

**INTERACTION AMONG STUDENTS IN ENGLISH LANGUAGE CLASSROOM
UNDER THE NEW CURRICULUM IN Ngora Girls Secondary School**

BY

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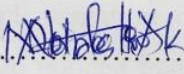
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**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF LANGUAGE
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STATEMENT OF DECLARATION

I declare that this research proposal is my original work, and its contents have not been partially or wholly been presented for an academic award by any person in any university or institution of high learning.

Signature.......... Date 12/08/2024

ENDORSEMENT BY THE SUPERVISOR/MENTOR

This research proposal has been prepared under my supervision/ mentorship appointed by Busitema University.

Dr. Tendo Shira.......... Date 12/08/2024

SUMMARY

This paper investigated the challenges facing teachers in implementing a competence-based curriculum in secondary schools in Uganda. The study employed a qualitative research approach that utilized a case study research design. The sample of the study included 5 teachers who were randomly selected, 10 students. Observations and interviews were used to collect the required information. The findings established that teachers faced a variety of challenges that impeded the effective implementation of a competence-based curriculum in teaching and learning. The researcher also noticed that teachers face a big problem in the implementation of competency-based curricula: insufficient training of teachers and limited engagement of teachers in workshops and seminars that would help enrich them with some skills. So, in a sense, the implementation of CBC started without enough teachers training. Poor infrastructure in schools, limited numbers of housing facilities for teachers, no recommended teaching materials given to teachers, too many students in the classroom, and high computer illiteracy rates among teachers limited the success of CBC implementation in Uganda, especially in government-aided secondary schools. Based on the results of the study, the researcher recommended the following strategies to improve the implementation of CBC in secondary schools in Uganda: revamping teacher professional development; in order to effectively facilitate learning and engage with contemporary learners, teacher educators must be with teaching teachers; establish a robust plan for ongoing constructive interactions by NCDC with all other stakeholders; provide timely resources; and invest enough in schools so that they can deliver the right curriculum. Ensure regular inspection; the inspection role should be equipped to ensure the consistency of the curriculum. Teachers should encourage and practice more project-based learning and also harmonize and implement the language of instruction and evaluation policy clearly to avoid confusion among teachers.

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CHAPTER ONE

Introduction and background to the study

1.0 Introduction

The world is changing, and we need to get ready for our kids to take on new difficulties in the twenty-first century. They have to pick up new abilities and stay up-to-date on the newest technology, and this requires serious curriculum reform to fit the current demand in the world market and life skills for a proper and sustaining economy. The school curriculum must reflect these changes, thus preparing us for our challenges. (Hassan & Shkak, 2020). The education system should be able to give someone the potential and values to work in an area where they can acquire the skills, knowledge, and competence to do the necessary services (Nakabugo et al., 2011). While several scholars have given differing accounts of the origins of CBE, research indicates that the majority of them agree that the behavioural objective movement of the late 1950s and early 1960s is the primary source of CBE. The original behavioristic competency-based education method was criticised, but it has since made a resurgence and is relevant. These days, CBE initiatives are common in developing nations like South Africa, Tanzania, Mozambique, and Ethiopia, as well as wealthy nations like the United States, France, Germany, and the Netherlands. The increasing awareness of the necessity of direct growth is the reason for the focus on competence-based education of capabilities and not just on acquiring qualifications, as capabilities are perceived as prerequisites for employability and also a link between education and the labour market (Mulder et al., 2011). The United Nations Convention on the Rights of the Child (CRC, 1989) declared that the purpose of education should be to assist children in realising their full potential, thus establishing a connection between life skills and education. The Jomtien Declaration on Education for All (EFA) from 1990 lists life skills as essential learning tools for ensuring one's survival, developing one's capacity, and enjoying a high quality of life. Scotland, Finland, and Canada implemented CBC, and it was successful because of the vigorous training of teachers and the good financial support given to the education sector. It was successful in Rwanda because her neighbours have good curricula as well as teachers and complex research done by Rwanda's national curriculum and ministry of education. In South Africa, the attitude, growth, and proficiency of the teachers caused the curriculum to fail during the implementation

stages, and this reflected the negative attitudes of teachers in the curriculum in South Africa (Ngeno et al., 2021). While Uganda Vision 2040 seeks to make Uganda a modern, wealthy nation, the National Development Plan acknowledges the shortcomings in the country's current educational system, particularly the ineffectiveness and uneven quality of secondary instruction. Sustainable Development Goal 4 encourages inclusive and high-quality education, while National Development Plan II focuses on strengthening mechanisms for quality, effective and efficient service delivery, and improving human capital and the relevance of skills development and quality education. Consistent with what was previously mentioned, the Education and Sports Sector Strategic Plan (2017–20) advocates for the equitable, relevant, and superior education of all individuals. The study is predicated on the Education Sector Strategic Plan (ESSP, 2009–2018), which included tactics for raising secondary education's calibre and applicability. Ensuring that "students in post-primary education are ready for both higher education and the workforce" was the goal of ESSP sub-objective 2.2. This aligns with the current 2017–2020 strategic plan as well. One of the ministry's tactics to accomplish this goal was to update the curriculum and remove any shortcomings in order to enhance guidance and evaluation (MoES, 2008). A nation can equip its citizens with values, knowledge, and skills that will help them to live in the global village, which is defined by rapidly advancing technology, by using a skilled-based curriculum (UNESCO, 2015). Further, IBE-UNESCO (2017) claimed that CBC gives students the capacity to use the skills they have learned through learner-centred techniques to perform practically and measurably. On the other hand, Uganda's lower secondary curriculum and secondary school teaching methodology have been content-based, exam-oriented, and cramming-based, in contrast to CBC, which is skill acquisition, values, and attitudes (Reagan WAMAJJI, 2020). "Youth need to access quality, productive, and relevant education above the basis of schooling, which bridges life skills, technical training, and non-formal education" (UNICEF Report, 2019). Most of the developing countries are concentrated with youth, they are facing high unemployment rates, and most of them have resorted to negative social acts (UNESCO, 2013). The Ministry of Education and Sports (MoES) in Uganda made a decision to undertake a reform of the Lower Secondary Education Curriculum (2008). The major aim was to make a shift from the old, tried-and-trusted model of secondary education to a broader and more inclusive curriculum that can satisfy the needs of different abilities (NCDC, 2020). This reform comes with a series of changes at different levels to enhance the quality of instruction. Key

among the changes is the training of secondary school teachers towards competency-based education. The training of secondary school teachers takes the form of continuous professional development (CPD) workshops, defined as the means of updating, developing, and broadening the knowledge acquired by teachers during their initial training and/or providing them with new skills and professional understanding (Nakabugo et al., 2011). Competency-based curriculum has had serious implementation challenges since its trial stage in 2019 and its actual implementation in 2020 in January. Teachers, parents, school administrators, the parent-teacher association, the board of governors, the parliament, and the ministry of education and sports have all noted flaws in the curriculum's content and structure at the same point. The schools appear to be unprepared to implement the new curriculum (CBC). The curriculum states that teaching should end at 2:30 PM, and students should engage in self-discovery with their teachers through project work and other extracurricular activities. However, several schools continue to teach learners past the stipulated time, leaving one or two days a week for projects. The Ministry of Education and Sports themselves, under the national curriculum development center, have not been able to produce textbooks but instead prototypes and the old text books for traditional text books to conduct teaching and learning in schools. The shift from knowledge-based or content-based to thematic- or competency-based curriculum in Uganda since 2020 In February, many complaints have been realised from parents, students, teachers, the entire community, and other stakeholders in the education sector in Uganda about the new lower secondary school curriculum (Tumuheise et al., 2023). All the public-school teachers, especially those in rural areas, are complaining a lot about how to use instructional materials due to the to the insufficient training received by teachers. Private schools are also expressing the same problem, and they are despising the new curriculum, but it is unclear what is actually happening in those schools. It needs to be investigated so that clear information can be submitted to the Ministry of Education and Sports as well as the National Curriculum Development Centre. The implementation faced resistance from the parliament of Uganda because all the parliamentarians wanted this to be implemented on the condition that the textbooks for the new curriculum were ready and teachers received proper training on CBC, but the ministry of education insisted on its implementation. Along the way, certain shortages have been noticed in Uganda's new secondary school curriculum. One of the shortages is the inadequate workshops and training for teachers on CBC methodologies. The government has tried its best; however, only a few people have been thoroughly trained. These

people have also been tasked with training the rest, but all in vain. This has left the CBC to face an uphill struggle towards implementation. Furthermore, there are also inadequate resources to achieve some of the outlined skills and competencies. A key area of the CBC is that it will inculcate 21st century skills that will make learners critical thinkers and innovators. Moreover, the government schools that have received the books testify that they cannot cover the population (Kidega Charles et al, 2003)

1.1 BACKGROUND

Much of the available early scholarly work describes teachers from the point of view of pure and less interrupted commitment to mediating knowledge and skills to learners [15, 16, 17, 18]. The Greeks and Romans for example employed “Paidagogos” (slave-teachers) who offered full time commitment to their pedagogical work, although literature indicates that these teachers financially survived on the mercy of the well-wishers [19,20]. Besides, teachers that were employed in sub-Saharan Africa before the introduction of formal education offered adequate time to learners to equip them with survival skills through music, games and sports yet literature perhaps reports their effectiveness to be arising from the need to respect the high social status they enjoyed in society [17]. Related trends existed in Uganda even after the introduction of formal education, although pedagogy had changed towards aiding reading and writing [21]; and it was not until Uganda’s independence in 1962, that the GoU took over education and pedagogy again shifted towards fostering self-realization and as a tool for social transformation [22,23]. Today, with the need to keep with Uganda’s Vision 2040, Sustainable Development Goal number four (SDG4) and the recent National Teacher Policy approved by cabinet in 2019, teachers’ pedagogical effectiveness is key if teachers are to attend to students’ cognitive, affective and behavioral development while in school [24]. In an attempt to trace the genesis of part-time teaching, liberalization of education in Uganda in 1990’s emerges as the ground breaking factor in the pervasiveness of this practice due a number of events which took place in education field after liberalization. Among the events was/is the emergence of heterogeneity of schools with varying physical, financial and human resources (first world and third world schools), cut-throat competition between these schools in which Uganda Certificate of Education/ Uganda Advanced Certificate of Education (UCE/UACE) examinations scores

stood/stand as their strongest survival bait as well as public view of best secondary schools from the perspective of who produces the best UCE/UACE grades [25]. In response to such events schools started benchmarking teachers and this emerged amidst teachers' inadequate salaries. As a matter of fact, teachers started engaging in part-time teaching from which they are reported to be generating extra income as well contributing to pedagogical practices like improving students' grades [5,14,26]. Nevertheless, complaints are high in Uganda today that students are not effectively learning especially among government aided secondary schools in Wakiso district because teachers could apparently be showing low compliance with the important domains of pedagogical effectiveness [7,8,9,27,28], although the aim of Uganda's liberalization of education in 1990s, introduction of Universal Secondary Education (USE) in 2007 and the recent cabinet approval of the new National Teacher Policy in 2019 was to improve the effectiveness of secondary education provision [24,27,29]. With such, and the fact that literature presented no study in Uganda that had endeavored to examine how teachers who engage in part-time teaching comply with pedagogical effectiveness specifically in Wakiso district, the current study proved to be inevitable. Part-time teaching (Multi-School Teaching) refers to a knowledge-mediation venture of economic importance in which teachers find employment in more than one school with reasons related to extra income generation and raising their standards of living [14]. In the current study, it is used to refer to an "illegitimate" academic-related income generating practice adopted by teachers in government aided secondary schools through teaching in more than one secondary or non-secondary school with an extra income motive but also carrying inconclusive pedagogical implications. On the other hand, pedagogical effectiveness can be defined differently depending on the pedagogical aspects one needs to assess. In the current study, teachers' pedagogical effectiveness refers to teachers' ability to accomplish/comply with the four core domains of effective teaching (as stated by Danielson [30]'s teaching framework) if they are to achieve specific teaching-learning outcomes. These four core domains of effective teaching include; planning and preparation, classroom environment, instruction as well as professional responsibilities [30,31]. Teachers' pedagogical effectiveness was thus assessed basing on the various components and elements of the four domains of Danielson's framework for teaching model. We modified these components and elements to align with the pedagogical standards of Uganda's education system. In this study, we employed a synthesis of two theoretical frameworks. These are the Klockars [32]'s Noble Cause Corruption framework and Danielson

[30]'s Framework for Effective Teaching Model. Noble Cause Corruption framework is a means-ends dilemma model which was intended to signal a problem of supposedly good ends achieved with legally dangerous/illegitimate means. It was advanced by Delattre [33] but with its origin from Klockars [32] who wrote about the violations committed by police officers for a noble cause despite the debilitating effects they may inflict to the vulnerable people. Its distinctive characteristics that make it suitable for my study are; dangerous/illegitimate means, good ends and debilitating effects. Although part-time teaching violate regulations stated by education policy makers in Uganda for being considered "illegitimate" (dangerous means), it is apparently undertaken by teachers to pedagogically help learners to improve their academic grades and attainment of these grades connotes the framework's good ends. Besides, there are marginalized learners (for example those from third world schools) who may hardly manage the pedagogical delivery of part-timing first world school teachers (debilitating effects). As such, this framework provided lenses through which a qualitative explanation of how teachers who engage in part-time teaching comply with pedagogical effectiveness was ascertained. Although this frame enabled the conceptualization of the concept of part-time teaching, it lacked a measurement criterion for assessing teachers' pedagogical effectiveness due to inability of its aspects to explain the position of who an effective teacher is. We therefore chose to support it with Danielson [30]'s Framework for Effective Teaching Model which clusters the complex activity of effective teaching and learning into four major domains; include Planning and Preparation (PP), Classroom Environment (CE), Instruction (I), and Professional Responsibilities (PR). Danielson provides a clear criterion on how each of these domains was assessed which we adapted.

1.2 PROBLEM STATEMENT

With the shift from the knowledge-based or content-based to the thematic or competency-based curriculum in Uganda since 2020 February, many complaints have been realized from the parents, students, teachers, the entire community, and other stakeholders in the education sector in Uganda about the new lower secondary school curriculum. All the public school teachers more so those in the rural areas are the ones complaining a lot about how to use instructional materials due to insufficient training received by teachers. Private schools are also expressing the

same problem and they are despising the new curriculum but it is unclear what is happening in those schools. It needs to be investigated so that clear information can be submitted to the Ministry of Education and Sports as well as the National Curriculum Development Centre.

1.3 THE PURPOSE OF A STUDY

To gain a comprehensive understanding of how students communicate with each other in educational settings. This includes examining the patterns of interaction, language use, and social dynamics that influence communication among students. The study aims to uncover the factors that shape student discourse, such as cultural diversity, power dynamics, and language proficiency, and to explore how these factors impact learning outcomes and classroom dynamics. Ultimately, the purpose of such a study is to provide insights that can inform the development of effective pedagogical strategies, promote inclusive communication, and create supportive learning environments for all students.

1.4 AIM OF THE STUDY

To understand how language is used in communication, particularly in the educational setting, this field seeks to analyze how students interact with each other, their teachers and the learning materials in order to gain insights into the patterns of communication, power dynamics and the construction of knowledge within the classroom. By examining the structure and content of interactions, researchers can uncover how language shapes learning, social relationships and the negotiation of meanings in the educational contexts.

1.5 OBJECTIVES OF THE STUDY

To develop effective communication skills in the English language classroom among students.

To promote collaborative learning and teamwork in the teaching and learning of English language and literature.

To foster an inclusive and supportive learning environment for the teaching of English language.

1.6 HYPOTHESIS OR RESEARCH QUESTIONS

To develop effective communication skills in the English language classroom among students.

1: How can the new curriculum help students improve their English communication skills?

The new curriculum places a strong emphasis on interactive and communicative approaches to language learning. Students will have more opportunities to engage in discussions, presentations, and collaborative projects, allowing them to practice and improve their speaking, listening, and overall communication abilities in English.

Structured Speaking Practice:

The curriculum will allocate dedicated time for regular pair and small group discussions on a variety of topics.

Students will engage in role-plays, simulations, and other interactive activities to practice conversational skills.

Peer feedback and instructor guidance will be provided to help students identify areas for improvement and develop their speaking abilities.

Presentation Skills Development:

The curriculum will include lessons and workshops focused on effective public speaking and presentation techniques.

Students will have opportunities to deliver presentations, practice using visual aids, and receive constructive feedback from their peers and teachers.

This will help students build confidence and enhance their ability to communicate effectively in formal settings.

Listening Comprehension Exercises:

Students will engage with a range of listening materials, such as audio recordings, videos, and guest speakers.

Listening comprehension activities will be designed to improve students' ability to understand and respond to spoken English.

Strategies for active listening, note-taking, and clarifying understanding will be introduced and practiced.

Feedback and Reflection:

Teachers will provide regular and detailed feedback to students on their communication skills, highlighting strengths and areas for improvement.

Students will be encouraged to engage in self-reflection, allowing them to identify their own growth areas and develop personalized learning plans.

This continuous feedback loop will empower students to take an active role in enhancing their English communication abilities.

Integration of Language and Content:

The curriculum will seamlessly integrate the development of English language skills with the learning of academic content across various subjects.

This will enable students to apply their communication abilities in meaningful, real-world contexts, strengthening their overall language proficiency.

Authentic Language Practice:

Students will engage in role-plays, simulations, and discussions based on realistic, context-relevant scenarios.

This will help them practice using English in a more authentic and practical manner, preparing them for effective communication in future academic and professional settings.

By implementing these strategies, the new English language curriculum aims to create a dynamic and engaging learning environment that empowers students to develop their English communication skills, build confidence, and become effective communicators in various contexts.

2: What specific activities or strategies will be included to foster effective communication?

The curriculum will incorporate various activities such as role-playing, debate, group discussions, and task-based learning. These activities will encourage students to actively use English to express their ideas, negotiate meaning, and engage in authentic communication with their peers.

Interactive Discussions and Dialogues:

Structured pair and small group discussions on diverse topics, allowing students to practice conversational skills.

Role-playing exercises where students act out real-world scenarios, such as interviews, negotiations, or customer service interactions.

Fishbowl discussions, where a small group engages in a conversation while the rest of the class observes and provides feedback.

Presentation and Public Speaking Practice:

Individual and group presentations on various subjects, with a focus on organization, delivery, and the use of visual aids.

Mock conferences or symposiums where students present their work and engage in Q&A sessions.

Workshops on effective presentation techniques, such as body language, vocal variety, and audience engagement.

Collaborative Projects and Problem-Solving:

Team-based projects that require students to research, plan, and execute comprehensive tasks, fostering collaboration and communication.

Design thinking challenges where students work together to identify problems, ideate solutions, and pitch their ideas to the class.

Structured debates and discussions on complex issues, encouraging students to articulate their positions, listen actively, and respond thoughtfully.

Peer Feedback and Self-Reflection:

Peer review activities where students provide constructive feedback on each other's communication skills, presentations, or written work.

Self-assessment exercises that encourage students to reflect on their strengths, weaknesses, and areas for improvement.

Facilitated discussions where students analyze the communication dynamics within their teams or the class as a whole.

Technology-Enhanced Communication:

Utilization of video conferencing platforms for virtual discussions, interviews, and presentations, simulating real-world communication scenarios.

Online collaborative tools, such as shared documents, whiteboards, and discussion forums, to facilitate asynchronous communication and idea-sharing.

Multimedia projects that require students to create and present content using various digital communication formats.

Guest Speakers and Interviews:

Inviting industry professionals, academics, or community leaders to share their expertise and engage in Q&A sessions with students.

Organizing informational interviews, where students practice their communication skills by interviewing their peers or invited guests.

Facilitating panel discussions or roundtable conversations to expose students to diverse perspectives and communication styles.

3: How will the assessment of communication skills be structured under the new curriculum?

The assessment of communication skills will include both formative and summative evaluations. Formative assessments, such as teacher observations and peer feedback, will provide ongoing feedback to help students identify areas for improvement. Summative assessments, like oral presentations and group projects, will evaluate students' overall communication proficiency.

Formative Assessments:

Ongoing, low-stakes assessments will be integrated throughout the curriculum, focusing on specific communication skills.

These may include peer evaluations, self-reflections, teacher observations, and participation in class discussions and activities.

Formative assessments will provide students with regular feedback on their progress, allowing them to make adjustments and refine their communication techniques.

Performance-Based Assessments:

Students will be evaluated through various performance-based tasks, such as presentations, role-plays, debates, and group discussions.

These assessments will be designed to simulate real-world communication scenarios, requiring students to demonstrate their ability to apply their skills in authentic contexts.

Rubrics and scoring criteria will be developed to ensure consistent and transparent evaluation of communication competencies, such as organization, delivery, language use, and audience engagement.

Portfolio-Based Assessments:

Students will curate a portfolio of their communication-related work, including recorded presentations, written reflections, and peer feedback.

The portfolio will serve as a comprehensive showcase of the student's communication development over time, allowing for self-evaluation and teacher-guided feedback.

Periodic portfolio reviews will enable students to identify their strengths, areas for improvement, and set personalized goals for further growth.

Oral Proficiency Interviews:

One-on-one or small group interviews will be conducted with students to assess their overall oral communication skills.

These interviews will involve open-ended discussions, impromptu responses, and task-based activities to evaluate the students' fluency, accuracy, comprehension, and interactive abilities.

Structured rubrics and rating scales will be used to provide detailed feedback and measure progress in specific areas of oral communication.

Collaborative Assessments:

Group-based assessments will be incorporated to evaluate students' collaborative communication skills, such as their ability to work effectively in teams, resolve conflicts, and contribute to collective outcomes.

Peer and self-assessments will be integrated into these collaborative tasks, encouraging students to reflect on their own and their team members' communication behaviors and effectiveness.

By implementing a diverse range of assessment methods, the new English language curriculum will provide students with comprehensive and meaningful feedback on their communication skills, empowering them to identify their strengths, address their weaknesses, and continuously improve as effective communicators.

To promote collaborative learning and teamwork in the teaching and learning of English language and literature.

1: What opportunities will the new curriculum provide for students to work collaboratively?

The new curriculum will emphasize group-based learning activities, such as project-based tasks, collaborative research, and problem-solving exercises. These activities will require students to work together, share ideas, and collectively contribute to the completion of the assigned tasks.

Group Projects and Presentations:

Students will work in small teams to research, plan, and deliver group presentations on various topics.

These projects will require students to collaborate on task allocation, information gathering, idea generation, and effective presentation delivery.

Peer feedback and self-reflection on the group's communication dynamics will be an integral part of the process.

Problem-Solving Challenges:

Students will engage in design thinking or other problem-solving exercises in teams, where they will need to identify challenges, brainstorm solutions, and pitch their ideas.

These collaborative tasks will encourage students to practice effective communication, active listening, conflict resolution, and decision-making within their teams.

Facilitators will provide guidance and feedback on the teams' collaborative processes and the quality of their communication.

Debate and Discussion Forums:

The curriculum will incorporate structured debates and discussion sessions, where students will work in teams to research, organize, and present their arguments.

These activities will require students to listen actively, respond thoughtfully, and engage in constructive dialogue with their peers.

Debriefing sessions will allow students to reflect on the communication dynamics within their teams and identify areas for improvement.

Peer Review and Feedback:

Students will be regularly engaged in peer review activities, where they will provide constructive feedback on their classmates' work, presentations, or communication skills.

This process will not only help improve the quality of the work but also enhance students' ability to give and receive feedback in a collaborative manner.

Facilitating effective peer feedback will be an essential skill developed throughout the curriculum.

Online Collaborative Tools:

The curriculum will leverage various online collaboration platforms, such as shared documents, virtual whiteboards, and discussion forums.

These tools will enable students to work together on projects, share ideas, and provide feedback, even in a remote or hybrid learning environment.

Mastering the use of these collaborative technologies will be an important aspect of the curriculum, preparing students for future academic and professional settings.

Mentoring and Coaching:

Opportunities for peer mentoring and coaching will be integrated into the curriculum, where more experienced students can guide and support their peers in developing communication and collaboration skills.

This will foster a culture of shared learning and create a supportive environment for students to grow as communicators and team players.

By incorporating these diverse collaborative activities, the new English language curriculum will help students develop essential skills, such as active listening, conflict resolution, decision-making, and effective communication within a team setting. These experiences will prepare students for success in various academic, professional, and social contexts.

2: How will the curriculum encourage effective teamwork among students?

The curriculum will include explicit instruction on teamwork skills, such as active listening, conflict resolution, and task management. Teachers will also provide guidance and support to help students develop these essential collaborative skills.

Team-Building Activities:

The curriculum will begin with structured team-building exercises and icebreakers to help students get to know each other, establish trust, and develop a sense of shared purpose within their teams.

These activities may include problem-solving tasks, group challenges, or communication games that require students to work together towards a common goal.

Assigned Team Roles and Responsibilities:

When working on group projects or collaborative tasks, students will be assigned specific roles and responsibilities within their teams, such as project manager, researcher, presenter, or facilitator.

These clearly defined roles will encourage students to take ownership of their contributions and promote accountability within the team.

Rotating team roles throughout the curriculum will help students develop a diverse set of collaborative skills.

Team Charters and Agreements:

At the start of group activities, students will be guided to create team charters or agreements that outline their shared goals, communication protocols, decision-making processes, and conflict resolution strategies.

By actively participating in the development of these charters, students will have a greater sense of ownership and commitment to the team's success.

The team charters will serve as a reference point for teams to reflect on and adjust their collaborative practices throughout the project.

Peer Feedback and Evaluation:

Structured opportunities for peer feedback and evaluation will be incorporated into the collaborative tasks, where students will assess their team members' contributions, communication skills, and overall teamwork.

This feedback will not only help teams identify areas for improvement but also encourage individual accountability and a sense of shared responsibility.

Peer evaluations can be used as part of the overall assessment of the collaborative work.

Reflection and Debriefing Sessions:

After each collaborative activity, students will engage in reflection and debriefing sessions to discuss the team's strengths, challenges, and lessons learned.

These discussions will focus on the communication dynamics, decision-making processes, conflict resolution strategies, and overall effectiveness of the team.

By reflecting on their experiences, students will develop a deeper understanding of the factors that contribute to successful teamwork and be better equipped to apply these principles in future collaborations.

Coaching and Mentoring:

The curriculum will incorporate opportunities for peer coaching and mentoring, where more experienced students can provide guidance and support to their peers on effective teamwork and communication strategies.

This peer-to-peer learning model will foster a collaborative culture and encourage students to take an active role in supporting each other's development as team players.

By implementing these strategies, the new English language curriculum will empower students to develop the essential skills and mindsets required for effective teamwork, such as communication, conflict resolution, leadership, and adaptability. These collaborative experiences will prepare students for success in academic, professional, and social settings.

3: What assessment methods will be used to evaluate students' teamwork abilities?

Alongside individual assessments, the curriculum will incorporate group-based assessments that evaluate students' ability to work effectively as a team. This may include peer evaluations, group presentations, and reflections on the collaborative process.

Peer and Self-Assessments:

Students will regularly participate in peer and self-assessment activities, where they will evaluate their own and their team members' contributions, communication skills, and overall effectiveness within the group.

Structured rubrics and feedback forms will guide students in providing constructive feedback to one another, fostering a culture of continuous improvement.

These assessments will help students develop their skills in giving and receiving feedback, as well as their ability to reflect on their own collaborative behaviors.

Teamwork Observation and Facilitation Feedback:

Instructors and facilitators will closely observe students' teamwork dynamics during collaborative activities, such as group discussions, problem-solving exercises, and project work.

They will provide real-time feedback and guidance to help teams identify areas for improvement in their communication, decision-making, and problem-solving processes.

Detailed observation checklists and evaluation rubrics will be used to assess the students' collaborative skills, including their ability to listen actively, resolve conflicts, and contribute effectively to the team's goals.

Team Presentations and Reflections:

At the end of collaborative projects, teams will be required to present their work and reflect on their teamwork experience.

These presentations will be evaluated not only on the quality of the final product but also on the team's ability to communicate effectively, share responsibilities, and demonstrate their collaborative skills.

Students will be encouraged to include specific examples and insights about their teamwork dynamics, challenges, and lessons learned during the presentation.

Portfolio Submissions:

Students will maintain a portfolio of their collaborative work, which may include team agreements, meeting minutes, progress updates, and peer feedback.

The portfolio will serve as a comprehensive representation of the student's development in teamwork and communication skills over time.

Instructors will review the portfolio and provide feedback on the student's ability to work effectively within a team, apply collaborative strategies, and reflect on their experiences.

Teamwork-Focused Interviews:

In addition to individual assessments, the curriculum may incorporate group or team-based interviews, where students are evaluated on their ability to communicate, coordinate, and problem-solve as a team.

These interviews may involve scenario-based discussions, role-playing exercises, or open-ended questions that allow instructors to assess the students' collaborative skills in a more holistic manner.

Capstone or Culminating Team Projects:

Towards the end of the curriculum, students may participate in a capstone or culminating team project that integrates their learning and collaborative skills.

These projects will be evaluated not only on the final outcome but also on the team's ability to plan, execute, and reflect on their collaborative process.

Peer and self-assessments, as well as instructor evaluations, will be used to provide comprehensive feedback on the students' teamwork abilities.

By using a diverse range of assessment methods, the new English language curriculum will ensure that students' teamwork and collaborative skills are evaluated holistically, providing them with meaningful feedback and opportunities for growth in these essential areas of communication.

To foster an inclusive and supportive learning environment for the teaching of English language

1: How will the new curriculum ensure that the English language classroom is inclusive for all students?

The curriculum will promote cultural awareness and sensitivity, encouraging students to respect diversity and appreciate different perspectives. Teachers will receive training on inclusive teaching practices and will actively work to create a classroom environment that is welcoming and supportive for all learners.

Culturally Responsive Pedagogy:

The curriculum will incorporate culturally responsive teaching practices that recognize and validate the diverse cultural backgrounds, experiences, and perspectives of the students.

Instructional materials, activities, and examples will be carefully selected to reflect the diversity within the classroom and the broader community.

Teachers will receive training on cultural awareness, implicit bias, and strategies for creating a welcoming and inclusive classroom atmosphere.

Universal Design for Learning (UDL):

The curriculum will be designed using the principles of Universal Design for Learning, which aim to provide multiple means of engagement, representation, and expression for all students.

This approach ensures that the content, instructional methods, and assessment strategies are accessible and adaptable to students with diverse learning needs, including those with physical, cognitive, or emotional challenges.

Flexible and personalized learning opportunities will be incorporated, allowing students to engage with the material in ways that best suit their individual strengths and preferences.

Differentiated Instruction:

Teachers will be trained to employ differentiated instructional strategies that cater to the diverse language proficiency levels, learning styles, and academic needs of the students.

This may include offering multiple options for content delivery, providing scaffolding and support for struggling learners, and allowing for flexible pacing and alternative assessment methods.

By differentiating instruction, teachers can ensure that all students have equitable access to the curriculum and opportunities to demonstrate their learning.

Inclusive Language and Representation:

The curriculum and instructional materials will use inclusive, non-discriminatory language that avoids biases, stereotypes, or marginalization of any student groups.

Textbooks, reading materials, and visual aids will feature diverse representations of characters, authors, and perspectives, reflecting the rich diversity of the student population.

This inclusive approach helps students from all backgrounds see themselves represented and valued in the curriculum.

Collaborative Learning Opportunities:

The curriculum will emphasize collaborative learning activities, such as group projects, peer-to-peer discussions, and team-based problem-solving.

These collaborative experiences provide opportunities for students to learn from one another, develop empathy and understanding, and foster a sense of community within the classroom.

Structured teamwork strategies (as discussed earlier) will ensure that all students have equitable opportunities to contribute and that their unique strengths and perspectives are valued by their peers.

Social-Emotional Learning (SEL) Integration:

The curriculum will incorporate explicit instruction and opportunities for students to develop social-emotional skills, such as self-awareness, social awareness, relationship skills, and responsible decision-making.

By nurturing these essential life skills, the curriculum will help students build self-confidence, empathy, and the ability to navigate cross-cultural interactions, fostering a more inclusive and supportive learning environment.

Ongoing Professional Development and Feedback:

Teachers will receive ongoing professional development and training on creating inclusive classrooms, addressing implicit biases, and implementing evidence-based strategies for supporting diverse learners.

Regular feedback and reflection opportunities will be provided to teachers, allowing them to continuously improve their inclusive practices and better meet the needs of all students.

By implementing these comprehensive strategies, the new English language curriculum will strive to create a learning environment that is welcoming, supportive, and accessible for students from all backgrounds, abilities, and learning preferences, ensuring that every student has the opportunity to thrive and succeed.

2: What strategies will be implemented to support students with varying English proficiency levels?

The curriculum will incorporate differentiated instruction, allowing teachers to adapt their teaching methods and resources to cater to the diverse needs of students. This may include providing scaffolding for struggling learners, offering extension activities for advanced students, and utilizing multilingual resources to support language development.

Differentiated Instruction and Scaffolding:

Teachers will be trained to implement differentiated instructional strategies that cater to the diverse language proficiency levels of students.

This may include providing scaffolding, such as visual aids, sentence frames, glossaries, or simplified reading materials, to support students at lower proficiency levels.

Teachers will also offer flexible pacing, alternative assessment methods, and opportunities for students to demonstrate their learning in multiple ways.

Targeted Language Instruction:

The curriculum will include targeted language instruction and support, tailored to the specific needs of students at different proficiency levels.

This may involve separate language classes or leveled groupings within the classroom, where students receive targeted instruction in grammar, vocabulary, and language skills.

The targeted instruction will focus on building foundational language skills, as well as providing opportunities for students to practice and apply their learning in meaningful contexts.

Peer-Assisted Learning:

The curriculum will incorporate peer-assisted learning strategies, such as paired or small-group activities, where students can support and learn from one another.

This allows more proficient students to model language use and provide support to their peers, while also encouraging the less proficient students to actively participate and develop their skills.

Teachers will carefully structure these peer-assisted activities to ensure that all students have equitable opportunities to contribute and learn.

Collaborative Learning and Project-Based Approaches:

The curriculum will emphasize collaborative learning experiences, such as group projects and problem-solving activities, where students of varying proficiency levels can work together.

These collaborative activities provide opportunities for students to learn from each other, practice language skills in authentic contexts, and develop communication strategies.

Teachers will guide and facilitate these collaborative learning experiences, ensuring that the tasks are appropriately scaffolded and that all students can actively participate and contribute.

Language-Rich Classroom Environment:

The classroom environment will be designed to be language-rich, with abundant opportunities for students to engage with English through reading, writing, speaking, and listening.

Classrooms will feature displays, signage, and resources that support language learning, such as word walls, language-themed visuals, and accessible reference materials.

Teachers will model appropriate language use, encourage students to use English throughout the day, and provide ample opportunities for students to practice their language skills.

Home-School Collaboration and Family Engagement:

The curriculum will emphasize the importance of home-school collaboration and family engagement to support students' language development.

This may include providing resources and strategies for families to support their children's English language learning at home, as well as creating opportunities for families to participate in the learning process.

Regular communication and feedback between teachers, students, and families will help ensure that the language support provided is tailored to the individual needs of each student.

Ongoing Assessment and Monitoring:

The curriculum will incorporate regular assessment and monitoring of students' language proficiency levels, using a variety of formative and summative assessment methods.

This data will inform instructional decisions, allowing teachers to adjust their strategies and provide targeted interventions as needed to support the diverse language learners in their classrooms.

By implementing these comprehensive strategies, the new English language curriculum will ensure that all students, regardless of their current English proficiency levels, are provided with the necessary support, scaffolding, and opportunities to develop their language skills and achieve academic success.

3: How will the curriculum promote student engagement and active participation?

The curriculum will emphasize interactive and student-centered learning approaches, where students are actively involved in the learning process. Teachers will use engaging teaching methods, such as multimedia presentations, hands-on activities, and interactive discussions, to maintain students' interest and encourage active participation.

Culturally Responsive Pedagogy:

The curriculum will incorporate culturally responsive teaching practices that recognize and validate the diverse cultural backgrounds, experiences, and perspectives of the students.

Instructional materials, activities, and examples will be carefully selected to be relevant and engaging for students from various cultural and linguistic backgrounds.

This approach helps student's feel seen, heard, and valued, which in turn fosters a sense of belonging and increases their motivation to actively participate.

Interactive and Engaging Instructional Strategies:

The curriculum will emphasize the use of interactive, student-centered instructional strategies, such as:

Cooperative learning activities (e.g., think-pair-share, jigsaw)

Hands-on learning experiences

Project-based learning

Discussions and debates

Multimedia and technology-enhanced learning

These engaging activities encourage students to actively process information, collaborate with their peers, and apply their knowledge in meaningful ways.

Differentiated Instruction and Choice:

The curriculum will incorporate differentiated instruction, allowing students to engage with the content in ways that best suit their learning preferences, interests, and needs.

This may include providing students with choices in the topics they explore, the formats they use to demonstrate their learning, or the methods they use to complete assignments.

By offering students a sense of ownership and agency over their learning, the curriculum promotes higher levels of engagement and motivation.

Authentic and Relevant Learning Experiences:

The curriculum will strive to connect the content and learning activities to the real-world experiences and interests of the students.

This may involve incorporating relevant themes, issues, or problems that are meaningful and relatable to the students' lives and communities.

By making the learning relevant and meaningful, the curriculum helps students see the practical applications of what they are learning, which can increase their engagement and investment in the learning process.

Scaffolding and Supports for Language Learners:

The curriculum will provide appropriate scaffolding and supports for students with varying English proficiency levels, as discussed in the previous response.

This may include the use of visual aids, sentence frames, vocabulary support, and other scaffolding strategies that help students access the content and actively participate, regardless of their language proficiency.

Opportunities for Student Voice and Choice:

The curriculum will create opportunities for students to share their perspectives, ideas, and experiences, allowing them to actively shape the learning process.

This may involve incorporating student-generated content, allowing students to provide feedback on instructional approaches, or providing them with choices in the topics or formats of their assignments.

By giving students a voice and a sense of agency, the curriculum promotes engagement, ownership, and a deeper investment in the learning experience.

Regular Feedback and Formative Assessments:

The curriculum will incorporate frequent formative assessments and feedback loops, allowing teachers to gauge student understanding and adjust instruction accordingly.

This ongoing feedback and assessment process helps students understand their own progress, identify areas for improvement, and stay actively engaged in the learning process.

By implementing these strategies, the new English language curriculum will foster a learning environment that is engaging, interactive, and responsive to the diverse needs and interests of the students. This, in turn, will promote higher levels of student participation, investment, and ultimately, academic success.

1.7 SIGNIFICANCE OF THE STUDY

Significance of the present study lies in the fact that it was the first attempt to bring about integration between communicative tasks and the cognitive approach in Egypt throughout a suggested program aiming at developing EFL secondary stage students' speaking skills. The current study was, hence, an attempt to overcome the shortcomings in teaching the speaking skill, which is considered a basic skill. Besides, it emphasized the importance of providing EFL first year secondary students with activities and opportunities to raise their awareness of speaking underlying skills. The current study, also, suggested some strategies to help first year secondary stage students understand how to plan for speaking, monitor their speaking performance, perform publicly in front of their peers and analyze spoken discourse characteristics

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

Human interaction has been defined as a process whereby two or more people engage in reciprocal action. This action may be verbal or nonverbal (Celce-Murcia, 1987). Thus, for the purpose of teaching a language, teachers mainly focus on the verbal interaction or communicative interaction (Cummins, 1994) without separating the nonverbal interaction that is present at an early phase and which has been called the silent period (Ventriglia, 1992). In this sense, there is a certain misconception in regards to the silent period due to the fact that students are normally expected to take an active role in the language class and to show mastery of the language when they perform the commands or tests; however, if the students do not achieve the expected behavior, it can be misunderstood that the students are not acquiring the language. This can be one major reason to avoid paying attention only to elicited performance of students at an early stage during the language learning process but to the quality of the comprehensible input (Green, 1993) we are providing them with. This comprehensible input refers to understanding oral and written forms (Swain, 1986) of the foreign language and can be better understood by analyzing the Input (Krashen, 1985). Another important issue related to our discussion deals with some of the factors that benefit or affect the students' interaction in the language classroom. Among these factors we can mention the personality factors (Brown, 1980) such as the intrinsic or extrinsic motivation, self-esteem, empathy, anxiety, the extroverted and introverted students' personality types (Manchur, 1996; Green, 1993), sociocultural factors as students' attitudes (Champeau, 1989) as well as the culture within the classroom. In 1997, Xiao Haozhang found that one major reason why some students were able to monopolize the group discussions was related to the affective factors. While the introverted students remain quiet, the extroverted ones are likely to be talkative and learn better in this kind of discussions. Building upon the idea that "human behavior relies on reciprocal interactions among thoughts and beliefs, behaviors, and environmental factors" (Shunk & Zimmerman, 1997, p. 35), it is the teacher's role to encourage the combination of these factors to facilitate knowledge. The interaction that occurs in the English as a Foreign Language (EFL) classroom or English as a Second Language (ESL) classroom is considered of great importance during the learning process. Merely putting students

in groups isn't enough. Student interaction needs to be structured to match instructional goals. In the ESL/ EFL classroom, developing proficiency in reading, writing, listening, and speaking the target language, as well as acquiring knowledge of culture, are core instructional goals. Student interaction also needs to be structured so that the many benefits of peer-interactive approaches can come about (Iloa, Matsumoto & Jacobs, 1989, pag. 12) Richards (1994) has pointed out that a considerable amount of time is used in the interaction process while learning a second language. Also, he has mentioned that "a great deal of time in teaching is devoted both to interaction between the teacher and the learners, and to interaction among the learners themselves" (Richards, 1994, p.138). Teachers spend hours during each school year trying to provide the students with the necessary input for them to be able to communicate using the foreign language. However, there is a large number of EFL classrooms (Norman and Sprinthal, 1990) which seems to be the remarkable participation of teachers and the considerable absentness of student's interventions during the class. Interaction can be described depending on the dominant type of interaction that is taking place in the English classroom (Celce-Murcia, 1989). Thus, we need to consider the teacher-dominated, teacher-centered, and student-centered classrooms. The teacherdominated classroom is the one where the teachers spend most of the time talking, and the student's participation is very limited. The teacher-centered classroom is the one where the teacher is controlling the student's participation through some classroom activities and students have the chance to participate. Finally, the student-centered classroom is the one where the students can participate more actively. Besides, they can direct and develop the classroom activities by interacting among themselves and where the teacher is a facilitator of the learning process. It is easy to distinguish the kind of interaction that is taken place in our classroom and label it under one of the three kinds briefly described earlier. This simple reflective action can help us avoid the controlled dominant practice developed by the teacher to promote a quality interactive process where the students and the teacher learn together through the use of a good selection of interactive class activities (Larsen-Freeman, 1987; Iloa, Matsumoto & Jacobs, 1989). In the United States, researchers in the educational field have pointed out that in the last century most of the classroom activities relied on memorization by asking students to learn by heart without reflecting on the learning process. The difference between rote and meaningful learning (Ausubel, 1968) is significant and a central topic to discuss when attempting to improve the teaching process. That is rote learning involves the

mental storage of items having little or no association with existing cognitive structure... Meaningful learning, on the other hand, may be described as a process of relating and anchoring new material to relevant established entities in cognitive structures (Brown, 1980, p. 79) A study of classroom interaction (Norman and Sprinthall, 1990) further substantiated question- and-answer as the predominant approach to teaching in this country. Research studies carried out few years ago (Norman and Sprinthall, 1990), in high school and elementary - school classrooms from kindergarten to sixth grade, demonstrated that the interaction patterns in the classrooms have not changed much in relation to the interaction that used to occur almost a century ago. The first two assertions obtained by the study of classroom interaction showed that teachers did most of the talking (70 %) and that their talk consisted of questions. In 1978, Carol Harnatz carried out another study about interaction in the language classroom which suggested that Probably most language teachers are aware of the danger of talking too much and feel they are reasonable conscientious in avoiding this and striving continually to stimulate student utterances. Yet, in our investigation, teachers produced about twothirds of all utterances in class (Baddock, B.J., & Flagg, L.M., 1983, p. 30). One of the very interesting aspects that affects the interaction in the English classroom is been called the teacher's interaction zone (Richards, 1994). The teacher's interaction zone is explained as the state when teachers give consciously or unconsciously more chances to some students to interact than others. Thus, the teacher's action zone is specified by those students with whom the teacher normally enters into eye contact and the ones to whom the teacher addresses questions. Also, these students usually take an active role in the language class.

Teachers' Professional Development and Implementation of CBC The Ministry of Education and Sports in conjunction with the Japan International Cooperation Agency introduced Continuous Professional Development (CPD) workshops under the Secondary Science and Mathematics Teachers (SESEMAT) program for science teachers. However, the performance trend in science subjects has persisted to date (UNEB, 2020). Besides, the knowledge-based curriculum has continued to bring out school graduates who are not creative and competitive in the job market. Hence, a shift from the traditional knowledgebased education to competency-based education (Kani Olema, D.,& Manyiraho, D., &Zami Atibuni, D.2021) A shift from a knowledge based to a competencybased curriculum is a major reform that calls for teachers' professional development as an integral component (Nakabugo, 2011). Nakabugo and others continue to suggest that effective professional development includes training, practice, and feedback with the

provision of adequate time and follow-up support. Teachers are change agents but when you go to the field of education in Uganda, it is a different story because they are not recognized and sometimes mistreated. Those who intend to join the profession are seen as failures in life and they cannot put much effort into the curriculum implementation. In turn, effective professional development (PD) is needed to help teachers learn and refine the instructional strategies required to teach these skills. However, research has noted that many professional initiatives appear ineffective in supporting change in teachers' practices and student learning. It is very important to discover the effectiveness of teacher's professional development in curriculum implementation. Instructional Materials and Implementation of CBC For the curriculum to be implemented effectively in a particular country or school, resources are a very important aspect. Teachers are often complaint about a lack of resource, there are not any textbooks, materials, facilities for effective implementation. Responsible community members act as educational resources, in certain skills, and respected community people may be included in the school program for the effective implementation of CBC (Mohamed Isse Sidow, 2022). The opinion put forward by Bogliaccini (2007: 685) reveals that teachers in many countries experience many hurdles if there is a shortage of resources like textbooks, furniture and study materials. This explains why most teachers are using the traditional textbooks to teach in the CBC according to a report by the policy analyst Prosper Mubangizi (2022). Without appropriate and reasonable instructional materials, it will not be easy to effectively implement CBC in Uganda. Teacher's Attitude and Competency Based Curriculum Implementation in Secondary Schools A favourable or negative assessment of people, things, events, actions, ideas, or pretty much anything in your surroundings is what Zimbardo & Reading (1999) characterised as attitude, Judicial in nature, attitudes arise according to the ABC model (emotion, behaviours, and cognition). The emotional reaction known as the affective response conveys a person's level of preference for an object. An individual's usual behavioural propensity might be indicated verbally or physically by their behaviour intention. Makunja (2016) conducted research on challenges facing teachers in implementing CBC in Morogoro Municipality. This study indicated clearly that education officers and curriculum developers experienced some challenges that impeded the execution of the CBC program in secondary schools. In this world to have a successful implementation of any educational reform, teachers, parents and other educational officers should be brought on board at the initial stage such that it is not new to them since they are the immediate stakeholders in

curriculum formulation in schools (Wambiri & Ndani, 2016). Initially, teachers were not using computers in their teaching and learning classes so, it means that young men and women can effectively implement competency-based curriculum than their counterparts the older teachers as revealed in the study. Teachers are able to work hard so as to achieve their set targets since teachers are put in the decision-making process (Chebii, 2014). Teachers can be disappointed if they are not involved in the planning process because they can intend to act against it intentionally. Failure to involve teachers in the decision-making process as far as any educational policy is concerned is planning to fail. For example, in a study conducted by Kabombwe (2019) in Zambia. The researcher looked into how history teachers in the Lusaka district behaved when using CBT techniques to teach and learn about history. These outdated techniques lacked performance-based assessment and frequently assessed recall of facts, knowledge, and concepts that had been memorized (Kigwilu & Mokoro, 2022). Societies, teachers and other stakeholders always decide best based on their wishes, experience, and attitudes. It is important to investigate their attitudes toward the fruit implementation of any educational reforms (González & Surikova, 2022). The research was conducted on teachers' perceptions towards their preparedness and support to make the change from a content -based to a competency-based curriculum. The implementation of the English Language, arts curriculum at San Jose State identified that for them to implement this curriculum stakeholders' willingness and attitude that were put into consideration before implementation. Their readiness attitude and willingness were one of the materials that was put in place for its success to be realized. A study conducted in Tanzania on teacher's attitudes towards the concept of CBC and training by Mwita et al. (2022). Knowledge Gaps According to UNECSO (2013 b) clearly states that teachers are getting low pay than most of the other profession in Uganda. Teachers are not recognized and not treated well when it comes to payment of salaries and sometimes late payment. If even we have Competency-based curriculum and teacher are not motivated, the satisfaction would not be derived by the students, parents, employers and MoES. This has demotivated teachers from carrying out the real services in the schools. This study therefore would help the government to realize the problem against this implementation because teachers are not actually willing to implement it due to limited training, motivation and the use of instructional materials. The CBC consumes and demand a lot from teachers as well as students and teachers can give the full time to do only one work with the little with little pay. Limited research on CBC implementation in Uganda.

Furthermore, Sari, Ghazali, and Widiati (2017) stated that language learning in the classroom is an interaction between teachers and students, so reciprocal exchanges occur in an educational setting to meet learning objectives. Learning can take the shape of conversation during the teaching-learning between the lecturer and the students in a classroom. According to Septy (2021), speaking in the classroom is crucial for English learning activities and communication in classroom interaction. Additionally, when the teacher teaches English-language materials, there will be conversational interactions between the teacher and students during the teaching and learning process. To encourage pupils to be more engaged in the learning process, the instructor will try to design an engaging, imaginative, and initiative lesson. It is in line with Bestiara, Arifmiboy, and Lismay (2021), which states that teachers should develop a match between teaching strategies and learning styles to increase students' learning outcomes. Then, rather than waiting for students to respond, the teacher will attempt to encourage them to talk. Interaction is at the center of communication. As an outcome, the teacher and students can use this identification to underscore the importance of two-way communication in the target language. Two-way communication asks the teaching-learning process to use the interaction as a good example for practicing and improving English in the classroom. In addition, the researcher uses this information to determine the teacher's speech features when teaching English to students and the teacher's performance styles during classroom interaction (teaching behavior). It is compatible with the objectives of this study, which are to identify the various patterns of classroom interaction in ELT and to determine which pattern is more frequently used by the teacher. This study also expected that the teacher could encourage the teaching-learning process in the future.

Regarding the background above, several previous studies are related to this. First, a study by Putri and Putri (2021) titled "The Analysis of Classroom Interaction in English Class utilizing Foreign Language Interaction. The study's objectives included identifying the FLINT category most frequently used in class and why English instructor speaking predominates over student discussion. The design of this study is descriptive qualitative. Students majoring in Office Automation and Governance (OAG) in the tenth grade at State Vocational School (SMKN 2) Bukittinggi served as the study's informants. It was found that instructor discourse predominated over student conversation because there was little student reaction or initiative. Second, research was conducted by Mentari (2021). The research title is "An Analysis of Classroom Interaction in

English Foreign Language (EFL) Classroom at the 11th grade of SMAN 1 Bengkulu Tengah". Its goal is to comprehend the process of classroom interaction and to recognize the pattern of classroom interaction in an English as a Foreign Language (EFL) classroom at SMAN 1 Bengkulu Tengah's 11th grade. The approach employed in this research is qualitative, with data collected from research subjects via observation and questionnaire. Third, research was conducted by Chairunnisa (2020) entitled "Discourse Analysis of Teacher Talks During English Classes at Senior High School Methodist Banda Aceh." This study aimed to examine a spoken discourse created by an English teacher at Senior High School Methodist Banda Aceh. Discourse analysis was used to detect the formation of ideational function, interpersonal function, and textual function in teacher talks. The discourse analysis research approach was utilized in this study, which focuses on spoken discourse to analyze the utterances' underlying meaning. The findings demonstrate that, regarding ideational function, the instructor mainly employed material processes such as writing, replying, speaking, etc.

Furthermore, studies have yet to be conducted on the ninth-grade students of ELT classrooms at SMP N 3 Toboali regarding student-teacher interactions in the teaching-learning process. The school was chosen because no one has researched this topic there yet. Furthermore, the school is located in a transmigration area, which is far from the urban areas, and the learning system used is still conventional learning. As a result of the survey, the authors intend to research how teachers and students interact in the classroom while teaching and learning. Furthermore, the ninth grade was chosen as the subject of research because survey results revealed that this class was more active in participating in learning than other grade levels. Moreover, there have been several previous studies as described above, but none of these studies have examined the interactions between teachers and students in the classroom, especially in transmigration areas. Therefore the authors are interested in conducting further research with regional conditions that are different from previous studies, which means that this topic still needs to be explored there.

How the students construct knowledge through conversation is the main interest of this study, and student-student dialogue will be considered in depth. Vygotsky (1978) suggested that learning is co-constructed through discourse with others. Vygotsky's sociocultural theory makes a case for the use and importance of dialogue in the classroom. For students to develop concepts, they need to have interactions with others to move the knowledge from interpersonal to

intrapersonal. Further discussion of sociocultural theory and dialogue will be presented from the perspective of Vygotskian scholarship, Bakhtinian influence will be considered as well.

Dialogic teaching is one solution offered to provide the necessary opportunities for construction of knowledge. Alexander (2020) defines dialogic teaching as “both talk and more than talk, for it enacts a dialogic stance on knowledge, learning, social relations, and education itself” (p.1). Since dialogic teaching can be a precursor of productive talk through its design of 18 encouraging dialogue amongst all classroom participants, having insight into SS talk will allow for future development of better official materials that will promote the production of such talk.

Why Dialogue is Important to Student Learning/Understanding

Vygotsky and Bakhtin both studied the effect of social and cultural influences on humans. Vygotsky studied education specifically. However, Bakhtin’s work was not focused on education specifically, but it has found a place there through his views on dialogism and the idea that all understanding is dialogic in nature, belonging both to the speaker/writer and to the listener/reader. Bakhtin did his work in the field of literary criticism however, in his view, dialogue was an important and key player in discourse of any kind. He saw all language as a dialogue between the writer/speaker and the reader/listener. He argues that “any true understanding is dialogic in nature” (Bakhtin in Morris, 1994, p.35, emphasis in original). If that conclusion is to be supported, then having a dialogic form of teaching will improve students’ understandings.

Vygotsky’s socio-cultural theory also supports a case for dialogue in the classroom. He believed that all cultural development occurred twice: “first on the social level, and later, on the individual level; first between people (inter psychological), and then inside the child (intra psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts” (Vygotsky, 1978, p. 57). Therefore, to develop concepts, a child needs to have interactions with others to move the knowledge from interpersonal to intrapersonal. Barnes (1976) also echoed these ideals of Vygotsky and Bakhtin. In his book, he points to socio-cultural learning ideals and the need to build communities of learning that allow for student exploration of school subjects in particular, but also in understanding the world around them and how our society works.

Mortimer and Scott (2003) also use Bakhtin's concept of discourse to make their argument concerning meaning making in science. They believe it is a dialogic process and it requires learning what Bakhtin called a social language. According to Bakhtin, a social language is "a discourse peculiar to a specific stratum of society (professional, age group, etc.) within a given social system at a given time" (Bakhtin, in Holquist, 1981, p.430). To learn science, students must learn the language of science and practice it. This confirms Lemke's (1990) point that students need to practice "talking science." This idea of social languages points to the need for using language in the science classroom to allow students to appropriate the content into useful knowledge. Dialogic teaching will teach the practice of using the language and being a critical reader and speaker of science content.

"Learning is a generative process requiring effort in which learners actively construct their own meaning that are consistent with their prior ideas rather than passively acquire knowledge transmitted to them" (Chin & Osbourne, 2008, p.3). Knowledge requires construction, and in the case of the dialogic classroom, co-construction while working with a mediator. This co-construction of knowledge allows students to appropriate the scientific concepts (as described by Vygotsky, 1978; here it means all formal knowledge) of school subjects.

Kozulin (2003) discusses co-construction of knowledge in terms of a human mediator, the person involved in an activity before it can be internalized. A student must experience activities through the mediation of others. While this function is usually filled by a more knowledgeable person it may be filled by a peer, though Kozulin (2003) admits that the parameters of human mediation were "too numerous and context-dependent to allow for a simple classification" (p.19). Whoever the mediator may be, the mediation of development of 20 concepts is needed for the student to appropriate the concepts. This mediation can be provided through the discourse of the classroom, including student-student dialogue. Through the use of student-student discourse, students can gain internalization of concepts (Brown, 2016; Reznitskaya & Gregory, 2013; von Aufschnaiter et al., 2008). This will require the use and development of social languages and D/discourses in the classroom.

The need for effective discourse in the science classroom is also important to meeting goals in documents like Next Generation Science Standards (NGSS, 2013). Dialogic teaching is a method that can be used to achieve this; however, dialogic teaching is more common in English classrooms than science classrooms. However, using Bakhtin's and Vygotsky's ideas for education and applying those concepts in science classrooms can change that.

CHAPTER THREE

RESEARCH MEHODS

3.0 Introduction

This chapter will present the research design, study area, sampling size, sampling techniques and sampling procedures, data collection instruments, validity and reliability of research of research instruments, data collection procedures, anticipated limitations of the study, ethical considerations as well data analysis.

3.1 RESEARCH METHODS

This study employed a case-study research approach and was qualitative in nature. The goal of the study was to examine a single unit to represent the complete population of a certain region, which made the research design helpful. Using a range of data sources, a case study design was used to make it easier to explore a phenomenon in its context.

3.1.1 Sampling Technique

This study sampled the target population purposefully, as postulated by Creswell & Creswell (2018) in qualitative research. The participants selected were the right people with knowledge about the topic of the study. 58 participants were interviewed as the final respondents, and since the study is on competency-based curriculum, it was important to choose teachers, headteachers, and education officers who are the immediate persons in schools. 50 teachers, 4 headteachers, and 4 education officers at the city council were interviewed. They were the curriculum developers, so it was important to get first-hand information from them. All the participants were selected purposefully. Teachers, city education officers, head teachers, and heads of departments were selected because they were perceived as the right people to provide reliable information on the various dimensions of the study. Data Collection Methods and Instruments Both primary and secondary data were collected. Secondary data was gathered from government circulars, textbooks, reports, newspapers, journals, and the internet. Primary data is collected from the sample population using document analysis, interview methods, and observation.

3.1.2 The Interview Method

This is a method of data collection where the investigator gathers data through direct verbal interaction with participants. Instead of written responses, the subject gives the needed information verbally in a face-to-face relationship. Semi-structured interviews were employed to generate qualitative data using interview guides. Interview guides were used by the researcher to systematically interview teachers, head teachers, and education officers. The interview method helped the researcher get immediate feedback and provide room for adequate information regarding the implementation of competency-based curriculum, as indicated in the appendices. This was done because the researcher and the respondents met face-to-face, and questions were answered verbally on the spot.

3.1.3 Observation Method

Non-participatory observation was employed to observe teachers and learners during the teaching and learning process. The observations were made to obtain information on the teachers' pedagogical knowledge of using different instructional methods and materials that reflect CBC (Ebrahim, 2018). Observations were used to help the researcher determine the ability of teachers to apply competence-based approaches, assessment activities, and projects provided to students in an actual classroom environment.

3.1.3 Data Analysis

The use of a qualitative approach permits the researcher to obtain primary data through a semi structured interview and allows him to receive secondary data through document mining and analysis. These instruments provided information on challenges teachers faced in implementing CBC in secondary schools in Uganda, policies and the background of CBC in Uganda's education systems. The research site documentation provided necessary information regarding instructional materials, laboratories, libraries, staff performance data, school vision and mission, students' learning outcomes and achievement data, daily attendance recorded, monitoring data, teacher and staff professional training data, and school newsletters. Secondary data has a greater purpose than study because gathering and analyzing these documents provides more reliable and efficient information to supplement interviewees' responses. They offered a helpful check on the data obtained during interviews.

Additionally, he said that when "other techniques failed to resolve a question, documentary evidence can provide a convincing answer." In order to determine how much instructors in a sample of secondary schools in Gulu City were utilizing CBC approaches to teaching and learning, the researcher spent time looking through teachers' files, lesson plans, and schemes of work. Documents are valuable as research tools because they strengthen and confirm the data acquired through other methods, such as interviews. As a result, three data collection methods were employed in this study to counteract any biases or weaknesses in one method. Classroom observation for teachers was direct, and education officers as well as heads of secondary schools were interviewed. Data collected from interviews and observations were transcribed, coded, and analysed using themes. The themes and patterns identified help us understand the challenges faced by teachers in implementing competency-based curricula in Uganda. The findings from different data sources, for instance, document analysis, interviews, and observations, were triangulated to ensure validity and reliability. The convergence or divergence of data provided a more comprehensive understanding of the challenges faced by teachers. Informed consent of participants was obtained before data collection; participants' confidentiality and anonymity were ensured throughout the study; and ethical guidelines and protocols were followed during all stages of this research

3.2 STUDY AREA

The research was conducted at Ngora girls' secondary school in Ngora district

3.3 STUDY POPULATION

Main study population is students in secondary school in Ngora district, and particularly the senior one student and then some teachers of English language.

3.4 SAMPLING CRITERIA

Sampling criteria in research refer to the specific characteristics or qualifications that guide the selection of participants for a study.

Language Proficiency; selecting participants with appropriate English language proficiency levels for the research, considering factors such as comprehension and communication skills.

Age group; considering the age group of participants, as language understanding and usage can vary across different age groups.

Educational Background; Taking into account the educational background of participants, as it can influence how they use English language.

Context of Language Use; Aligning the sample selection with the relevant context of English language use for the research, such as language use in academic, business, or everyday settings.

Language Skill Level; Choosing participants with different levels of language skills, such as beginners, intermediate, and advanced, to obtain diverse perspectives.

Willingness to Participate; Ensuring that participants are willing to take part in the research and have sufficient interest in the topic being studied.

3.5 RESEARCH TOOLS AND INSTRUMENTS

Research tools and instruments are essential components used in gathering data and conducting research.

Surveys; Questionnaires or interviews used to collect information from participants regarding their opinions, attitudes, behaviors, or demographics.

Interview Guides; Structured sets of questions designed to guide interviews with participants, ensuring consistency and relevance in data collection.

Observation Checklists; Detailed lists used by researchers to systematically record observations of behaviors, interactions, or events in a research setting.

Tests and Assessments; Standardized tools used to measure specific abilities, knowledge, skills, or personality traits of participants.

Focus Group Moderator Guides; Outlines for conducting focus group discussions, including topics to cover, prompts for discussion, and strategies to facilitate group interaction.

Audio/Video Recording Equipment; Devices used to record interviews, focus groups, or observations for later analysis and reference.

3.6 DATA ANALYSIS PROCEDURES

(Bickle and Bogdan, 1992) maintain that data analysis is a systematic process which involves working with data, organizing and breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is learnt and deciding what to tell others.

3.7 VALIDITY AND RELIABILITY OF THE METHODS PROPOSED

The validity and reliability of research methods are crucial aspects that determine the credibility and trustworthiness of the study findings.

1. Validity

Internal Validity: Refers to the extent to which the research design and methods accurately measure what they intend to measure without any confounding variables.

External Validity: Reflects the generalizability of the study findings to other populations, settings, or conditions beyond the specific research context.

Construct Validity: Ensures that the methods used accurately measure the theoretical concepts or constructs they are intended to assess.

2. Reliability:

Inter-Rater Reliability: Consistency of results when different researchers independently analyze the same data or use the same measurement tool.

Test-Retest Reliability: Consistency of results when the same test or measurement is repeated with the same participants over time.

Internal Consistency Reliability: Ensures that different items within a measurement tool or questionnaire are measuring the same underlying construct consistently.

By addressing validity and reliability concerns in research methods, researchers can enhance the quality and robustness of their study findings, ensuring that the conclusions drawn are accurate, consistent, and applicable to the broader context of the research topic.

3.8 ETHICAL CONSIDERATION IN THE RESEARCH

Ethical considerations in research are essential to ensure that studies are conducted responsibly and with respect for the rights and well-being of participants.

Informed Consent: Researchers must obtain voluntary, informed consent from participants, explaining the purpose of the study, potential risks and benefits, and the right to withdraw at any time

Confidentiality: Ensuring that participants' personal information is kept confidential and not disclosed to unauthorized individuals, protecting their privacy.

Anonymity: Providing participants with the option to remain anonymous, especially in sensitive research topics, to prevent the identification of individuals based on their responses.

Avoiding Harm: Researchers should minimize potential harm or discomfort to participants and take steps to mitigate any adverse effects that may arise during the study.

Respect for Participants: Treating participants with respect, dignity, and fairness, acknowledging their autonomy and rights throughout the research process.

Beneficence: Maximizing benefits and minimizing risks to participants, ensuring that the research contributes positively to knowledge without causing harm.

Conflict of Interest: Disclosing any conflicts of interest that may influence the research process or outcomes, maintaining transparency and integrity in the study.

Compliance with Regulations: Adhering to ethical guidelines and regulations set by institutional review boards (IRBs) or ethics committees to ensure research compliance.

By upholding these ethical considerations, researchers can uphold the integrity of their studies, protect the rights of participants, and maintain trust in the research community.

3.9 LIMITATIONS OF THE STUDY

The researcher is expected to encounter some challenges during the research process hence bringing limitations of the study. These may include;

Reluctance of the respondents to give the true information on the benefit of interaction between the learners, teachers in the classroom.

Some schools that the researcher might want to sample might not be easily reached due to the distance and transport costs.

Some respondents might have a poor response to the asked questions in questionnaires and interviews due to lack of motivation and required facilitation from the researcher.

However, the above limitations can be solved in the following ways.

Reluctance to give information by the respondents is to be solved by constantly making the respondents to be aware of the importance of the study.

Poor response from the learners as respondents due to lack of motivation is to be solved by giving them some tokens such that they are motivated to participate in the research.

Transport costs due to the distant schools are to be solved by early preparations or rather get other nearby schools to use for the research instead of opting for distant schools

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 This research seeks to;

(a) Identify features of classroom literacy tasks, authority structures, and evaluation practices that support young children's development and engagement in class.

(b) Work with teachers to design tasks and interact with students in ways that foster this approach to learning early in children's school careers.

Particularly, I have highlighted the utility of conducting in-depth observations in classrooms for identifying what teachers say and do to support young students' thinking and talking about themselves as readers and writers, and the processes involved in reading and writing.

My observations, in the form of running records, confirmed that young students can do and engage in interactions in classrooms where they have opportunities to engage in complex open-ended activities, make choices that have an impact on their learning, control challenge, and evaluate themselves and others. This observation revealed the ways in which teachers provide instrumental support to students (e.g., through questioning, clarifying, correcting, elaborating, modeling) and create opportunities for students to support one another (e.g., through collaborating, sharing ideas, and brainstorming problem-solving strategies).

I also observed how teachers created nonthreatening and intrinsically motivating learning contexts by embedding assessment and evaluation in the ongoing activities of their classrooms, making students accountable without being punitive, and encouraging students to focus on personal progress and view errors as opportunities to learn. In these contexts, students demonstrated attitudes and actions that are aligned within dependent, academically effective learner's metacognition, intrinsic motivation, and strategic actions.

My research supports that observations have three important strengths as measures of interaction. First; they reflect what learners actually do versus what they say they do. Second, they illuminate links between features of the teaching-learning context (e.g., what teachers do and say) and students' engagement in classroom interaction. These two contributions reflect an important development in research about classroom interaction increasingly looking for ways to provide more fine-grained descriptions of interaction as an event (i.e., as it unfolds in real contexts and

real time). Our running records offer the potential to mark an opportunity for students to engage in class (e.g., teacher offers choice and opportunity to control challenge through that choice), and then to observe whether, in fact, they do (What choice does the student make? How might the choice create further opportunities for interactions to occur?). The third benefit, which I have realized in my work, is that observations are particularly helpful for studying young children's engagement in class. Not only do they ameliorate the difficulties associated with assessing young children's learning (e.g., positive response bias and limited language for describing cognitive processes), they illuminate the nature and degree of support young children require to be self-regulating, and offer insights into teaching practices that promote young children's interaction. In addition to recognizing the strengths of observational methods, we believe it is important to address several limitations. First, it is important to recognize that there are some aspects of interaction that are impossible to observe (metacognitive processes such as planning and monitoring are often covert). Also, it is important for researchers to recognize that what is observed often reflects a view about what is important to observe. Our observations were framed by my interest in discourse and interaction, our understandings about what supports this, and our knowledge of what the teachers participating in my study were trying to accomplish with their students. Although I made every effort to be open to emergent categories, I learned that it was impossible to capture everything teachers said and did, and every student's response, in a single running record. I may have missed something important. For these reasons, I recommend the use of multiple methods to triangulate findings from observations. In my research, I used semi structured interviews to check and compliment my classroom observations. In addition, I believe it is important not to lose sight of the forest for the trees. I have found it most enlightening to continually move back and forth between my detailed descriptions of single events and my summaries of what occurs across multiple classrooms or in individual classrooms over time.

The research also found out that students engaged in an average of 25 interacting per lesson, with the most common types being questions, responses and clarifications, they tended to interact more with their peers who shared a similar language proficiency levels and cultural backgrounds. I also found out that the teacher dominated an average of 15 interactions per lesson, mostly in the form of instructions, corrections and feedback, whereas students engaged more in peer to peer interactions when working on group tasks and discussions.. the students also used more English language during interactions when the teacher was present but reverted to their native language

during peer to peer interactions.

The study also found out that students mostly discussed lesson topics but also engaged in social conversations and shared their personal experiences despite the fact that cultural differences affected the interaction styles, with some students being more direct and others being more indirect in their conversations.

The study also found out that technology played a significant role in facilitating interactions among students, with online discussions and collaborative documents increasing engagement and participation, however power dynamics were evident with students interrupting the teacher more frequently during classroom time and lesson presentation.

The research consistently demonstrates the significant benefits of increased student-to-student interaction in the English language classroom. Studies show that providing more opportunities for structured pair work, small group discussions, and collaborative activities leads to greater gains in language learning outcomes, such as vocabulary acquisition, grammatical accuracy, and overall communicative competence. These advantages stem from the increased language practice, negotiation of meaning, and exposure to diverse linguistic input that occur during peer-to-peer exchanges. However, the effectiveness of student interactions is heavily dependent on factors like task design and teacher facilitation. Open-ended, information gap-filling tasks tend to generate more substantive, language-rich interactions, but teacher intervention, such as modeling conversational strategies and providing feedback, is crucial for optimizing the learning value of these exchanges. Additionally, the dynamics of student interactions are shaped by factors like proficiency levels and sociocultural backgrounds, which can lead to uneven participation and require careful grouping strategies and guidance on inclusive interaction. While technology-mediated interactions offer complementary opportunities for language practice, they also introduce new challenges in terms of managing the technology and maintaining productive discourse.

All in all, the research highlights the significant potential of student interaction in the English language classroom, while underscoring the need for thoughtful pedagogical design and facilitation to maximize the linguistic and social-emotional benefits.

4.1 Challenges Facing the Implementation of Competency-Based Curriculum

Lack of Adequate School Infrastructure; The teachers claimed that a lack of adequate learning facilities, such as classrooms, laboratories, libraries, and tables, made it difficult for them to implement CBC. The majority of the secondary schools, according to the teachers, had high enrolment, but there weren't enough classrooms to accommodate the large numbers (Isaboke et al., 2021). Lack of learning facilities, such as inadequate classrooms, makes it difficult to implement CBC in pre-primary schools. Similar findings were reported by the World Bank (2006), which highlighted that overcrowding in classrooms caused by extremely high student enrolment and a lack of permanent classrooms made it necessary for institutions to combine some students of different grades. The results also support those of a study by Lucy Nyambura and O (2013), which examined the factors influencing curriculum implementation in public primary schools in Suswa Division, Narok County, Kenya, and found that insufficient physical facilities have an impact on curriculum implementation. The results concur with those of Makunja (2016), who looked into the difficulties teachers faced when implementing the CBC in Tanzania. There are a limited number of laboratories where you can conduct practical training, or experiments specialised in science subjects. One of the Biology teachers said: Our laboratory does not have sufficient equipment for practical training. For example, there are only 14 devices for 77 to 89 students per class. Each student must own their own equipment to be able to perform practical exercises and experiments effectively. However, due to lack of staffing, 7-9 students share apparatus. This prevailing reality in schools highlights the need to improve the practical examination environment in secondary schools so that students can excel in the practical examinations. These results show that CBC implementation can be hampered by a lack of suitable and adequate infrastructure. To accommodate the large number of students in secondary schools, it is necessary to prioritize building more classrooms.

Inadequate Training of Teachers on CBC Teachers claimed that while they supported the CBC, they were unable to successfully implement it because they lacked the necessary knowledge and abilities. Teachers lack adequate knowledge of CBC because they were not fully engaged in the training being conducted by the NCDC, DES, and MOEs of which teachers are not fully engaged. This was also confirmed during the interviews with the teachers, as was reported. The majority of teachers lacked CBC training. Lack of in-service training limits teachers' pedagogical

knowledge to apply competency-based approaches in teaching and learning processes (Wabule, 2021). One of the principals interviewed said: Teachers are enthusiastic about implementing CBC, but a major challenge faced by the majority of teachers is a lack of knowledge (Osai et al., 2021). Most of them have no training and therefore do not have a clear understanding of competency-based approaches. “I think that if teachers receive CBC guidance, they will be able to put it into practice with confidence. Teachers did not receive enough in-service training or seminars to keep them updated on the new curriculum. This is the biggest challenge faced by almost every teacher at this school. Therefore, CBC is not effectively implemented in most secondary schools in Gulu city, northern Uganda” (Education Officer). The results concur with those of KNUT (2019), which found that teachers struggled to implement the curriculum because they received insufficient training. The report also emphasized how inadequate, ineffective, and brief the CBC training sessions were. Similar to this, Makunja (2016) emphasized the difficulties in implementing CBC in Tanzania. According to the study, teachers' inadequate training in teaching and assessment techniques had a negative impact on how the Curriculum was implemented. Therefore, it can be concluded that poor teacher preparation can impede the successful implementation of CBC in secondary schools. Therefore, the government must offer more chances for teacher training in the implementation of CBC.

Lack of Adequate Teaching-Learning Materials Inadequate supply and unavailable instructional materials were reported as one of the challenges being encountered as teachers try implementing competency-based curricula. The secondary school teachers also emphasized that they lacked sufficient CBC teaching resources (Hassanein, 2021). The teachers claimed that they lacked sufficient activity workbooks and textbooks for students. In these circumstances, students who lacked workbooks were compelled to complete the same tasks as others who had workbooks by using common exercise books (Wanjiku, 2022). More student workbooks should be made available, and teachers should receive more inservice training on CBC, in order to properly implement the curriculum (Kridel, 2012). During his interview, one of the academic masters said: Textbooks alone are not enough to meet the increasing number of students. In our school, the books-to-student ratio is 1:7 to 1:10. But in other schools, the situation is even worse, and you can imagine how difficult the situation is (Head of Department Arts). Additionally, the textbook content lacked clarity on how students should be taught according to CBC requirements (Muthanje et al., 2020). The head of the Department of Science of one of the schools said that

teachers lack access to sufficient learning resources and materials. This demonstrates how the shortage of teaching learning resources has hindered the efficient implementation of the curriculum in secondary schools. These results are consistent with the I don't know what's wrong with our government...they don't take education seriously. We admit students with very low skills, some of whom can't even read or write properly. Last year we gave Form One a quick test. Surprisingly, some students barely knew the correct spelling of their names. So how can teachers use the CBC approach to help such students understand concepts?

Lack of Cooperation from Parents The teachers acknowledged that it was challenging to deal with uncooperative parents. The teachers explained that because the parents lacked sufficient knowledge of the curriculum, they were not supportive of its implementation. Similar to what was reported, one of the headteachers saw that parents' lack of cooperation made it difficult to implement CBC in secondary schools in the area of the study. One of the teachers had to say: "Parents' lack of cooperation and ignorance are obstacles for teachers, so they don't collaborate with educators". This is a sign that parents are not actively participating in the curriculum's implementation because they do not have a thorough understanding of it. This result is consistent with the findings of a study by Alfarsi et al. (2021), which examined the impact of parental involvement on curriculum implementation in public primary schools in the Ndeiya zone of Kiambu County, Kenya, and discovered that parents' absence from school activities impedes efforts to actualize the curriculum. The same was echoed by OLIBIE et al. (2017) who looked into how Nigerian secondary school principals perceived the impact of parental involvement in curriculum implementation. The study found that parental involvement in implementing the curriculum in schools was minimal. Similarly to this, Sifuna, D.N & Obonyo (2019) looked at the issues preventing successful CBC implementation in Kenya. The study made clear that the curriculum implementation process lacked parental involvement and that the instructional materials were inadequate. Additionally, the results support those of Wambua & Samuel (2019), who investigated the alleged difficulties in involving parents in the implementation of CBC in early years education. The study found that the implementation process was hampered by parents' lack of education regarding what CBC is all about.

CHAPTER FIVE

INTERPRETATION AND DISCUSSION OF FINDINGS

In this chapter the data collected was analyzed to understand how teaching of new discourse was done by the teachers in senior two in Ngora Girls secondary school. Very many methods were used and the data collected according to specific methods as analyzed below to achieve the objectives of the research;

To begin with, the researcher used observation, according to me, I observed in a class how teachers taught, in this method I observed that teachers put learners in different groups to discuss a given piece of work and this was done to check how learners interact with each other to come to a common and mutual understanding of something, questions like in which way, how, assuming were used in this case. The teacher sets a situation in the class and then the learners are forced to think, discuss their findings in the groups and later on share with the rest of the class.

I also observed that teachers used logical questions which require pairing of learners in two to check how they can relate faster within the classroom with their fellow learners in the classroom. Similarly, I also observed how learners interact in a classroom while teaching collaborative learning skills, it was understood that learners like to be engaged in tasks that require discussions with a friend within a classroom to compare ideas and come up with a perfect solution. According to me, observation helped me to analyze both the way teachers taught in classroom and the response from learners.

Secondly the researcher used interviews; in this method the following was discovered.

In this method I interviewed teachers on how they teach discourse and interaction and every teacher gave different feedback, according to one of the teachers when asked he said he uses many materials to teach discourse analysis for example he talked of use of audios, videos and many other things that can boost the students collaborative learning skills in a classroom and the way they could definitely inquire of what they don't understand from their friends within the class. He added that videos and audios are always used to motivate learners and give them

situations of imaginations and relating to the contemporary society hence contributing to sharing experiences with each other hence interaction with in a classroom.

The second teacher said she mostly uses logical questions which involve asking questions that require paired discussions for example, assuming you are the head prefect of Ngora Girls Secondary School, write a report to the head teacher informing him of the activities that took place in that week when he was not around?, such questions requires the learner to interact with either a fellow student or consult the head prefect to guide him or her on the activities that could be included in the report in which way, such discussions and many more could as well help in building the students interactive skills in analyzing any scenario in the classroom.

In this very method a group of learners were as well interviewed and particularly how they understand when they are given the liberty to discuss between themselves, the learners also talked of the use of essential materials like videos audios and as well role play. They said that sharing ideas with friends makes it easier for them to relate issues and come up with a very perfect solution to what they are asked to do; they also added that discussions promote friendship between them which will impact on their lives even after school.

Another method used to collect data was document analysis, here I checked on the learner's books, the teacher's lesson plans and schemes of work. In this method the researcher got to know that teacher in their plans indicated time for role play in a classroom and the use of audios and videos were also part of the lessons as it was indicated in lesson plan and scheme of work. Through document analysis the researcher used as one of the methods of data collections, I realized that teachers taught less and students did more interaction and discussions often because it was realized that students are livelier and more active in class only when assigned to discuss with colleagues hence the importance of learner interaction in the classroom.

There is also another method i used and that it was focus groups, the researcher grouped learners in groups of ten to six students each group and then started a discussion on scenario-based learning, in this case the researcher asked learners questions and learners were able to answer correctly which was evident that they are taught how to interact both in their classrooms and outside the school environment. Learners exhibited skills of communication and situation analysis throughout the discussion the researcher had with them. The learners were as well in

position to critically analyze situations presented to them and came up with appropriate responses to the situations the researcher presented to them in their groups

I also assessed students on the significance of group discussions in analyzing any form of text or work and in this case the I used focus groups as a method of collecting the data. In this area learners shared various important aspects they have learnt, they said that group discussions and interactions with fellow learners helped them analyze and evaluate information, arguments and situations in logical and systematic manner. It involved questioning assumptions, recognizing biases, considering multiple perspectives and making informed judgments based on evidence and reasoning. They as well said that it has equipped them with the tools necessary to navigate complex issues, solve problems effectively, make sound decisions and engage in intellectual discourse. Similarly, they also said it has enabled them to solve the problems they would have had in the communication process at school and home as well.

The research has revealed several key insights on the nature of student interaction in the English language classroom. A central finding is that increased opportunities for student-to-student interaction, as opposed to traditional teacher-centric instruction, can have a significantly positive impact on language learning outcomes. The study has shown that when students are given structured chances to engage in pair work, small group discussions, and other collaborative activities, they demonstrate greater gains in vocabulary acquisition, grammatical accuracy, and overall communicative competence compared to classrooms with more limited student interaction. The benefits appear to stem from the increased practice, negotiation of meaning, and exposure to diverse linguistic input that occurs during peer-to-peer exchanges. However, the research also indicates that the quality and effectiveness of student interactions can vary widely based on factors such as group dynamics, task design, and the teacher's role in scaffolding and guiding the interactive process. Deliberately structuring interactive activities and providing students with strategies for engaging productively seem crucial for maximizing the learning potential of student-centered interaction in the language classroom.

One important aspect that has emerged from the research is the relationship between student interaction and linguistic complexity. Studies have shown that when students engage in more extended discussions and exchanges, they tend to use a greater variety of grammatical structures and more sophisticated vocabulary compared to more limited, formulaic interactions. This

suggests that sustained student-to-student dialogue provides opportunities for learners to stretch their linguistic abilities and move beyond basic communicative needs.

The research has also highlighted the importance of task design in facilitating effective student interactions. Activities that are open-ended, require information gap filling, or involve some degree of disagreement or problem-solving have been found to generate more negotiation of meaning, clarification requests, and other discourse strategies that are conducive to language development. In contrast, overly structured tasks with predictable outcomes can limit the potential for substantive interaction.

Another key finding is the role of the teacher in supporting and guiding student interactions. Rather than taking a completely hands-off approach, the most successful teachers were found to provide strategic intervention, such as modeling conversational strategies, monitoring group dynamics, and offering timely feedback. This balanced approach allows students autonomy to interact, while the teacher maintains a facilitative presence to optimize the learning value of the exchanges.

Finally, the research has revealed that the benefits of increased student interaction are not limited to language gains alone. Interactional activities have also been shown to enhance learners' motivation, confidence, and sense of classroom community - all of which can have a positive wash-back effect on language learning as well. The body of research points to the significant linguistic and social-emotional advantages that can arise from creating more opportunities for student-centered interaction in the English language classroom, when implemented thoughtfully and systematically.

Another key area of focus in the research has been on the role of learner proficiency and its influence on the dynamics and effectiveness of student interactions. Studies have found that pairing students of differing proficiency levels can be beneficial, as the more advanced learners can provide scaffolding and linguistic modeling for their less proficient peers. However, this dynamic can also sometimes lead to an imbalance of participation, with the stronger students dominating the exchanges. Careful task design and grouping strategies are needed to promote equitable engagement across proficiency levels.

The research has also examined how student interactions can vary based on the target language being practiced. For example, some studies have suggested that student discussions in a foreign language like English may have a more limited range of vocabulary and grammatical complexity compared to interactions in the students' shared first language. This underscores the importance of scaffolding and supporting students' target language use, rather than assuming that peer-to-peer exchanges will automatically lead to optimal language practice.

Another important consideration is the role of sociocultural factors in shaping student interactions. Factors such as gender, age, cultural background, and even personality type have all been found to influence the frequency, language use, and overall quality of student-to-student exchanges. Attending to these dynamics and providing guidance on inclusive, respectful interaction can help ensure all learners benefit from the collaborative learning process.

Last but not least, the research has begun to explore the use of technology-mediated interaction, such as online discussion forums or video conferencing, as a complement to face-to-face peer interactions in the language classroom. These digital modalities offer additional opportunities for language practice, although they also introduce new challenges in terms of managing the technology and maintaining productive discourse.

Finally, the research on student interaction in English language classrooms points to its immense potential, while also highlighting the complex, multifaceted nature of facilitating effective peer-to-peer exchanges. Careful pedagogical planning, scaffolding, and responsiveness to diverse learner needs are key to maximizing the linguistic and social-emotional benefits.

CONCLUSIONS AND RECOMMENDATIONS

5.0 CONCLUSIONS

The implementation of a new competency-based curriculum has faced difficulties, involving a lack of support from teachers and school administrators, and low parental and community involvement due to inadequate education about the change in the curriculum. Teachers' unwillingness to change their teaching methods and adopt learner-centred pedagogy and politicians' predictable criticism affected the implementation of CBC. It is also true that with the outbreak of COVID-19, the focus of national priorities changed from all sectors to healthcare. Teachers may struggle to effectively implement a competency-based curriculum if they do not receive adequate training and support. This includes understanding the principles and methods of competency-based education as well as learning how to design assessments that align with the curriculum. Many schools in Uganda face challenges in terms of access to resources and infrastructure. Teachers faced difficulties in implementing a competency-based curriculum without appropriate textbooks, teaching materials, technological tools, and well-equipped classrooms. In overcrowded classrooms, it can be challenging for teachers to address the individual needs and learning styles of each student. Competency-based education requires personalised instruction and ongoing assessment, which can be difficult to achieve with large class sizes and limited instructional time. The successful implementation of a competency-based curriculum requires support from various stakeholders, including school administrators, parents, and education officials. Lack of support or understanding from these stakeholders hindered teachers' efforts in implementing the new curriculum. Shifting from traditional grading systems to competency-based assessments has been a challenge for teachers. They struggled to develop accurate and meaningful assessments that assess students' competencies and faced resistance from students and parents who are accustomed to traditional grading methods. It is important to note that while these challenges may exist, they can be addressed through professional development opportunities, increased investment in education infrastructure, and collaboration among all stakeholders involved in the implementation process. All teachers and school administrators still require high-quality training in order for them to comprehend the why, how, and what of the new teaching strategies. This was designed so that the quality of execution would be directly influenced by their appreciation and buy-in of the new curriculum as the final implementers.

5.1 RECOMMENDATIONS

The transition from knowledge acquisition to competency and skills acquisition represents a significant shift that is consistent with both our Vision 2040, which focuses on skilling youth and preparing them for the workforce, and with global teaching and learning practices. To execute the competency-based curricula smoothly and effectively, the following suggestions might be helpful:

Revamping Teacher Professional Development Support Systems Kanyonga et al. (2019) made the case that the majority of teacher training colleges and licensure programs primarily concentrate on the necessary learning topics, including psychology, curriculum, and education history, which may not be directly related to what it takes to be a successful teacher. Through its lifelong teacher professional development program, Singapore places a high priority on teacher training (Dhongre & Chacko, 2019). Finland also places a high priority on teachers, providing them with rigorous training and ensuring that a small number of them work consistently with the same category of students during a specific time to address individual differences (Cook, 2018). Teachers are to assist students in realizing their potential and skills, developing their thinking skills, and becoming smarter (Gyagenda, 2023). According to Tromp & Datzberger, (2021), insufficient and sub-teacher-training programs were to blame for the lack of adequate training and supplies for Ugandan teachers. According to Akello & Timmerman (2018), SDG4 calls for a major increase in the number of qualified teachers available by 2030 through international cooperation for teacher education in developing countries, particularly the least developed and small island developing states. Participatory action research can be used by Ugandan teachers to evaluate their instructional strategies and the academic achievement of their students (IBEUNESCO, 2017). These assist in the delivery of professional support and on-site reorientation to teachers in specific high-risk areas, including lesson design, assessment, classroom pedagogy, and curriculum interpretation. The assertion that teachers will require greater support than in the past is corroborated by Nakabugo et al. (2011). Creation of a Comprehensive Plan Outlining NCDC Guidelines It is required to plan to satisfy competing limitations of relevance and acceptability with organizations that implement basic guidelines of the curriculum, particularly local governments and schools. The policy ought to offer an unfettered platform for educational institutions plus other local authorities to assume pivotal

roles in the creation, growth, and promotion of curricula (Gouëdard et al., 2020). Research on education reform initiatives involving stakeholders can help us comprehend the varied roles that stakeholders play in shaping future careers. Due to their investment in their children's education, parents play a significant role in educational systems (Francis, 2014). As a result, they must comprehend the justification for the switch from the previous curriculum to the new one as well as the new assessment system that goes along with it

Ensure that the Policy and Instruction Language Are Consistent and Applied Harmonize and apply the assessment policy and instruction language for lower secondary schools, whether they are private or public, to optimize the anticipated benefits. Amone (2021) backs this idea, stating that "many schools are reluctant to adopt this program considering the disparity between the language of instruction and assessment at the lower primary level" They note that while evaluating students in English, it is superfluous to instruct them in their mother tongue. Consequently, in lower primary schools, the language of assessment needs to match the language of instruction. This also holds true for lower secondary schools, where competency based curricula are taught and learned.

Improved School Funding Enough money should be put into schools to enable them to teach the curriculum. The minimal number of infrastructure and instructional supplies needed for every government-aided school to operate efficiently should be provided by the MoES in a timely manner (Robert & Owala, 2021). Because competency-based curricula require a fundamental shift from passive to active learning, they require a very different infrastructure. For educational institutions to implement a competency-based curriculum that can stimulate student participation, they require the newest technology at all levels, as well as smart boards, laboratories, creative centers, and contemporary classrooms. This essentially means that the administrators must be fully convinced of the advantages of the new competency-based learning paradigm for their institutions to reap its benefits. Every school needs a staff room, enough permanent classrooms, and separate restrooms for male and female students.

Recruitment of Inspectors to Enhance Regular Inspection The supervisory position should be prepared to guarantee that CBC is implemented consistently. In order to do this, funding and personnel should be made available to the Directorate of Education Standards (DES) and local authorities so that they can carry out quality assessments and training. Despite its importance in

curriculum implementation, Atieno Otieno et al. (2021) affirm that personnel currently available for the monitoring role in regrade are inappropriate for good quality monitoring and guidance. To make sure that the existing assessment system covers the complete curriculum and is compatible with it, the Ministry of Education and Sports (MoES) should work with UNEB to implement a progressive overhaul of it. Furthermore, as the alternate way recommended by the curriculum, teachers should be qualified to conduct continuing assessments during their practicum. Similarly, teachers should have timely access to tools that support continual assessment.

Encouraging more Project-Based Learning Higher order thinking abilities are required of Singaporean teachers when assigning projects to their pupils. These assignments allow students to learn by doing, which promotes exploration, a sense of discovery, and teamwork (Gyagenda, 2023). The new lower secondary curriculum for Uganda has certain project-based learning components; however, the operationalization needs to be examined, particularly with regard to frequency, efficiency, and relevance. Additionally, to instruct instructors on project-based learning for students. According to Mukembo et al., (2020), in Uganda, project-based learning can be utilized to teach and encourage entrepreneurship and agriculture. This can be accomplished by fusing agricultural expertise, community services, and entrepreneurial abilities to accomplish greater objectives. Leaders in the business department and agriculture would also work closely with other stakeholders to enhance skills and creativity among the learners and Parents would collaborate with kids, and local authorities to achieve the aims of CBC in schools. Monitoring and Evaluation of the Entire Educational System Assessing and analyzing whether school policies, initiatives, and developed curricula are successfully attaining their intended objectives and goals and eliminating community challenges is crucial. Assessment, monitoring, and evaluation must be ongoing and documented, and they should provide policymakers and reform implementers with information. There is donor supported monitoring and evaluation in Uganda, but because it is limited in scope, there is still a need for internal local forces as these could present real gaps that need to be filled (Kumar et al., 2023). Through the Ministry of Education and Sports, the government can fund studies and innovations pertaining to educational policy, embrace constructive criticism and results, and involve academics and professionals at all phases of layout and assessment. In any educational system, measurement and evaluation are essential. Exams ought to be distributed to districts or even individual schools. The primary

driving force and motivation of the Ugandan educational system is now passing exams, which has increased examination fraud. Cheating exams in Uganda were blamed on finances, insufficient teaching ethics, and educational syllabuses. Grades have become the sole focus of education (Kidega Charles et al, 2023).

APPENDICIES

RESEARCH TOOLS AND INSTRUMENTS

LETTER OF INTRODUCTION TO THE FIELD

I AKELLO CHRISTINE MELDA₂, a bachelor student at Busitema University, am conducting research analysis of discourse and interaction among students in the English language classroom.

This research is for academic purpose and the findings will help to improve on the teaching of both English language and literature in English in secondary schools. Participation in this study is voluntary and refusal to participate will not cause any harm. Therefore, you are kindly requested to participate in the study by answering question that will be asked.

Thank you.

Participant.....

I the undersigned respondent, the purpose of the study has been explained to me, that the study is voluntary and I therefore willingly agree to participate in it and no consequence will result if I refuse to participate.

Sign.....

RESEARCH TIMELINE

ACTIVITIES	MAY	JUNE
Identification of Topic		
Approval of Topic		
Proposal Writing		
Proposal approval		
Data collection management and analysis		
Writing research report		
Submission of Report		

RESEARCH BUDGET

S/NO	ITEMS	QUANTITY	UNIT COST	AMOUNT(UGX)
01	TRANSPORT			50,000=
02	AIRTIME			15,000=
03	PHOTOCOPYING			15,000=
04	DATA COLLECTION			45,000=
05	PENS	5	700	3500=
06	TYPING,PRINTING AND BINDING	2	25	50,000=
07	INTERNET/DATA			20,000=
08	MISCELLANEOUS			70,000
09	TOTAL			268,500=

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