

Exploring English Language Skills in Facilitating Group Learning among Students for CBE and KBE Institutions in Zanzibar, Tanzania

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ABSTRACT: The paper explores the characteristics of students' English language competencies in facilitating group learning at both the State University of Zanzibar (SUZA) and the Mwalimu Nyerere Memorial Academy (MNMA). It employed a 188-sample size obtained by a systematic sampling method to implement the cross-sectional design. The two institutions were chosen because they are different in practice, one being a competency-based educational (CBE) institution and the other being a knowledge-based educational (KBE) institution for MNMA and SUZA, respectively. The paper was guided by the social learning theory. Data were collected from students using a questionnaire survey, while analysis was done using descriptive statistics. It was found that there was a low level of competence among students in English language competencies in speaking, with SUZA having only 18.6% of highly proficient participants and MNMA having only 26% of highly proficient participants. Concerning competency in English language proficiency in writing, it was found that SUZA scored only 23.9% of high proficiency in writing, and MNMA scored 21.8% of the same. In measuring English language competencies in listening, it was revealed that SUZA had only

an 18.6% score of high proficiency in listening. MNMA Karume Campus, Zanzibar scored only 20.7% high in proficiency in listening to the English language. In the English language, competencies related to students' socialisation ability, SUZA scored 18.6% of competencies among participants, whereas MNMA scored 31.3% on socialisation ability among students. It was concluded that there is a low level of English language competencies among the students at the SUZA and MNMA Karume Campus in Zanzibar. It is recommended that efforts to build English language competencies should be enhanced in the practice of competency-based and knowledge-based education in universities and colleges in a specific context of every model for both CBE and KBE.

Keywords: *Group learning, Language competencies, Students, Competency-based Education, Knowledge-Based Education*

1. Introduction

Unlike most developed countries, which face the challenges that development produces, the developing world has several challenges related to underdevelopment. In the developed world, enjoying the learner's dominant language in education is beneficial; however, most developing countries do not enjoy this in their curriculum (Office of the Secretary General, Pedagogical Development Unit, 2023). These include how to transfer knowledge by applying the formally accepted languages and their successful knowledge delivery among learners. In Croatia, despite the early adoption of learning by students using the English language from their childhood education, there are challenges to language competencies that hinder the delivery of education and practical skills among students. It was found that only 50% of respondents evaluated their command of the English language as very good (Barkic and Zagreb, 2024). The second is the methodological approach in adopting learning, where focus group discussion is part of many methodological approaches used in the competency-based education (CBE) and knowledge-based education (KBE) practice. This article addresses the competencies of language held in group learning among students in the two models of education in universities and colleges in Tanzania. The CBE and

KBE training are two distinct models of education practice, though they share some learning approaches, including group learning and lectures. Their effectiveness and practicality have been studied using various approaches. This article examines how group characterises the English language competences in both models, effectively assisting learners to practice every learning model in Zanzibar, Tanzania. It looks at whether or not the learners hold the required language skills to inform actors on how to best fit the two models in using group learning strategies.

2. Review of Literature

In the United States, Kalaian (2018) researched the productivity of group learning methodologies in education technology and engineering. The study was designed as a meta-analysis. The findings were that group methods of learning proved more productive in CBE than KBE. By applying group methods of learning in engineering and technology, it could influence learning outcomes by moving learners' scores from the 50th percentile, as lecture-based method scores, to the 69th percentile in group learning. It was recommended that there was a requirement to better report in group method processes. Razaei (2018) researched the effectiveness of group work strategies from faculty and students' perspectives. The results indicated that the majority of methods in group learning are done by both staff and learners. It was found that the staff and learners' viewpoints on learning look similar. Despite this, the majority of staff do not adhere to the procedures proposed in other studies to enhance the efficiency of group duties in CBE. Hassanien (2008) from the United Kingdom researched students' experience of group assessment in higher education. The researcher used focus groups and survey techniques in data collection. The findings were that group learning in knowledge-based education (KBE) was a remarkable strategy for enhancing the progress of the broader skills by discussion, concept sharing, analysis of ideas of other people, and locating learners in groups helps to promote participatory and collaborative learning. The recommendations were that learners require clear instruction in person-to-person group knowledge that enables the promotion of

learning outcomes. For instance, learners could get instruction by learning in a group that involves goal setting, how to divide and share roles among learners, how to evaluate in peer, self-evaluation, how to resolve conflicts, and how to communicate with one another. The instructor should schedule a timeframe for group members to develop and build informal reflections to be able to analyse the powerfulness of and limitations of group members. Again, instructors must take part in the learning processes of the groups. These recommendations paved the way for the article to evaluate the effectiveness of English language skills in group learning.

The study from Vietnam by Tran (2014) focused on the effect of cooperative learning on academic achievement and knowledge retention. The findings were that group learning in KBE yielded greater general enhancement scores in psychology, which indicated that learners who were trained by group involvement methods gained remarkably greater scores in skills retention than those learners who were facilitated by lecture-oriented learning. The recommendations were that facilitation of learners by group method should be implemented as a strategy to alternate education practice and change in the Vietnamese higher learning institutions. It was recommended that, in order to enhance the practice of participatory training adequately, the lecturer and learners must be involved in capacity development education on how to help learners. The article, therefore, used a lens of examining both KBE and CBE groups using English language skills. Al-Masri (2018) examined the impact of group learning methods on learners' outcomes in Jordan. It was concluded that learning in groups for CBE enhances learners' outcomes, uplifting the results, skills, and behaviour. A study from Kuwait by Taqi and Al-Nouh (2014) on the effect of group work on English as a foreign language (EFL) students' attitudes and learning in higher education was also conducted. The researcher used a questionnaire survey and observation methods in data collection. The findings were that CBE learners who adopted the group learning method acquired greater scores, whereas after adopting the self-learning learning, the scores became lower. Also, the study revealed that age, grade point average, as well as years influenced learners scores in case of group learning or

separate learning. The researcher also revealed that learners with a great gross points average when the adopted group method was promoted and had a reflection of better learning. The recommendations were that group learning would be more advantageous if a few steps were taken to enhance the process of formulating and adopting group learning strategies. For instance, groups can be established as early as the start of every semester to provide learners with room to get to know one another, make it practical for participation in the group discussions.

Another study conducted in South Africa by Haffejee (2017) examined the benefits of group learning as a collaborative strategy in a diverse higher education context. The findings were that group learning in KBE improved students' performance due to peer group discussions, which enhanced the awareness and skills related to conceptualisation. Regardless of prior unawareness of the concept by the group, lower-capacity learners did better while in a group of individuals with different abilities. The recommendations provided that learning in groups is a creative and innovative strategy to promote an optimistic learners practice and cross-socio-cultural involvement amidst cultural limitations. In addition, the existence of partial learning in a group was also seen as advantageous for enabling the building of class bonding and promoting individual focus in learning. Hodges (2017) argued that group learning in CBE can help students develop metacognition, the ability to think about and monitor one's thinking and learning, which is closely related to the idea of critical thinking and is a crucial element in learning. In Tanzania, the study by Mbalamula (2018) examined the effects of group versus individual assessments on coursework among undergraduates in Tanzania. Its results were that learners perform better when grouped than in self-directed learning settings. Mwaikokesya (2018) conducted a study on the potential of group discussions to develop students' lifelong learning skills in Tanzanian higher education institutions. The researcher used interviews in data collection. It was revealed that there exist two typologies of training in groups done at the University of Dar es Salaam, namely, formal and informal learning groups; formal groups are normally formed and influenced by the respective

course instructors, generally, their approaches are formal and traced. The formal ways, for instance, involve lecture attendance, selecting questions for discussion, and making a presentation. In addition, the presentation of groups that are formal normally happens in terms of seminar presentations. In contrast, the majority of informal learning by groups is arranged by learners without any pre-direction or procedures. On the origin of the groups, it was found that the former groups are seen as more effective in enhancing self-reliant learning and influencing lifelong learning qualities in learners. Normally, informal learning group methods have evidence of being formulated on an ad-hoc strategy, not being monitored, and being ineffective. The recommendations were that applying the group strategy in learning was seen as a major mechanism used in facilitating training in the majority of universities and colleges in Tanzania. Therefore, it was proposed that higher learning institutions should promote both learners' knowledge using group and self-directed abilities. In a similar way, these universities should adopt enhancement strategies related to the effectiveness of group to learners in KBE universities should find ways to boost the productivity of group learning in KBE. This study examined the English language skills for both models of group learning.

Faustino (2020) researched the effects of cooperative learning on students' achievements in the Literature and English subjects. The researcher used a questionnaire survey as a data collection method. The findings were that using cooperative learning in teaching literature for English subjects increases the learners' interest, lowers anxiety, improves language skills, increases social skills, and maximizes the level of students' learning in the classroom. It was recommended that instructors should adopt productive participatory instruction methods to realize good student learning outcomes. School administrators should give necessary financial and other support to ensure that trainers of the study area contribute productively. Paschal and Mkulu (2015) researched the role of cooperative learning in attaining inclusive education in classroom creativity and innovation. The findings were that group learning in CBE has a very significant role in achieving inclusive education, like reducing

the production of learners. This involves learners in the process of training and learning. This helps them to gain confidence in their English language skills. It was concluded that proper adoption of group learners' strategies can realise innovation, creativity, and inclusivity in the training process.

Statement of the Problem

The literature on using the English language in facilitating group learning in CBE and KBE receives limited local attention. Despite using CBE and KBE in Tanzania, little is known about exploring language competencies as the basis for utilising group learning in education. In particular, exploring English language competencies and skills among students in both CBE and KBE higher learning institutions receives limited attention among scholars. Some studies indicate that in Indonesia, most social science learning results from limited learners' comprehension abilities. Learners were found to have less capacity to articulate learning outcomes by presenting before the class members. In addition, there are limited learners' message conveying abilities in social subjects learning, resulting in limited self-reliance among them. This leads to a limited capacity and self-reliance in demonstrating the outcomes of group discussions. Teachers still use the lecture method model (Buhari & Ningsih, 2021). Evidence shows that group learning is effective for many reasons, such as improving students' interpersonal skills and promoting the development of students' social skills, such as communication, presentation, problem-solving, and leadership delegation (Vrioni, 2011). However, this depends on the language competencies held by learners. Furthermore, in Tanzania, the studies show that the implementation of CBE faced many challenges, such as a lack of support facilities and resources, a large number of students in the classroom, a lack of motivation for some teachers due to unfavourable working conditions, and a low attitude of cooperation among students (Tambwe, 2017). Haji and Babune (2023) examined the practices of CBE and KBE in the same institutions regarding how group learning is done. Part of the missing methodological element is the use of language, particularly the English language, in learning. A scant understanding was there to inform

the status of language competencies among learners to enable effective operationalization of group learning in Tanzania. From a training (teaching and learning) function point of view, the policy emphasises the centrality of equipping students with skills in three aspects: higher intellectual, professional, and managerial capacities. By doing so, higher education is expected to contribute to skills development and innovations and enable professionals to make informed decisions (MOEVT, 2006). Language competencies contribute to the achievement of learners. Therefore, this paper attempted to measure the status of language competencies as the basis for informed CBE and KBE in the universities and colleges of Zanzibar, one of the essential elements not well articulated in the body of knowledge.

3.1 Objectives

- i. To examine the students' competencies in speaking and writing in the study area.
- ii. To analyse the students' competencies in listening and socialisation in the study area.

3. Theoretical Framework

This article is structured under the Social Learning Theory that directly addresses the subject of social learning among individuals as proposed by Bandura (1977). The theory suggests that individuals construct ideas by observing and imitating peer behaviour. The theory contends that individuals get social knowledge by viewing and imitating the deeds of other individuals. The theorist postulates that individuals can take actions by viewing. It includes propositions that, at first, individuals know by viewing, and that learners can get new behaviour and skills by simply seeing the model. Reinforcement and punishment are indirect ways of influencing behaviour and the learning process, and individuals form assumptions on the likely responses of subsequent effects based on how the present responses are strengthened or penalized. Meditational processes affect the learner's behaviour, and cognitive elements affect behaviour acquisition. Learning does not mandatorily cause

change. This is due to the fact that just because people acquire knowledge does not mean they should undergo behavioural change. In the context of this study, the theory has its powers and limitations. The power of basic theory is centred on its flexibility in narrating the distinctions that exist in the individual learning process. For instance, whenever changes occur in the individual's surroundings, the individual's behaviour can change. In addition, the theory leaves room for various methods of learning. An individual can learn by seeing or by direct experience. It emphasises how people learn through peers and interaction among members. However, the theory does not consider the significance of answerability in an individual's deeds. Putting more weight on the surroundings, it considers that an individual's behavior and deeds are influenced by people, and not by the way an individual manages or deals with the acquired message. Again, it does not consider the normal progress, landmark, or turning point. This theory was very suitable for studying the use of English language skills in facilitating group learning by involving CBE and KBE students. vol

4. Methodology

The paper explored the use of the English language in universities and colleges in Zanzibar, Tanzania. It is based on the study that was conducted in two higher learning institutions in Zanzibar: The MNMA, Karume Campus, Zanzibar, and SUZA at Tunguu Main Campus. The location of this study was in the West B District and the West A District, in Zanzibar. The reason for choosing these areas was that SUZA is a university that provides education to learners by implementing knowledge-based teaching and learning pedagogy. The Mwalimu Nyerere Memorial Academy is a technical college that provides training to learners by implementing a competency-based model of teaching and learning. According to Chetty (2016), the research approach is a plan and procedure that consists of broad assumptions to detailed data collection, analysis, and interpretation methods. It applied a quantitative approach. The reason behind this approach is the nature of the study, which requires an in-depth understanding of the problem. Also, the researchers used a questionnaire survey to enable the data collection process from the target population, which

involved all students of the institutions taking bachelor's degrees, diplomas, and certificate programmes.

According to Kothari (2004), research design is the arrangement of conditions for collecting and analysing data in a manner that aims to combine relevance to the research purpose with economy in a procedure. A cross-sectional study design was used in this study as it tends to examine comparatively the use of the English language in learning in the CBE and KBE in universities and colleges. The researchers used a cross-sectional study design since it enabled the data to be examined within a specific context and helped the researchers understand the problem in detail to get concrete, accurate, and specific information. A population is a group of persons, objects, or items from which samples are measured (Kombo & Tromp, 2009). It is furthermore argued that a population must possess at least one thing that is common. The target population involved female and male students of the MNMA and SUZA. The population selection in this study determined the nature of the research. The researchers included this population because they were expected to provide relevant information.

Kothari (2004) further states that a sample refers to a group of respondents or elements drawn from a population consisting of individuals with one thing in common that provides representative characteristics of the entire population in which a researcher is interested in gathering information and drawing conclusions. In selecting this sample size, the researchers considered different issues like financial resources, the study's purpose, time, data collection methods, and availability of the population of interest. Therefore, the sample size of this study was 188 respondents; the divisions of respondents included 188 students. Specifically, the sub-sample of 100 students was taken from the MNMA, and the sub-sample of 88 students was drawn from SUZA. To acquire the sample size, the researchers considered Yamane's (1967) formula: $n = \frac{N}{1 + N(\epsilon)^2} = 188$ with 0.05 degree of error.

The study employed systematic sampling techniques. In operationalizing the technique, there was an exchange of sections among members of the population involved at the starting point, but with a fixed interval of selection on the other

members in the sampling process. Researchers used systematic sampling because when you have a significant population, and the names of the targeted group are known, this is a more straightforward technique than random selection. The researchers collected quantitative data through questionnaires; the responses were compared, summarised, and statistically analysed. Systematic sampling was employed in choosing the sample of 188 students from MNMA and SUZA. Data collection is a comprehensive process whereby a researcher collects data from various sources of information according to the research plan (Cohen et al., 2011). In the field, data were gathered by questionnaires. A survey method was used in the data collection process. A questionnaire survey is a data collection tool consisting of several questions, printed or not, in a definite order on a form or set of forms (Kothari, 2004). The questionnaires were used for 188 students. The researchers used the questionnaire survey method because it was cheaper and quicker. The technique assisted the researchers in minimising bias in the responses provided by the participants. Researchers employed closed questions for the respondents to select an appropriate answer from the given options to limit the number of answers and facilitate quantitative analysis.

Data analysis is the process of systematically searching and arranging interview transcripts, field notes, video or audio recordings, and other materials accumulated by the researcher to make the findings (Remler & Ryzin, 2019). Descriptive statistics were employed in the data analysis process. By this method, the data were coded, entered into the computer programme, and then analysed into percentages and frequencies using the Statistical Package for Social Sciences (SPSS) to assess the use of English language skills in the learning for knowledge-based and competency-based education of higher learning institutions in Zanzibar. The researchers edited the raw data before entering it into SPSS to avoid errors. Each potential response was assigned a number, and each item from the questionnaire was given a unique variable name to use in SPSS. Frequency tables were drawn, and the data were presented in tables.

According to Creswell (2007), respecting the site where the research takes place and gaining permission before entering a site are paramount in research. The consent to

carry out the study was considered at all levels, where the researchers asked for permission from the SUZA, Directorate of Research. The State University of Zanzibar Department of Educational Foundation Instruction and Leadership approved it before the researchers conducted the study. The researchers obtained permission from the Second Vice President's Office to confirm that the research was conducted with the cooperation of the office of the Chief Government Statistician, Zanzibar. There was an agreement of confidentiality between the researchers and participants.

Validity refers to the quality of a procedure or instrument used in research that is accurate, correct, true, proper, and meaningful (Enon, 1998). To establish the validity of the research instruments, the researchers consulted the supervisor to assess them before using them to collect data. Also, the researchers ensured that all the items of the research instruments corresponded to the purpose. This was imperative to ensure that the instruments purport to measure the adequacy of the scales. Reliability means how the instruments are dependable to yield correct data. Hence, the level of consistency was demonstrated in the study (Enon, 2018). To obtain consistent results, the researchers conducted a pilot study using purposive sampling in one of the colleges. Students and teachers were present during the pilot testing. The researchers collected data using questionnaires. According to Babbie and Mouton (2001), transferability refers to the extent to which a study's findings may be used or applied in other similar situations. It helps the researchers determine if the findings are generalisable. The researchers used purposive sampling to give a rich, context-specific knowledge of individuals' experiences through intensive study exploring the effectiveness of group learning in competency-based and knowledge-based education.

5. Results and Discussion

6.1 Students' Competencies in Speaking and Writing

The study involved 188 respondents, including students of MNMA and SUZA. The respondents' characteristics were education level, marital status, prior specialization, and English language competencies in speaking. Other elements involved English language competencies in writing, listening, and socialization, as presented in Table 1.

Table 1: Students' Characteristics (N=188)

Institutions	SUZA (N=88)		MNMA (N=100)	
	Frequency	Percentage	Frequency	Percentage
Education level				
Degree	39	20.7	43	22.8
Diploma	26	13.8	38	20.2
Certificate	23	12.2	19	10.1
Prior Specialization				
Art with an English subject	37	19.7	68	36.1
Science subject	23	12.2	10	5.3
Arts without the English subject	28	14.8	22	11.7
English language proficiency in speaking				
Not proficient	12	6.3	4	2.1
Less proficient	17	9.0	6	3.1
Undecided	2	1.0	3	1.6
Proficient	22	11.7	38	20.1
Highly proficient	35	18.6	49	26.0
English language proficiency in writing				
Not proficient	4	2.1	9	4.7
Less proficient	5	2.6	9	4.7
Undecided	2	1.0	13	6.9
Proficient	32	17.0	28	14.8
Highly proficient	45	23.9	41	21.8

6.2 Education Level

Education is an imperative component of development. In a way, an individual's response is likely determined by educational status. Education determines the capacity of an individual to think critically and is the basis for innovation and creativity. The researchers examined the parameter of education as presented in Table 1. Results from the questionnaire in Table 1 show that in MNMA, 43

(22.8%) students had been studying a degree level of education, 38 (20.2%) respondents had been studying a diploma level of education, and only 19 (10.0%) respondents had been studying a certificate level of education. Whereas the result from SUZA shows that 39 (20.7%) students were studying a degree level of education, 26 (13.8%) students were studying a diploma level of education, and only 23 (12.2%) students were studying a certificate level of education. The results imply that many participants were progressively learning in higher education, which is essential today to create a knowledge-based society. The participants had various levels of education, as indicated in Table 1. Most respondents (79.7%) were studying at a degree level of education, whereas a minority were studying at a certificate level of education (2%). That is, people who are in higher education are more likely to give reliable information and views than those who have been at lower levels. These proportions reflect that most higher learning institutions' students are more educated and have achieved primary education. Similar results were found by Razaee (2018), that faculty and students' attitudes towards learning were very similar due to the level of education held by participants.

6.3 Prior Specialisation

Table 1 indicates that in SUZA, 68 (36.1%) respondents said they combined art with English subjects, and 10 (5.3%) students took science subjects. In contrast, only 22 (11.7%) students took a combination of art and English subjects. However, the results from MNMA show that 37 (19.7%) students took a combination of art with English subjects, 23 (12.2%) respondents took science subjects, whereas 28 (14.8%) students took a combination of art without English subjects. Therefore, the study results indicated that SUZA students were more proficient in the English language socialisation since many of them had taken a combination of art and English subjects in their studies than students from MNMA.

The analysis, as shown in Table 1, indicates a significant difference, considering the prior specialisation group. The results revealed that many students took Art with an English specialisation compared to those who did science subjects and Art without English. Therefore, the difference in English subjects, science subjects, and art

without English between the MNMA and SUZA groups is an important consideration for improvements. Based on these results, it is indicated that the majority of students specialise in art with English subjects. Therefore, one must have competency in the English language in the learning process. Contrary, Al-Masri (2018) found that group learning for students with English as a foreign language background improved educational achievement more than other methods of learning among students.

6.4 English Language Proficiency in Speaking

Table 1 shows that in MNMA, 4 (2.1%) of the respondents were not proficient in English, and 6 (3.1%) said they were less proficient. However, 3 (1.6%) of respondents were undecided, 38 (20.1%) of the respondents were proficient, and the rest, 49 (26.0%) of the respondents were very proficient. While the results from SUZA show that 12 (6.3%) students were not proficient in English language speaking, 17 (9.0%) students were less proficient. However, 2 (1.0%) students were undecided, 22 (11.7%) students were proficient, and the rest, 35 (18.6%) students, were very proficient. Therefore, the findings showed that MNMA's learners were more proficient in English language speaking than students from SUZA, since many showed the capacity and inspiration to speak English before the public. The results are in line with those found in the United States by Kalaian (2018), who conducted research focusing on the effectiveness of small-group learning pedagogies in engineering and technology education, having evidence on promoted effectiveness where language proficiency has its root in promoting communication of knowledge among students in group learning. The analysis, as shown in Table 1, indicates a significant difference in English language competencies in speaking. It was also revealed that many of the respondents were very proficient in speaking the language compared to those who were less proficient. However, this is insufficient to prove language competence in speaking among students in both MNMA and SUZA.

6.5 English Language Proficiency in Writing

Table 1 shows that in MNMA, 9 (4.7%) students were not proficient in English language writing, and 9 (4.7%) students were less proficient. However, 13(6.9%) students were undecided, 28 (14.8%) students were proficient, and the rest,

41(21.8%) respondents, were very proficient. The results from SUZA show that 4 (2.1%) students were not proficient in English language writing, and 5 (2.6%) students were less proficient. However, 2 (1.0%) students were undecided, 32(17.0%) respondents were proficient, and the remaining 45 (23.9%) of the respondents were very proficient. Therefore, the study results indicated that SUZA's students were more proficient in English language writing than students from MNMA, since many showed willingness and readiness to write English scripts.

Referring to Table 1, the evaluation indicates some distinctions observed in English language competency in writing. It was revealed that many of the respondents were more proficient in the English language compared to those who were less proficient. Therefore, the difference in English proficiency in writing was observed. These results indicate that most students who join higher learning institutions in Zanzibar are proficient in English, which helps them write university projects, research assignments, and other related works. The results are linked to those of Hodges (2017), who argued that group learning in CBE can help students develop metacognition, the ability to think about and monitor one's thinking and learning. This improves writing skills because thinking must start before any action is taken, like writing.

Table 2: Students' Competencies in Listening and Socialisation (N=188)

Institutions	SUZA (N=88)		MNMA (N=100)	
	Frequency	Percentage	Frequency	Percentage
English language proficiency in listening				
Not proficient	17	9.0	20	10.6
Less proficient	17	9.0	14	7.4
Undecided	2	1.0	3	1.6
Proficient	17	9.0	38	20.2
Highly proficient	35	18.6	39	20.7
English language proficiency in socialization				
Not proficient	11	5.8	6	3.1
Less proficient	17	9.0	6	3.1
Undecided	2	1.0	1	0.5
Proficient	23	12.2	28	14.8
Highly proficient	35	18.6	59	31.3

6.6 English Language Proficiency in Listening

Table 2 shows that in MNMA, 20 (10.6%) learners had fewer competencies in English language listening, and 14 (7.4%) students were less proficient. However, 3(1.6%) students were undecided, 38 (20.2%) students were proficient, and the remaining 39 (20.7%) students were very proficient. The results from SUZA show that 17 (9.0%) students were not proficient in English language listening, and 17(9.0%) students were less proficient. However, 2 (1.0%) of respondents were undecided, 17(9.0%) students were proficient, and the rest, 35 (18.6%) students, were very proficient. Therefore, the findings showed that MNMA students were more proficient in English language listening than students from SUZA, since many showed the ability and capacity to listen to English through different educational materials. The findings are related to Vrioni (2011), who showed that group learning is effective for many reasons, such as improving students' interpersonal skills and promoting the development of students' social skills, such as communication, presentation, problem-solving, and leadership delegation. Therefore, having proficient students who listen to one another in the group is a good foundation for developing group learning strategies.

The analysis, as shown in Table 2, indicates a difference in the proficiency of the English language in listening. The results revealed that many of the respondents were more proficient in listening to the English language compared to the less proficient. Therefore, the difference in English proficiency in listening is an area that requires improvement. This result indicates that most students who join higher learning institutions in Zanzibar are proficient in listening to the English language, helping them understand the content and knowledge delivered during the teaching and learning process.

6.7 English Language Proficiency in Socialisation

Table 2 shows that in MNMA, 6 (3.1%) students were not proficient in using English in different social contexts; 6 (3.1%) students were less proficient. However, one respondent was undecided; 28 (14.8%) students were proficient, and 59 (31.3%) students were very proficient. The results from SUZA showed that 11

(5.8%) students were not proficient in using the English language in various social contexts, and 17 (9.0%) students were less proficient. However, 2 (1.0%) students were undecided, 23 (12.2%) students were proficient, and the rest, 35 (8.6%) students, were highly proficient. Therefore, due to the results, the study indicated that MNMA students were more proficient in using the English language to socialise than students from SUZA, since many showed the ability and capacity to use the English language through different educational settings and other settings beyond the university setting. According to Haffejee (2017), South Africa found the benefits of group learning as a collaborative strategy in a diverse higher education context. The findings were that group learning in KBE improved students' performance due to peer group discussions, resulting in an improved understanding of concepts. Linked to language as a communication medium, improving socialisation competencies is critical to promoting group learning.

The analysis, as shown in Table 2, indicates a difference, considering the proficiency of the English language in socialisation. The results revealed that many respondents were more proficient in speaking English in different social contexts than those who were less proficient. Therefore, the difference in English proficiency in social contexts exists, entailing areas that require improvement. Based on these results, it is indicated that the majority of students who join higher learning institutions in Zanzibar are very proficient in speaking the English language in a variety of contexts and settings, hence helping them to use it in a variety of educational settings, including seminar presentations, workshops, and seminars. Linked to the social learning theory, the results have implications in informing the competencies and English language use in group learning. Even though competency and knowledge-based education are two different models that should adopt variably different approaches of group learning, the practice has evidence of invariable practice in the study area. This is related to the socialisation process informed in the theory where group members socialise through observation of their fellow, regardless of the education model.

7. Theoretical Linkage

The social learning theory by Bandura (1977) underscores the use of the English language in the learning process by students as a medium of communicating knowledge and skills in the higher learning institutions in Tanzania. The majority of the students were bachelor's degree students in the study area, signifying the English language communicative abilities that they were supposed to demonstrate because of the level of education they held. The majority's prior specialisation was Arts with English language, indicating the inherent capacity to communicate in the English language not only in learning but also in the socialisation process among them. Only a few students provided evidence of a high English language proficiency level in speaking and writing in the study area. This can be linked to the insufficient social learning environment within which students have moved from lower schooling to higher education. Also, the influence of other languages, such as Kiswahili, in the schooling and social environment has implications for retarding the English language competencies and skills to communicate and write fluently and proficiently among students. Hence, it limits the learning process among students. It was found that only a few students had a high level of English language proficiency in writing and socialisation through the English language medium of communication in the study area. This links socialisation to the theoretical underpinnings whereby the learning and societal environment do not provide adequate and sustainable spaces for learners to practice writing and speaking through the learning language in higher learning institutions. This limits the capacity and ability of learners to apply English language skills in writing and social spaces. Hence, students' limited use of the English language in the learning process is indicated through writing, listening, speaking, and socialisation. Haji and Babune (2023) concluded that there are relatively similar practices of group learning among CBE and KBE models in higher learning institutions that require specific redressing to contribute to every model's educational objective. The models are influenced by the English language level of competencies affected by the social environment in students' learning, as per theoretical underpinnings.

8. Conclusion and Recommendations

The paper explored the characteristics of students who were involved in the study. It was found that most participants were studying a bachelor's degree level education, with SUZA at 20.7% and MNMA Karume Campus Zanzibar at 22.8%, respectively. Most students had Arts with English language prior specialisation, whereby SUZA had 19.7% of participants, and MNMA had 36.1% of all participants. It was found that there was a low level of competency among students in English language proficiency in speaking, with SUZA having only 18.6% of highly proficient participants and MNMA with only 26% of highly proficient participants. Concerning competency in English language proficiency in writing, it was found that SUZA scored only 23.9% of high proficiency in writing, and MNMA scored 21.8% of the same. In measuring English language competencies in listening, it was revealed that SUZA had only an 18.6% score of high proficiency in listening. MNMA Karume Campus, Zanzibar scored only 20.7% high in proficiency in listening to the English language. In the English language, competencies related to students' socialisation ability, SUZA scored 18.6% of competencies among participants, whereas MNMA scored 31.3% on socialisation ability among students. Therefore, it was concluded that there is a low level of English language competency among the SUZA and MNMA students in facilitating education. This has implications for the administration and learning processes among students and facilitators of SUZA and the MNMA. Therefore, efforts to build language competencies should be enhanced in competency-based education to involve practical skills in higher learning institutions, as distinct from knowledge constructions and deconstruction that apply to university institutions. A different language model of group learning is also required for enhancing language competencies in the universities that fit the knowledge-based education model.

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