly in English language instruction and research. Generally, this research aimed to catalyse positive change, fostering an enriched English education environment within the broader framework of the CBC.

### **2. Theoretical Consideration and Literature Review**

The infusion of the Competence-Based Curriculum (CBC) in secondary schools has introduced a myriad of prospects and challenges, particularly evident in the landscape of English language instruction. Despite assertions from the Ministry of Education regarding the positive impact of the CBC on students' English

language performance, persistent shortcomings in English subjects cast a critical shadow on the overall quality of education. This paper to explore into prospects and challenges English teachers face during the implementation of the CBC in secondary schools, with a particular focus on Mtama District. Within the theoretical framework, the Communicative Competence framework this model provides a comprehensive perspective on language learning and use. Dell Hymes developed the Communicative Competence Model in response to Noam Chomsky's theory of linguistic competence, which primarily focused on grammar and syntax. Hymes introduced this model in the 1960s to broaden the understanding of language, emphasizing communication in real-world contexts. The model aimed to encompass not only linguistic proficiency but expanding the scope of language learning beyond grammar rules.

Also, Swain and Canale made significant contributions to the Communicative Competence Model by emphasizing the importance of language learners actively producing language to develop communicative competence. Swain and Canale, expanded upon Dell Hymes' model by proposing the Communicative Competence Model in 1980. This model described four key components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, highlighting their integration in language teaching and assessment for effective communication in real-life situations.

**Grammatical Competence:** This component deals with the mastery of the grammar, vocabulary, and syntax of a language. It encompasses the knowledge of linguistic rules and structures necessary for communication. Sociolinguistic Competence, involves understanding the social and cultural aspects of language use, including the appropriate use of language in different social contexts, the ability to interpret social cues, and awareness of language variation and sociocultural norms. Discourse Competence, focuses on the ability to produce and comprehend coherent and cohesive extended stretches of language, such as conversations, narratives, and written texts. It involves skills such as organizing ideas, structuring conversations, and understanding discourse markers. Strategic Competence deals with ability to use communication strategies effectively to overcome obstacles in communication, such as difficulties in expressing ideas or understanding messages. This includes skills such as paraphrasing, clarifying, and using compensation strategies to maintain effective communication. By emphasising grammatical competence alongside discourse, sociolinguistic and strategic competence, the model becomes a guiding tool for exploring the prospects and challenges faced by English teachers in implementing the CBC. And these competence were used in discussion of this the study.

Grammatical competence, Make sure students are really know English grammar well, including how sentences are put together, how words change, and what words mean. Stress how important it is to use English correctly when speaking and writing. Therefore, the Use activities that show how well students understand and use grammar in everyday situations.

**Discourse competence** - Implementing a good English program by making sure students talk and listen in English through discussions and debates, teaching them how to express themselves clearly in both speaking and writing, and show them different types of writing and speaking hence students may understand how English works in different situations. While English teachers also checking how well students are doing regularly.

The Sociolinguistic Competence component of the Communicative Model aligns with a notable challenge faced by English teachers in Mtama District - bridging language proficiency gaps among students from diverse linguistic backgrounds. This facet underscores the importance of understanding language in its social context, considering variations based on social and cultural factors. In implementing the CBC, teachers must be tuned to these sociolinguistic factors to effectively bridge language proficiency gaps among students. Furthermore, the Communicative Model's Strategic Competency aspect aligns with our research objectives. In the context of the CBC, English teachers must develop strategies to engage students effectively and foster communication skills. This includes adapting teaching methods, providing scaffolding, and utilising various instructional techniques to help students overcome language barriers. The Communicative Model, therefore, serves as a guiding framework for understanding and addressing the challenges encountered by English teachers in Mtama District during the

implementation of the CBC.

As we transition to the literature review, Songbatumis' exploration in Taliwang, Indonesia, and revealed challenges such as vocabulary retention struggles and reduced student focus. Our proposed study builds upon this foundation, aiming to explore challenges arising from shifts in teaching techniques within the competence-based curriculum framework, specifically in the context of Mtama District (Efriza *et al.*, 2023). The study revealed that the graduates have low communication since there is a lack of exposure and usage of targeted language in the classroom. Furthermore, it demonstrated that educators generally grasp the concept of competence-based approaches but encounter hindrances in their implementation. The study extends this by emphasising the need for a more profound investigation into English teachers' challenges at the secondary level during the transition from traditional to competency-based instruction, providing a nuanced understanding applicable to the Mtama context.

Similarly, (Hasnain & Halder, 2023) investigated challenges in English teaching, emphasising limited English integration in students' daily lives and a shortage of proficient English teachers. Our research builds on this, focusing on the hurdles secondary school English teachers face in Mtama District as they align their teaching techniques with competency-based requirements. (Ghezir *et al.*, 2022) The study focused on Algeria and explored challenges in broadly implementing a Competence-Based Approach across secondary schools; the current Mtama District study concentrates specifically on English language teaching in a distinct context. (Muasya & Waweru, 2019), and the involvement of stakeholders and parents is adequate. This aligns with the Mtama District study's emphasis on challenges in implementing the CBC for English language teaching. Differences may arise in the subject-specific context, and the nuanced "Challenges and Prospects" focus suggests a comprehensive yet localised exploration. (Sifuna & Obonyo, 2019) study centres on competence development in primary schools, while the Mtama District study specifically focuses on challenges and prospects in implementing the Competence-Based Curriculum for English language teaching in secondary schools, the Mtama District study delves into both obstacles and positive aspects of implementing the curriculum in English language teaching.

(Mpayo & Bulayi) study focuses on trained English teachers' interpretation and implementation of the Competence-Based Curriculum (CBC). The current study broadly explores challenges and prospects in CBC implementation. The former specifically explore into the roles and experiences of trained English teachers, shedding light on their understanding and application of the curriculum. Meanwhile, Mtama District study targets secondary schools, encompassing trained and untrained teachers. (Muchira *et al.*, 2023) also identified hurdles in implementing a competence-based curriculum, including inadequate teacher training and funding limitations. The study in Tanzania aims to understand the context-specific challenges English teachers face in Tanzanian secondary schools while adopting a competence-based curriculum. (Andrew, 2021) focused on the congruence between teaching methods and the competency-based curriculum in Tanzania. Our research narrows its focus to the English language, aiming to identify effective pedagogical approaches within a competence-based framework at the secondary level, providing insights relevant to the Mtama District.

While prior research acknowledges barriers to adopting a competence-based approach, it does not thoroughly explore English teachers' specific challenges. Forthcoming research aims to bridge these gaps by conducting a focused and comprehensive study, specifically investigating the prospects and challenges in Mtama District secondary schools while implementing a competence-based curriculum. By exploring effective teaching strategies within the new framework that can be used in teaching and learning English language, the study sought to contribute valuable insights applicable to Mtama and the broader context of competence-based English education.

### 3. Study methodology

**Study area, sampling, and study design** - The research was carried out in Mtama District in the Lindi region,

chosen for its notable problem of poor performance in English language subjects among secondary school students (Chiwamba, 2022). Additionally, there's a lack of prior research on challenges and prospects English in this area. This made Mtama District a suitable location to explore the challenges and dynamics of implementing the competence-based curriculum in English-language subjects. The study aimed to fill the research gap, provide insights to improve English language teaching and address broader academic performance issues in the district.

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

The study focused on two groups: 21 English teachers and 380 students. English teachers were crucial due to their central role in enacting the curriculum, offering insights into the challenges and complexities of its implementation. In contrast, students formed a significant part of the study, representing those directly affected by the curriculum's shortcomings. Their perspectives and experiences were valuable in understanding how ineffective curriculum delivery impacted their learning. The study used a complementary research design, integrating qualitative and quantitative techniques to thoroughly investigate the challenges of a competence-based curriculum. This strategy acknowledges the unique advantages of each approach, utilising qualitative methods like interviews to research into teachers' experiences and quantitative methods such as questionnaires to provide statistical insights into teaching strategies and viewpoints. The study achieved a comprehensive understanding and facilitated a balanced presentation of its findings to the researcher.

The study employed various methods to gather data about implementing the CBC in secondary schools. These methods include observing English teachers in classrooms, open-ended questions to the English teachers and students using Likert scale questionnaires to gauge perceptions of their teachers' effectiveness in aligning with the curriculum, and then structured interviews conducted with the English teachers. These approaches aim to comprehensively understand how the curriculum is applied by capturing quantitative data on perceptions and qualitative insights from participants.

The data collection phase of the study lasted four weeks in April 2023. The study included 380 students from various secondary school levels. Students were chosen due to their central role as beneficiaries of the curriculum. Their experiences, perceptions, and outcomes offer valuable insights into the competence-based curriculum's effectiveness. Furthermore, 21 English teachers participated in the study. Focusing on English teachers is justified by their critical role as curriculum implementers. They translate the curriculum's goals and objectives into classroom practices. Analysing their approaches, strategies, challenges, and successes explains how the curriculum is practically executed and impacts students.

## 4. Result

### 4.1 Prospects of implementing CBC in teaching and learning the English language

This inquiry examined the prospects of implementing CBC in secondary school. The study noted that there are many prospects for both students and teachers in implementing CBC, as presented through the questionnaires,

observation, and interviews. For example, to the students, a competence-based curriculum emphasizes skill changes and utilization of knowledge in real-world situations. Through the questionnaires, the prospects of CBC to the students in learning English subject.

In responding to interview questions, English teachers were asked about the prospects of a CBC in teaching and learning English subject. The English teachers gave different responses; some of the responses were as follows,

English teachers from school A interviewed stressed that,

*“In my understanding, the competence-based curriculums prepare the students for the manpower and use their learning in the applicable environment since the global market needs competent and skilled people.”*

In line with the English teacher from school, H

*“Competence-based curriculum in secondary schools helps to increase the workforce after completing the education since students are taught to be independent and develop skills that can help them in real life.”*

In the same regard to the teacher from school, I said that

*“In my opinion, competence-based curriculum helps the students since students are prepared to be independent and skilled after completing their education.”*

An English teacher from school, J

*“Competence-based Curriculum helps students to have critical thinking skills, and students learn how to cooperate with others in problem-solving inside and outside of the classroom.”*

English teachers from school E said that.

*“From my perspective, competence-based Curriculum encourages critical thinking among the students rather than simply memorising information.”*

The finding above concurs with (Akala & Open, 2021) who revealed that CBC helps to increase the workforce in the country since the students produced have enough skills. One of the Online to (Rupia, 2022) revealed that Using CBC in teaching and learning English subjects, students develop critical thinking, creativity, and activeness and can solve problems during class time and outside the classroom, and teachers recognise the students' problems. This implies that a competence-based curriculum in the teaching and learning process helps students to be competent and independent rather than a content or traditional curriculum in which students only memorise the information or the documents given by their teachers, making them not being competent and proceeding to be dependent to others, in addition even the students produced after completing their education did not have enough skills that could bring good workforce in the societies.

While Most English teacher from centrally of Mtama District view the implementation of CBC in positively, by seeing it as an opportunity to enhance students' practical language abilities for real-world communication and appreciate its focus on meaningful interaction and skill integration, It is different from some English teachers found in remote areas in Mtama district whereby came up with different views on the prospects of implementing CBC for teaching and learning English Language, The views were as follow.

Teacher from school B said

*“To my opinion I can see there is no prospect of CBC since the students are not prepared for new teaching methods as results I fail to fulfill the CBC vision in English language”*

In the same regard to the teacher from school C said that

*"It is all well and good to talk about prospects of CBC but large number of the students in classroom at different levels makes difficult to focus on practical skills which may bring positive results so it is better to struggle t to keep the classroom running smoothly first?"*

Teacher from school D said,

*"I understand the positive results of CBC but I'm not convinced this approach is the right fit for our rural schools and if students benefit from CBC as most of the English teachers are lacking skills concerning CBC that could help to help students to be competent and meet really life situations."*

Teacher from school F said that

*"To my perspectives there are uncertainly about the prospects of CBC since there is no enough support and guidance from school management concerning CBC implementation in learning and teaching English"*

In line with the teacher from school G said that

*"To my perspective I see no prospects of CBC to the students learning English language in our school since there are limited time to implement CBC."*

This implies that English teachers in remote areas understand the positive impact of the Competence-Based Curriculum (CBC) on students' English proficiency, recognising potential to prepare students for real-life situations and improve language skills. However, despite this awareness, many struggle to implement CBC effectively due to several factors. These include a lack of support and guidance from school management, limited training opportunities specifically focused on CBC, and difficulties in meeting the diverse needs of students while following to the curriculum's demands. Addressing these challenges is essential to ensuring that CBC can successfully enhance students' language learning experiences in remote areas.

#### *4.2 Challenges Encountered by English Teachers in Implementing CBC*

In the study area, various challenges encountered by teachers in implementing CBC in teaching and learning the English language in Mtama district secondary schools were examined. Among them include a shortage of teaching and learning materials, overcrowded classrooms, lack of understanding concerning CBC, and lack of in-service training. Before regression analysis was done, assumptions about using the model were checked. Multi-collinearity diagnostic was tested in which VIF should be not greater than ten and should not be less than 1. In this analysis, the results were within range. Therefore, it did not suffer multicollinearity. Durbin Watson was also considered which should be not greater than three, not less than three, and not exactly 2. In this case, the Durbin Watson is 2.52, where tolerance of multi-collinearity should range between 1 and 3.

In the study area, various challenges encountered by secondary school teachers in implementing CBC in teaching English subjects however the model determined External pressure and shortage of facilities had strong significance impact since, the significance value (Sig.) in the regression output table shows if a predictor variable has a real impact on the outcome. It measure how confident relationship between the predictor and the outcome. Therefore, the value with less than 0.05 means there is a strong chance the predictor really does affect the outcome. Furthermore, if the Significance value is higher than 0.05, are less confident in the relationship, and might not consider it as important in explaining the outcome. In addition for Lack of service training, Overcrowded classroom, Lack of understanding concerning CBC, and Readiness of students to learn English subject are more than 0.05, indicating that these variables are not statistically significant predictors of the outcome variable.

### ***External pressure***

Among the challenges English teachers face is external pressure on the implementation of CBC, as revealed by the findings and tested by the regression model from the questionnaires sort that challenge which greatly impacts the implementation of CBC in secondary schools. Hence, teachers need a settled mind to act on their responsibility to ensure students get the required knowledge. They can use that knowledge to solve related societal problems at the end of their course. Responding to the interview question, English teachers were asked about their challenges in implementing a competence-based curriculum in teaching and learning English subjects. The English teachers gave different responses; some were as follows.

An English teacher from school D and F

*“I think, the major challenge is external pressure whereby they are forced to cover the syllabus before the time to focus on national examination performance rather than achieving the syllabus needs. Therefore, this makes many teachers use a content-based curriculum and not a competence-based curriculum. As you know, CBC needs a lot of time for preparation.”*

The research findings underscore the challenge that external pressures from political leaders and educational authorities pose to effectively adopting a Competence-Based Curriculum (CBC) in teaching and learning the English language at secondary schools. These pressures significantly impact the implementation of CBC, as its success pivots on English teachers having full time to formulate appropriate teaching strategies and methods in line with the competence-based approach. However, these external pressures often compel teachers to rush through the curriculum, driven by the urgency to meet specific syllabus completion deadlines. This hurried approach compromises the quality and effectiveness of CBC, potentially depriving students of the comprehensive skill development and practical knowledge application that CBC aims to impart. (Addai-Mununkum & Setordzi, 2023) revealed that political leaders and educational officers are the ones who pressure English teachers to accomplish syllabus without considering the situation of implementation of CBC. Therefore, curriculum reconsideration, allocating more time within the academic calendar for CBC adaptation, and offering teachers comprehensive training and resources to empower them for effective CBC implementation. Ultimately, it is vital to strike a balance between syllabus completion and competency development, fostering an educational environment that supports the core objectives of CBC, which is to better prepare students for real-world challenges.

### ***English subject resources***

The questionnaire revealed that English subject resources greatly impacted the implementation of CBC in secondary schools, as revealed from the field. Through an interview with English teachers, teachers revealed that the shortage of teaching English subject resources is a drawback to the effectiveness of the teaching and learning process.

An English teacher from school A said

*“I think, a shortage of English learning materials is a big problem, and you may find the number of students is high compared to the number of materials. For example, I am teaching one class of about 80- 95 and the English books are 35, so it is difficult to the required reading session”.*

English teachers from schools C and B also said

*“One of the biggest challenges in teaching and learning English language subject is insufficient teaching aids like audio-visual. Most students learn effectively when teachers use audio-visual, but in my school, this is a challenge since I am teaching things without showing them or giving audio to listen to, for example, on the topic of Listening skills.”*



An English teacher from school, J

*“Teaching and learning materials are a problem. English language subjects demand specific books that act as a guideline for teachers when teaching English subjects. I remember in the old good days, there were textbooks which guide both students and teachers in the teaching and learning activities.”*

The quotations emphasise the importance of teaching and learning resources in successfully implementing CBC for teaching English in secondary schools. Therefore, having the appropriate resources and materials is essential for effectively delivering the curriculum. Without these resources, various challenges may arise, hindering the execution of the CBC. Firstly, it can result in students sharing incorrect information among themselves or waiting for the English teacher to write on the blackboard, which can be time-consuming and inefficient. Secondly, insufficient materials can impede students and teachers, potentially resulting in poor performance and a lack of interest in teaching through a CBC approach. Additionally, having an adequate supply of materials and facilities is essential for providing clear guidance to students and teachers during the learning and teaching process. Likewise, (Kinyunyu, 2020), observation underscores how the absence of materials can hinder the effective implementation of CBC in secondary schools, ultimately affecting students' competence in English.

### ***Other Challenges***

Attaining an English language CBC faces many challenges. Firstly, the lack of in-service training for teachers impedes their ability to effectively implement such a curriculum, as they may lack the necessary pedagogical strategies and language proficiency themselves. An overcrowded classroom is another issue, limiting opportunities for personalized instruction and meaningful language practice. The language barrier presents another hurdle, particularly in Tanzania where English is not widely spoken, hindering both teacher-student communication and student comprehension of English-based content. Moreover, the lack of understanding of what constitutes a CBC among teachers leads to misalignment between instructional goals and student outcomes. As emphasized by (Hymes, 1972) as well as (Canale & Swain, 1980) the importance of communicative competence and the need for immersive language learning environments, further underscoring the significance of addressing these challenges, since in many Tanzanian schools English is only spoken in the class, but outside the classroom it is Kiswahili which is predominant. Additionally, the readiness of some students to learn English varies, influenced by factors such as socioeconomic background and prior exposure to the language, posing yet another barrier to achieving proficiency in an English-centric curriculum. Efforts to overcome these challenges require comprehensive teacher training, smaller class sizes, targeted language support programs, and culturally responsive pedagogical approaches, as highlighted by research in the field of second language acquisition (Spada & Lightbown, 2019)

## **5. Implications**

### ***5.1 Implications for the English teachers***

In essence, it's crucial for English teachers to effectively implement Competence-Based Curriculum (CBC) in teaching English language in secondary schools by addressing external pressures, ensuring sufficient teaching resources, and investing in ongoing teacher training programs. By advocating for a balanced syllabus approach, teachers can prioritize practical skills and competencies, aligning with CBC goals. Engaging in discussions with educational authorities allows English teachers to promote methodologies supporting CBC. Access to ample teaching resources enables teachers to create engaging learning experiences, enhancing student comprehension and skill development. Moreover, ongoing teacher training programs provide educators with necessary strategies and language proficiency to adapt instruction to diverse student needs, maximizing the impact of CBC on student learning.

### 5.2 Implications for the students

Reducing classroom overcrowding in secondary schools implementing Competence-Based Curriculum (CBC) for English language instruction is crucial for enhancing the learning experience. Smaller class sizes enable English teachers to deliver personalized instruction tailored to individual student needs, fostering increased interaction and engagement between students and teachers. This personalized approach allows teachers to recognize diverse learning styles and abilities, facilitating the implementation of differentiated instruction strategies. By tailoring instruction to student readiness, teachers create a supportive learning environment that empowers students to maximize their potential, enhancing language competencies and fostering critical thinking, problem-solving, and communication skills essential for real-world success. Overall, reducing classroom overcrowding and providing tailored instruction are fundamental for promoting student engagement, success, and academic achievement in English language education within a CBC framework.

## 6. Conclusion and Recommendations

In conclusion, this study, underscores the multifaceted challenges challenging English teachers as struggling to implement the competence-based curriculum (CBC) in secondary schools. These challenges, ranging from external pressures to material shortages, overcrowded classrooms, students' diverse language backgrounds, a lack of in-service training, and students' varying levels of readiness for English, collectively impact the quality of English language education. The complexity of these challenges necessitates a comprehensive and concerted effort to address them effectively and facilitate the successful implementation of CBC.

To alleviate these challenges and enhance English language education, it is imperative to prioritise in-service training for English teachers, equipping them with the necessary skills and strategies to implement CBC effectively. Additionally, ensuring the availability of teaching materials, reducing class sizes where feasible and implementing strategies to bridge language proficiency gaps among students are essential steps. Furthermore, fostering a positive and engaging learning environment that ignites students' interest in the English language is crucial for achieving the objectives of CBC; in addition English teachers should use effective pedagogy strategies within CBC framework that could help in effective teaching methods like role-play and simulation, cultural connection, language game and activities, peer collaboration and technological integration. By addressing these challenges holistically, the Mtama district can significantly improve the quality of English language education and better prepare students for the demands of the modern world.

The study indicates that most English teachers in Mtama District are facing challenges that led them not to implement CBC effectively; therefore, to address these challenges then, the following things should be done as follows: Educational authorities should guidance on how to navigate the complexities of CBC implementation effectively. These serve as valuable insights for policymakers, teachers, and other relevant stakeholders involved in shaping and implementing educational reforms. Ultimately, by bridging the gap between identifying challenges and offering solutions. Also Educational authorities prioritise and provide regular in-service training for English teachers on CBC principles and innovative teaching methods. This will empower teachers with the skills needed for effective CBC implementation. Furthermore, adequate teaching and learning materials, including textbooks, audio-visual aids, and teaching aids, should be provided to schools to support effective English language instruction. Likewise, efforts should be made to reduce class sizes to facilitate interactive teaching methods and individualised attention, particularly in English language classes. Moreover, schools should consider implementing language support programs to bridge the language proficiency gap among students transitioning from primary to secondary education. Also, teachers should work to create a positive and engaging learning environment that encourages students' active participation and interest in the English language. By implementing these recommendations, the Mtama district can improve the quality of English language education in secondary schools and enhance students' readiness for real-world challenges. This, in turn, will contribute to the successful implementation of CBC and the overall improvement of academic performance in the district.

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