

Implementation of Competency-based Language Teaching in Speaking Skills Instruction

Gebisa Ayana Derseh¹, Sherif Ali Ahmed² and Rufael Disasa Warabu³

Department of English, Wollega University, Nekemte, Ethiopia

¹<https://orcid.org/0000-0003-4649-4205>

E-mail: ¹<gabissaayana@gmail.com>, ²<alisherif29@yahoo.com>,

³<rufittii5@gmail.com>

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ABSTRACT Competency-Based Language Teaching (CBLT) improves quality of learning and students' result when implemented properly. Consequently, it is implemented at primary schools' language instruction. This study aimed to investigate the implementation of Competency-Based Language Teaching in English speaking skills instruction. The study adopted a mixed methods approach and descriptive survey design. A simple random sampling technique was used to select 97 Grade Four English teacher respondents. Data were collected using a questionnaire, observation, and interviews. While the qualitative data were analyzed verbatim, the quantitative data were analyzed with descriptive and inferential statistics. The result showed that fewer activities useful for competency development in speaking skills were used; learners were provided insufficient activities leading to mastery of competency, teachers' use of multiple ways of teaching speaking in the CBLT context was limited and implementation of the CBLT varies among districts. The study recommends that teachers give students chances to practice speaking skills using sufficient activities leading to competency, and are required to use multiple ways of teaching speaking to meet mastery of competency.

INTRODUCTION

The primary school English syllabus has recently been updated with a new curriculum framework that implements CBLT. This update was necessary due to the significant issues with the previous curriculum, which was hindered by its inefficient teaching methodology (MoE 2009; Girma and Sarangi 2019). However, primary school children experience serious language problems and lack basic skills. The latest curriculum framework in the Ethiopian education system appears to be less effective in developing language skills competency, resulting in decreased satisfaction. As per the Education Sector Development Program V (ESDP V), Grade 4 students were required to achieve composite scores of at least 50 percent in the National Learning Assessments (NLAs). However, the composite scores for Grade 4 were only 33.6 (MoE 2021). According to Yonas's Wodebo's (2019) assertion, the majority of primary school students in government schools face difficulties in their English as a foreign language (EFL) speaking skills. As a result, they are unable to participate effectively in speaking activities in the classroom, which is highlighted by Habtamu (2017). According to Gabisa and Wakuma (2023), there is evidence to suggest that

students have low English language proficiency. This can be seen in their inadequate skills, which could hinder their ability to progress to the next level of education (MoE 2018). It is also unclear how the teacher is implementing the principles of CBLT during speaking skills instruction in the classroom.

In addition, previous studies have several limitations. First, they made competency their primary concern without aspects to be considered in achieving competency (Aamer et al. 2020). However, it may be worthwhile to examine elements essential in leading learners to competency. In this regard, studies reveal that priority should be given to tasks that realize students' mastery of the competencies. Sustainable learning is the result of the learner's reflection on the task requirements, his/her performance, and that gap that needs to be closed for a better result next time. This position has gained empirical support in recent studies (Cunningham et al. 2016). Secondly, there is a lack of data concerning particular skills of language competency in the context of CBLT (Rwezaura 2016). Thirdly, most of the previous studies on the implementation of CBLT have focused on challenges, perception and context, and the majority are qualitative in the method of data collection (Aamer

et al. 2020; Kara et al. 2017; Marcellino 2005; Sibomana and Dushimumuremyi 2018; Utami 2019). The current study differs in utilizing multiple data collection tools to generate more data and focuses on investigating elements essential in leading students to competency, and particular attention is given to speaking as a specific skill. This study aimed, therefore, to investigate implementing CBLT in the instruction of speaking skills and see if there is variation among districts. To achieve the purpose of the study, the following research objectives were targeted.

Research Objectives

1. To analyze activities performed during the implementation of CBLT in speaking class
2. To identify multiple ways of teaching employed in a CBLT class during speaking skills instruction
3. To investigate variations of implementation of CBLT approach among districts in the instruction of speaking skills

Literature Review

Competency-Based Language Teaching (CBLT)

Competency-Based Language Teaching (CBLT) is the application of Competency-Based Education (CBE) in language teaching. CBE is a system in which a student advances to higher levels of learning when competencies of concepts and skills are demonstrated regardless of time, place, or pace. Thus, teachers let their students work towards the set competencies (Dickson 2016). It is a productive education that focuses on what an individual does with the education he claims to possess (Ratnasari and Arbain 2019). CBLT is also focusing on mastery of competency of using language for real life.

Characteristics of Competency-based Language Teaching

Objectives, activity, and performance are highly interrelated aspects of CBLT. Teaching objectives within CBLT are directly connected to the life roles required of the learner after instruction. Instructional programs are designed in a way to guarantee that students are equipped

with the skills and competencies needed at the workplace. Instruction revolves around exposing learners to a range of experiences and activities that might promote success in the work area. CBLT programs are highly dynamic. Learners' performances are a reflection not only of their ability and endeavor but of the adequacy and appropriateness of the instruction provided, the evaluation tools used, or the goals themselves. Educators should be continuously adapting their instructional programs to suit students' needs and they can take learners' performances as indicators (Boulmaize 2019).

New Roles of Teachers in CBLT

CBLT demands new roles and pedagogical skills in the teaching profession. Teachers in CBLT need to change their traditional role as information providers to become an expert, coaches, assessors, educational developers, teachers, and managers (Seezink et al. 2009; Wesselink et al. 2010). Teachers start regular interaction and feedback dialogue with students and diagnose and monitor students' learning. More significantly, the instructional process in CBLT is based on constructivist learning principles that allow students to be actively involved in the learning process with authentic learning conditions (Boahim 2018; Loyens and Gijbels 2008). Teachers are required to create an environment that initiates interaction which constructivist principles demand.

Learners develop pronunciation skills, speech function skills, interaction management skills, and discourse organization skills in speaking skills instruction. Pronunciation skills enable speakers to produce sounds at the segmental and supra-segmental levels. In pronunciation lessons, learners articulate discrete sounds such as vowels, consonants, and diphthongs, and clusters of these sounds. Learners also identify stress and tones to produce intelligible sounds. Speech function skills are concerned with the speech which performs speech acts or produces spoken language to get things done. These include informing, accepting, declining, requesting, explaining, and describing (Renandya and Widodo 2016). Interaction management skills are the ability to manage an interaction or regulate the flow of conversations.

These include starting an interaction or conversation, taking turns, giving turns, requesting clarification, changing topics, and, closing an interaction (Kumaravadivelu 2006). Discourse organization skills help language learners to have longer turns and to produce extended pieces of discourse. Giving a presentation, explaining or describing procedures, and narrating an event or a story are useful activities for developing discourse skills. They will therefore need skills to construct these spoken texts in ways that are consistent with the sociocultural conventions for the respective genres in the language being learned (Renandya and Widodo 2016).

Teaching-learning Process in CBLT

Lee and Kim (2018) emphasize the utilization of various types of teaching and learning strategies, such as collaborative learning, project-based learning, and inquiry-based learning, as components of the competency-based learning model. Especially student-centered, collaborative

learning to develop problem-solving skills, communicative ability, and creativity are proposed as competency-improving strategies. Thus, CBLT follows an active learning approach that employs multiple ways of teaching the lesson. CBLT recognizes that there is a need to give students the chance to think about what they are being taught or what they are learning. This means that it is essential that teachers do not spend whole lessons talking, but plan opportunities for class discussions in which students can exchange ideas, resolve misunderstandings and make sense of what they are listening to. Learners are required to be engaged in different activities, which allow them to construct meaning for themselves out of the information they are receiving based on constructivist theory (Nunan 2004). Tasks are pieces of classroom work that involve learners in comprehending, manipulating, producing, or interacting with the target language (Nunan 2004). Several speaking tasks are employed to give learners opportunities to practice their spoken English. These are discussion, role play, simulation, information gap, brainstorming, storytelling, interview, reporting, playing cards, and picture description. Activities such as reaching a consensus, giving instructions, communication games, prob-

lem-solving, and talking about oneself are also sources of input for speaking skills development (Hussain 2018; Kayi 2006). These tasks require learners to talk together in groups to solve a problem, while others may require them to exchange specific information. Communication-gap and discussion tasks help learners interact with a partner or others in small groups to convey information and viewpoints to achieve a communicative outcome (Goh and Burns 2012).

The Importance of Speaking Skills

Speaking is one of the essential skills in language learning and teaching. According to Wodebo (2019), proficiency in speaking is critical in learning a second or foreign language. It evaluates success by one's ability to engage in conversation. Besides, speaking skills are indispensable in this 21st century in the current globalized world. Strong speaking skills are crucial for online learning, employment, and global business. It generates numerous employment opportunities for skilled and articulate young individuals. It favored individuals with competency in oral communication skills during the selection. Language educators suggest focusing on speaking skills to improve results. Among these is the need for the provision of activities that lead to competency.

Activities Specific for Speaking

Classroom activities develop students' competencies, which are the core principle guiding competency-based instruction. Lenski et al. (2017) argue that classroom activities activate students' cognition and their impact is strongest in well-managed classrooms. Competency-based activities are inherently interdependent and build upon each other and students' previous knowledge. Students increasingly acquire more complex skills as they systematically complete these activities

METHODOLOGY

The study used descriptive survey design based on quantitative and qualitative approach to describe how Grade 4 English teachers implement CBLT in students' acquisition of speaking

skills. The rationale for choosing the survey design is that the study requires data from a broad area to answer the research questions about the implementation of CBLT. This type of data collection is commonly used by social researchers and is an effective way to uncover information from a broad area (Creswell 2012).

Setting

The study was conducted at primary schools in the East Wollega Zone, Oromia Region, Ethiopia. Oromia Region was selected because there is a range of state CBE training and preparedness to implement it at primary school first cycle with the cooperation of UNICEF, the Ministry of Education, and the Oromia Regional State Bureau of Education. Primary schools found in East Wollega Zone districts were chosen because of the kinds of primary schools the region may accommodate are found here.

Participants of the Study and Sampling Technique

Primary school grade four English teachers were participants in the study. There are seventeen districts in the East Wollega Zone. Through a simple random technique, three districts - Diga, Wayu Tuka, and Boneya Boshe were selected. There are 141 primary schools English teachers in these districts. From this population, 97 teachers were selected for the study randomly. Researchers selected five schools: Kolobo, Mulata, Gute, Ariya Jawi and Itisa Garbi randomly for observation and interview from the three districts.

Data Collection

Questionnaires, observations, and interviews were employed to get data. The questionnaire with 26 items, observation schedule, and interview prompts were developed based on an extensive review of the literature. Quantitative data were elicited through a questionnaire. To get qualitative data, interviews, and observation were employed. The observation was conducted at five schools for seven days at each school to get data related to how CBLT is implemented during speaking skills instruction. The interview was conducted with teachers who were

observed in the classroom to get information about their practice of CBLT implementation.

Data Analysis

The quantitative data were analyzed and interpreted using descriptive and inferential statistical methods. Statistical procedures for internal consistency checks were performed. The internal reliabilities of the questionnaire were .872. Descriptive statistical methods were used to describe the mean scores of each measured variable. Kolmogorov-Smirnov's and Shapiro-Wilks tests were run to check assumptions of normality. A probability value of 0.05 would have to determine the significance levels of the results from parametric tests (Saunders et al. 2019). To examine the extent to which implementation of CBLT activities varies among districts, a one-way analysis of variance (ANOVA) was used. The purpose is to examine whether there were significant mean differences between districts on the composite items.

Interview and class observation data were analyzed qualitatively and thematically. Data from semi-structured interviews and observations were analyzed using descriptive content analysis. Data recorded were transcribed, translated, and codified. After providing codes, there was the organization of categories and themes, creating thematic content, and finally presenting comments as arguments (Creswell 2012).

RESULTS

Activities Leading to Competency

Table 1 illustrates activities provided in the teaching of speaking in the CBLT model. As a five-point Likert scale was administered, the minimum score is 1, the average is 2.50 and the maximum score is 5. Activities leading to competency are implemented at the mean (M) = 2.221, SD = .753. For specific activities, the practice of providing activities such as 'Storytelling' (M = 2.35), 'Problem-solving activities' and 'Reporting orally' (M = 2.34), 'Brain storming' (M = 2.32), 'Simulation activities' (M = 2.30), learners perform a play' (M = 2.29, SD = 1.181), 'Speaking through narrative tasks' (M = 2.24, SD = 1.125), 'Discussing missed items in the picture' (M = 2.22, SD =

1.144), and 'Discussion' ($M = 2.21$, $SD = .912$) are implemented at below average. 'Give presentation' ($M = 2.19$, $SD = 1.268$), 'Instruction-giving tasks' ($M = 2.07$, $SD = 1.013$), 'Question and answer' ($M = 2.04$, $SD = 1.104$), and 'Giving description' ($M = 1.97$, $SD = 1.113$) are performed at much below the average.

Table 1: Activities leading to competency (SPSS output)

	<i>N</i>	<i>Mean</i>	<i>Std. deviation</i>
Help learners give presentation	96	2.19	1.268
Support learners perform a play	97	2.29	1.181
Encourage learners to give a description	97	1.97	1.113
Question and answer	96	2.04	1.104
Problem-solving activities	94	2.34	1.063
Discussing missed items in the picture	96	2.22	1.144
Speaking through narrative tasks	97	2.24	1.125
Instruction-giving tasks	97	2.07	1.013
Discussion	97	2.21	.912
Simulation	97	2.30	.892
Brainstorming	97	2.32	1.016
Storytelling	97	2.35	1.021
Reporting	97	2.34	.888
Valid N (list wise)	92		

Source: Authors

Respondents to the interview listed some activities used in the speaking skills lesson. These activities were describing things, giving answers to questions, and providing reading tasks which lead to discussion and dialogue. For instance, T4 (Teacher 4) said, "I ask questions". T2 (Teacher 2) said, "Reading task is the source of activity". Respondents provided general answers about activities used during speaking lessons. T1 (Teacher 1) showed that activities for practice are repeatedly provided for learners. The other respondents, T3 (Teacher 3) and T5 (Teacher 5) expressed their view that there are activities throughout the period.

Data collected from observation shows that teachers provide few activities relevant to speaking skills competency development. The teacher observed at Gute School (T4) had learners doing the tasks individually which lacks interaction. Activities completed were writing tasks. The teacher slightly encouraged learners to pro-

duce information relevant to speaking skills competency. Less time was provided for their classwork and giving a description that contribute to oral development. The teacher at Kolobo school (T3) was observed giving explanations to students, hence listening and writing. The teacher did not have activities set for the speaking competency. The teachers at Mulata (T2) and I/Garbi (T5) were observed encouraging their learners to respond orally after providing the activity. Learners were less responsive to the production of oral input. They moved to the next lesson without learners proving mastery of competency. Teachers at Gute (T4) and Ariya Jawi (T1) used group discussions sometimes.

Multiple Ways of Teaching Used During Speaking Instruction

Findings show that the practice of implementing multiple ways of teaching speaking was at mean ($M = 2.08$, $SD = .62$). As can be seen from Table 2, conducting classroom instruction using dialogue and interaction ($M = 2.00$, $SD = 1.07$), making a short presentation ($M = 2.05$, $SD = 1.17$), making learners debate to practice speaking in class ($M = 2.11$, $SD = 1.18$), repetition, drill, and

Table 2: Multiple ways to teach the lesson (SPSS-Output)

	<i>N</i>	<i>Mean</i>	<i>Std. deviation</i>
Conducting classroom instruction using lecture	96	2.45	1.321
Using a sequence of explanations,	96	2.39	1.268
Using dialogue and interaction	97	2.00	1.070
Exercises and problem-solving	95	1.89	.962
Making a short presentation	96	2.05	1.173
Make learners debate to practice speaking in class	97	2.11	1.189
Cooperative learning	95	1.89	.962
Provide students opportunity to practice speaking skills	96	1.79	1.055
Encourage students to think and speak about certain topics	97	1.98	1.181
Repetition, drill, and practice methods	96	2.09	1.188
Question and answer sessions.	97	1.82	1.146
Focuses less on completing classwork	97	2.43	1.346
Emphasize more speaking tasks	97	2.14	1.233
Valid N (list wise)	89		

Source: Authors

practice methods ($M=2.09$, $SD=1.18$) and emphasizing more speaking tasks ($M=2.14$, $SD=1.23$) are implemented at low average. Involving students in exercises and problem-solving activities and using cooperative learning through group and pair work ($M=1.89$, $SD=.96$), providing students the opportunity to practice speaking skills ($M=1.79$, $SD=1.05$), encouraging students to think and speak about certain topics ($M=1.98$, $SD=1.18$) and involving students in question-and-answer session ($M=1.82$, $SD=1.14$) were all rated at far below average. Conducting classroom instruction using a lecture ($M=2.45$, $SD=1.31$), conducting classroom instruction using the sequence of explanations ($M=2.39$, $SD=1.21$), and focusing less on completing classroom' ($M=2.43$, $SD=1.34$) were widely practiced (Table 2).

Interview data reveals teachers teach speaking through repetition. T2 said, "I help learners stand and speak in the class... being a model, say before, students repeat after me... let them speak to each other... then make them become independent and speak". T5 and T1 share the same idea concerning how activities are performed in the class. T2, for example, said, "I make them speak". When there is a speaking task, the teacher lets students do the activities through speaking. For T5, speaking is one task, and she said that she helps learners speak. Data collected from interviews shows that respondents follow different ways of teaching as intended in the CBLT, that is, multiple ways of teaching. For example, T2 responded to the question about what method she used to present the speaking lesson. Her response was "It depends on what is presented in the book". This means depending on the lesson in the book, she changes her method. She expresses her concern about how to help students in participating in completing the tasks provided. She said, "After reading you can speak, I tell my students like that, I encourage them to speak independently, repeatedly". T3 Had a similar response, "a teacher has a lesson in mind and planned when he gets to the classroom... the lesson I brought to the class determines what approach I use, student-centered is my favorite, if it is fit here I don't know, I use it".

T1 and T4 listed several ways they used to teach speaking skills: dialogue, group, and pair

work, and practice of speaking skills. However, findings from observation data do not confirm what respondents in the interview said, and multiple ways of teaching speaking were not observed.

Data from observation displays that speaking skills lessons were dominated by reading and writing lessons. Less time was observed while instruction aimed at speaking is held. The majority of T2's instruction method was the lecture. T3 observed while giving explanations most of the time. Learners were listening for a long time. T4 uses doing the tasks individually as a way of teaching, so there was less involvement in interactive activities leading to oral competency. T4 encouraged her students to engage in the question-and-answer activity. But students were unmotivated and frustrated to respond in the target language. T1, T3, and T5 follow the teacher-centered approach, making lectures and explanations which is less encouraged by CBLT.

Variation in Implementing CBLT Activities Among Districts

A one-way between-groups analysis of variance was conducted to investigate the implementation of CBLT on speaking skills, as measured by the CBLT survey. Participants were divided into three groups according to districts (Group 1: Wayu Tuka; Group 2: Diga and Group 3: Boneya Boshe). There was a statistically significant difference at the $p < .05$ level in implementation scores for the three local groups: Group 1 $F(2, 93) = 2.12$, $p > .01$ (Table 4). Post-hoc comparisons using the Games-Howell test showed that the mean score for Group 1 ($M=1.88$, $SD=.546$) differed significantly from Group 2 ($M=2.11$, $SD=.525$) and Group 3 ($M=2.2135$, $SD=.748$) (Table 3).

Table 3: Mean of the groups/Districts (SPSS- Output)

Character	N	Mean	Std. Deviation	Std. Error
Wayu Tuka	25	1.8858	.54650	.10930
Diga	25	2.1182	.52509	.10502
Sasiga	24	2.2135	.74816	.15272
Guto Gda	23	2.2969	.56779	.11839
Total	97	2.1242	.61280	.06222

Source: Authors

Table 4: One-way analysis of variance (ANOVA) examining differences between districts in implementing CBLT (SPSS- Output)

<i>Character</i>	<i>Sum of squares</i>	<i>Df</i>	<i>Mean square</i>	<i>F</i>	<i>Sig.</i>
Between groups	2.299	3	.766	2.112	.104
Within groups	33.752	93	.363		
Total	36.051	96			

Source: Authors

DISCUSSION

Activities Leading to Competency

The findings showed that fewer activities leading to competency were provided in the practice of implementing CBLT in speaking skills instruction. Teachers gave less attention to activities such as creating an opportunity for question and answer, giving descriptions and discussing different themes in developing speaking skills, giving presentations, performing a play, problem-solving activities, speaking through narrative tasks. Teachers rarely implemented discussing missed items in the picture, instruction-giving tasks, simulation, brainstorming, storytelling and reporting as activities useful in leading learners to competency in speaking skills.

This finding is consistent with the study conducted by Dereje et al. (2021) which concluded that teachers rarely present speaking skills activities. Providing sufficient activities leading to competency is essential. Children's oral communication signals marked improvement by giving opportunities to practice oral languages through different activities, and designing appropriate activities is a prerequisite for effective learning (Uddin 2013; Nartiningrum and Nugroho 2020).

Responses to the interview show the list of activities included in the lesson. The list included describing things, giving answers to questions, and providing reading tasks that lead to discussion, and dialogue. The list contains responses to the question concerning activities about creating a context for speaking. For instance, the concern for a "reading task as a source of activity", is specifically helpful in getting learners to discuss the content. Teachers claimed to have experience of improving learners' speaking skills through reading. They administered reading activity as a means to im-

prove students' speaking competency. They encourage students to speak independently, repeatedly. This shows that the teacher uses reading as a means to develop speaking skills.

Respondents were less confident and gave general answers. They claimed to always provide class tasks to their students. However, questionnaire and observation data do not support this claim. The teachers' responses revealed that practice activities were regularly provided to learners. According to the teachers, there were various activities, such as discussions and question and answer sessions throughout the class period. The number of activities provided by the teachers varied significantly, with one reason being that each lesson requires different activities. Additionally, basic skills were taught more frequently as they are prerequisites for developing advanced skills, and they require a variety of activities to keep students engaged.

Data collected from observation showed that few activities contributing to mastery of speaking skills competency were observed in the class. This is in line with study conducted by Dereje, Tesfa, and Eyasu (2021). They concluded that teachers were not observed while using various activities in the classroom. CBLT is an approach that helps demonstrate mastery of competency. To achieve this competency, there should be sufficient activities provided during instruction. Maximizing classroom time by utilizing appropriate learning activities can be a superior option. The classroom observation, however, shows that only a few activities were repeatedly done in the class. Activities frequently observed were tasks done through writing as classwork. Learners do the tasks individually, so there was less involvement in interactive activities leading to oral competency. The activities were completed not in a way that they should develop speaking competencies.

The teacher slightly encouraged learners to produce information individually and in group discussions for their classwork and provided insufficient time and support for giving a description that contributes to oral development. Much of the time was consumed by the teacher giving explanations. Generally, less effort was made by the teacher to connect the activities to the competencies set for the speaking skills in the lesson.

Multiple Ways of Teaching Used During Speaking Instruction

CBLT requires multiple ways of teaching the lesson and performing activities by students. The most important ones are conducting classroom instruction using dialogue and interaction, involving students in exercises and problem-solving, using cooperative learning through group and pair work, providing students opportunity to practice speaking skills, encouraging students to think and speak about certain topics, and involving students in a question-and-answer session. According to the data gathered from teachers, these ways of providing instruction are practiced at below average.

Short presentation, learners' debate, repetition, drill, and practice methods and providing students the opportunity to practice speaking skills are less practiced in the speaking skills instruction. Classroom discussion and dialogue are among the mechanisms encouraged by literature in the instruction of speaking skills. Garcia (2018) confirmed the importance of dialogue: "Dialogues can show grammar in context and elicit conversations while offering specific language practice" (Garcia 2018:1). However, dialogue is the technique that attracted little attention from the respondents. Participants' response suggests that dialogue is practiced below average.

Cooperative learning as a way of providing instruction was rated below the average by respondents. The practice of encouraging learners to work cooperatively seems to be at a low level. This finding is consistent with the study conducted by Vellayan et al. (2021) which concluded that most teachers fail to fully employ cooperative learning which is an essential strategy for speaking classroom. Despite the need to including cooperative learning in speaking skills

classes for effective interaction, participant teachers in this study are less concerned about it in their instruction.

Based on the responses of participants, it was found that teachers primarily rely on lectures and a sequence of explanations as the main method of classroom instruction in the speaking class. This approach is prioritized over other methods of presenting lessons. This finding is consistent with Gabisa and Wakuma's (2023) study, which confirmed that teacher-centered methods predominate and that teachers often lack pedagogical skills in the speaking classroom. Furthermore, teachers tend to give less emphasis on completing classwork to foster speaking skills competency.

Respondents in the interview claim to follow different ways of teaching as intended in the CBLT. Depending on the lesson in the book, teachers change their methods. The method used is determined by the lesson planned. Teachers claimed using a student-centered approach though they actually did not. They listed several ways used to teach speaking skills: dialogue, group and pair work, and practice of speaking skills, although they did not implement during the lesson.

Class observation data displays teachers used lecture methods as a major way of teaching in the class. Teachers follow a teacher-centered approach, make lectures and explanations which are less encouraged by CBLT. According to a study conducted by Utami (2019) and Gabisa and Wakuma (2023), teachers still prefer teacher-centered methods. The study also found that teachers tend to dominate the interaction in the classroom, while students are expected to remain silent and listen to the teacher. In lessons relevant to speaking skills development, the teachers were speaking much of the time and the class ended up teacher-centered. Teachers encouraged their students to engage in question-and-answer activities. However, students were unmotivated and frustrated to respond in the target language, so the desired behavior to let students engage in the speaking activity through different ways of presenting the lesson was unsuccessful. Teachers tell students what they should do to speak English rather than encouraging them to speak. Unlike the CBLT principles, which emphasize what learners do with

the knowledge, the teachers observed were transferring the knowledge without the students using the knowledge for real practice.

Variation in Implementing CBLT Activities Among Districts

The important finding concerning variation is a statistical difference among districts in CBLT implementation. In terms of variation among districts, there are at least two important findings; significant differences in terms of implementation and differences in readiness to implement CBLT. Findings provide some evidence that there are differences among districts in competency-based practices in teaching speaking skills. The district of Wayu Tuka is significantly different from the other two districts. The two districts Boneya Boshe and Diga are not significantly different from each other. While the district of Wayu Tuka has the lowest reported use of CBLT practices in teaching speaking, the result implied that practices in the district of Boneya Boshe reflected the earliest stage of CBLT implementation. The other district, Diga is a little below average and there are some indicators of the practice of the CBLT approach.

CONCLUSION

The study aimed at addressing issues of CBLT implementation focusing on activity, multiple ways of teaching, and variation between districts in speaking skills instruction. The findings suggested that fewer activities relevant to competency in the CBLT approach were practiced in speaking skills instruction. Providing activities leading to competency in the CBLT approach is only partly practiced in speaking skills instruction. Learners perform little activity with a lack of practice relevant to speaking competency. The finding revealed that multiple ways of teaching in the CBLT approach, which creates a conducive environment for students learning, are less practiced in the teaching of speaking skills. Another important finding is that implementation of the CBLT approach varies among districts. This shows that there is a difference in readiness to implement CBLT among districts.

RECOMMENDATIONS

The present study has important implications for pedagogical practices. First, CBLT is the model that needs more practical activity and multiple ways of instruction. Apart from Technical institutions, there is a shortage of experience in using this approach to basic education. The study contributes to the existing knowledge by providing data concerning what is needed to achieve competency in English language speaking skills. Second, the result of the study serves to improve the implementation of CBLT through a focus on mastery of competency.

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