

The challenges of competence-based training pedagogical approaches in improving English communication in secondary schools in Tanzania: A case of Temeke municipality

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ABSTRACT

This study assessed the challenges of implementing Competency-Based Training (CBT) instructional methods for improved English communication skills in Tanzania's Temeke Municipality high schools. The study was guided by the two theories, namely social learning theory and diffusion of innovations theory. It also adopted a convergent parallel mixed-methods design by applying qualitative and quantitative methods for data collection. Further, data were collected through surveys, interviews, and classroom observation from the sampled 100 secondary school teachers in the municipality. The data were analyzed by using SPSS for quantitative data and NVivo for qualitative data, whereby descriptive and content analysis were employed, respectively. Results indicated that even though CBT has the potential to improve students' communication of English, several challenges hinder its effective application. Such challenges included insufficient teacher training, lack of teaching and learning materials, and unsuitable classroom environments. The majority of the teachers reported that they were not adequately trained to implement CBT in an effective way, and a critical shortage of materials such as textbooks, multimedia tools, and technology for interactive learning was reported. The study also pointed out that the traditional classroom settings, which were not very flexible to accommodate cooperative activities, also restricted the effective application of CBT methods. On this foundation, the study suggested improvement in the training of teachers, provision of resources, classroom organization, and policy formulation to facilitate the adoption of CBT in secondary schools. The suggestions are to close the gaps noted and foster better adoption of CBT to enhance English communication skills among secondary school learners in Temeke Municipality.

Keywords: Competency-Based Training, English Communication, Pedagogical Approaches, Secondary Schools, Teacher Preparedness, Teaching Resources, Temeke Municipality, Tanzania

I. INTRODUCTION

The importance of English as a global language cannot be exaggerated as it has been used as primary communication language (Kurniawan, 2024; Rao, 2019). According to Sung-Yul Park (2021), being proficient in English is associated with various benefits, including exposure to global information, enhanced cognitive capacity, and enhanced employability. It also asserted that, English language proficiency is essential for economic development and social cohesion, particularly in non-native English-speaking countries (Ara, 2020; Jenkins & Panero, 2024). With a more globalized world, English proficiency has become a central ability for worldwide communication, research, and professional advancement. It is not just the dominant language in international discourse but also the dominant educational medium in the majority of global educational systems (Ahmad & Khan, 2023; Winaldo & Oktaviani, 2022). Terasawa (2024) asserted that, in non-English-speaking countries, it is widely recognized that English language skills are closely linked to socioeconomic status (SES). Therefore, as a consequence, it is imperative to enhance English communication skills among students so that they can actively engage in socio-economic activities (Ehtsham *et al.*, 2023).

English has gained acceptance in Africa as an important aspect of education and career advancement as It has been adopted by the majority of nations on the continent as a possible official language or prevalent mode of instruction in their educational system (Maluleke, 2019; Mazrui, 2019; Roberts & Mort, 2023; wa Thiong'o, 2023). English is a global language of high significance and with several roles and functions for Africans within Africa and to communicate with other continent individuals. It is of great significance in media and entertainment, diplomacy, international business and tourism, migration, and education (Hickey, 2020; Mufwene *et al.*, 2021; Zeller & Posel, 2020). The trend says it all regarding the necessity of English speaking skills as a vehicle for acquiring higher education, acquiring employment, and participating in global discussion. As Curtis and Romney (2019) posit, English is an intersectional language in most multilingual African societies, bringing together communication among many different ethnic groups and regions. Its importance in the educational industry in Africa is also emphasized by the fact that it forms a central part of academic

curricula and is a prerequisite for comprehension and writing scholarly material, particularly in science and technology fields.

In Tanzania, English serves as a medium and subject of instruction at secondary and tertiary levels (Ideh, 2019; Malima *et al.*, 2021; Nyamubi, 2019). Even though Swahili is the national and most widely spoken language in Tanzania, English serves as the medium of instruction from secondary school level to onward. The dual-language policy aims to equip students with linguistic skills that will be applied for tertiary education and for integrating into the global labor market (Barrett *et al.*, 2024; Wenga & Malingumu, 2024). However, the proficiency levels of students, especially in rural areas where the students and teachers have minimal exposure to English outside the schools, remain an issue of concern (Ideh, 2021). The effectiveness of Tanzania's English language instruction is usually thwarted by inferior instructional materials, inferior instructor training, and inferior learning support environments, as speculated by Mwalongo (2025). A study by Mwamakula and Magashi (2023) indicated that most Tanzanian rural secondary school students struggle with basic English communication skills. The issues cut across several aspects, including the limited use of the language, lack of adequate teaching materials, and insufficient trained English instructors.

The adoption of the competency-based curriculum (CBC) in secondary schools has seen an immense change in the education systems of most countries; Tanzania included (Andrew, 2021; Msamba *et al.*, 2023; Mulenga & Kabombwe, 2019; Ndomondo, 2024). The curriculum lays great focus on preparing students with real-world knowledge and skills, particularly in the learning of English, to prepare them for life in the future. Competency-based teaching (CBT) practices focusing on acquiring and using skills have been proposed as a way of improving English proficiency in schools (Msamba *et al.*, 2023). Kiggundu *et al.* (2025) describe CBT practices as focusing on equipping students with specific competencies or skills rather than on the mere transfer of theoretical knowledge. These methods are designed to engage learners actively, target precise learning needs, and provide constant feedback. Conventional CBT methods have the potential to close the gap between theoretical knowledge and actual practice and hence enhance language proficiency (Kangalawe, 2024).

Competency-based teaching methods have gained much worldwide popularity as a means to enhance better academic achievement (Ndomondo, 2024). Given the emphasis on practical application, personalized learning, and continuous assessment, competency-based education (CBE) aims to create learners possessing the ability to implement their knowledge in real-world circumstances. Predominantly, the use of CBT methods in enhancing English communication skills is an imperative to address educational disparities and ensure equal access to education opportunities (Msamba *et al.*, 2023; Ndomondo, 2024). Despite the global trend towards CBE, several challenges are still present, particularly in rural and less-resourced Tanzania.

Lack of effective teaching and learning materials, classroom overcrowding, ineffective training of teachers, socio-economic limitations, and lack of in-service training affect the effectiveness of such teaching modes to a large degree in most of Tanzania (Kangalawe, 2024). Tanzanian rural schools especially provide a unique case study for the research of these dynamics because they are especially disadvantaged in CBT due to big class sizes, limited time, and lack of teaching resources such as textbooks (Mlenga, 2024; Senyagwa, 2021)). For the case of Temeke secondary schools, comparatively few studies have been conducted so far in order to assess the influence of CBT methods on the teaching of English communication skills to students. Thus, the present study is recommended to close this research and knowledge gap. In general, the study aims to offer evidence-based facts that inform education policy, curriculum planning, and instructional practices that can improve English language teaching in Tanzanian rural secondary schools.

The study also research aims at providing practical suggestions on the best way to enhance the implementation and effectiveness of CBT methods, towards enhanced education results and opportunities for the learners in the region. The study examines the challenges facing competence based training pedagogy practices in improving English communication in Temeke municipality secondary schools in Tanzania. The aim study will include a comprehensive analysis of current English communications skills, stakeholder opinions, identifying the impact of CBT, and other issues of implementation, this study aims at contributing meaningful information to policymakers, teachers, and stakeholders in Tanzania and elsewhere

1.1 Research Objective

This study assessed the challenges of implementing Competency-Based Training (CBT) instructional methods for improved English communication skills in Tanzania's Temeke Municipality high schools.

II. LITERATURE REVIEW

2.1 Theoretical Reviews

A number of theories have been reviewed in this study on competence based training pedagogical approaches in improving English communication in secondary schools in Tanzania. However, for the purposes of this research, the social learning theory and the diffusion of innovation theory are the ones that will be used by the research to assess the

efficacy of CBT methods in developing students' English communication abilities in rural secondary schools in Temeke municipality in Tanzania. These are discussed in greater detail in the sections to follow.

2.1.1 Social Learning Theory

Bandura and Walters (1977) developed the Social Learning Theory to contend that learning is accomplished through observation, imitation, and modeling of others' behaviors and attitudes. The theory has been applied widely in education studies to describe students' learning of new skills and behaviors in social settings. Social learning, outcomes Bandura and Walters (1977) contend, is individualized learning that takes place in a social setting. In education research, the theory has been used in examining the roles played by peer interaction, teacher modeling, and collaborative learning in enhancing student outcomes. Within the context of the current research, the theory will be applied in understanding how English communication competencies learning by students in rural secondary schools in Temeke is affected by their exposure to teachers' CBT approaches (Firmansyah & Saepuloh, 2022; Saka, 2025). It will assist in examining how learning through observation of competent language use and participation in interactive activities can improve the language abilities of students in rural secondary schools in Temeke. A weakness is the challenge of measuring and accounting for the multitudes of social variables that may affect learning outcomes, such as intellectual variations and socio-economic status among students. To this end, the theory will be used in combination with the diffusion of innovations theory to study the application of CBT techniques in building English communication skills among rural secondary school students in Temeke, Tanzania.

2.1.2 Diffusion of Innovations Theory

Diffusion of Innovation (DOI) is a theory popularized by American communication theorist and sociologist, Everett Rogers, in 1962 that aims to explain how, why, and the rate at which a product, service, or process spreads through a population or social system (Rogers, 2020). In other words, the diffusion of innovation explains the rate at which new ideas and technology spread. The theory has been applied extensively in education research to explain the adoption and implementation of new teaching methods and innovations in schools (Faisal & Idris, 2020; Pinho *et al.*, 2021) The theory can be used to examine the determinants of educational reform adoption and the process of diffusion across schools and teachers. The theory offers a general framework for the adoption process that captures the adoption determinants like channels of communication, attributes of innovations, and attributes of adopters. In the present study, theory will be employed to analyze the determinants of the adoption and implementation of CBT interventions in rural secondary schools in Temeke and to identify the barriers that limit or delay their adoption in diverse settings. However, the limitation is that it has the tendency to oversimplify the complexity of educational change processes, particularly in heterogeneous and resource-scarce settings where multiple factors interplay to influence adoption decisions. As such, it will be complemented by the social learning theory in the present study.

2.2 Empirical Review

Previous studies on CBT and CBC in East Africa provide useful information on variables influencing successful curriculum implementation, and reveal gaps this study addresses. Suleiman (2020) examined secondary science teachers in Tanzania and revealed a large discrepancy between the intended and enacted curriculum. Teachers faced competing curricular ambitions, pressures from school administration, and contextual issues, which limited their abilities to implement CBT successfully. This is in line with the current study in highlighting the importance of teacher preparation and institutional support key variables in understanding the challenges of improving English communication through CBT in Temeke Municipality. However, Suleiman's study was limited to science subjects, and there is a lacuna as regards the teaching of English language, an aspect the current research focuses on.

Mlinge (2024) examined the supervision practices of headteachers in Bagamoyo District and determined that practices such as in-service training, provision of teaching and learning materials, provision of a conducive classroom environment, and improving school-community relationships were crucial to carry out CBC. Despite the existence of these practices, teachers' low knowledge, competencies, and classroom overcrowding influenced the full implementation of competency-based approaches. This study informs the current study because it brings out the contribution of supervision and support in facilitating CBT. However, Mlinge's study was conducted in primary schools and does not cover secondary school teachers' experiences or how they can facilitate students' English communication skills in an urban area, a gap addressed by this study.

Furthermore, Makokha (2024) investigated teacher preparedness for CBC in junior secondary schools in Kenya and concluded that most of the teachers lacked proper training and ICT competencies, which hindered effective application of competency-based approaches. Mwakabenga and Paine (2023) clarified that professional learning communities in secondary schools in Tanzania were not well exploited, entrenching traditional, examination-oriented teaching rather than active, competency-based learning. Kiggundu *et al.* (2025) found that competency-based assessment enhances student engagement and critical thinking but is impeded by unclear assessment standards, few resources, and inadequate teacher support. Cumulatively, these studies point to the necessity of teacher training,

professional support, and adequate resources variables this study investigates in the urban Temeke Municipality context, where teachers are more likely to have access to training and resources compared to rural areas, but still face challenges in terms of large classes, limited technology, and lack of pedagogical support for CBT in the teaching of English as a subject.

Together, these studies present compelling evidence that CBT is capable of enhancing English language communication skills, provided that it is adequately supported by training and facilities. Nevertheless, there is an enormous gap within the Tanzanian context, especially in urban rural areas like Temeke, where resource constraints, high student-teacher ratios, and infrastructural limitations facilitate ineffectual application. Additionally, as previous studies identify those challenges, few have examined how social learning dynamics, teacher-student interactions, and peer learning impact CBT uptake in such settings. By using social learning theory (Bandura & Walters, 1977), this research fills the gap by examining how interactional and contextual variables affect the failure or success of CBT in enhancing English communication skills in rural Tanzanian secondary schools.

III. METHODOLOGY

3.1 Research Paradigm

This research employed a pragmatic research paradigm that brings together positivist and interpretivism orientations. This allowed a mixed-methods research approach to be adopted. The pragmatic paradigm was chosen for this research as it allowed the researcher to blend qualitative and quantitative methods for a comprehensive overview of the issues in the implementation of CBT pedagogical approaches to English communication improvement. This paradigm was concerned with pragmatic solutions through its consideration of both measurable data and participants' experiences, for an equilibrium analysis of the challenges affecting CBT implementation in Temeke Municipality secondary schools.

3.2 Research Approach

In this study, a mixed-methods research approach was employed, wherein both qualitative and quantitative methods were employed to examine the challenges of CBT pedagogical approaches to improve English communication in Temeke Municipality secondary schools. The mixed-methods design was appropriate as it facilitated a comprehensive understanding of the issue through the combination of numerical data and dense descriptions of the participants' experiences (Almeida, 2018; Baran, 2022). The quantitative strand involved the use of structured questionnaires to collect statistical data on the factors affecting the implementation of CBT, while the qualitative strand included interviews and observations to collect in-depth information from the students and teachers. This combination enhanced the validity and reliability of the results by providing both measurable trends and explanatory context.

3.3 Research Design

A convergent parallel mixed-methods design was employed in this research, which allowed for the simultaneous collection and analysis of qualitative and quantitative data. This design was appropriate as it permitted the integration of numeric data from questionnaires and detailed data from interviews and observations to provide a comprehensive picture of the problems in the implementation of CBT pedagogical approaches to English communication improvement. The quantitative component involved the use of close-ended questionnaires to collect statistical data, while the qualitative component used interviews and classroom observations to explore teachers' and students' experiences. The findings of the two approaches were compared and combined in order to enhance the validity and richness of the study.

3.4 Study Area

The research was conducted in Temeke Municipality, Dar es Salaam Region, Tanzania. Temeke was chosen as the study area because it is a heterogeneous educational setting with public and private secondary schools, each with its own unique challenges in implementing CBT pedagogical approaches. The municipality has a large population with varying socioeconomic status, which provides a rich context for understanding the obstacles to English language instruction. Both peri-urban and urban schools were selected in Temeke Municipality in order to provide a broad spectrum of experiences in terms of resources, infrastructure, and teaching experience. The study aimed at a range of schools to obtain an image of the types of problems that could arise in varying settings, from schools with fewer resources to schools with better facilities. Schools of interest were schools with varying levels of experience in the implementation of CBT so that the findings would be relevant to a wide range of school settings in the municipality. By focusing on Temeke Municipality, the research aimed at determining how class size issues, teacher training, resource availability, and demographic factors of the students influence the uptake and success of CBT in improving secondary school students' English communication skills.

3.5 Target Population

The population targeted by this study was secondary school teachers and students in private and public schools within Temeke Municipality. The study specifically aimed at English language teachers who had experience in the use of CBT pedagogical approaches in their classrooms. Teachers with at least one year of experience in using CBT approaches were selected to ensure they had first-hand information on the challenges and benefits of using this method in improving English communication. Aside from teachers, secondary school students who were studying English actively and exposed to CBT-based teaching of English language were also targeted by the study.

Sample Size and Sampling Technique

3.6 Sample Size

The study targeted a sample of 100 secondary school teachers in Temeke Municipality. The teachers were targeted based on their involvement in the implementation of Competence-Based Training pedagogical approaches in the teaching of English language. The sample aimed at teachers with at least one year of experience in implementing CBT strategies so that they would have a real-world understanding of the issues as well as the possibilities inherent in its use. The sample size was chosen to provide a good representation of the opinions of teachers so that the study could gather sufficient information on barriers and enablers of effective CBT in secondary schools for improving English communication.

3.7 Sampling Techniques

In this research, the 100 secondary school teachers in Temeke Municipality were chosen by means of a stratified random sampling technique. Stratified sampling was appropriate as it ensured that different subgroups of teachers, based on years of experience and type of school (private or public), would be represented in the sample. The population of teachers was first stratified based on these factors, and a random sample was then drawn from within each subgroup so that all views concerned would be represented. Purposive sampling was also used to include teachers with at least one year of experience in using CBT in their English language classrooms. This approach ensured that the study included teachers who were experienced and had knowledge of CBT pedagogy. Both the stratified and purposive sampling ensured a representative and diverse sample of teachers, and this allowed the study to have access to detailed information on issues confronting the use of CBT in secondary schools.

3.8 Research Instruments and Data Collection Methods

The study employed questionnaires, interviews, and observation in an amalgamation as research tools to obtain quantitative and qualitative data for a holistic representation of the challenges faced by teachers while implementing CBT to promote English communication. Questionnaires were used in obtaining quantitative data from the 100 teachers who participated in the research. These questionnaires contained close-ended questions that asked for information regarding the preparedness and readiness of teachers to implement CBT, and the availability and adequacy of the teaching materials. The questionnaire was designed to determine the problems teachers encountered in implementing the application of CBT pedagogy strategies and how these problems influenced the effectiveness of teaching English as a subject. This instrument was designed to generate quantifiable information that could be analyzed for patterns and trends in the use of CBT. The surveys were supplemented by semi-structured interviews with a subset of the instructors in order to gain in-depth, qualitative data.

The interviews allowed the experience of the teachers to be explored in finer detail, understanding the specific problems they experienced when implementing CBT, and their view of its effectiveness to improve English communication. The semi-structured nature of the interviews was flexible in the way that it enabled the researcher to probe more deeply in cases where issues were raised during the interview and cover areas not covered by the questionnaires. The interviews were tape-recorded (after gainful consent from participants) and transcribed for close inspection. Besides this, the classrooms were observed so that one could observe how CBT was being implemented into actual classrooms. The researcher used an observation checklist to document pedagogic approaches utilized, classroom talk, and utilization of materials in instruction of English.

These observations placed in context the data that had been gathered with questionnaires and interviews by indicating actual-life examples of CBT in application. Observations additionally indicated in which areas the experiences as described by the teachers differed from what occurred actually in classrooms. Using these numerous methods of data collection facilitated triangulation, which rendered the findings dependable and comprehensive. Through the combination of quantitative data from questionnaires and qualitative data from interviews and observations, the research was able to provide a balanced depiction of the difficulties of applying CBT in secondary schools and how it affects improving English communication skills.

3.9 Data Analysis Plan

Data collected through questionnaires, interviews, and classroom observation were both qualitatively and quantitatively analyzed in order to get a thorough description of the challenges faced by teachers in implementing CBT for English communication. Quantitative data, i.e., data through questionnaires, were calculated using descriptive statistics. This study was aimed at describing sample population characteristics like the level of training between the teachers, inclination to employ CBT, and provision of resources for effective teaching of English. The information was systematically and clearly presented using descriptive statistics like frequency distributions, percentage, and mean scores and their views about CBT's potential for promoting English communication. SPSS software was utilized to analyze the data and identify the emerging trends or patterns.

For qualitative data, evidence gathered through interviews and observations in the classroom was analyzed using thematic analysis. Interview data were coded and transcribed, and field observation notes were reviewed to ascertain the themes emerging that relate to teacher training, resource availability, and challenges in implementing CBT. Through the coding of data into themes, which allowed the researcher to form themes that made the understanding of teachers' experience with CBT in improving English communication possible. This qualitative data was manually interpreted or with the assistance of qualitative data analysis software NVivo to identify overarching themes and sub-themes. Data triangulation was finally used to increase study validity. This was achieved through the comparison and cross-validation of results from multiple data sources to ensure conclusions were reliable. For example, quantitative information gathered through the questionnaires was cross-referenced with qualitative data from interviews and observations to validate the findings. Through both qualitative and quantitative information, the study aimed at portraying a clearer and better view of the problems in the use of CBT and its contribution to the improvement of English communication in Temeke Municipality secondary schools.

IV. FINDINGS & DISCUSSIONS

4.1 Respondent's Profiles

This section presents the findings of the study on establishing the challenges of CBT pedagogical approaches in improving English communication in secondary schools in Tanzania's Temeke Municipality. The findings of the study are presented by specific study objectives, in relation to readiness by teachers to implement CBT approaches and resources for teaching and learning. The results are based on evidence collected from a survey, interviews, and classroom observation that were conducted among teachers and school administrators. The chapter is sectioned into two based on the specific goals of the research. The first section addresses the extent to which teachers are trained and empowered to implement CBT pedagogic approaches in teaching English language. The second segment discusses availability and adequacy of instruction and learning materials necessary to introduce CBT feasibly. The results provide a comprehensive picture of teachers' difficulties in integrating CBT strategies into classroom instruction and the implications for improving English communication skills of secondary school students in the study area. This part provides the background profile of the respondents based on age, sex, and years of experience in teaching, academic qualification, and CBT training. The data collected provided a general picture of the respondents' characteristics, which are essential in determining the study context and in interpreting the findings.

4.1.1 Age of Respondents

The distribution by age of the participants indicated a comparatively youthful teaching population. A total of 15 (50%) of the respondents were aged 30 to 40 years, 9 (30%) were 41 to 50 years, while 6 (20%) were more than 50 years old. Most teachers were in the 30 to 40 age group, indicating a vibrant middle-age professional population actively involved in teaching practices.

4.1.2 Gender of Respondents

The gender split reported reasonably balanced splits, comprising 16 (53%) female teachers and 14 (47%) male teachers. This balance afforded a diverse range of opinions regarding the advantages and disadvantages of applying CBT in class with no evident gender-related differences recorded in their responses.

4.1.3 Years of Teaching Experience

The subjects of the study varied in terms of teaching experience, with most of them having between 5 to 10 years of experience (12 teachers, 40%). This was closely followed by 8 teachers (27%) with 1 to 4 years of experience, 6 teachers (20%) with 11 to 15 years of experience, and 4 teachers (13%) with over 15 years of experience. The varying levels of experience provided a broad perspective of the use of CBT and its perceived effectiveness in enhancing English communication.

4.1.4 Academic Qualifications

The academic levels of the respondents were from diploma level to degree level in education. The majority of them, 18 teachers (60%), were bachelor degree holders in education, followed by 8 teachers (27%) who were diploma holders in education, and 4 teachers (13%) who were postgraduate qualifiers in education or English language teaching. The data showed that the teachers had a quite good academic qualification, and this should impact their teaching efficacy and understanding of CBT principles.

4.1.5 Training in Competency-Based Teaching (CBT)

With respect to training in CBT, 20 teachers (67%) mentioned they had received formal training in Competency-Based Teaching strategies, i.e., workshops or in-service programs. However, the duration of training varied as 12 teachers (40%) claimed that their training was of limited duration, lasting only 1 to 2 days. Only 8 teachers (27%) had received more comprehensive training programs lasting a maximum of 3 weeks. The remaining 10 teachers (33%) had not received any CBT training, yet they had some experience in CBT through school-level programs or self-study. Such variation in training experience was a key determinant of the evaluation of teachers' preparedness and competence to implement CBT.

Table 1

Profile of the Respondents

Category	Frequency	Percentage
Age		
30-40 years	50	50.0
41-50 years	30	30.0
Above 50 years	20	20.0
Gender		
Female	53	53.0
Male	46	46.0
Experience in Teaching		
1-4 years' experience	26	26.0
5-10 years' experience	40	40.0
11-15 years' experience	20	20.0
Above 15 years' experience	13	13.0
Educational Qualification		
Bachelor's degree	60	60.0
Diploma	26	26.0
Postgraduate	13	13.0
Training in Competency-Based Teaching		
Trained in CBT	66	66.0
Not trained in CBT	33	33.0

4.2 Teachers' Training and Preparedness for Implementing CBT Pedagogical Approaches in English Language Instruction

This sub-theme accounts for the level of training and preparedness of teachers to implement Competency-Based Teaching (CBT) pedagogical approaches in English instruction within secondary schools in Temeke Municipality. The study target is to explore how training and preparedness (independent variables) affect the implementation of CBT and thus learners' improved English communication competence (dependent variable).

4.2.1 Competency-Based Teaching (CBT) Training

Out of the 100 teachers surveyed, 66% reported having had formal CBT training and 34% had not. The results reveal a direct relationship between the nature and scope of training and teachers' ability to apply CBT in ways that support students' communication. Among the beneficiaries of large-scale training that lasted more than one week, teachers reported confidence in designing student-centered lessons whereby students are actively involved in speaking and writing English. One teacher explained:

"The training was quite helpful to me. It was not pure theory but also included some classroom simulations at the practical level. We were taught how to design lessons in which students are the bosses, where they discuss and demonstrate their competencies in English. Since then, I have noticed that students are more confident in speaking, and their writing is better organized." If it weren't for this training, I don't think I

would have known how to make the class more interactive and communication-based." (FGD, 12th March 2025).

In contrast, however, teachers who had received only short 1–2 day sessions (26%) stated that while they had received a general overview of CBT, the superficiality of it meant that they found it hard to apply it practically. As one of them explained:

"The workshop I attended was much too short to understand the scope of CBT." We were taught the principles, but there was no chance to practice or to learn how to implement the ideas in real classroom settings. When I later tried to apply CBT techniques, I was left without the tools and examples that I needed to guide students through communication-based activities. Thus, even though I am aware of the principles, I still fall back on traditional teaching, which is not helping my students learn English speaking and writing as CBT is designed to." (FGD, 13th March 2025).

More troubling, the 34% of teachers who received no CBT training relied on self-study and peer observation, which they admitted did not equip them to lead student-centered communication activities. One teacher elaborated:

"I have received no training in CBT, but I try to learn through reading books and also observing colleagues who were trained. The challenge is that with no supervision, I don't know if I am applying the approach effectively." For example, I am aware that I should allow students to practice English by creating group work, but I am not always sure how to design tasks to push them to use the language effectively. This makes it hard for me to help students build communication, especially speaking and writing, which are the core components of the English syllabus." (FGD, 14th March 2025).

These findings show that training quality and extent directly affect teachers' capacity to utilize CBT in the development of students' communication. Comprehensive training equips teachers with capacity that fosters English speaking and writing, while a lack of or inadequate training leaves teachers in the state of struggling, thereby inhibiting students' communication development.

4.2.2 Preparedness to Implement CBT

Findings also reveal that teachers' readiness significantly affects how CBT is actualized in classroom practices to improve communication skills. Of the respondents, 72% reported being moderately or well-prepared to implement CBT strategies in the teaching of English as a language. These educators incorporated group discussion, project-based learning, and performance-based evaluation, all of which are imperative in developing students' speaking, listening, and writing abilities. As one of the teachers pointed out:

"Although there are limitations of big classes and limited textbooks, I do think I am adequately prepared to try and make my lessons interactive. I frequently have the student's debate, role play, and conduct group projects where they must use English in real-life situations. For instance, I had them enact a market exchange in English once, and it taught them how to negotiate. Though it is not easy, I believe that with these strategies, the students have greater opportunities for communication compared to when I taught only with the assistance of lectures and grammar exercises." (FGD, 10th April 2025).

On the other hand, 28% of the teachers who indicated poor preparedness cited lack of training, insufficient resources, and overcrowded classrooms. These teachers acknowledged familiarity with CBT principles but could not apply them in manners that actively engaged students in communication activities. One teacher commented with emphasis:

"I know the principles of competency-based teaching, but in practice it is very difficult for me to use it effectively. My class has more than 70 students, and with limited teaching resources, I often find it hard to carry out interactive tasks. Even if I try to, I am not in a position to give one-to-one feedback to students, which is crucial for their communication skills development. I feel frustrated sometimes because I know the methods can work, yet without support and continuous training, I do not feel sufficiently empowered to make them work in such an environment." (FGD, 15th April 2025).

A majority of the educators stressed the necessity for ongoing professional development to increase their competencies, the implication being that long-term support is fundamental in bridging preparedness and improved student communication outcomes. As one educator commented:

"I think once-off workshops are not sufficient. Teachers require ongoing support and refresher courses if we are to become full implementers of CBT. Personally, I feel that with more training sessions, follow-up workshops, and support from experienced trainers, I would be more confident to apply methods that directly help students improve their English speaking, listening, and writing skills. CBT does not just about know the theory, it is about being able to practice and refine those skills in real classroom situations and for that, and we need continuous training and support." (FGD, 13th April 2025).

These findings imply that teacher preparedness is the missing link between training and improved student communication outcomes. Teachers who feel well prepared create interactive, student-centered activities that promote

English communication, whereas low preparedness caused by poor training, a lack of resources, or overcrowded classrooms reduces CBT's effectiveness in improving communication competencies.

Table 2

Teachers' Training and Preparedness for Implementing CBT Pedagogical Approaches in English Language Instruction

Category	Frequency	Percentage (%)
Teachers who received formal training in CBT	66	66
- Comprehensive Training (More than 1 week)	40	40
- Brief Training (1-2 days)	26	26
Teachers who did not receive formal CBT training	34	34
Teachers who feel moderately/well-prepared to implement CBT	72	72
Teachers who feel inadequately prepared to implement CBT	28	28

4.3 The Availability and Adequacy of Teaching and Learning Resources Necessary for Effective Implementation of CBT in Improving English Communication

The findings on the availability and adequacy of teaching and learning materials to support the effective use of Competency-Based Teaching (CBT) in improving English communication within Temeke Municipality reveal a series of challenges that confront teachers. In conclusion, the study finds that teachers in Temeke Municipality face significant challenges with respect to the availability and adequacy of the materials essential for the effective utilization of CBT. The unavailability of materials of instruction, technical equipment, staff development experience, and time for planning all form hindrances to the success of CBT in improving English communication as displayed in the Table 3.

The mean of 2.45 for the availability of instructional resources (such as textbooks and materials) is what the researcher discovered, which signifies that most teachers disagree with the assertion that they have sufficient access to the requisite resources. This translates to a clear shortage in the most critical resources needed to manage CBT successfully. Teachers typically require diverse materials like textbooks, exercise books, and other materials in a bid to engage learners in learning processes leading to competence-building. The finding regarding the adequacy of instructional materials (e.g., workbooks, handouts), with a mean of 2.55, also supports the fact that teachers do not have the inputs required to effectively execute CBT. As CBT involves active learning and practice exercises, the inadequacy of sufficient workbooks and other instructional materials can severely impede its efficacy. Contrarily, technology access, with a mean of 2.30, is another significant issue.

Its low rating shows that it is difficult for instructors to integrate technology into instruction, an issue in the current education system where technologies are important in providing teaching with dynamism and interactivity. Temeke Municipality instructors seem to face challenges in obtaining essential technology such as computers, projectors, and other electronic gadgets that may be used for CBT practices. Nevertheless, positively put, an average score of 2.80 for the classroom environment, which includes the physical layout and floor space, reflects that the majority of instructors view the classroom environment as reasonably suitable for CBT implementation. But the score is still less than the midpoint, which means that while some classrooms facilitate active and student-centered instruction; most classrooms do not yet have the equipment to facilitate CBT practices. The lowest mean score of 1.90 in the finding is most troubling. Teachers strongly disagree with being given adequate opportunities for training in CBT practices.

Such a difference in professional development was a clear indicator of one of the key challenges facing the preparation of teachers with the appropriate skills and knowledge to be able to implement CBT effectively. The observation also uncovers that, the amount of time devoted to planning lessons, which has a mean score of 3.00, suggests that teachers are neutral in the time devoted to planning and preparing CBT lessons. This finding suggests that while some instructors may think they have enough time to prepare; they are numerous and time-limited. Further, the findings suggest that while teachers realize that feedback and support are crucial in the implementation of CBT, with a mean score of 2.60, they do not necessarily think that they receive proper help on the same. Ongoing direction and feedback are required for instructors to hone their practices, especially when transitioning into new teaching methodologies like CBT. Led by school administration, the average score of 2.75 further signifies the presence of some involvement of school administrators in supporting CBT but not enough to fully facilitate its adoption. Active involvement of leadership is crucial in ensuring that change is facilitated and that there are the resources and policies to support teachers. Besides, the curriculum support for integration of CBT, with a mean rating of 3.10, also displays a more favorable perception, with teachers somewhat disagreeing that the curriculum does support integration of CBT.

There are still, however, some things that need to be enhanced in aligning the curriculum to the foundations of CBT. More comprehensive and coherent curriculum could better equip the teachers to make optimal use of CBT and engage the students in active learning. Last but not least, the adequacy of resources to assess and evaluate students' performance under CBT with a mean score of 2.50 explains that teachers in general feel that the resource for assessment is lacking. Assessment is one of the key components of CBT as it is focused on assessing students' capabilities through

the application. Lack of appropriate assessment tools implies that educators cannot be certain about whether students are making progress, and this is responsible for the inefficiency of CBT. The 1.18 standard deviation means that although there are a few teachers who have assessment tools, they are not many.

Table 3

The Availability and Adequacy of Teaching and Learning Resources Necessary for Effective Implementation of CBT in Improving English Communication

Item	Mean	STD
Teachers have access to sufficient teaching resources (e.g., textbooks, materials)	2.45	1.2300
Teaching materials (e.g., workbooks, handouts) are adequate for effective CBT	2.55	1.2000
Teachers have access to technology (e.g., computers, projectors) for CBT implementation	2.3	1.1900
Classroom environment supports the implementation of CBT (space, seating, layout)	2.8	1.2500
There are sufficient professional development opportunities to enhance CBT implementation	1.9	1.1100
There is adequate time allocated for the planning and preparation of CBT lessons	3	1.3000
Teachers receive regular feedback and support in the implementation of CBT	2.6	1.2100
School leadership is actively involved in supporting the implementation of CBT	2.75	1.2200
The curriculum supports the integration of CBT effectively in English language teaching	3.1	1.1500
There are sufficient resources for assessment and evaluation of student performance in CBT	2.5	1.1800

4.3 Discussion

4.3.1 Teachers' Training and Preparedness for Implementing CBT Pedagogical Approaches in English Language Instruction

The study indicates that teacher preparedness in Temeke Municipality is a significant contributor to the effective use of CBT. The majority of the teachers reported insufficient training, and a few of them only received comprehensive, functional professional development. This insufficiency inhibits them from adopting learner-centered approaches to teaching, including collaborative learning, task-based teaching, and performance-based assessment. This implies that the inadequate teacher training not only limits classroom use of CBT practices but also bars learning of essential English communication skills for students. Undertrained teachers might fall back on traditional teacher-centered approaches, opposite the learner-centered tradition of CBT. In Temeke Municipality, this means that learning outcomes of students' English communication skills are strongly correlated with how prepared the teachers are as individuals.

Furthermore, training quality and consistency varied significantly among teachers. Some of them received comprehensive workshops that provided the theoretical foundations and hands-on approaches, while others were introduced superficially or momentarily. The difference leads to inequalities in classroom practices that yield uneven application of CBT in schools. The results support Mulenga and Kabombwe (2019), who confirmed that in Tanzania, initial teacher training cannot equip teachers with the skills necessary to successfully implement learner-centered pedagogies. Similarly, Andrew (2021) posited that the urban area teachers are likely to have better access to professional development compared to rural counterparts and that this fuels disparities in teaching quality. In Temeke Municipality, this means that students' learning outcomes for English communication skills are closely associated with the individual readiness of teachers.

Finally, continuous professional development was a key essential aspect of sustaining CBT implementation. The study shows that solitary training is not sufficient for teachers to perform at their best when using competency-based approaches. Repeated mentoring, renewal courses, and assistance are required for teachers to advance their teaching plans and relate them to classroom situations. This is consistent with Wenga and Malingumu (2024) who further emphasized that ongoing professional development boosts the confidence and capability of teachers in using CBT, in the end, improving the learning outcome of students. Closing the gaps in teacher training and enabling ongoing professional development are central to raising the use of CBT and advancing students' English communication skills.

4.3.2 The Availability and Adequacy of Teaching and Learning Resources Necessary for Effective Implementation of CBT in Improving English Communication

The study found that availability of teaching and learning materials is one of the most important determinants of the effectiveness of CBT in Temeke Municipality. Teachers indicated insufficient access to textbooks, workbooks, multimedia materials, and electronic materials as a necessity for facilitating student-centered instruction. Lack of resources constrains teachers' ability to prepare interactive exercises and activities that are integral components of competency-based instruction. The implications are clear: with inadequate materials, teachers are forced to use outdated or provisional texts, thus limiting opportunities for students to learn English communication skills through real-world applications.

Moreover, application of technology in teaching at the school level is still wanting. Despite existing schools having computers, projectors, or other computerized devices, these are either lacking or unevenly allocated. The findings

are in line with Mlinge (2024), who established that poor technological infrastructure in Tanzanian schools influences the ability of teachers to adopt participatory and interactive pedagogical approaches. Without technology, the teachers are unable to fully incorporate modern CBT methods that are multimedia and internet-based in order to facilitate language acquisition, and their classrooms become less engaging. This technology deficit directly affects the ability of students to practice and improve their English communication skills.

Finally, the physical classroom environment was also found to affect CBT implementation. The majority of classrooms in Temeke Municipality are made up of fixed seating arrangements and small spaces for group work, which inhibits collaborative learning and practical exercises. These findings are consistent with Ndomondo (2024) and Rogers (2020), who established that classroom design directly influences the application of learner-centered pedagogic practices. The inability to facilitate group interaction or interactive sessions hinders the development of students' practical English communication skills. Sufficient teaching materials, technological support, and cozy classrooms must be provided to enable proper execution of CBT and improvement of students' English communication skills.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

The aim of this study was to assess the challenges of implementing Competency-Based Training pedagogical approaches in promoting English communication in secondary schools in Temeke Municipality, Tanzania. The findings of the study concluded several conclusions. The first one was that the preparedness and training of teachers proved to be the biggest challenges. Most teachers were not well prepared and equipped to implement CBT effectively. Even though CBT had been brought into Tanzanian policy in education, the lack of training programs and continuous professional development prevented teachers from adopting the use of CBT techniques in class. Teachers were thus unable to bring competency-based techniques into classrooms, detracting from the overall impact on learners' English communication skills.

Finally, the study found a crucial lack of instructional and learning materials necessary for proper implementation of CBT. Teachers lacked proper access to fundamental materials like textbooks, multimedia materials, and technology, which are necessary for creating an energetic and interactive classroom atmosphere. Absence of these materials, especially in rural areas, also hindered the effective implementation of CBT, rendering it challenging for teachers to deliver quality English education. Furthermore, environmental conditions in the classrooms were also not favorable to effectively implement CBT. The majority of the classrooms were designed in a traditional pattern, with the fixed seating hampering collaboration and interactive practices, which are central to the competency-based method. Lack of flexible classrooms with inadequate infrastructure added to this by creating an inappropriate learning environment for the incorporation of CBT practices altogether.

5.2 Recommendations

Based on the research findings, several recommendations are proposed to strengthen enactment of Competency-Based Teaching (CBT) in English teaching and enhancing communication skills among students. First and foremost, teacher training and professional development must be enhanced. Teachers remain the principal implementers of CBT; thus, equipping them with adequate knowledge and skills is imperative. Regular and comprehensive training programs must be established not only to introduce teachers to theoretical frameworks of competency-based methodologies but also to acquaint them with hands-on techniques that can be applied in classrooms. Training programs should be refreshed from time to time in reaction to shifting pedagogical tides as well as to changing English communication imperatives. Additionally, regular mentorship and peer-learning sessions must be established to enable teachers to share experiences and enhance practice.

The second major recommendation is about increasing the availability of teaching and learning resources. Effective CBT usage requires that teachers and students have enough teaching materials, like textbooks, computer software, and multimedia resources. Nevertheless, the majority of Tanzania's schools face serious shortages in resources, limiting the effectiveness of student-centered and interactive approaches. To close this gap, the education stakeholders and government would have to prioritize the equitable allocation of resources, particularly to under-resourced schools. Investment in technology infrastructure like the internet, projectors, and language learning software would facilitate interactive and student-centered learning environments. Availability of these resources is vital to equip the teachers to diversify their styles of teaching and engage the students in more meaningful learning experiences.

The study further recommends changing classroom design to be in alignment with CBT. Traditional classroom design, centered on teacher-student interaction, is not conducive to team work or interactive learning. Schools should therefore employ flexible designs that incorporate movable furniture, ample space for discussion, and provision for activity-based learning. This reorganization of learning spaces will be conducive to a space that fosters student participation, peer-to-peer interaction, and problem-solving that is at the core of competency-based education. This institutional and policy backing must persist concurrently, though. The government needs to provide a robust policy

climate that guarantees adequate funding for teacher training, procurement of resources, and infrastructure construction for CBT to be sustained. Effective monitoring and evaluation mechanisms must also be put in place to track implementation milestones and act in a timely manner where bottlenecks are experienced. Lastly, effective participation from the community must be increased by incorporating parents, local governments, and non-governmental organizations into education interventions. Community participation would be able to mobilize additional resources, promote accountability, and ensure that CBT serves the greater educational interests of learners.

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