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## Assessment of Teachers' Knowledge on English Language Competence Based Curriculum in Secondary Schools of Sumbawanga Municipality, Tanzania

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### **Abstract:**

*The study sought to assess teachers' knowledge on English language competence based curriculum in secondary schools of Sumbawanga Municipality. Specifically, the study intended to, assess teachers' understanding of the concept of English language competence based curriculum in secondary schools, assess how teachers use English language competence based techniques during teaching and learning process, examine the use of assessment tools and procedures in implementing English Language Competence Based Curriculum (ELCBC) and also to examine the effectiveness of teachers' knowledge in implementing ELCBC. The study was guided by the conceptual framework adopted from (Akker, 2010, Goodlad, 1975). The study adopted the qualitative research approach with a single case study design. A total of 97 respondents participated in this study, comprising 36 English subject teachers, 54 form four students, 6 heads of schools and 1 district education officer. Data were gathered through interview, focus group discussion, documentary review and observation checklist. The qualitative data were analyzed manually through content analysis. The research findings indicated that sampled English subject teachers lacked the understanding of English language competence based curriculum. This hindered students to achieve the intended competences which enable them to be competent in English language usage. Hence because teachers have narrow understanding of ELCBC even the implementation in classes is also poor due to inefficient knowledge. With regard to research findings of this study, it has been revealed that teachers are still lacking enough knowledge on how to implement competence based curriculum although they were trained since in their teachers' colleges. They are still in transition stage of moving from content based curriculum to competence based curriculum hence this situation makes them to stick on the tradition method of teaching. Learner-centered technique which is well known to teachers is group discussion strategy only, but although they understand group discussion strategy using it in the implementation is still a challenge. Again, teachers' knowledge in using assessment techniques is still a challenge because the only technique which is used is paper and pencil technique. Assessment techniques which facilitate listening and speaking skills are not known by subject teachers. Based on the findings of this study, the researcher proposes two sets of recommendations. Firstly, since the recently employed teachers are also lacking enough knowledge on ELCBC, the responsible institution for curriculum and development should continue giving in-service training to college tutors how to train their prospected-teachers on effective implementation of English language competence based curriculum. Secondly, In-service training on ELCBC should involve all teachers and not only few teachers as it is done in secondary schools. Also the TSCs in every ward should be improved and used by teachers to share knowledge on how competence based curriculum can be implemented effectively. Finally, English language teachers are required to use the assessment techniques and procedures indicated in the syllabus for secondary schools.*

**Keywords:** Competence, curriculum, competence based curriculum, English language

## 1. Background to the Problem

### 1.1. Introduction

The existing relationship between education and development is the major force which necessitates every country or society to put a critical eye on how quality education can be achieved essentially for spearheading social, economic, political and cultural development (TIE, 2013:7). One of the indicators of a good system of education is the quality of people produced in terms of competences needed for spearheading social, political, economic and cultural undertakings within the society. Understanding teachers' knowledge is very important because how teachers use curriculum materials is greatly influenced by their knowledge and skills they have passed through in teaching practices (Chong, 2016:85). Hence, in realizing quality education, the critical role played by the teacher particularly during teaching and learning process cannot be ignored. The teacher in the classroom is the main instrument of bringing about effective teaching and learning process by employing different methodologies and strategies in the classroom (Davidson, 2007).

Consequently, the effective acquisition and promotion of learning competencies expected to enable individuals to participate effectively in multiple contexts or social fields that contribute to the overall successes depend on teachers' knowledge (URT: 2010:2). However, quality education in any country cannot be realized without curriculum reforms and innovations which advocate in advancing knowledge to acquire knowledge and foster technological advancement required in the world market. In this sense teachers' who are implementers of the curriculum reforms should have clear knowledge on the curriculum changes (TIE, 2013:13).

Similarly, the Tanzania Development Vision 2025 accords high priority to the education Sector as being pivotal in bringing about the desired social-economic transformation in the Tanzanians societies as it states explicitly with the hope of making the country to have well-educated and learned society sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges. The realization of this national vision depends on how the country will invest in teachers' education in order to guide our students to have competences which transform them to be critical thinkers and problem solvers rather than imparting superficial knowledge to students (URT, 2001:3).

To make the teaching and learning process more effective than the previous one advocated by the 1997 curriculum, in 2005 Tanzania Institute of Education (TIE) reformed the secondary school curriculum from content based curriculum to competence based curriculum. The paradigm shift was made possible because competence based curriculum has been proved to be effective in shaping students' mastery of skills, knowledge and attitudes needed in their work places and in life (Moshia, 2012:22).

Changes of curriculum in Tanzania from content based curriculum to competence based curriculum manifested itself in the changes in teaching methods, learning materials as well as assessment techniques. Reforms in English language competence entailed the following changes; the role of the teacher changed from one of being an information-giver to that of a facilitator of knowledge, lesson planning became a central part of teaching process where each competence to be demonstrated by students should be identified, students' roles also changed from relying on teachers' as sources of knowledge to active participants during teaching and learning and formative assessments became part and parcel of teaching and learning process. Moreover, the teaching and learning of English language shifted from traditional structural approach to competence based teaching in order to enable learners to be competent in all language skills. The current English language syllabus advocates the teaching and learning of English subject capable in enabling English language learners to acquire language skills and competences useful in days to day communication purposes (Masyole, 2011: 6, URT, 2010:15).

Despite the major shift of curriculum paradigm from content curriculum to competence based curriculum, the problem of poor performance in form four national examinations to secondary school candidates especially in English language subject has not yet been solved since more than half of school candidates fail their examinations. Although English language competence-based curriculum emphasizes the merge of theory with practice so as to improve competences in language subject, still most of secondary school leavers lack English language proficiency which are needed in their day today's communication. In the same vein, some research findings reveal that majority of the people in Tanzania who complete their secondary school education are incompetent in demonstrating English language communication skills in their work place (URT, 2005, Brocke-Utne and Holmarsdottir, 2005:4).

In Tanzania, majority of people in both private and public sectors are secondary education leavers. For instance, the whole primary education system relies on teachers who are products of secondary education. Similarly, candidates of higher and tertiary education and training are essentially the products of secondary education (URT, 2010; URT, 2012: 12)

Additionally, English language in Tanzania is very important because it is used as the language of instruction in secondary schools as well as in tertiary education. Also it is an official language in judicial institutions and it is a language of communication in international business. Indeed, it is revealed that, these people tend to face difficulties in communication due to low level of proficiency in English language. Similarly, some research findings indicate that most of English language teachers in public secondary schools have no good command of English language; consequently, they face difficulties in communicating during teaching and learning process (Sumra and Rajani, 2006, Mwakasendo, 2011:5, Kideli, 2015:6).

According to PMORAL (2014:71) the performance of National form 4 examination results especially to English language subject for 2010 to 2012 consecutively were very poor. For instance, in 2012 only 26.1 percent of students who sat for National Examination passed that examination. Likewise, in 2010 only 30.3% of candidates passed English language examination and in 2011 only 30.1% of the total candidates passed the exams, therefore from 2010 to 2012 more than half of the candidates failed English language subject.

According to NECTA (2016:4) 494 students among 2581 students who did Certificate of Secondary Education Examination (CSEE) failed the exam in Sumbawanga Municipality which is the 19.14% of the all students who sat for examination in 2015. However, there have been a lot of speculations concerning the poor performance of English language subject in form four national examinations as well as incompetent secondary school leavers in English language communication skills. Generally, these reasons have influenced the researcher to investigate teachers' knowledge on English language competence based curriculum particularly experienced teachers who were employed before the implementation of curriculum reforms in 2005 and they are implementing the changes at their work places in Sumbawanga municipality.

Shulman (1999:64) asserts that teachers' knowledge on curriculum materials is very crucial since is the one which guides instructional decisions and practices during teaching and learning process. Some research confirms that there is an existing bridge between desirable teachers' knowledge on English language competence-based curriculum

and good performance of students (Richards and Rodgers, 2001) hence that is why the investigation of teachers' knowledge in Sumbawanga municipality is very crucial.

### *1.2. Statement of the Problem*

Teaching and learning of English language in Tanzanian secondary schools has remained a problem for long time where a number of graduates fail to express themselves in English language despite the implementation of English language competence-based curriculum since 2005 in Tanzanian secondary schools which aims at equipping learners with capability of demonstrating competences such as language skills. During the national examination results, English language is among the subjects which is poorly performed in secondary schools (Hakielimu, 2012:28).

In Tanzania, English language teaching and learning has moved away from structural approach into mastery of language competences which emphasize ability to demonstrate skills, knowledge and attitudes at the end of the teaching and learning process. According to Kouwenhoven (2009:36), the principal aim of English language competence based curriculum is to enable to the learner to use language properly and achieve linguistic competences.

Similarly, TIE (2005:14) asserts that a student who finishes ordinary level secondary education is required to demonstrate linguistic competences such as demonstrating competences in linguistic ability and effective use of communication skills and use language for different audiences and purposes relevant to oneself.

However, English language competence based curriculum in secondary schools has remained a shortfall. Regardless of its implementation since 2005, majority of secondary school leavers are still incompetent in demonstrating English language skills in their day today's communication. Therefore, the researcher was motivated by the above problem to undertake the study on investigating teachers' knowledge on English language competence-based curriculum in secondary schools since they are the implementers of the curriculum (Masyole, 2011, Ally, 2012, Kideli, 2015).

### *1.3. Objectives of the Study*

In general, the study intended to investigate teachers' knowledge on English language competence based curriculum in public secondary schools of Sumbawanga Municipality. Specifically, the study sought to assess teachers' understanding of the concept of English language competence based curriculum in secondary schools, assess the use of teaching and learning techniques in the implementation of ELCBC, examine the use of assessment tools and techniques used by teachers in the implementation of ELCBC and examine the effectiveness of teachers' knowledge on English language CBC.

## **2. Knowledge from Literature**

Competence is a statement of learning outcomes to be attained by learners and it usually carries important skills, knowledge and attitudes to be demonstrated by the learner. A student is required to demonstrate ability to do the prescribed activity or task. In this sense, competence means set skills to be demonstrated by learners after the end of the lesson or course (Mosha, 2012:16).

According to TIE (2013:13) Competences for ordinary level Ordinary level secondary schools are statements of outcomes which describe the skills, knowledge and attitudes to be attained by form four students after four years of engaging in the course of the study and they are very important in student's entire life. The key general competences required to be attained by each student because of teaching and learning include critical and creative thinking, communication with others both orally and in writing, numeracy competences, independent learning, personal and social values as well as technological literacy.

Learning outcome guides teachers/trainers on what is expected of the learners on completion of the education/training programme. Learning outcomes also guide students on what they are expected to be able to do in terms of knowledge, skills and attitudes after completing the programme or parts of it. Correct interpretation of outcomes will guide both learners and teachers on the choice of relevant learning and teaching methods to achieve the intended learning. Those responsible for setting examinations and other assessments will also need to interpret the outcomes appropriately so that learners' performance is tested appropriately by relevant assessment techniques (Mosha, 2012:21).

Therefore, competences are outcomes of the learning process which are expected to be achieved by each learner and the assessment procedures are set around the attainment of the predetermined skills or ability to do things.

These are English language skills which are expected to be demonstrated by English language learner because of engaging in learning. English language competences are statements which describe abilities expected be done by the English language learners in terms of skills, knowledge and attitudes and they are found at the beginning of the content of each class (TIE, 2016:4). Therefore, English language competences are centered on attainment of not only grammatical rules and phonological underpinnings but also the capability to use English language effectively in day to days' life. The English language syllabus for secondary education (Form I-IV) in Tanzania specifies the following competences to be attained by form three students after the completion of their class level:

Class Level	English Language Competences To Be Achieved
FORM IV	<ul style="list-style-type: none"> <li>• Read, analyze texts and relate them to real life situations.</li> <li>• Start, intervene and close a discussion on a familiar topic using suitable phrases.</li> <li>• Present orally and in writing descriptions of complex subjects.</li> <li>• Express herself / himself clearly, orally and in writing, expressing points of view at some length.</li> <li>• Read and understand long and complex factual texts.</li> <li>• Scan a text for relevant information.</li> <li>• Listen to and point out relevant information.</li> <li>• Read literary texts appreciating messages and themes read.</li> </ul>

Table 1

### 2.1. The Concept of Competence Based Curriculum

According to Mosha (2012:16) competence based curriculum is the one which carries measurable outcome statements with competences to be accomplished by each learner during the learning process. Moreover, competence based curriculum requires every student to continue in the class until the required competences are demonstrated. The focus of a competence based instruction is to enable the learner to demonstrate skills, knowledge and attitudes based on measurable outcomes.

Additionally, Power and Cohen (2005:2) Competence based curriculum is the one which stresses on the ability to do a particular task to a prescribed standard, hence this type of curriculum emphasizes what people can do rather than what they know. The outcome of a specific activity which relates to skills, knowledge and attitudes is very considered in competence based curriculum. Because competence-based curriculum emanates from Bloom's taxonomy of educational objectives, learners are required to know, demonstrate, comprehend, apply, analyze, synthesize and evaluate a particular topic of instruction which has been covered as a unit of learning.

Therefore, competence based curriculum can be defined as the type of learning which consist measurable statement of outcomes to be accomplished by each learner with demonstration of necessary skills to a given task. Hence, in this type of curriculum, the mastery of prescribed competences is considered to be the focal point of the learning.

### 2.2. The History of Competence-Based Curriculum

The Competence Based Curriculum (CBC) was developed early in 1960s in USA following various publications on its importance in teacher education. Measurable behavioral objectives were used to identify what a learner should do and at what level of performance in vocational training. According to Burns and Silver (2000:11) In Australia, competence-based curriculum was introduced in the mid-1980s where the government suggested this kind of approach to be included in their Vocational and Education training because of the need of improving Australia's Training system. In the late 1980s and early 1990s all educational sectors in Australia moved away from the focus on curriculum inputs to a focus on outcomes, which were stated in competencies. The implementation of CBC in Australia became highly successful where Competence Based Curriculum characterized the majority of Vocational Education and Training. Their curriculum became an important ingredient in shaping students' mastery of skills, knowledge and self-confidence in facing life challenges and that is why Australia is often considered to be the Prototype of CBE (Mulder, 2004).

In Tanzania, the history of competence based curriculum can be traced back since 1967 when a philosophy of Education for Self Reliance (ESR) was introduced in the country. The philosophy of ESR was a sequel of the Arusha Declaration introduced by Mwl J.K. Nyerere to guide the planning and practice of education in Tanzania. The philosophy came into being after the realization of the weaknesses of education inherited from former colonial masters which was more theoretical and lacked practical skills to enable students to be independent citizens in their community. Nyerere's idea aimed at empowering students to think critically and logically, to be problem solvers, demonstrate competences in linguistic ability, numeracy and work effectively, independently and cooperatively in the society (URT, 2010:15).

In 1997, Tanzania reviewed her curriculum where the traditional teaching and learning dominated and students relied heavily on the teacher and old notes. This kind of education was ineffective in preparing competent students because it lacked emphasis on learner competencies. The curriculum remained to be content based where learners learnt superficial knowledge. The necessary life skills were left unattended, methods of teaching and learning remained to be lecturing; dominated by chalk and talk. This made secondary school students to accomplish their school journey unprepared and they remained persons who could not demonstrate competences when faced by life challenges. (TIE, 2013: 4).

In 2005, TIE revised its curriculum from Content Based Curriculum into competence-based curriculum so that the country can prepare students who are critical thinkers and problem solvers in order to meet the challenge of the fast changing technology in the world as well as life challenges. According to TIE (2005:13), the stipulated general competences for ordinary secondary education to be attained by each student who finish secondary school education are like critical and creative thinking, improve language proficiency, competences intended to strengthen numeracy skills, improve independent learning, to foster personal and social values as well as technological literacy. Competence-based curriculum is acknowledged by different scholars to be an important approach in equipping students with life skills, knowledge, self-confidence and critical thinkers in order to be more productive members of the community (URT, 2010,

URT, 2008:39). In this regard, a teacher is supposed to be effective in the teaching process by possessing the required qualities of handling students with varying characteristics through employing interactive teaching and learning methods. According to TIE (2005:29), the of ordinary level secondary education curriculum needs the teacher to have knowledge of using learner-centered approach and participatory teaching techniques like problem solving and inquiry, demonstrations, conducting searches for relevant materials in the library and online, summarizing readings, practice of technical or laboratory skills, debates, group discussion and analyzing case studies.

Similarly, teachers of English language competence based curriculum should have enough knowledge of planning the lesson by identifying the required competences to be demonstrated by each learner during the teaching and learning process. According to Richards and Rodgers (2001) in a competence based curriculum, planning becomes a focal point of the teaching process where the teacher is required to identify competences to be mastered by learners. In the same vein, teachers are required to have enough knowledge of using authentic teaching and learning materials which are oriented to doing activities in the classroom like speaking, reading, writing and listening rather than remaining passive in the classroom (Chong, 2016: 85).

Moreover, assessment in English language competence based curriculum is the part and parcel of the teaching and learning process hence the subject teacher should have knowledge in assessment techniques. Assessment takes place in two forms which are continuous assessment and summative assessment, the main aim of continuous assessment is to ensure that learning takes place and to determine if further study is required or if the student can move on to the next competency. In a competence-based curriculum of learners' competences should address all levels of Bloom's taxonomy and align with appropriate grade level of competences. Assessment techniques to be used are tests, portfolios, rating scales, rubrics, observation checklists, oral presentations, project work and peer assessments (Cohen and Power, 2005:17).

### *2.3. English Language Competence Based Curriculum in Tanzania*

Before the year 2005 Ordinary level English language syllabus for secondary schools based on a rigid approach which was structural syllabus and did not integrate the four language skills which are speaking, listening, reading and writing. The syllabus was dominated by teacher-centered approach and students were required to learn by memorizing grammatical rules, phonology, and vocabularies. Likewise, the assessment methods which dominated was only written tests and examinations while continuous assessments techniques based on different strategies were not applied (Sumra and Rajani, 2006:3).

In 2005, when TIE reviewed the curriculum for ordinary level secondary education, this shift of teaching paradigm went hand in hand with changes in English language teaching methods where the reviewed syllabus embraced the attainment of language competences of teaching and despised the traditional methods of teaching which insisted learning English language by following structural rules. English language competence based curriculum was opted in order to increase the ability of learners to use English language fluently for various purposes such as to communicate with the outside world for business purposes or other purposes. The focus of language teaching shifted from drill-teaching activities to interactive teaching activities (Mwakasendo, 2011:5). This means that English language is taught in the interactive manner surrounded by examples from the real life situations which expose learners to a far wide range of patterns and vocabulary rather than learning it by artificial isolation and presentation of series of rules. Moreover, assessment in competence based curriculum is part and parcel of the curriculum implementation process and is supposed to be competent based as well (Hakielimu, 2012:8).

English language competence-based curriculum involves the use of real and authentic materials from the environment of the learner. It is expected that in a competence based classroom, the teacher encourages learners to find and bring to class, materials which reflect their personal interests and to share and explore these with peers. Moreover, English language competence based curriculum involves the integration of four language skills of speaking, listening, reading and writing because real life language incorporates a mixture of skills when engaging in a conversation rather than creating artificial distinctions of these four skills (Nkwetisama, 2012:5220).

Furthermore, the principal aim of English language competence-based curriculum in Tanzania is to facilitate independent communication skills to the learner. This brings an autonomous learning by enabling the learner to use English language proficiently not only in terms of structures but also in terms of communicative functions. Teaching methods emphasized in English language competence based syllabus are interactive methods such as debate, group discussion, role play, drama and cooperative learning (Lin and Chin, 2010:26).

English language competence based curriculum is the one which observes the principles of competence based education in English language teaching and learning process. In this curriculum the focus of teaching and learning centers on measurable outcomes to be attained by English language learners and the mastery of language competences. This means that learners are assessed towards the accomplishment of learning outcomes and mastery of prescribed linguistic competences. According to Nkwetisama (2012:519) the following are the silent features of English language competence based curriculum

- The English language competencies are stated in specific and measurable behavioral forms.
- Teaching and learning process are based on statements of outcomes to be achieved by the learner after the completion of the topic or the lesson. Hence the learner is required to demonstrate ability to do a specific task or activity in relation to skills obtained during the teaching and learning process for instance skills in speaking in public or writing enthusiastic speeches.
- English language competence based curriculum encompasses learner-centered teaching methods which give the room to learners to be active member of the teaching and learning process for instance problem solving method,

debate, cooperative learning and simulation games. Therefore, the teaching and learning process observes the needs of the learner.

- The teaching materials in English language competence based curriculum make extensive use of texts, media and real life materials extracted from real environments.
- Assessment of mastery of linguistic skills which are listening, speaking, writing and reading skills base on measurable performances and ability to accomplish a given task.

#### *2.4. Required Teachers' Knowledge for a Successful English Language CBC*

For a successful implementation of English language competence-based curriculum in secondary schools, a teacher is required to have a minimum academic qualification of a Diploma in Education and enough knowledge in the intended curriculum, knowledge in Implemented curriculum and knowledge in attained curriculum.

##### 2.4.1. Teachers' Academic Qualification

According to TIE (2013:22) for effective implementation of competence based curriculum, qualified teachers for all subjects are very crucial and the minimum academic qualification for secondary school teachers is a Diploma in Education obtained from a recognized institution. Similarly, a teacher implementing the curriculum is supposed to have the following professional competences; able to apply multiple methods in a lesson, able to diagnose pupils' learning needs, assess their academic progress and assist them to develop requisite skills, able to design and improvise teaching and learning materials from local available resources and be able to apply appropriate mechanisms for testing learning competences also be knowledgeable in methodology and content area of the study.

##### 2.4.2. Teachers' Knowledge in Intended Curriculum

Knowledge in intended curriculum means a teacher should be knowledgeable in understanding well the competence based curriculum and the difference which exists between English language competences based curriculum and content based curriculum. Nevertheless, the teacher who has knowledge in ELCBC is required to plan the lesson and scheme of work which align with competences to be demonstrated by each student.

##### 2.4.3. Teachers' Knowledge in Implemented Curriculum

Tubaundule (2014:45) asserts that, the aspects of implemented curriculum include teachers' knowledge in teaching pedagogies, instructional materials and technological equipment like information technology.

According to TIE (2013:27) to ensure proper implementation of English language instruction, teaching and learning materials are very important to be used during teaching and learning process. Also to ensure that curriculum is successfully implemented, the preparation and production of teaching and learning materials must be handled with utmost care. In Tanzania, the Ministry of education and Vocational Training is the responsible organ for sorting out good criteria for evaluating and ensuring that only quality teaching and learning materials will be put in use. Teachers are required to have enough knowledge of using quality teaching and learning materials which are expected to; correspond to the curricula and syllabi, be piloted or tried out in pilot schools, promote competences intended for learners, arouse the interests of learners, stimulate learners 'cognitive, affective and psychomotor domains as well as addressing requirements of learners with special needs. These teaching and learning materials include textual and non-textual materials which enhance teaching and learning process (TIE, 2013:27)

Textual materials printed materials such as: textbooks; syllabi; modules and manuals; reference books; charts and maps; newspapers, journals and encyclopedias; texts in Braille; posters, fliers, photographs, booklets and brochures. Non-textual materials include prototypes; Braille machines; writing boards; weather stations; samples of actual materials, and ICT resources such as computers, internet-connectivity, photocopying machines printers and scanners. In English language syllabus a number of teaching and learning materials have been identified such as pictures, recorded materials, texts on different topics, films and photographs but these materials are not guaranteed because still an English language teacher is required to be creative and innovative to improvise other materials suitable to his/her locality (TIE, 2005: viii).

According to Hakielimu (2012:8) teaching methods refer to the mode by which teachers facilitate learning by creating conditions which will ensure that learning occurs. In this study, teaching methods means the teaching approaches used by teachers in facilitating teaching and learning process. Examples of learner-centered methods of teaching are like debate, problem solving, and conducting searches for relevant materials, group discussion and role play. The ordinary level secondary education curriculum in Tanzania emphasizes learner centered teaching methods rather than teacher centered approach which considers the learner as an empty slate. According to TIE (2013:29)

The implementation of Ordinary Level secondary education curriculum shall emphasize learner-centered approach. This approach shall promote learning-through doing where both the teacher and students are active participants in the process. This is the type of learning that makes sense in the life of the student.

This means that, the teacher should place the learner at the focal point of learning process in order to enhance classroom interaction and students to remain active participants. Therefore, English language teaching and learning is required to be rooted on constructivist approach which values student's prior knowledge during the learning process. Language education based on the students' cooperation started in 1980s where learner centered methods of teaching was emphasized than teacher's lecturing methods. Under the approach of student-centered methods of teaching, learners' needs are considered to be important than teacher's domination of the teaching process (URT, 2010:29).

Hence, it is expected that during teaching / learning process of English language subject, the learner becomes more interactive, inspirational and motivated to raise issues, to challenge his/her fellow students and the teacher as well as sharing some skills, knowledge and attitudes. The goal of language learning is to gain linguistic proficiency of really interacting and for communication purpose in different situations (Lin and Chien, 2010: 26).

According to TIE (2013:29) the following are some examples of learner centered methods which are authentic to be used by English language subject teacher:

### 2.5. Problem Solving and Inquiry Method

This is type of participatory method which encourages learners to find their own meaning or solution to the posed problem hence students work purposeful towards finding the solution or cause. This method fosters students to be creative and active member in the classroom because they are required to find their own solutions. In this technique, students are expected to develop different activities which lead them towards problem solving skills as well as to provide opportunities of developing four language skills which are listening, reading, writing and speaking. Similarly, this technique involves the development of students' interests and fostering their oral and written production through task-based learning developed by students in the classroom (Buitrago Campo, 2016: 95).

#### 2.5.1. Brainstorming

This is the learner centered method which needs each student during teaching and learning process to generate creative ideas and learners are asked to judge and identify different ways of doing something or reaching to consensus such as resolving problems. This method if well utilized can be very authentic way of engaging students in English language lesson in order to foster linguistic proficiency and communicative competences.

#### 2.5.2. Drama

Drama is among of the teaching strategies which is a holistic activity in a sense that it involves every aspect of the learner's personality, spiritual, moral, emotional, mental and physical aspects. Through these activities learners' autonomy is fostered through interactive learning and the creation of imaginative world. Through their interaction with each other in the roles they play, in the attitude they adopt and the feelings they live, a student gets an opportunity of developing self-confidence, problem solving techniques and ability to think critically. Additionally, drama is a technique which is powerful in developing children's ability to use language in social functions as well as in other contexts (NCCA, 1999: 49).

#### 2.5.3. Cooperative Learning

Cooperative learning refers to any pairing of learners between two and six students for learning where cooperation, creativity, responsibility and problem solving skills are developed to learners within English language teaching environment. Students cooperate together within their groups to develop skills in listening, speaking, reading and writing in their natural environment. Cooperative learning has been proved to be among of the effective strategies of developing students' critical thinking skills and problem solving skills through focused small group works created to enhance team work (Spiller and Ferguson, 2011:25).

#### 2.5.4. Group Discussion

Class discussion is among of learner centered method of teaching where the teacher becomes the facilitator of the knowledge and not the source of knowledge. It is the effective way of teaching where students present an issue to be discussed by all students in the classroom. Through students' conversation, communicative competences are developed to students as well as self-confidence of speaking in front of the majority. Class discussion can take the form of responding to an issue, asking students what they think the most important issues to address might be or presentation of an assigned reading or field trip (Lin and Chin, 2010:138).

#### 2.5.5. Debate

Is the form of discussion where students present an issue to discuss about and bring an argument in two opposing sides. During the discussion every student from both sides is given a chance to give his/her views according to the motion. This type of teaching method is mostly used in English language subject to foster, confidence, speaking and listening skills to students who feel shy to speaking in front of the majority.

#### 2.5.6. Role Play

According to NCCA (1999:10) role play is a very important teaching technique which stimulates learners' emotional and imaginative life because a student gets opportunity of leaning through practicing language use in real context. Additionally, role play is the type of teaching method if properly used becomes an effective means of enhancing and developing communication skills to students and reduces artificiality during teaching and learning process. Learners take the role of imaginary character or the role of another person hence gets the opportunities of fostering English language skills in the natural setting.

#### 2.5.7. Simulation Games

This is the type of teaching technique where students play competitive game that mirrors some aspects of real life hence learners become active participants in the teaching and learning process. Students find pleasures in language

games if they are properly designed, they strength language competences because of interaction. This technique helps learners be able to use language for the purpose of everyday social interaction as well as oral fluency and receptiveness (NCCA, 1999:36).

### 2.5.8. Teachers' Knowledge on Competence Based Assessment

Knowledge in implemented curriculum also entails ability in using various assessment techniques. Appropriate assessment techniques which are required to be used by in English language teachers in assessing implemented curriculum are paper and pencil assessment, interviews, debating an issue, reading a computer manual, rating scales, oral presentation, checklists, practical task to demonstrate skills, observation, portfolios, projects, analysis for example of texts and questionnaires should be used (TIE, 2005: viii).

According to TIE (2013:30) the teacher of ordinary level secondary education is required to provide information essential for assessing students' competencies and must cover a range of dimensions including students' mastery of content, cognitive development, social and psychological development and changes in terms of humanistic spiritual values.

Assessment is the method used by teachers to measure the attainment of intended skills, knowledge and attitudes to learners in relation to learning process. It is a useful way of gathering data concerning the process of teaching and learning. After assessment procedures what follows is evaluation process based on students' data/ performance for judgment and decision making. Assessment in English language subject needs to be part and parcel of the learning of the curriculum implementation process. Assessment which is competence based needs to be aligned with assessment practices, usually conducted to ensure that students are assessed in all English language objectives and takes into consideration a wide variety of learning outcomes like speaking, writing, reading and listening skills (Hakielimu, 2012:8).

English language teacher is advised to assess students' attainment of linguistic competences and proficiency in all skills and should be administered when the learning process takes place, weekly, monthly, mid-term and end of the year but also form four students are expected to do an overall achievement assessment intended to determine the extent to which the objectives of the English course have been attained.

In competence based curriculum, assessment is conducted in two levels which are continuous assessment and final assessment. In Tanzania the weighting of continuous and final assessment is the same, where continuous assessment carries 50% of the total marks and final examination also carries 50% of the total marks (TIE:2013:31). Continuous assessment means the process of gathering data on how learners are progressing with their learning and using those data for instructional decisions. Continuous assessment is conducted as a part of learning of learning which monitors students' progress in teaching and learning process.

Harris, Moran and Florez (2008:8) identify the importance of continuous as follows;

Continuous assessment is also used to as a determinant factor to ensure that learning takes place and for teachers' decisions whether to continue with next level of language competences or to remain in the same level until mastery of intended skills is demonstrated by learners. The main objective of continuous assessment is to identify the part of learning that needs improvements so as to equip learners with the intended skills. Also shows how children are progressing with their studies in different areas of the study (Hanna and Dettmer (2004:3)

This type of assessment provides and useful information on the progression of students' performance within a grade level or from one grade to another grade. Hence teachers assess students' mastery of skills and if necessary the intervention is made to remove the impediments.

Furthermore, continuous assessment helps teachers to adjust and respond to the needs of each learner. On the other hand, summative assessment is more products oriented which aims to assess the final product of the learner. It is product- oriented which assesses the final intended skills, knowledge and behaviour while continuous assessment deals with the development of learning process. In the same vein, it enables decisions about the programme and teaching strategies whether they deserve to continue used in education arena. Some strategies used in summative assessment include final examinations, term papers, projects submitted at various completion points and portfolios (Hanna and Dettmer, 2004:4).

### 2.6. Teachers' Knowledge in Attained Curriculum

Attained curriculum entails different levels of competences or proficiency of acceptable task performance. During the teaching and learning the teacher is required to identify competences which are to be demonstrated by students after the implemented curriculum. Attained curriculum indicates performance in relation to the objectives and activities (Tubaundule, 2014:45).

## 2.7. The Role of the Learner and the Teacher in English Language Competence Based Curriculum

### 2.7.1. The Role of the Learner

The English language competence based curriculum strengths learners' autonomy during teaching and learning process. This means that the learner actively involves in learning and has responsibilities in her/his learning hence intrinsic motivation is enhanced. This goes hand in hand with learners needs to be fulfilled (Jacobs and Farrell, 2001:2). Learners are co-constructors in the sense that they interact in the teaching-learning process rather than remaining receiver of knowledge from the teacher. Therefore, students are partners in the teaching process. According to Mansell (2009) a competence based curriculum the learner is supposed to participate in curriculum design, lesson planning, preparation of teaching resources, teaching and learning process, as well as in assessments.

Learners cooperation in learning is encouraged because they a joint responsibility for achieving language competences or their failure to acquire intended skills, knowledge and attitudes.

### 2.7.2. The Role of the Teacher

The teacher is the facilitator, motivator and promoter of the teaching and learning process, hence students get opportunities to interact with the environment through dialogue, well organized activities and arriving to consensus through multiple intelligence (URT, 2010:29) Therefore, in English language teaching and learning, the teacher is expected to use learner centered teaching methods which enable students to use English language properly and confidently in various contexts.

The role of the teacher in English language competence-based curriculum is to prepare students who are can demonstrate life skills and who are critical thinkers, problem solvers and life longer learners (Yazdanpanah, 2015: 4). Therefore, from the explanation above, the teacher's role is to plan and design various activities which equip students with skills, knowledge and attitudes as well as to make students demonstrate language proficiency in listening, speaking, writing as well as reading skills.

The teacher in a competence based curriculum is required to understand students' diversity hence be aware that students differ in their approaches to learning hence he/she is expected to create instructional opportunities that are adaptable to diversity of learners. Therefore, the key features of learner-centered instruction take into account that each learner is different and that the effective teaching needs to consider these learners' diversities (Jacobs and Farrel, 2001:14).

Moreover, the teacher in a Competence based curriculum is required to use knowledge of effective verbal, nonverbal and other communication techniques such as debate, role play, group discussion and cooperative learning to foster interactive teaching and learning process.

Similarly, the teacher acts as an independent participant within the teaching and learning process. Additionally, the teacher is an organizer of the teaching resources and a guide within the classroom procedures and activities. He/she acts as the researcher, learners' needs analyst, planner of the lesson, counsellor and the learner (Sane and Sebonge, 2014:2).

Nevertheless, the teacher in a competence based curriculum is the assessor of knowledge, intended skills and attitudes where he/she uses both continuous assessment as well as summative assessment in the entire course of study. The teacher is required to use assessment techniques that support inquiry and cooperative approaches of learning (Barron and Hammond, 2008:2).

## 2.8. Enhancement of Teachers' Knowledge

Since curriculum reforms in education are inevitable due to societal changes and advancements in technology which influence education practices, then in-service training to teachers is also crucial to equip them with necessary knowledge and skills in their areas of specialization (Mushi, 2004). In the same vein, since the inception of competence based curriculum in Tanzania in 2005, in-service teachers were required to be trained on how to plan and implement effectively the curriculum changes.

### 2.8.1. Pre-Service Training

The student teacher of English language CBC is expected to have good foundation of how to teach the subject. Effective and sound teacher education is required to be possessed by this intended teacher in terms of content, participatory methods of teachings and assessment tools which are used in implementing ELCBC. Hakielimu (2007:10) admits that, effective teaching and leanings are enhanced by potential teachers who have received sound teacher education and in-service training in the course of teaching professions, this is because, prior to teaching service they were taught through chalk and talk methods.

### 2.8.2. In-Service Training and Lifelong Learning

In order English language competence based to be successfully implemented, professional development and awareness to educational stakeholders are very important aspects especially to teachers who are directly involved in the designing process. English teachers need to be educated on how to plan, implement and evaluated competence based curriculum especially on learner centered methods to foster language competences. In-service training needs to be conducted to every English language teacher in order to make these educators to continuously improve on how they implement competence based curriculum (Muneja, 2015:3).

In-service teacher training programs enable teachers to advance their knowledge through better understanding of effective language teaching strategies and better assessment methods which comply with English language competence based curriculum. The program also increases teachers' adaptation to innovation and creativity in order to increase the language competences to meet learners' needs. Additionally, teacher professional development enhances lifelong learning and makes them to be update on curriculum change and innovation hence assures effective implementation of competence-based curriculum (Jidamva, 2012: 47).

The following are types of in-service training suitable for professional development to English language teachers

- School based professional development which includes team teaching, coaching and mentoring which are done in schools by English language teachers themselves to enhance their teaching and learning.

- Subject panels are also effective ways of improving English language teachers where teachers can be trained in the resource centers or at their schools to educate themselves on suitable teaching materials, teaching methods or assessment methods.
- Workshops and seminars are also other means of improving English language teacher's knowledge in content and methodologies of teaching where educational specialists from different institutions like universities or Ministry of education are invited to offer training.

### 2.9. The Review of Empirical Studies

Since the implementation of Competence based Education in education many researchers have investigated the usefulness of this type of education in different areas of education. Specifically, several studies have been conducted on competence based curriculum in English language teaching and learning globally, in Africa as well as in Tanzania as follows:

Since the inception of competence based in the world as an approach in education system, many researchers have conducted various studies on the practice and appropriateness of competence based Education. The following are the chosen studies which relate to this done in the world;

Wong (2007) conducted a study entitled "Competence-Based English Teaching-Learning: Investigating Pre-Service Teachers of Chinese's Learning Experience" The main focus of this study was to investigate the appropriateness of competence based English as the Second language teaching and learning in tertiary education with students majoring in Chinese language. Moreover, the study intended to find the extent to which pre-service teachers of Chinese conceived the competence-based teaching and learning and the challenges they faced during teaching and learning process. The instruments used in this study were questionnaires which employed 70 pre-service teachers of Chinese in Honking Tertiary institute. The results showed that, pre-service teachers recognized the importance of learning English language but the problem was that students failed to integration of four language skills namely speaking, reading, writing and listening. Additionally, the research findings showed that assessment methods used were those which were not targeted to be used in the competence based curriculum.

Hartmanto (2011) conducted a research study about the challenges in the implementation of competence based curriculum in English language teaching and learning at the University of Muhammadiyah in the department of English language. The study findings revealed that, overcrowdings in classes hindered individual learning, poor readiness of students and teachers to engage in teaching and learning as well as inadequate of competent teachers to link teaching process with competence based assessment were the major hindrances.

Yazdanpanach (2014) conducted a study entitled "The investigation of English as a Second Language Teacher Knowledge in Australian Adult Education". The researcher employed qualitative approach in studying the phenomena, and the sample involved experienced teachers in adulthood education. The main purpose of the study was to investigate the kind of knowledge possessed by experienced English language teachers in adulthood education. On the other hand, research findings revealed that those experienced teachers were only knowledgeable in traditional teaching methods for instance phonology, morphology and grammar and they failed to incorporate four macro language skills which are listening, speaking, writing and reading skills. Experienced teachers also were information givers rather than facilitators of knowledge. They also showed little knowledge in lesson planning and assessment techniques.

Jung (2015) conducted a study entitled "Developing and Validating a Survey of Korean Early Childhood English Teachers' Knowledge" and the main purpose of the study was to examine what teachers know and need to know in English language teaching to pre-school and kindergarten children. The researcher used quantitative approach and survey design to study the phenomena on teachers' knowledge on childhood education in Korea. The findings revealed that only few teachers had received enough knowledge in early childhood language education.

In Africa there are several studies which have been done on the implementation of English language competence based curriculum, among them are as follows;

Boahin (2013) conducted a study entitled "Competency-Based Training in Higher Education: Towards an Implementation in Ghanaian Polytechnics". The main purpose of the study was to evaluate the implementation of competence based training in Ghanaian polytechnics. The study employed a quantitative approach using longitudinal survey research design. The researcher used questionnaires and interviews as instruments for data collection. The research findings revealed that the current implementation of competence based training in Ghanaian polytechnics have not yet attained the level of competence based training as required by the government vocational training policy. Hence the practiced trainings offered in polytechnics are still relying on traditional practices where learners fail to demonstrate the required competences.

Also, Tubaundule (2014) conducted a study entitled "Evaluative Research of the Implemented Secondary School Curriculum in Namibia". The main purpose of the study was to evaluate the factors that influenced the implementation of the intended secondary school curriculum in Namibia. The study used mixed approach with the design of explanatory mixed design. The research findings revealed that teachers at secondary schools in Namibia have negative attitude towards the intended curriculum because they do not have adequate knowledge about the new curriculum. Moreover, teachers complained that the current curriculum is too demanding in terms of their time, energy and skills they spend on planning and teaching.

In Tanzania the competence based curriculum was implemented in 2005 for Ordinary level secondary education from form one to form four but on the other hand competence based curriculum for advanced level secondary education started to be implemented in 2009. Therefore, studies on the English language competence based in Tanzania which are

going to be reviewed are those studies done after the implementation of competence-based curriculum in Tanzania in 2005. These studies are reviewed as follows:

Masyole (2011) conducted a study investigating the effectiveness of the adoption of the Competence Based Education (CBE) for teaching and learning (T/L) English language in Tanzania secondary schools. The instruments used to collect data were questionnaires, Documentary review, observation and interview. The findings revealed that only few teachers have slight knowledge of competence based Curriculum while majority of them lacked knowledge about the competence based education. Similarly, it was observed that teachers still implemented English language curriculum using traditional teaching methods which are teacher-centered approaches. Additionally, forms of assessment used by teachers were not the performance-based assessment of English language competence based curriculum.

Daniel (2013) conducted a study on the appraisal of competence based English language curriculum implementation in secondary schools in Tanzania; the case of Kinondoni district. The main focus of the researcher was to examine how teachers implement the competence based English language Curriculum in secondary schools, to determine the teaching and assessment methods deemed suitable for Competence Based English language teaching and learning. The study was conducted in six secondary schools three private schools and three government schools. Data was collected through documentary review, classroom observation, interviews and questionnaires. The findings revealed that teachers relied on traditional methods of teaching rather than interactive and transformative methods. Teachers implementing competence based curriculum in secondary schools were partially trained or not trained at all in the competence based innovation. Assessment practices were mainly written exercises and oral questions that did not promote inquiry learning. Portfolios, self and peer assessment were unfamiliar to teachers.

Nnko (2013) did a study on the implementation of competence based curriculum in preparing English language prospective teachers in Tanzania teachers' colleges. The main focus of the study was to determine the awareness of English language tutors and the English language prospective teachers' in competence based curriculum. The study employed a descriptive survey design and a mixed approach which were used to achieve the intended objectives of the study. The researcher collected data using various instruments which are questionnaires, observations and documentary review. However, the study was conducted at Marangu and Morogoro teachers' college in Kilimanjaro and Morogoro regions respectively. The results of this study revealed that, most of the English language tutors and the English language prospective teachers were unaware of what competence based curriculum entails. Also the results showed that tutors tried to use the competence based strategies but their teachings were dominated by lecture method with question and answers (90%) and question and answers to the time of 80% while debates, role plays, projects were the least used strategies. Moreover, the study revealed about the shortage of teaching and learning resources especially textbooks and reference books.

Kideli (2015) conducted a study to investigate the implementation of competence based English language teaching and learning in Morogoro Municipality advanced secondary schools. The main focus of the study was to investigate the outcry of educational stakeholders concerning lack of language proficiency by school leavers despite the introduction of competence based curriculum. Also to examine how teaching and learning was conducted as well as to examine how English language assessment tools and procedures were conducted. The researcher used qualitative research methodology with a case study design. Instruments used to collect data were interviews, observation, focus group discussion and documentary review. The findings revealed that teachers have low understanding of competence based curriculum. Additionally, there is insufficient implementation of English language competence based curriculum. Teachers relied on non-participatory and traditional types of assessment still continued to be used in teaching and learning process.

Mataka (2015) did a study on implementation of English subject competence based curriculum in community based secondary schools in Dar es Salaam focusing on prospects and constraints faced by English language teachers during the transition period from content based curriculum to competence based curriculum. Methodology used in this study was mixed method and the techniques used to collect data were classroom observation, interviews, questionnaires and documentary review. The findings revealed that most of the English language teachers were aware of the competence based curriculum although their instructional process did not match methods of teaching and failed to integrate competence based strategies in their teaching and learning. Teachers also lacked enough teaching materials and the assessment tools were only tests and examinations.

In line with this view, the reviewed studies done globally are different from this intended study in the following aspects; Wong(2007) and Hartmanto (2011) conducted two different studies investigating the practices of competence based curriculum in tertiary level of education which are different from this study in the sense that, this study investigates teachers' knowledge in ordinary level secondary education hence findings of tertiary level of education are hardly to be generalized to findings of lower level of education like ordinary level secondary education.

Similarly, the study conducted by Yazdanpanach (2014) investigated English language teacher knowledge in Australian adult education and the study of Jung (2015) investigated English teachers' knowledge in early childhood education. According to Jung (2015) some studies demonstrate that adults and young learners are different in the ways they learn language and attain fluency, consequently teachers of young learners and adults need to have certain qualification different from ordinary level secondary school teachers. Therefore, findings of adult education and early childhood education are different from findings of teachers' knowledge in secondary school.

Indeed, the findings from these studies done globally cannot be generalized to secondary schools in Tanzania because of different contexts, political, socio-cultural and economic factors.

Moreover, the studies done in Africa are also differ from the intended study in the sense that, Boahin' study in (2013) investigated the implementation of competence based curriculum in Ghanaian polytechnics higher education,

consequently, the findings of polytechnics are hardly to be generalized with the findings of investigating teachers' knowledge in English language competence based curriculum because of differences in levels of education but also polytechnic training and English language subjects are two different courses. Similarly, the study conducted by Tubaundele (2014) differs from the intended study because of differences in scope and focus where Tibaundele's study investigates the implementation of all secondary school subjects in Namibia but this study focuses on teachers' knowledge in English subjects hence the findings between these two studies will be vary because of their difference in focus as well as in the scope. Furthermore, the findings of the study conducted in Namibia and Ghana cannot be generalized to the findings of the study conducted in Tanzania due to the variations in context, history, social values and politics.

Nevertheless, the studies done in Tanzanian school contexts in ordinary level secondary school education by Masyole (2011), Daniel (2013) and Mataka (2015) have mainly focused on investigating how English language competence based curriculum is implemented in secondary but on other hand, these studies have hardly investigated teachers' knowledge on English language competence based curriculum particularly to recently employed teachers who were employed after curriculum reforms in Tanzania in 2005. The findings of recently employed teachers who were trained to implement competence-based curriculum after curriculum reforms cannot be the same with findings of experienced teachers who are trained to implement content-based curriculum then after curriculum reforms, they were needed to change their roles from being source of knowledge to learner centered teaching. Therefore, the researcher filled the available gap on investigating what knowledge of English language competence based curriculum possess since they were trained to implement competence based curriculum.

Again the study done by Nnko (2013) concentrated on the different level of education which is teachers' college from the intended study which will investigate teachers' knowledge in ordinary level secondary education. On the other hand, the study done by Kideli (2015) investigated the implementation of competence based curriculum in advanced secondary schools. The main focus of two syllabi between ordinary and advanced secondary schools vary in their scope and focus since the two levels of education are different. In line with these, English language subject in advanced level is pursued by students who have at least credit pass in the English language after passing Certificate of Secondary Education Examination (CSEE) while English language subject is the compulsory subject from form one to form four (TIE,2013).

Hence basing on the above grounds, the researcher was motivated to fill the missing research gap on teachers' knowledge of English language competence based curriculum in secondary schools of Sumbawanga municipality particularly to recently employed teachers.

### 3. Methodology

#### 3.1. The Research Approach.

Qualitative research approach was employed in this study. According to Creswell (2007:37) the researcher uses qualitative approach in order to collect data in the natural setting where participants' experience the issue or problem as well as to study an issue in a complex and detailed manner. Therefore, in this study the researcher used qualitative methodology in order to understand the issue of teachers' knowledge on English language CBC in secondary schools of Sumbawanga municipality in a complex and detailed manner by talking directly with teachers at their work places and allowed them to tell stories about how they conceive English language competence based curriculum.

#### 3.2. Research Design

The research design used in this study is a single case study design. According to Cohen, Manion and Marrison (2005:181) a single case study design provides a unique example of real people in their real situations and because contexts are unique and dynamic, hence case studies investigates detailed practices of people in a real context. Therefore, the researcher in this study applied a single case study design in order to provide the researcher with intensive and detailed information about teachers' knowledge on English language competence based curriculum in secondary schools of Sumbawanga municipality.

#### 3.3. Area of the Study

The area of this study was Sumbawanga Municipality which is among the four councils forming Rukwa Region, namely, Sumbawanga Municipal Council, Sumbawanga District Council, Nkasi District council and Kalambo District council. According to URT (2007:3) Rukwa Region is located in the Southwestern part of Tanzania. The region is bordered to the North by Katavi Region, to the Southwest by Zambia, Democratic Republic of Congo (DRC) to the West across Lake Tanganyika and Mbeya to the Southeast. The majority of people are below the line of extreme poverty of one dollar per day and about 90% of the population in this region earns their living from small-scale subsistence farming.

Year	Total	SCOR A	%	SCOR B	%	SCOR C	%	SCOR D	%	SCOR F	%
2015	3,034	09	0.29	66	2.17	806	26.6	980	32.3	1173	38.7
2016	2,756	16	0.58	131	4.75	1,077	39.1	854	30.98	678	24.6

Table 2: NECTA Results 2015, 2016 for English Subject in Sumbawanga Municipality

Source: NECTA

From the above table, NECTA results in the year 2015 indicate that only 09(0.29%) students who did Certificate of Secondary Education Examination (CSEE) got "A", 66 (2.17%) got "B" grade, 808 students (26.6%) scored "C" grade, 980 (32.3%) students scored grade "D", and 1173 (38.7%) scored "F" in English language subject in Sumbawanga Municipality. Again, from the table above, NECTA results in 2016 show that, 16 students (0.58%) scored "A", 131 students (4.75%) scored "B", 1,077 students (39.1%) scored "C", 854 students (30.98%) scored "D" and 678 students (24.6%) scored "F". From the above results of form four students who did English subject in Certificate of Secondary Education Examination show that most of students in scores "F", "D", and "C" grades while "A" and "B" grades are scored by only few students. Therefore, for this reason of poor performances as indicated above, the researcher was motivated to assess teachers' knowledge on English language competence based curriculum in Sumbawanga municipality.

Moreover, this place was selected because of being far away from the main institution of curriculum studies that is Tanzania Institute of Education (TIE) hence there is a need to understand teachers' knowledge on English language competence based curriculum in the disadvantaged regions like Rukwa region. Consequently, the results from this area of the study have provided a full picture whether education stakeholders in regions far from the Tanzania Institute of Education are knowledgeable on CBC.

### 3.4. Targeted Population

The population in this study included 54 students, 36 English language teachers who are recently employed, one District Education Officer and 6 heads of schools in Sumbawanga Municipality. Total number of participants to be used in this study was 97.

### 3.5. Sampling Techniques

#### 3.5.1. Purposive Sampling

In this type of sampling procedures some members of the wide population were included in the study while others were excluded in the study. This means that every member in the population had no equal chance of being involved in the study. The researcher deliberately selected a particular section of the wider population to include in or exclude from the sample of the study. In this type of sampling, researchers chose the cases to be included in the sample on the basis of the particular characteristics which were selected. (Cohen, Manion and Marrison, 2007:110). In this study Purposive sampling was used to obtain 6 heads of schools, 36 English language teachers who are recently employed, one district education officer and 54 form four students from six sampled schools in Sumbawanga municipality.

Category of Respondents	Number of Respondents
District Education officer	1
Heads of schools	6
Subject teachers	36
Students	54
Total	97

Table 3: Composition of the Sample

#### 3.5.2. Sampling of the Schools

The sampling of the schools was done using purposive sampling technique. The researcher selected six secondary schools as areas of interest in Sumbawanga municipality. The schools selected were labeled as A, B, C, D, E and F, presenting six ordinary level secondary schools sampled in Sumbawanga municipality. The sampling procedure was handled in the following manner, 4 schools were government schools where 2 among them are located in towns, and 2 schools are in rural areas. Similarly, 2 schools were private schools among them 1 school was sampled from town and another one school is located in villages. The intention of involving various schools private and public schools as well as schools located in urban and rural areas was to get the useful and plausible information on how English language CBC is implemented at schools.

#### 3.5.3. Sampling of Heads of Schools

Heads of schools were purposely selected from six secondary schools because of their administrative roles of ensuring that their teachers are knowledgeable in competence based curriculum. School heads are entitled to ensure that their teachers are well informed by changes in the curriculum and effectively supervised for overall better performance of their schools. And administratively each school has only one head of school hence only six heads of schools participated in the study.

#### 3.5.4. Sampling of District Secondary Education Officer (DEO)

Purposive sampling was employed to involve the DEO. The District Secondary school's education officer was involved in the study because of the administrative position he holds on planning, coordinating, organizing, supervising, monitoring and evaluating all matters related to successful implementation of curriculum in the district. Also by his virtue of the position, DEO is responsible to ensure that teachers' in his district are knowledgeable in their area of teaching.

### 3.5.5. Sampling of Subject Teachers

The researcher used purposive sampling to involve sampled teachers who were recently employed after the implementation of competence based curriculum in Tanzania in 2005 in six sampled schools. Recently employed teachers have been sampled because they received training in Teachers' Training Colleges and in universities hence, it was expected that they are all well knowledgeable on how to implement English language competence based curriculum. A total of 36 teachers were involved in the study because they have the key information on how they plan and implementing lessons in classrooms. To each school 6 sampled teachers were involved in this study.

### 3.5.6. Sampling of Students

The researcher used purposive sampling to select 54 form four students from six schools. Informants who are form four students were selected because they are directly involved in the implementation English language of competence based curriculum at their schools and because of their engagement in teaching and learning process consecutively for four years, they are required to demonstrate competences stipulated in the curriculum. About 9 students were selected from each school hence a total number of them were 54 students from 6 sampled schools.

## *3.6. Data Collection Methods*

According to Dawson (2002:26) the data collection methods are tools used to collect data in the research field. The methods of data collection to be used in this study will be interview, observation, documentary review and focus group discussion. A variety of data collection methods will be used to generate information as no single research method is considered to be completely adequate on its own. Cohen, Manion and Marrison (2000:120) discourages the use of only one method in gathering information by pointing out that there is no single self-satisfying technique, since there is a great possibility of distorting the reality of what the researcher intends to study. Instruments used for data collection in this study were interview, focus group discussion, documentary review and observation.

### 3.6.1. Interview

An interview data collection means a data collection encounter in which the researcher asks questions to the respondent in order to get the required information (Babies, 2010) cited in Allys (2012:43). According to Patton (2002:340) interviews in research are done with the intention of finding out the detailed information which cannot be observed. In this study the semi-structured interview was used to get the required information for the study because of the purpose of obtaining rich and detailed information concerning the study. English language teachers, heads of the selected schools and form three students were interviewed by semi structured interview. Additionally, Downson (2002:29) semi structured interview is the most common interview used in qualitative research and in this type of the research; the researcher wanted to get clarity on certain issues, the information was contrasted with information from other interviewees. Because this interview employed both qualitative and quantitative, semi structured interview was useful to generate data for qualitative analysis.

### 3.6.2. Focus Group Discussion

In this type of the data collection technique, a number of people are asked to assemble together in groups to discuss an issue related to the research questions. The discussion is led by the moderator who is the facilitator and she/he makes sure that no one dominates the discussion (Downson, 2002:30). Focus group discussion was applied to get qualitative data for data analysis and presentation of the findings.

The questions covered wide ranges of teachers' knowledge on competence based curriculum then administered to two groups of each sampled schools and members comprised a mixture of highly performing and poorly performing students. The researcher introduced the prepared questions to be discussed by students then participants continued with the discussion.

### 3.6.3. Observation

According to Patton (2002: 450) observation allows the researcher to get first-hand information of what is taking place in a setting. This study employed observation data collection instrument in order to observe participants in their natural surrounds with the aim of looking for some details which are important information for enhancement of the study. Moreover, observation allowed the chance to learn things that participants were unwilling to share with the researcher during interview.

In this type of research, non- participant observation was used to get the classroom information on how English language competence based curriculum is implemented. It is non- participant observation because the researcher observes how the teaching and learning process is conducted without participating in the process.

### 3.6.4. Documentary Review

In this research, documentary review was used to get the required data from English language teachers' schemes of work, lesson plans, school records that show teachers and students' activities, teaching methods and techniques which are daily used as well as teaching and learning materials. Other secondary resources are various reports, workshops and seminar papers which verified that English language teachers receive in-service training on how competence based curriculum is effectively implemented.

### 3.7. Data Analysis

Data analysis can be defined as the process of organizing, moving deeper into understanding, representing and interpreting the large meaning of the data (Creswell, 2007:217). Methods to analyze data depend on the methodology which will be used, and because this research study used qualitative approach, then content data analysis was applied to generate the findings. Content data analysis was used to analyze data raised by respondents from the field. According to Crano and Brewer (2008: 245) content data analysis is the technique in which the investigator analyses the data obtained in open-ended information, particularly interested in what and how the message is expressed.

### 3.8. Trustworthiness of Data

The research tools used in this research was validated through the following ways:

Trustworthiness and authenticity of this research data were ensured by sending the proposal to the team of research experts and the supervisor who read the instruments before administered to the respondents during the study. Then the recommendations from the supervisor and experts were used in modifying the research tools.

According to Creswell (2007:217) the trustworthiness of qualitative data can be ensured by triangulation of different sources of data. Therefore, in this study the trustworthiness of the research data was ensured through the use of multiple data collection techniques to crosscheck the strengths of each technique. Data collection methods were interviews, focus group discussion, documentary analysis and non-participant observation.

Similarly, the study employed respondent triangulation where the same questions were asked to various respondents in order to increase the authenticity of research data.

### 3.9. Ethical Issues

In this study the ethical issues were insured by the researcher through the following procedures: First of all, the researcher asked for research permit letter from the Office of the Vice Chancellor, University of Dar es Salaam which allowed her to go and collect data in Sumbawanga Municipality. Then the letter was taken to Regional Administrative Secretary (RAS) Rukwa and to District Administrative Secretary (DAS) in Sumbawanga municipality who authorized the permission of conducting the study. Creswell (2007) says that, researchers need to have their research plans reviewed by the institutional review board on their college and university campuses. Secondly, there was informed consent; this means the respondents was informed about the purpose and objectives of the study.

Lastly, the researcher maintained the confidentiality; the aim was to protect participants from becoming the victims of their participation in the study where Creswell (2007) stresses that, as the researchers anticipate data collection they need to respect the participants and the sites for research.

## 4. Data Presentation, Analysis and Discussion

### 4.1. Teachers' Understanding of the Concept of English Language Competence Based Curriculum

The first research objective assessed teachers' understanding of the concept of ELCBC in secondary schools of Sumbawanga Municipality. Research tools used to gather information for this research objective were interviews which were conducted to English subject teachers from sampled schools. The interview was conducted in order to enable the researcher to understand if English language teachers are aware about the meaning of English language competence based curriculum. To fulfill this research objective, English language teachers were asked to explain the concept of ELCBC, to differentiate between the previous English language syllabus for secondary schools of 1997 and the current English language syllabus of 2005 as well as to respond to the question whether since employment they have received in-service training about ELCBC.

#### 4.1.1. Teachers' Conceptualization of English Language Competence Based Curriculum

According to the interview guide conducted to teachers, the findings revealed that most of teachers had not enough knowledge on the concept of English language competence based curriculum. Most of them associate English language competence based curriculum with group discussion technique of teaching and learning. The findings revealed that only 6 teachers out of 36 which is 16.6% of all interviewed teachers were able to give the correct concept of ELCBC. The remaining teachers who were 30 which is 83.3% of all interviewed teachers didn't understand the concept of English language competence based curriculum.

The following are some of responses from subject teachers who were interviewed on the concept of English language competence based curriculum.

Types of Participants	Responses Provided by the Participant	Correctness
Participant 1 from school A	ELCBC means a kind of teaching which needs teachers to use group discussion method during teaching and learning	Not correct
Participant 2 from school B	. Means the teacher should help students how to write and speak English	Not correct
Participant 3 from school C	ELCBC means a system which involves a discussion between students and the teacher in the classroom	Not correct
Participant 4 from school D	This means a syllabus which deals with all English language subject matters	Not correct
Participant 5 from school E	Is the one which does not help the student to be competent because of its nature of depending on what a student can answer in the classroom	Not correct
Participant 6 from school F	She said that she does not understand ELCBC so she failed to provide the meaning	Failed to give the meaning

*Table 4: Teachers' Conceptualization of ELCBC  
Source: Field Data (May, 2017)*

Table 4 reveals the findings on how English language teachers failed to give the correct meaning of ELCBC where the first participant from school 'A' conceived it as a kind teaching which needs the teacher to use group discussion method during teaching and learning. The second participant from school B also explained that ELCBC means the teacher should help students how to write and speak English, the third participant from school C explained that, ELCBC means a system which involves a discussion between the teacher and students in the classroom. Another response was from school D where participant 4 replied that ELCBC means a syllabus which deals with all matters pertaining to English language subject. Fifth, Participant 5 from school E responded that, ELCBC means the one which does not help students to be competent because of its nature of depending on what a student can answer in the classroom. The sixth participant from school F failed to give the concept of ELCBC.

Therefore, the results in this interview indicated that, most of respondents had little knowledge of the concept of ELCBC despite their access of this knowledge to teacher education in Teachers' Training Colleges and Universities because they were employed after the implementation of CBC.

The research findings also indicate that, there were only few interviewed teachers who were able to give the correct meaning of ELCBC. Only 6 sampled teachers who comprise 16.6% of all 36 sampled teachers in (Appendix A) were able to give the correct meaning of ELCBC. One of the teachers from school 'D' responded:

"ELCBC means the curriculum that enables the student to be competent in English language and demonstrate required language skills, knowledge and attitude" (The teacher interview, school D, 26 May 2017).

However, the above response indicates that the teacher understands the basic concept of ELCBC which is to equip learners with necessary skills, knowledge and attitude to be used in their day today's communication purposes.

Interview conducted to heads of schools (Appendix B) asked the sampled head of school to say whether his/her English language teachers at that particular school are aware of the ELCBC. The findings revealed that 5 heads of schools which is 83.3% agreed that teachers have awareness about ELCBC except 1 (16.6%) head of the school who said that teachers at that particular school are not aware about ELCBC. One of the head teachers from school 'F' noted.

"Teachers are aware about ELCBC though the understanding varies because only 2 English language teachers in this school have attended in-service training and the all remaining English language teachers have not yet attended the understanding various of the training provided to those teachers" (Headmaster interview, May 2017).

#### 4.1.2. Teachers' Ability to Differentiate Between Content Based Curriculum and CBC

In order to assess the understanding of teachers in ELCBC, the interview (Appendix A) required the teachers to differentiate between the old curriculum and the current curriculum which is competence based curriculum. Many sampled teachers were able to differentiate between content based curriculum and competence based curriculum as follows;

Type of Participant	Responses Provided by the Interviewed Teacher	Correctness of the Response
Participant 1 from school A	Content based curriculum provided the chance to the teacher to impart knowledge to students but CBC provides the chance to students to share with the teacher what they understand	Correct
Participant 2 from School B	.....according to me, these two curricula are the same, there is no difference in terms of content and methodologies of teaching	Not correct
Participant 3 from school B	Content based curriculum differs from Competence based curriculum in a way that the former makes students to remain passive in the classroom while CBC makes students in the classroom to be active during teaching and learning process	Correct
Participant 4 from school D	Content based curriculum is a teacher centered method while CBC is student centered method	Correct
Participant 5 from school E	The difference I know is in teaching methods, content based curriculum needs a teacher to use participatory methods of teaching while Competence based curriculum needs a teacher to use participatory methods of teaching	Correct
Participant 6 from school F	The difference is that, competence based curriculum enables students to be competent in English language usage while content based curriculum does not enable a student to gain competences in English language usage	Correct

Table 5: Teachers' Views on the Differences between Content Based Curriculum and CBC

Table 5 shows the findings of the correct responses provided by sampled teachers who tried to give the differences between Content based curriculum and competence based curriculum. Total of 24 (66.6%) sampled teachers out of 36 respondents answered correctly the difference between content based curriculum and competence based curriculum. Only 12 (33.3%) sampled English language teachers failed to give the difference between the old curriculum which is content based curriculum and the new curriculum which is CBC. Therefore, the findings reveal that teachers understand the difference between the current syllabus and the previous syllabus. Again this reveals that teachers are in transition stage from content based curriculum to ELCBC.

#### 4.2. Teachers Attendance to in-Service Training

In the teacher interview Appendix (A), sampled teachers were asked whether they had attended any in-service training about ELCBC. Below are findings of interview resulted from 36 sampled teachers involved in this study.

School Code	Number of Respondents	Attended Frequencies	Percentage (%)	Not Attended in Frequency	%
A	6	2	33	4	67
B	6	2	33	4	67
C	6	2	33	4	67
D	6	2	33	4	67
E	6	1	17	5	83
F	6	1	17	5	83
Total	36	10		26	

Table 6: Teachers' Attendance to Training of the ELCBC

The data from table 6 indicates the findings of interview (Appendix A) which was conducted to English language teachers asking whether they have attended any in-service training on ELCBC. The findings revealed that only 10 (27.7%) English language teachers have attended in-service training on ELCBC. Total of 26 (72.2%) teachers who were interviewed responded that they had never attended any in-service training concerning ELCBC. One teacher from school C noted that

"I have never attended any in-service training concerning ELCBC because we were told that the seminar was conducted in 2016 at the nearby school here but the required number of teachers who were supposed to attend to that seminar was very limited to only two teachers from every school in this Municipality. So others were supposed to remain at school without that knowledge" (The teacher interview, school C June 2017).

This statement corresponds with Akker (2010;178) who argues that, in curriculum change the target group of teachers often appears poorly informed on the intended curriculum while its practical use remains limited and its impact remains controversial on students learning. This means that, curriculum developers always aimed to achieve the

intended curriculum change but teachers who are implementers are not involved in the innovations, hence students fail to get the intended competences.

Also, all heads of schools from 6 sampled schools who were interviewed concerning teachers' attendance to seminars agreed that only one seminar had been conducted on ELCBC and their schools were required to end not more than 2 English language teachers in that seminar while other teachers remained without having in-service training. One head of school from school B noted.

"There has been conducted only one seminar concerning with ELCBC and our two teachers attended to that seminar but the problem remains there because majority of teachers didn't attend to that seminar and the seminar was conducted here in our municipality to one of our nearby school here" (Head of the school Interview June 2017).

Similarly, the interview (Appendix C) conducted to the DEO revealed that the seminar was conducted to English language teachers though not all teachers were able to get that chance of attending the seminar. DEO noted that

"Yes, one seminar was conducted here at our Municipality and we took only two teachers from each school to attend the seminar. Teachers from private schools also were allowed to attend the seminar but at their own cost" (DEO interview June 2017).

Therefore, from the above responses from English language teachers, heads of schools and the DEO, the findings show the same results that the seminar has been conducted only once since the inception of ELCBC and only 2 teachers from each school attended that seminar while private schools sent only one teacher to that seminar.

The first objective intended to assess teachers' understanding of the concept of English language CBC in secondary schools. Consequently, the general research findings reached to answer this research objective were that, teachers had a slight understanding on ELCBC because of ineffective in-service training provided to English language teachers.

#### 4.3. Teachers Use of English Language Competence Based Techniques during Teaching and Learning Processes

The second research objective of this study intended to assess how teachers use English language competence based techniques during teaching and learning process. In this objective, classroom observation guide (AppendixD), Interview guide to English language teachers (AppendixA) and Documentary review guide (AppendixE) and focused group discussion (Appendix F) to students were used to collect the required data.

The research findings of study from the interview conducted with subject teachers revealed that 31 of teachers which is 86% of all sampled teachers used group discussion technique and sometimes lecture method. Only 3 teachers which is 8% of all interviewed teachers said to use question and answers technique during teaching and learning process while 2 respondents which is 6% of subject teachers interviewed said to use oral questions. One subject teacher from school E noted.

"I know that I am supposed to use participatory methods of teaching which is the group discussion but lecture method also I often use it to make students understand well the lesson"

The findings from this interview with teachers show that, the English language competence based teaching technique which is familiar to most of teachers is group discussion only. Therefore, due to the big number of students within one classroom, even group discussion method which is known by teachers is not utilized frequently hence they still stick to the old technique of lecturing (Talk and chalk method). Another teacher from school "E" added.

"I think you have seen with your own eyes how students are congested in my classroom, so according to this situation how can I use group discussion every teaching. Group discussion method is not every day what technique I usually use is lecture method" (Teacher interview June 2017).

School Code	Participant	Responses Provided by the Subject Teacher
A	The fourth participant	The technique I usually use during teaching and learning process is group discussion method which administrators insist us to use but because lecture method also is used in order to make them understand the lesson.
B	The first participant	The technique I usually use is group discussion and lecture method because of the big classroom I have, group discussion method is not possible to be used everyday
C	The sixth Participant	The method I use participatory method which is group discussion method and sometimes I use lecture method because to our environment English is not a second language it is a third language, our students usually speak vernaculars
D	The third participant	The technique I use is lecture method and sometimes group discussion
E	The second participant	The technique I use during teaching and learning is group discussion and sometimes oral questions
D	The fifth participant	When I teach I use group discussion method and question and answers

Table 7: Teachers' Views on the Techniques Used in Implementing ELCBC

Source: Field Data June 2017

Findings from the interview with subject teachers revealed that most of them understand that the participatory methods of teachings are the ones which are required to be used during teaching and learning but the only participatory method they know is group discussion only. Other teaching strategies identified to be used by teachers which are

teacher-centered are not known to teachers, these results to lack of in-service trainings to teachers so that they can be equipped with varieties of English language competence based teaching strategies. According to TIE (2013:29) the authentic learner-centered strategies to be used by English language subject are problem solving and inquiry method, brainstorming, drama, demonstration, dialogue, narration method, cooperative learning, class discussion, debate, project, role play and simulation games. One teacher noted

"To our environment here, English language is not a second language like students in towns, here the language is which is well spoken by our students is their mother tongue (Fipa language). So if tell them to discuss in groups using English language no learning can take place. Hence that is why I often use lecture method though I know that I am supposed to use participatory method of teaching".

Therefore, research findings show that even the group discussion strategy they are not a technique which is used in everyday teaching so most of them tend to stick to the old technique which is lecture method. The reason they provide why using lecture method they say it is because of congestion of students in the classroom and poor understanding of English language by students because to them, English language is the third language.

The findings from Focus group discussion done with students (Appendix F) revealed that, the technique which is used by English language teachers is Lecture, talk- chalk method and sometimes group discussion method. Findings from the question which intended to get some views on how English language teachers teach them, students revealed that the teacher comes in the classroom and start talking while students are busy copying notes written by the teacher in the blackboard. Then sometimes they are told be in their groups where their groups are permanent. 50 students which is 92.5% revealed that teachers tend to use lecture method and sometimes group discussion. Only 4 students which are 7.4% of all students said that their teachers used debate and question and answers techniques. One student said

"When the teacher comes in our classroom, he starts teaching while talking and writing on the blackboard hence we students remain busy copying the notes. Actually our teachers teach well. And sometimes we are told to be in groups and we discuss some questions but we use group discussion very rarely".

School Code	Participant	Participants' Responses
A	R1	Our teacher enters in the classroom and starts teaching while talking and writing some notes in the blackboard for us to copy and sometimes he tells us to be in groups. Our teacher teaches us well by giving us some notes to write in our exercise books and if there are questions he shows us an example by talking and writing on the blackboard
	R2	
B	R1	The teacher usually enters in the class and starts asking us about the previous lesson then he writes some notes on the board and sometimes he tells us to be in our groups so that we can discuss some questions. Yes, he is a good teacher because he gives us some notes to write in our exercise books and very rarely we do discussions.
	R2	
C	R1	First of all, our teacher starts by asking if we still remember what he taught us on the previous lesson then he continues talking while writing some notes on the board and we copy the notes. Our teacher writes some notes on the board and asks us some questions but sometimes she tells us to be in groups and discuss some questions. We usually listen to the teacher while teaching and take some notes and on other days we seat in our groups, we have six groups in our class which are permanent
	R2	
	R1	
	R2	
E	R1	Our teacher teaches us well in the classroom he asks as to ask questions and sometimes we have debate competition in the classroom. When our teacher enters in the classroom he asks us some questions orally then after we listen to him while talking and writing some notes on the board.
	R2	
F	R1	He reminds us on the previous lesson then he teaches then we keep quit and listen to the teacher and sometimes he places us in groups to discuss some topics. We usually listen to the teacher and he asks us some questions to answer orally, and sometimes we discuss some topics in permanent groups
	R2	

*Table 8: Students Responses on the Teaching Techniques Used by Their Subject Teachers*

*Source: Field Data, June 2017*

The findings from student's focus group discussion presented in table 7 imply that, the technique which is used frequently by teachers is lecture method and sometimes group discussion. Teachers are aware that they are required to use learner centered methods but the participatory method which they understand is group discussion only. What they know is that learner centered method means group discussion.

S/N	Aspect Observed	Responses in Frequencies and Percentages			
		Yes Frequencies	%	No Frequencies	%
1	Teachers' lesson plan align with class level competences	4	12.5	28	87.5
2	A teacher engages students with different activities	10	31.3	22	68.7
3	A teacher uses different learner centered teaching strategies	5	15.6	27	84.4
4	The use of texts, media and real life teaching and learning materials	2	6.3	30	93.7
5	A teacher provides enough autonomy to students to share their ideas with their fellow students	8	25	24	75
6	A teacher gives students the assignment which align with the intended competences	4	12.5	28	87.5

*Table 9: Findings of Classroom Observation for Teaching and Learning Process  
Source: Field Data June 2017*

The above findings from classroom observation checklist (Appendix G) shows that (87.5%) of subject teachers who were observed had no lesson plans which align with required competences. Furthermore, field that indicates that only 31.3% of all observed 32 subject teachers managed to engage their students with different activities in the classroom but the remaining teachers were authoritative and students in the classroom remained passive listening to their teachers. In line with this, the findings indicate that, (84.4%) of teachers use teacher-centered methods of teaching hence students remain passive during teaching and learning process. Furthermore, only (6.3%) teachers use texts, media and real life materials during teaching and learning process. Again, further findings revealed that (87.5%) of observed teachers did not give their students the assignment which align with required classroom competences. Generally, the findings from subject teachers' interview, students' focus group discussion and classroom observation resemble in the sense that teachers are in transition of moving from content based curriculum ways of teaching to competence based curriculum ways of teaching. What is needed is in-service training in order to equip them with appropriate knowledge of ELCB techniques of teaching which they are lacking so that they can start using learner-centered methods of teaching and leave chalk and talk method.

#### 4.4. Assessment Tools and Techniques Used by Teachers in Implementing ELCBC

The third objective of this study intended to examine the use of assessment tools and techniques used by subject teachers in implementing ELCBC. In attaining this research objective, documentary review, observation checklist and interview to teachers were administered.

S/N	Assessment technique used	Responses in Frequencies and Percentages			
		Yes Frequencies	%	No Frequencies	%
1	Written tests and term exams	36	100	0	0
2	Quizzes	36	100	0	0
3	Question and answers	8	22%	28	78
4	Oral tests	0	0	36	100
5	Project works	0	0	36	100
6	Portfolios	0	0	36	100
7	Interviews	0	0	36	100
8	Observation checklist	0	0	36	100
9	Questionnaires	0	0	36	100

*Table 10: Responses of Subject Teachers on the Assessment  
Techniques Used In Implementing ELCBC  
Source: Field Data May 2017*

The findings above in Table 10 indicate that there is still a big problem to teachers on how to use different assessment techniques in the continuous and summative assessment of students in the implementation of ELCBC. According to the interview results conducted to 36 sampled subject teachers they claimed to use paper and pencils assessment techniques only, while other techniques suggested in the English language syllabus are not used at all. This is against with the recommendation of Tanzania Institute of Education which needs teachers to use a variety of assessment tools. According to TIE (2005: viii) English language teacher for secondary schools is required to use

appropriate variety of assessment techniques including paper and pencil assessment, interviews, observation, portfolio, projects and questionnaires.

School Code	Categories of Responses Provided by Teachers
A	In assessing students mastery of linguistic skills I usually give them some written assignments and every end of the month we have monthly tests
B	Yes, the assessment techniques are quizzes, and written exams
C	In assessing students' progress, I often use question and answers as well as term papers
D	I often use written tests and exam papers and quizzes after every lesson
E	Assessment tools which I use are those which are supposed to be used and these are written quizzes, monthly tests and term papers
F	Oh what I do in assessing students is by providing them written assignments, after teaching I write some questions on the blackboard then they are supposed to do their assignments in their exercise books. Then I mark their exercises

Table 11: Responses on Assessment Techniques Used by Subject Teachers in Implementing ELCBC

S/N	Assessment Technique Observed	Expected Frequencies	Attained Frequency	% of Attained Frequencies	Remarks
1	Written test	6	6	100	Successfully used
2	Term exams	3	3	100	Successfully used
3	Interviews	6	0	0	Not used
4	Observation checklist	2	0	0	Not used
5	Portfolios	4	0	0	Not used
6	Projects	1	0	0	Not used
7	Questionnaires	2	0	0	Not used
8	Oral tests	6	0	0	Not used

Table 12: Results of Documentary Review Made in School A, B, C, D, E and F on the Use of ELCB Techniques

Table 10 above indicates the findings from documentary review where teachers' lesson plans, schemes of work; lesson notes and students exercise books were observed. The findings revealed that 36 (100%) sampled subject teachers are using only paper and pencil exams while the technique which develop speaking skills like oral test and interview are not attended at all. Findings from documentary review resembles with the findings from teacher interviews where teachers admitted that they usually assess students with written exams and written test only while other assessment techniques recommended by Tanzania Institute of Education are still new to teachers.

S/N	Assessment Tools	Expected Frequencies	Attained Frequencies	Percentage of Attained Frequencies	Remarks
1	Written tests and exams	6	6	100	Successfully used
2	Classroom written quizzes	6	6	100	Successfully used
3	Portfolios	6	0	0	Not used
4	Oral tests	6	0	0	Not used
5	Interview	6	0	0	Not used
6	Projects	6	0	0	Not used
7	Observation checklist	6	0	0	Not used
8	Questionnaires	6	0	0	Not used

Table 13: Headmasters Responses on the Assessment Technique Used by Subject Teachers

Table 12 summarizes the findings from headmasters of 6 sampled secondary schools who gave their views on the assessment techniques used by subject teachers in implementing ELCBC. The results above show that written exams and tests are used by teachers for (100%) while other assessment tools like oral tests, interviews, portfolios, observational checklist, questionnaires and projects are not used in assessing students' progress. One headmaster of school C noted.

"The techniques used by subject teachers are written term exams which are conducted in two terms and two midterms. But also here at our school we have written monthly tests which are conducted in every end of the month. And subject teachers are insisted to provide assignments to students every end of the lesson" (Field data: May 2017)

S/N	Assessment tools	Expected frequencies	Attained frequencies	Percentage of attained Frequencies	Remarks
1	Written tests and exams	54	54	100	Successfully used
2	Classroom written quizzes	54	54	100	Successfully used
3	Portfolios	54	0	0	Not used
4	Oral tests	54	0	0	Not used
5	Interview	54	0	0	Not used
6	Projects	54	0	0	Not used
7	Observation checklist	54	0	0	Not used
8	Questionnaires	54	0	0	Not used

*Table 14: Students Responses on the Assessment Tools Used by Subject Teachers*

The findings from students' focus group discussion imply that, teachers are using paper and pencil techniques in assessing students. Other techniques suggested in secondary school syllabus like Oral tests, interviews, portfolios, Projects, observation checklists and questionnaires are not used by teachers. One student from School 'D' expressed that "Our English language teacher after the end of lesson gives us some questions to answer in our exercise books but also after each month we have monthly tests, term papers and final exams of all of which needs us to write. About interview, I have seen such a thing at our school"

Another student from school F added:

"About oral test I have seen such test, what we usually do are classroom assignments, quizzes, monthly tests, midterm tests, term papers and final exams. At our school every month we have monthly tests, that is our culture"

Moreover, the data from documentary analysis, teachers' interview, and headmasters' interview differ from the information provided by DEO who said that, in his district the assessment tools used by subject teachers are mainly written term exams, written tests and projects. The information provided by teachers and headmasters based on written papers while DEO said that, even projects are done at schools as assessment tools. DEO noted

"Assessment techniques used by our subject teachers are normally monthly tests, mid- term tests and final exams which are written exams. But apart from written exams and tests but also we have projects which are done by our students once per year"

DEO's findings contradict with findings from teachers' interview, students' focus group discussion, headmasters' views, documentary reviews and observation checklist. The findings from these tools revealed that assessment techniques used by subject teachers are written exams and tests. The views about projects were mentioned by the DEO only. This means that the DEO is not aware about what is taking place at schools, they are working separately not in a team work.

#### 4.4.1. Alignment of Students Work with Competences Stated in English Language Syllabus for Secondary Schools

Sampled students from form four students' works and exams showed that, their works are not aligned with the stated competences. TIE(2005:102) analyzes clearly that, each form student should demonstrate ability to read, analyze texts and relate them to real life situations, should start, intervene and close a discussion on a familiar topic using suitable phrases, present orally and in writing descriptions of complex subjects, Express himself/herself clearly, orally and in writing, expressing points of view at some length, read and understand long and complex factual texts, Scan a text for relevant information, listen to and point out relevant information and read literally texts appreciating messages and themes read. The findings indicated that teachers do not stress on the indicated competences but they still stick on teaching phrasal verbs which stress on grammatical rules and patterns hence the needed competences are left unattended. From the students' findings only literally texts ranked the first with (60%) analyze situations (30%) and other competences are left unattended.

#### *4.5. Effectiveness of Teachers' Knowledge in English Language Competence Based Curriculum Learning*

The fourth objective of this study intended to examine effectiveness of teachers' knowledge on ELCBC learning. In this research objective, English subject teachers', head of schools and the District Education Officer were asked to give their views if teachers' are knowledgeable enough on ELCBC hence to enable students to be competent users of the language in linguistic contexts. The interview done by teachers indicated that 32(89%) of sampled English language teachers said that teachers' knowledge on ELCBC is not effective enough to enable students to be effective users of English language. This is because of many challenges like lack of in-service training to expose teachers on how to implement competence based curriculum, lack of teaching and learning materials which are competence based as well as the challenge of English language to be the third language to many students where the dominant language is mother tongue and Swahili language. One teacher noted that;

"To me we English language teachers have still a problem especially on the knowledge needed in the implementation of competence based curriculum. We do not have enough knowledge on how to align competences with students learning; also, we don't have enough knowledge on assessment techniques as well as teaching and learning environments" (Teacher Interview, school B, June 2017).

School Code	Some Responses of Teachers on the Effectiveness of Teachers' Knowledge in T/L ELCBC
A	Without in-service training to teachers, teachers cannot have required knowledge to make learners be competent in English language teaching
B	Since primary school we were taught content based curriculum, when we were at teachers college is when we were exposed to competence based curriculum, so the teacher cannot have adequate knowledge of enabling students to be effective users of ELCBC
C	Teachers still stick to tradition way of teaching, so in-service training to teachers is still needed in order to make to have adequate knowledge of how to implement ELCBC
D	Teachers are still have insufficient knowledge on how to implement ELCBC, therefore in-service trainings are still needed so that our students can get the required competences in language use.
E	A big problem in this curriculum is on teaching methods and assessment tools. Teachers are not equipped well with enough knowledge in teaching methods and assessment techniques; therefore more training to teachers are still needed.
F	Teachers' knowledge is not adequate enough to enable learners to be competent users of English language because; even T/L materials are still scarce hence the teachers uses only textbooks because is not knowledgeable to improvise other effective materials from his/her environment.

*Table 15: Effectiveness of Teachers' Knowledge in Teaching and Learning ELCBC*

*Source: Field Data, May 2017*

Therefore, from table 15 above indicates that subject teachers in secondary school have not gained enough knowledge on how to implement ELCBC. Therefore, more training especially on teaching techniques and assessment tools are still needed to enhance the proper implementation of competence based curriculum.

Again, interview with headmasters showed that 5(8.33) of sampled heads of schools said that teachers' have no good knowledge on how to implement ELCBC because of lack and insufficient knowledge because only few teachers have received in-service training, hence they face problem even in preparing lesson plans and schemes of work. One headmaster from school A noted:

"On my views, the government has to be blamed on teachers' lack of knowledge due to insufficient in-service training provided to teachers. For example, here at our school, only two teachers received in-service training on ELCBC but the problem still persists because they were trained for short period of time which made them to remain half-cooked how to implement this new syllabus and on the other hand majority of teachers have not yet received any training at all" (Headmaster's interview, May 2017).

This means that teachers' knowledge is still a problem because competence based curriculum to many teachers is still new to them though its implementation started 10s years ago. They lack methodological and subject matter knowledge needed to our students to make them competent in English language usage.

Again the interview with DEO indicated that, teachers' knowledge on ELCBC is still inadequate although there are some improvements. The DEO commented that:

"On teachers' knowledge especially on the new curriculum, there is still a problem. Teachers are still in transition stage of moving from content based curriculum to CBC. What is needed is the ministry of Education to stress on adequate teachers' knowledge so that they can have enough knowledge of teaching learners to be competent users of English language".

Therefore, the findings from the DEO showed that although the government is trying to improve the education system to enable all students get quality education, but some challenges are still there to teachers' knowledge especially on teaching techniques and assessment methods.

Generally, the findings from four research objectives of this study indicated that most of teachers are not knowledgeable to implement ELCBC successfully so that students can be effective users of English language in all communication purposes. Due to lack of enough knowledge, teachers are still sticking to the traditional methods of teaching where they tend to dominate the class and students remain copying everything from the teacher. Hence the students' autonomy is minimized to let them become competent users of English language. Moreover, assessment techniques which facilitate communication competences like oral tests are still new to teachers. Only paper and pencil method dominates the assessment procedures in schools hence that are why, a student finishes secondary education lacking reading, listening, writing and speaking skills.

## 5. Summary, Conclusions and Recommendations

### 5.1. Summary of the Study

The purpose of this study was to assess teachers' knowledge on English language competence based curriculum in secondary schools of Sumbawanga Municipality. Four research objectives and research questions guided the process of data collection and analysis. Specifically, the study intended to, assess teachers' understanding of the concept of English language competence based curriculum in secondary schools, assess how teachers use English language competence based techniques during teaching and learning process, examine the use of assessment tools and procedures in implementing ELCBC and also to examine the effectiveness of teachers' knowledge in implementing ELCBC. The study was guided by the conceptual framework adopted from (Akker, 2010, Goodlad, 1975).

Literature review was done for the purpose of searching relevant information concerning the study but also for realizing the existing research gap which has been filled by this study. It was realized that, effective implementation of English language cannot be achieved without giving the priority to teachers' knowledge. Teachers must be equipped with both methodological and knowledge of subject matter to enable learners to be competent users of English language. It was established that, there has been no a study assessing teachers' knowledge on English language competence based curriculum; particularly to recently employed teachers hence this study fills this gap.

The study also adopted the qualitative research approach with a single case study design. A total of 97 respondents participated in this study, comprising 36 English subject teachers, 54 form four students, 6 heads of schools and 1 district education officer. Data were gathered through interview, focus group discussion, documentary review and observation checklist. The qualitative data were analyzed manually through content analysis.

## *5.2. Summary of the Findings*

The research findings indicated that sampled English subject teachers lacked the understanding of English language competence based curriculum. This hindered students to achieve the intended competences which enable them to be competent in English language usage. Hence because teachers have narrow understanding of ELCBC even the implementation in classes is also poor due to inefficient knowledge.

### 5.2.1. The Use of Teaching Techniques during the Implementation of ELCBC

The findings revealed that teachers are still using tradition techniques of teaching which is talk and chalk method. Lecturing technique is still dominant during the implementation stage and very rarely teachers are starting using group discussion method as one of participatory methods of teaching. This means that teachers are now in transition stage from tradition method to learner centered method of teaching although they still need to be educated on other techniques far from discussion method which is the only participatory method known to them. According to the research findings, there are some many teaching techniques suggested in the English language syllabus for secondary schools which teachers seem to lack some knowledge of using them. These learner-centered teaching techniques not used by subject teachers are debate, inquiry method, role play, drama, brainstorming, problem solving and conducting searches for relevant materials.

### 5.2.2. The Use of Assessment Tools and Techniques Used by Teachers in the Implementation of ELCBC

The research findings showed that all the assessment tools and procedures by subject teachers in the implementation of ELCBC were paper and pencil techniques only which included term papers, monthly tests, classroom assignments and quizzes. Assessment tools which develop listening and speaking skills such as oral tests, portfolio, questionnaire, observation checklist and interviews, were not attended at all.

### 5.2.3. The Effectiveness of Teachers' Knowledge on ELCBC

The research findings on the effectiveness of teachers' knowledge on ELCBC revealed that the sampled teachers are still lacking knowledge on learner-centered teaching strategies which as well as assessment techniques which enable the learner to be a competent user of English language in all communication purposes. Teachers in sampled schools are still using traditional method of teaching which is teacher-centered teaching techniques and classroom discussion technique which is learner-centered technique is very rarely used although English language competence based curriculum needs subject teachers to use the techniques which provide enough autonomy to learners to be active during teaching and learning but also to enable them to demonstrate the needed competences.

## *5.3. Conclusion*

With regard to research findings of this study, it has been revealed that teachers are still lacking enough knowledge on how to implement competence based curriculum although they were trained since in their teachers' colleges. They are still in transition stage of moving from content based curriculum to competence based curriculum hence this situation makes them to stick on the tradition method of teaching. Learner-centered technique which is well known to teachers is group discussion strategy only, but although they understand group discussion strategy using it in the implementation is still a challenge. Again, teachers' knowledge in using assessment techniques is still a challenge because the only technique which is used is paper and pencil technique. Assessment techniques which facilitate listening and speaking skills are not known by subject teachers.

## *5.4. Recommendations*

Based on the findings of this study, the researcher proposes two sets of recommendations which are recommendations for action and recommendations for further studies.

### 5.4.1. Recommendations for Action

The following are recommendations for action

- Firstly, since the recently employed teachers are also lacking enough knowledge on ELCBC, the responsible institution for curriculum and development should continue giving in-service training to college tutors how to train their prospected-teachers on effective implementation of English language competence based curriculum.

- Secondly, In-service training on ELCBC should involve all teachers and not only few teachers as it is done in secondary schools. Also the TSCs in every ward should be improved and used by teachers to share knowledge on how competence based curriculum can be implemented effectively.
- Finally, English language teachers are required to use the assessment techniques and procedures indicated in the syllabus for secondary schools.

### 5.5. Recommendations for Further Studies

The following recommendations were made for further studies:

- Firstly, this study was done on assessing teachers' knowledge of English language competence based curriculum for secondary schools of Sumbawanga Municipality particularly recently employed teachers. It is recommended that, the same study can be conducted in other regions and in other subjects.
- Secondly, the study was done in Ordinary level secondary schools; a broader study can be done in Advanced-level secondary schools, primary schools or in teacher training colleges.
- Lastly, another study can be done on assessing the reasons for teachers not to use teaching strategies and assessment techniques which are recommended in the ELCB syllabus.

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