

**AN INVESTIGATION OF STAKEHOLDERS' VIEWS ON THE TEACHING
OF ENGLISH LANGUAGE IN KISWAHILI AND ENGLISH MEDIUM
PRIMARY SCHOOLS IN MOSHI DISTRICT**

OMBENI SAMWELI SAM

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
UNIVERSITY OF TANZANIA**

2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a Dissertation titled: “*An investigation on the stakeholders’ views on teaching English language in Kiswahili and English medium primary schools in Moshi District*” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....
Dr. Cosmas B.F. Mnyanyi

(Supervisor)

.....
Date

COPYRIGHT

No part of this thesis may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I, **Ombeni Samwel Sam**, do hereby declare that this dissertation is my own original work and that it has not been submitted and will not be presented to any other university for a similar or any degree award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my beloved Husband Reverend, Jubilant A. Ngowi and our children Ebenezer and Faith Dorcas Ngowi, for their encouragement and prayers which have been instrumental to the success of my study.

ACKNOWLEDGEMENT

I am sincerely indebted to my Heavenly Father for providing me the strength and resilience that has enabled me to fulfill my ambition of pursuing post graduate studies. I am also much indebted to my supervisors Dr. Cosmas, B. F. Mnyanyi, whose expert' guidance and support led to the completion of this study. Their technical and constructive ideas have significantly contributed in making this dissertation appear in its present form.

I would like also to convey my sincere appreciation to the District Executive Officer of Moshi Rural District, to the authorities and officials of the Imani and Ebenezer English Medium Primary Schools as well as Mtakuja and Sango Kiswahili Medium Primary Schools, including respective teachers and students of each school. Also my sincere gratitude goes to students and officials for their support during data collection period. I also wish to recognize Rose Mtei, Asteria Kawau and Mr. Tondi for their encouragement and moral support. Lastly, I wish to acknowledge the assistance of my parents, Mr. and Mrs. Samweli Andrew Sam and my husband, Revered Jublant Anthony Ngowi as well as relatives and individuals who helped me in this study, but are not explicitly mentioned. I would kindly ask them to accept my sincere appreciation for their support which enabled me to accomplish this work. Thank you all.

ABSTRACT

This study investigated stakeholders' views on teaching English language in Kiswahili and English medium primary schools in Moshi District. The objectives of the study were to investigate stakeholders' views on availability of teaching and learning materials, teaching and learning methods, competence of teachers, and level of performance in English subject in both Kiswahili and English Medium Primary Schools. The study was qualitative in nature using interviews, questionnaires and observation as data collection tools. A sample of 100 respondents that included forty students, thirty two parents, sixteen teachers, ten educational officers and two community leaders. The findings showed that, although English language is being taught in both English and Kiswahili Medium Primary Schools, the application of the knowledge of English is ineffective due to lack of competent English teachers and English teachers professional development opportunities. For parents who bought English books for their children had opinion their children were unable to read. Most of the teachers in Kiswahili medium schools had a view that schools did not have enough infrastructures for quality teaching and that classes were overcrowded, teachers had big workload as had to teach many children and had many periods per week. On the basis of the findings, it has been recommended that there is a need of joint campaigns for improving quality of education through participation of all stakeholders and where necessary the schools owners create professional development opportunities to empower all English teachers.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background to the Problem.....	1
1.2 Statement of the Problem	5
1.3 General objective of the Study	6
1.4 Specific Objectives	6
1.5 Research Questions	6
1.6 Scope of the Study.....	7
1.7 The significance of the Research.....	7
1.7 Limitation of the Study.....	9
1.8 Delimitation of the Study	10
1.9 The Conceptual Framework	10
1.8 Definition of Key Terms.....	12

CHAPTER TWO	15
LITERATURE REVIEW.....	15
2.1 Introduction	15
2.2 Theories Related to the Study	15
2.2.1 Behavioral Theory of Learning	16
2.2.2 Social Interactions Theory by Lev Semyonovich Vygotsky.....	17
2.2.3 Nativist- Noam Chomsky (1959, 1968)	19
2.3 Teaching of English Language Instruction Materials	20
2.4 Methodologies in Teaching and Learning English Language.....	25
2.5 Teaching of English Language.....	28
2.6 Empirical Studies	29
2.6.1 English Language Teaching in Africa.....	29
2.6.2 English Language Teaching in Tanzania	30
2.7 The Research Gap	31
CHAPTER THREE	33
RESEARCH METHODOLOGY	33
3.1 Introduction	33
3.2 Area of Study	33
3.3 The Research Design.....	33
3.4 Research Approach	34
3.5 Target Population	34
3.6 Research Sample	35
3.7 Sampling Procedure	35
3.8 Data Collection Methods and Instruments	36
3.8.1 Observation	36

3.8.2	The Questionnaires.....	37
3.8.3	Interview Guide.....	37
3.9	Data Analysis	38
3.9.1	Data Analysis Plan	38
3.10	Validity and Reliability of Research Instruments	40
3.11	Ethical Research Considerations	41
	CHAPTER FOUR.....	43
	PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS.....	43
4.1	Introduction	43
4.2	Demographic Information	43
4.2.1	Gender of Respondents	43
4.2.2	Teaching Experience in English Lesson	44
4.3	Teaching and Learning Materials in EMPS and KMPS.....	44
4.3.1	Availability of Teaching Materials (Teaching Aids)	47
4.3.2	Parents Support in English Teaching and Learning Process.....	47
4.4	The Teaching and Learning Methods in Teaching English	48
4.5	Competency and Qualification of English Teachers in Primary Schools	51
4.6	The Performance Level in English Subject in EMPS and KMPS.....	52
4.6.1	Factors Limiting English Language Teaching in both KMPS and EMPS.....	53
	CHAPTER FIVE.....	55
	SUMMARY, CONCLUSION AND RECCOMENDATIONS.....	55
5.1	Introduction	55
5.2	Summary of the Study.....	55
5.3	Summary of the Findings	55
5.3.1	Teaching and Learning Materials.....	55

5.3.2	Teaching Methods	56
5.3.3	Performance of the Pupils	56
5.3.4	Qualification of English Language Teachers	57
5.3.5	Parent’s Support to their Children in Learning English Language	57
5.4	Conclusion.....	57
5.5	Recommendations	58
5.5.1	To the Government.....	58
5.5.2	To the Teachers	58
5.4.3	To Parents.....	58
	REFERENCES	58
	APPENDICES	68

LIST OF TABLES

Table 4.1: Gender of Respondents	43
Table 4.2: The Experience of English Teachers	44
Table 4.3: Type of Books in Primary Standard Four in Primary Schools	45
Table 4.4: Availability of Teaching Resources.....	47
Table 4.5: Parent’s Response on the Purchasing Books for their Children	47
Table 4.6: Academic Qualification of English Teachers	51
Table 4.7: Professional Qualification of English Teachers.....	52
Table 4.8: Academic Performance in English Class Four National Examination	53

LIST OF FIGURES

Figure 1.1: Conceptual Framework..... 11

Figure 4.1: Teaching Methods used in Teaching English Language Skills..... 49

LIST OF APPENDICES

Appendix I: Teachers' Questionnaire.....	68
Appendix II: Pupils' Questionnaire	72
Appendix III: Interview For Parents, Chairperson and Ward Counsellor	75
Appendix IV: Documentary Analysis Guiding.....	76
Appendix V: Interview Guide for Educational Officers (DEO, DAO, SLO, DCSI AND WEO)	77
Appendix VI: Focus Group Discussion Guide for Teachers.....	79

LIST OF ABBREVIATIONS

CIPP	Context, Input, Process and Product evaluation model
EFA	Education for All
EFL	English as a Foreign Language
ELS	English Language Syllabus
EMPS	English Medium Primary School
ESL	English Second Language
ETP	Education and Training Policy
FGD	Focus Group Discussion
LAD	Language Acquisition Device
LOI	Language of in structure
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
KMPS	Kiswahili Medium Primary Schools
RAS	Regional Administrative Secretary
SPSS	Statistical Package of the Social Sciences
TPR	Total Physical Resident
UPE	Universal Primary Education
URT	United Republic of Tanzania
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

The study examined the teaching of English language among class four pupils in Kiswahili and English Medium Primary Schools (EMPS) in Moshi Rural District. Human language is an extremely complex code and the fact that children acquire their native language naturally and without explicit learning is still a source of much wonder Wu and Hsieh, (2008).

In order to be able to communicate using speech, children have to master many different levels of language. They have to learn how to articulate speech and how to hear very subtle differences between speech sounds, how to attach meaning to a string of speech sounds, and how to link words together to make meaningful sentences. The programme of teaching and learning English language in particular is very important as it gives the learners access to various ideas, knowledge and information in writing and speaking.

English is taught in Tanzania as a foreign language as well as a medium of instruction in secondary, diploma and tertiary education. It is also a compulsory subject in primary education in Tanzania. For several decades, as insisted on the national policy, the main feature of Tanzania's education system is the bilingual policy, which requires children to learn both Kiswahili and English languages. The latter is essential, since it is the language which links Tanzania and the rest of the world through technology, commerce and administration. It is a second Tanzanian national language.

The learning of Kiswahili enables students in Tanzania to keep in touch with their cultural values and heritage. English is taught as a compulsory subject in primary education whereas at post primary education it is used as a medium of instruction. Kiswahili is the medium of instruction at primary education while at tertiary education it is taught as a compulsory subject at secondary education and an option at tertiary education (United Republic of Tanzania , 2010). English is becoming more important for Tanzanians to learn. The Tanzania Education and Training Policy (1995) set the aims and objectives of secondary education to promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language.

Historically, English was introduced in 1952 as a subject in standard five and used as a medium of instruction from standard seven onwards. In 1958, English was introduced as a subject from standard three onwards. Since 1997 The Ministry of Education and Culture stated that, English would be taught from standard one. The current English Language Syllabus for standard one to seven was a response to that decision (Allen, 2008). There is also an English syllabus for pre-primary schools a two year course for five to seven years old.

According to Rugemalira (2006), English Medium Primary School (EMPS) are a very recent development in Tanzania. Before the 1995 Education Amendment Act, primary education provision was a monopoly, and the official policy required that all seven years of primary education be provided in Kiswahili, the national language. Only Olympio and Arusha, as well as government Primary schools and nine private primary schools were allowed to use English as the medium of instruction. The

process of teaching English in different classes in Tanzania has changed over time in order to help Tanzanians acquire skills and knowledge as well as to have the ability articulate well the English language. However, there are challenges that exist in teaching English. Allen (2008), has noted that, the majority of primary school teachers have an insufficient command of English to be able to teach it effectively. Good command of grammar and vocabulary is lacking and alongside this, the most striking failing is in the pronunciation. Interference from Swahili, particularly its ultimate vowel sounds, is the main problem. Many teachers are vehement in their refusal to teach English, and when assigned to do so they feel victimized and may not teach all their time-tabled periods. In the lower classes, the teaching of English may be ignored altogether.

Furthermore, Yahya-Othman and Batibo (1996) argued that there is a problem of lack of competent teachers for the purpose. Also, there are problems of lack of teaching and learning materials such as books and teaching aids appropriate to the Tanzanian situation; too short time allocated for teaching English in the school timetable; lack of motivation for teachers; and non-supportive environment for using English outside the classroom. Consequently, parents make children take English class in English speaking countries like Kenya and Uganda in order to improve their oral English language ability.

Rugemalira(2006) asserts that many parents do attach special significance to their children's mastery of the English language. They want their children to demonstrate their ability to speak English within the first few months of entering the EMPS. Furthermore, parents do transfer children if they perceive that, the school as not

doing enough to get children to speak English. It should be known that most pupils who attend Kiswahili Medium Primary School(KMPS) do not understand much of what is written in English language in the class and they cannot communicate fluently in English. This observation has raised the following fundamental questions. Why should pupils be in class for several years with poor performance? To whom do we attribute the cause? Can it be that there is something wrong with teachers or pupils in society or the syllabus in general?

English language teaching methodologies and materials as well as sufficient application of assessment techniques in English as a second language can improve the teaching of English language in Tanzania. Studies by Wu and Hsieh (2008), Bahar and Aytunga (2008), and Bailey (2005) have indicated the existence of significant relationship between language teaching materials, methodologies and oral English language acquisition. More specifically, oral English language instruction materials and methodologies have been widely discussed and associated with oral English language acquisition (Wu and Hsieh, 2008). Oral language is very crucial in communication because speech is mainly used in sharing information between a person and another.

This observation is mainly supported by behaviorists that language is speech rather than writing (Selinker & Gass, 2008). The justification for this position comes from the fact that children without cognitive impairment learn to speak before they learn to write and many societies have no written language, although all societies have oral language. There are no societies with only written but no spoken language systems. Mowla (2008) suggests that reading and writing can start simultaneously

after a spell of oral work and pattern practice. All languages, particularly living languages like English, are presented orally through speech for the first time, while reading and writing are taken up later. English language teaching in EMPS is extensively insisted by adapting some phrases like “No English, No service” or “Speak English” on the doors of staff offices and classrooms. As insisted by Mpemba,(2006) there are sanctions such as “Speak English only when you are in school compound,” “No English No Service”, and corporal punishment against those who speak their indigenous languages.

1.2 Statement of the Problem

Although studies about the relationship between language instruction materials, methodologies and oral English language teaching have been done in developed countries, it seems unclear in Tanzania on the extent to which teaching materials and methodologies in Primary schools improve the competence in learning and using English language. The question of context is of great interest since little is known, of how language materials and methodologies mold English language teaching in Tanzania.

It is the interest of this study therefore to fill the gap by unveiling the teaching materials and methods used in teaching English language in primary standard four particularly. This study seeks to investigate the stakeholders’ views on teaching of English language in Kiswahili and English medium Primary schools by looking into teaching and learning materials as well as teaching methodology and to suggest the way of improving teaching and learning English language as well as teachers’ competence.

1.3 General objective of the Study

The purpose of this study was to investigate the stakeholders' views on teaching of English language in Kiswahili and English medium Primary in Moshi District.

1.4 Specific Objectives

The study was guided by the following specific objectives:

- (i) To identify stakeholders views on teaching and learning materials used in teaching English in both Kiswahili and English Medium in Primary School.
- (ii) To explore stakeholders views on the teaching and learning methods commonly used by teachers in teaching English in standard four classes in both EMPS and KMPS.
- (iii) To investigate stakeholders views on the competency of teachers in teaching English language in EMPS and KMPS
- (iv) To explore stakeholders views on the level of performance in class four exams for English subject in EMPS and KMPS.

1.5 Research Questions

- (i) Do schools have adequate and relevant teaching and learning material?
- (ii) What types of teaching/learning methods commonly used by teachers/pupils in presenting the lesson in EMPS and KMPS?
- (iii) How competent are the teachers teaching English language in EMPS and KMPS?
- (iv) What is the performance level for English language in EMPS and KMPS?

1.6 Scope of the Study

This study focused on the teaching of English language in Kiswahili and English medium primary schools on class four pupils in Moshi Rural District. In Moshi Rural District, there are 252 Swahili medium and 16 English medium primary schools. The study covered two Kiswahili and two English medium primary schools from different environment although they are in the same District. The findings and conclusions in this study will not necessarily be generalized to all Swahili and EMPS in Tanzania. However, the related depictions presented had provided adequate information to decide the degree to which the findings could be generalized.

The study was limited to standard four pupils because English language had been taught for several decades at this level for both SMPS and EMPS (Allen, 2008). Furthermore, Santrock (2008) suggests that middle and late childhood (sometimes called the elementary school year, where standard IV falls in) extends from about 6 to 11 years of age in Tanzanian context. Children master the fundamental skills of reading, writing and mathematics; achievement becomes a more central theme and self-control increases. In this period, children interact more with the wider social world beyond their family.

1.7 The significance of the Research

This study is important as it will contribute to the existing literature on the teaching of English language. As we all know the importance of language being essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice

in a multitude of situation. It is the ability to communicate with each other that helps us to form bonds, teamwork, and it is important to note that language is what separates humans from other animal species. Communication drives our lives and better ourselves.

As a result of globalization, the need to have competent speakers in English arises and gains prominence. In business, there is the psychological aspect of direct communication during business transactions. In most cases clients will be more likely to trust what you are saying and there will be a more intimate relationship than if you were to conduct all communication through a translator. This could be an important step in building strong and lasting business relationships that help ensure the success of your own business.

Further,the study highlights on stakeholdersviews through identifying reasons and solutions to the enhancement of teaching of English language in primary schools in Tanzania. Primary schools are places in which foundations of language are set. In education a child can enlist the help of older children, adults, or other authorities. According to Vygotsky a child's potential should be measured not merely in terms of what a child already understands, but should include the child's capacity to profit from what others can help the child to understand (Spencer, 1988; Vygotsky, 1962). This study is therefore linked to how stakeholders support learning of language in different aspects and environments. Both home and school environment are important in describing learning of English in both Kiswahili and English medium primary schools.

Finding of the study are also expected to provide information and data that could be useful to educational authorities to plan ways on how to improve performance in teaching of English language among Tanzanian primary school pupils. It is also expected that the findings may provide information that will provide a framework for organizing and conducting further research related to teaching of English language.

1.8 Limitation of the Study

The study is qualitative in nature which was conducted for an in-depth understanding of the phenomenon under investigation. Therefore, the information obtained cannot be generalized to all the Tanzanian schools since the sample used was small and purposively hence not representative of the norm.

The time allocated to carry out research was not enough. This is due to the fact that, research in education issue is complex and needs time to collect data. The researcher was supposed to attend his duty at his working station and at the same time concentrating on study. The researcher used working days to collect data from teaching staff and pupils. Due to limitation of time, only 16 teachers, 40 pupils, 32 parents 2 community leaders and 10 Educational Officers were involved in the study. This study lacks triangulation which is an important limitation for a study. Although questionnaire instruments observation method interview were requested to tell what they really thought or what the real situation was, but some of the respondents did not answer some questions. Absence of classroom observations might be regarded as another limitation of this study. Some respondents did not show-up for interview on date and on time as arranged: hence the researcher had to rearrange appointments and

tirelessly make follow-ups. Anyway, this study offers important insights into the way of improving the English language in Tanzania.

1.9 Delimitation of the Study

The study was conducted in Kilimanjaro region in Tanzania, based on four primary schools in Moshi District. Of these schools, two are English Medium Primary schools and two Kiswahili medium Primary schools. The study focused on investigating the stakeholders' views on teaching English language in EMPS and KMPS. These schools are found in many parts in Tanzania.

1.10 The Conceptual Framework

Conceptual framework is defined as a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation (Reichel and Ramey, 1987). It is a research tool intended to assist a researcher to make meaning of subsequent findings (Guba and Linkoln, 1989). A modified model was derived for assessing the teaching of English language, materials and teaching methodologies used by teachers in primary school classrooms. The major components of the conceptual framework are summarized in the Figure 1.1.

The Framework assisted the researcher in the understanding of English Language Teaching in terms of looking into context, input, process and product through stakeholder's views. It has assisted the researcher to interpret the materials used in teaching English language materials and methodologies in Moshi Rural primary schools.

According to the model, the **context** refers to the primary school classrooms and school environment in which the teaching and learning process for pupils of English language takes place. The context therefore is the premises in which various teaching and learning activities occur.

Inputs comprise all the resources of different types which are available so as to achieve teaching-learning goals. In this study the inputs include teachers, pupils, parents, curriculum developer, NGO, and adequate oral English language materials.

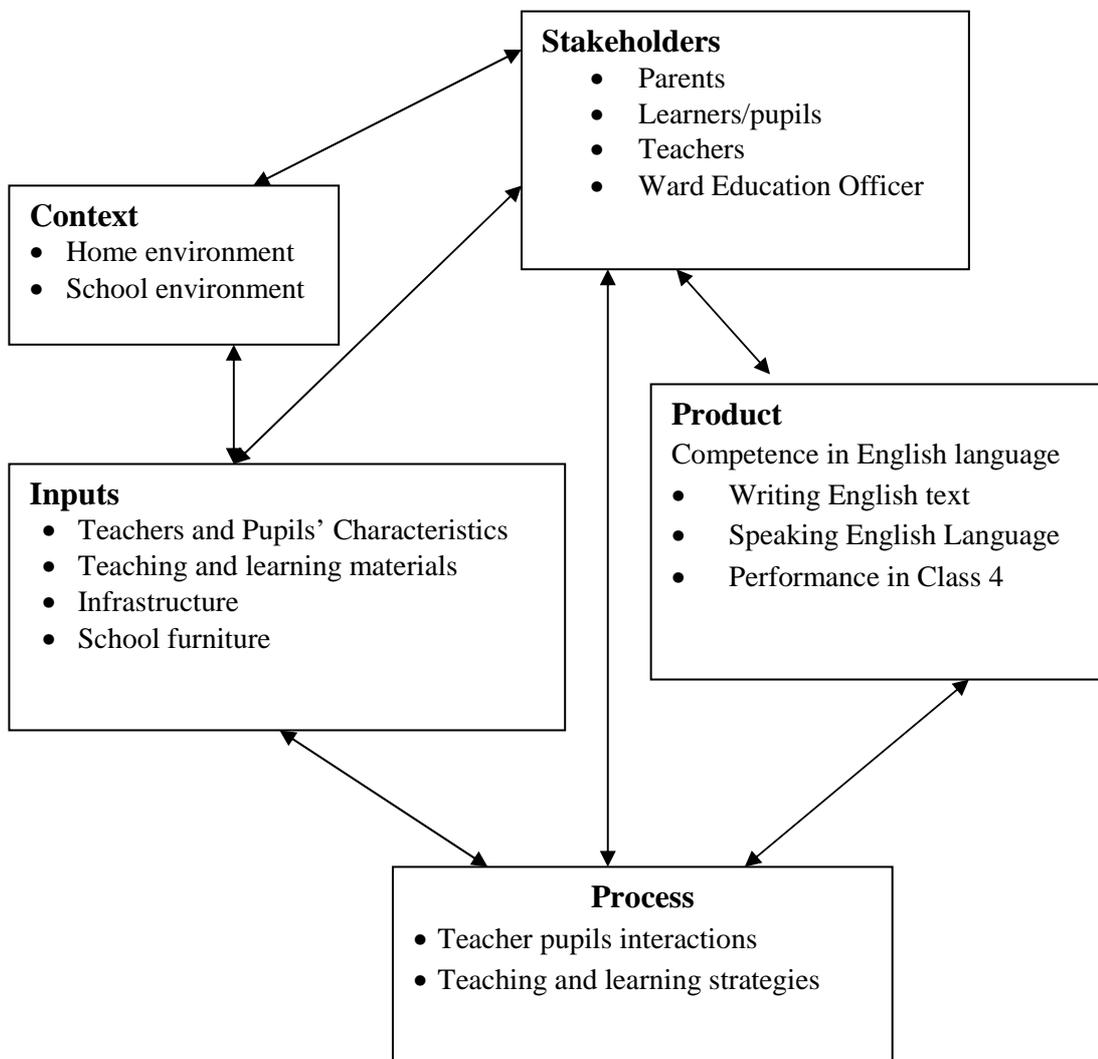


Figure 1.1: Conceptual Framework

Source: Researcher Modified from (Stufflebeam, 2002)

Process in the assumed model refers to particular teachers and pupil's activities that are done as part of teaching and learning. It involves assessing by observing the application of appropriate oral language materials and methodologies.

The **product** in this case refers to those pupils in the selected primary schools. The expected products in this study includes high interaction in teaching language assessment capabilities, classroom interaction between teachers and all learners, learners activeness, high pupils participation in the lesson and deeper learning and understanding. It is believed that sufficient classrooms and good environment with sufficient English language materials leads to increase performance in English.

1.11 Definition of Key Terms

Stakeholders in education: In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions. In a word, stakeholders have a “stake” in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern(Moe, 1982).

Oral language: In this study, the term refers to the languages that is spoken or heard.

Comparative education: The term refers to the assessment of two or more educational entities or events in order to discover how and why they are alike or different.

Language skills: In language teaching, this refers to the mode or manner in which language is used. Listening, speaking, reading and writing are generally called the four language skills. Speaking and writing are the productive skills, while reading and listening are the receptive skills.

Language teaching methodology: This is the methodology which links theory and practice in the environment where language teaching and learning processes takes place. Therefore, deciding which methodology is most suitable and determining what standards the delivery of these teaching approaches are evaluated against could be an imposition of criteria and benchmarks on local policymakers and practitioners, who may not find these approaches relevant or successful in their contexts.

Understanding the limitations that such an imposition might pose in different contexts, with varying capacity for achieving standards and professionalization to develop contextually relevant standards (Gu, Hughes, Murphey, Robbins, Zemach, & Zhang, 2006). The collaborative development of context-appropriate standards is an important step in developing higher quality language programs in a range of contexts where there is an ever increasing demand for ELT.

Learning: This is a process by which learners acquire and retain knowledge, understanding, skills and capabilities that cannot be contribute to inherited behavior pattern or physical growth. Capacity for learning is related to innate physical factor while the rate of learning depends on both inherited and environment factors (Farrant, 1980).

Physical growth: This is Capacity for learning which is related to innate physical factors while the rate of learning is depends on both inherited and environment factors (Farrant, 1980).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the related literature. It provides information on studies and work done covering issues related to the theories governing the study, materials and methodologies that best assist the teaching of English language. Therefore, the chapter contains the Theoretical Framework, materials and methodologies used in the teaching of English language to learners and stakeholders' views towards English language.

2.2 Theories Related to the Study

The Learning perspective argues that children imitate what they see and hear, and that children learn from punishment and reinforcement (Shaffer, Wood, & Willoughby, 2002). This is because effective discipline helps children learn to control their behavior so that they act according to their ideas of what is right and wrong, not because they fear punishment. For example, they are honest because they think it is wrong to be dishonest, not because they are afraid of getting caught. The purpose of punishment is to stop a child from doing what you do not want—and using a painful or unpleasant method to stop him.

The main theorist associated with the learning perspective is B.F. Skinner. Skinner argued that adults shape the speech of children by reinforcing the babbling of infants that sound most like words (Shaffer, *et.al*, 2002). The way language develops is a complex and controversial question (Feldman, 1999). This study has several

theoretical perspectives which have been adopted to explain the language of teaching, including the behavioral theory by B.F Skinner in 1957 (Shaffer, *et.al*, 2002). Another theory is Social Integrationist approach by Vygotsky which suggests that language development is through a combination of genetically determined predispositions and environmental events. Generally according to The American Speech-Language-Hearing Association (ASHA) defines language as “. . . A code made up of rules that include what words mean, how to make words, how to put them together, and what word combinations are best in what situations. Speech is the oral form of language.”

2.2.1 Behavioral Theory of Learning

Behaviorists advocate the view that language is primarily determined by environmental influences. For example, Skinner (1957), the famous behaviorist says that language is just a behavior, like sitting, walking, or running. Skinner (1957) argues that teaching language is like any kind of cognitive behavior – it is learnt by reinforcement and shaping.

He also calls this operant conditioning – where the child goes through trial-and-error, in other words, where the child tries and fails to use correct language until it succeeds; with reinforcement and shaping provided by the parent gestures (smiles, attention and approval) which are pleasant to the child. Skinner differentiates between two types of verbal responses that a child makes. One of them is verbal behavior that is reinforced by the child receiving something it wants. For example, when the child sees a chocolate, he/she show its own demand by calling out

“choc”.As the child used appropriate verbal behavior, he then receives chocolate and reinforcement.The other one is verbal behavior caused by imitating others. For instance, when a parent points at an object and says “ball”, the child imitates this word and the parent will then approve, which is just another form of reinforcement. However, virtually most language experts today agree that reinforcement and imitation cannot explain children’s language development. Many of children’s sentences are novel in the sense that the children have not heard them. A child might hear “The plate fell on the floor” or be able to say, “My mirror fell on the blanket“. Reinforcement and imitation simply cannot explain this utterance.

Also Skinner’s (1957) theory was vigorously challenged by a linguist Chomsky (1959 and 1968). The psychologist argues that children need no reinforcement for language learning (Santrock, 2005). Children learn from mere exposure to language because they are born with considerable linguistic knowledge.According to theory above a person learn through repetition.

2.2.2 Social Interactions Theory by Lev Semyonovich Vygotsky

The Social Interactions theory suggests that language development is produced through a combination of genetically determined predispositions and environmental events (Feldman, 1999). Integrationists also argue that the specific course of language development is determined by the language to which children are exposed and the reinforcement they receive for using language in particular ways. They believe that there are many factors which interact in order to make language. The factors can be social, linguistic, mental/cognitive, and physiological as well as psychological factors. Social factors are considered to be a key to development since

the motivation provided by one's membership in a society and culture and one's interactions with others leads to the use of language and the growth of language skills (Feldman, 1999).

Interactionists argue that language development is both biological and social. Interactionists argue that language learning is influenced by the desire of children to communicate with others. The Interactionists argue that children are born with a powerful brain that matures slowly and predisposes them to acquire new understandings that they are motivated to share with others (Bates, 1993; Shaffer, et al., 2002). The main theorist associated with interactionist theory is Lev Vygotsky. Interactionists focus on Vygotsky's model of collaborative learning (Shaffer, et al., 2002). Collaborative learning is the idea that conversations with older people can help children both cognitively and linguistically (Shaffer et al., 2002).

According to Selinker and Gass (2008), language is not an isolated phenomenon that can be understood out of its social context. Consequently, learning is not situated in an individual's cognition; that is, it is not an intra-psychological process. Rather, it is linked to social and local ecology; it is adaptive to an emergent set of resources, resources that are embodied in social interaction. There is an evidence to suggest that context is essential to understanding how language takes place (Selinker and Gass, 2008). Kormos (1999), points out that error detection is dependent on social context. It follows, then, that if we assume that learners' self-correction contributes to learning, context is important in understanding what is and is not learned. The social interaction theory is very important and it will guide this study for the reason that it tends to allow mutual dependent factors that interact with each other and modify as

well as help one another. It is believed that when these factors interact and modify as well as help one another, learners tend to acquire language. Reinforcement and motivation are also emphasized in language learning.

Based on this theory, teaching and learning materials and methodologies depend on different environment because culture differs from one area to another. Therefore, materials and methodologies for acquiring language should consider the different levels of the learners, environment as well as culture. Moreover, this theory suggests that there is no single factor of delivering language acquisition; many scholars decide different factors according to the existing situation.

2.2.3 Nativist- Noam Chomsky (1959, 1968)

The nativist approach by Chomsky (1968) argues that the ability of language acquisition is innate. It is consequents biological, (Locke,1999), and Maratsos, (1999). According to Santrock (2005), children's language development cannot be explained by environmental input. In Chomsky's view, language has strong biological underpinnings, with children being biologically prewired to learn language at a certain time and in a certain way. Children cannot possibly learn the full rules and structure of languages by only imitating what they hear.

Rather, nature must provide children with a biological, prewired, universal grammar, allowing them to understand the basic rules of all languages and to apply these rules to the speech they hear. They learn language without awareness of the underlying logic involved, children will automatically acquire language by being exposed to it. There is no need for operant conditioning. This ability is supported by what

Chomsky calls a LAD (innate language acquisition device), an inbuilt mechanism that automatically allows a child to decode any spoken language it hears around it (Santrock, 2005).

Chomsky suggests that all languages share a similar deep structure despite the differences in their surface structure. Such structure includes statement like, “I did the homework” and “The homework was done by me” which have the same deep structure but differ in the surface structure. The LAD supplies humans with the transformational grammar, which simply means the process of translating underlying meaning into speech. Children use these rules but will sometimes make errors, such as goes and come (went and came). These are errors in performance not in competence, Chomsky claims. However, many researchers were uncomfortable with hypotheses about an innate grammar or an innate language acquisition device (Berndt, 1997). Nativist theories did not offer satisfying answers to questions about why language development proceeds in the regular way that it does.

2.3 Teaching of English Language Instruction Materials

Well-organized English language instruction materials positively influence the teaching language to be well achieved. Bahar and Aytunga (2008) explains that one of the advantages of using authentic materials in language learning environments is that, they engage both the learners' and teacher's attention in the language being taught. They have also a high interest value because of their relevance to the real world, keeping the students informed about what is happening in the world they live. They also suggest that authentic materials are very influential in increasing the students' motivation and teaching foreign language classify many authentic materials

used in language learning environment into four categories. Among those materials Tanzania can access to most of them according to the context of the country. The following authentic materials can be used by Tanzanian pupils to learn English language as mentioned by Bahar and Aytunga (2008).

Authentic Listening-Viewing Materials include: songs, documentaries, radio and television (TV) or broadcasts, quiz shows, cartoons, movies, professionally audio-taped short stories and novels. Further, Authentic Visual Materials include: Photographs, paintings, postcards, pictures, stamps, wordless picture books and posters. Authentic Printed Materials consist: Newspaper articles, song lyrics and leaflets. Realia (Real objects) used in English as a Foreign Language (EFL) - English Second Language (ESL) Classrooms include: masks and dolls. In the Tanzanian context authentic materials will tend to establish content-based setting. Content-based instruction proves to be an effective way in language teaching (Balsas & Hartmann, 2001). Authentic material gives students a taste of 'real' language in use, and provides them with valid linguistic data so that they can do or practice in the real world.

According to Spelleri 2002 (*cited in* Bahar and Aytunga, 2008) authentic materials have to be used by observing the: structure and vocabulary of the intended language, cultural norms and values of the community this language used and using those materials in the way they were intended. These guidelines motivate the pupils intrinsically because pupils have the chance to enjoy both learning the language and the culture where this language is spoken and putting what they have learned into practice as used in real world.

In this case, language teachers in Tanzania should make sure that authentic materials should be used in school in order the pupils get familiar with the language items and know in what kind of setting a certain linguistic element is used. Wu and Hsieh (2008) describe a great number of materials and approaches available for oral language instruction. Educators who specialize in EFL instruction need to understand which materials best assist the oral language development of English learners.

According to Wu and Hsieh (2008) the following materials are used and benefit the oral language acquisition of Second Language and EFL students: music, picture cards, chants, poetry, and storybooks. Despite the importance of using video in delivering oral language instruction to children has suggested, Curtis (2001) argues that teachers need to be available to make the films or television shows more comprehensible. If teachers broke the film down into segments and had an objective for each part, much more learning would take place. Without the teacher, using video as a means of learning a language is not as productive / industrious.

Wu and Hsieh (2008) seem to ignore how English language students' capabilities will be assessed. Smith (2000) states that early literacy instruction can be supported through singing and songwriting activities in various areas of emergent literacy: letter names and sounds, phonemic awareness, print conventions, background knowledge, vocabulary, decoding and writing. In providing an ABC song chart as a visual model while singing can reinforce letters names and sounds, this "helps them learn that "lmnop" is not a single letter". Furthermore, Smith (2000) suggests that writing lyrics for songs on chart paper for students to follow along in music class can

be reinforced by providing students with individual song booklets to take home. Pairing written language with music and utilizing the language experience approach students' dictated words can be written on chart paper while commenting on directionality, letters and words, sentences, and punctuation.

According to Krashen (1981), not only do singing and song writing contribute to early literacy instruction but in the real world, native speakers who are willing to help the acquirer understand are very helpful. Native speakers may engage in what is called "foreigners talk," not very different from the way that a parent would talk to a child. Also voluntary pleasure reading is also beneficial for second language acquisition, especially as the reader is free to choose reading material that is of interest and the proper level in order to be understood. Taking content classes in the language that is being acquired can be helpful to the more advanced learner, especially when the class is composed of students who are all acquiring the second language.

Meyerhoff (2009) shows that the communicative competence is comprised of four sub-categories: 1) Grammatical competence which governs words and rules, 2) Socio-linguistic competence which governs appropriateness, 3) Discourse competence which governs cohesion and coherence, and 4) Strategic competence which governs the appropriate use of communication strategies. Moreover, Meyerhoff (2009) has shown the taxonomies of competence, some of the strategies mentioned in these taxonomies have included avoidance (topic avoidance, or message abandonment), approximation (using a word close in meaning), paraphrasing, word coining, transferring (literal translation),

circumlocution (describing a word instead of saying the word when it is either unknown or not easily retrieved), appealing for assistance, miming, code-switching, substitution, generalization, exemplification, restructuring, repairing, formal reductions (phonological, morphological, and grammatical), functional reductions (action, proposition, mode), and compensatory strategies, which include holistic, analytic, holistic and analytic combined, and, previously-mentioned, transfer.

The various taxonomies, so far, have all been useful, and represent an evolutionary process in language research. Although Meyerhoff (2009) attempts to monitor rate of speaking, as well as accuracy, lexical density, lexical complexity, and the use of academic vocabulary over a five week period using YackPack, to determine if the above features are useful indicators for judging fluency, as well as to determine whether Yackpack is an effective tool to use for AE classes speaking homework assignments. The study was mostly qualitative, and still needs good quantitative research to substantiate many suppositions made. Also, the speaking tasks were done for homework, making it difficult to monitor for planned versus unplanned speech. It is virtually impossible to give students enough practice over five weeks, and the duration is much too short to expect any major changes.

In Tanzania challenges related to resources influences the teaching of English language. The study of Mlekwa (1977) indicated that the question of non-availability of teaching materials is rather acute in Tanzanian Secondary Schools and that it may be one of the causes of the students' low proficiency in English. Thirteen years later, Mbwambo (1990) established that English teachers in Tanzanian Secondary Schools faced problems in teaching tenses, spelling, pronunciation, use of articles, summary

writing, irregular verbs, punctuation, word order, and conditionals. He also maintained that these problems were caused by the non-availability of media resources in language teaching. Most recent study on English teaching and learning in the country indicated that there are complaints among teachers and other professionals in Tanzania that most form four leavers are unable to express themselves well in English language because their mastery of grammatical elements and English tenses is low (Kikoti, 2004). The question is are there similar challenges in primary schools?

2.4 Methodologies in Teaching and Learning English Language

According to Widdowson,(2005), the root of the problem, the learners' deficiency in the ability to actually use the language lies in the approach itself. Little wood,(1981) points out that many aspects of language learning can take place only through natural processes, which operate when a person is involved using the language for communication and the learners' ultimate goal is to communicate with others.

Therefore, the research designs to adopt oral approach to improve students' communicative competence. Whitehead (2006) proposes crucial factors in language acquisition as sharing songs, rhymes and books with children. Wu and Hsieh(2008) have shown that methodology is very crucial in teaching language curriculum; and there are several methodologies in teaching language curriculum. Materials with different methodologies can produce distinctly different teaching language development. Methodologies suggested are: Melodic Approach, Storytelling Approach, and Dancing Approach. In teaching approaches suggested focus more on developing oral language. In Tanzania initial oral language is not English.

However oral language provides the foundation for literacy development. In learning English language pupils need daily opportunities to learn and practice oral English in order for their literacy skills to flourish. Pupils learn English primarily by listening to language in use around them, while using context to figure out what the spoken words mean. This language serves as the input or data that learners internalize and use to express their own meanings in their interactions with others.

It is important to consider that many pupils go through a "silent period," during which they listen and observe more than they speak. Pupils may speak at first in single words or short phrases. They may speak fluently when using greetings and other basic phrases in routine interpersonal situations, but speak haltingly when constructing English sentences to express more complex ideas. Effective teachers are aware that pupils who are quiet in class may be hard at work listening and comprehending. Teachers also know that pupils may take longer to answer a question or volunteer a comment, because they need more time to process meaning and formulate an appropriate response.

Bailey (2005) introduces the goals that need to be set for beginner-level pupils and to the concepts of lower-level language, English as a foreign and second language. He explains the importance of providing palpable topics, opportunities for group and pair work, communicative language teaching, and the physical arrangements of the classroom such as the inside-outside circle, tango-seating, and cocktail party. Furthermore, the author outlines speech events and activities suitable for the beginner-level learners: Guided conversation, interviews, information gap, jigsaw

activities, scripted dialogues, drama, role-playing, logic puzzles, picture based activities, and physical actions in speaking lessons. Moreover, the book focuses on the visual component of communication and on the phonetic nuances of the English language.

Krashen and Terrel (1983) suggest that second language is unconscious process of using language, not directly obtained by conscious learning. Thus the major task for a teacher is to create an environment or a setting for students to acquire English by using it through activities in class. Ellis (1997) declares whether a person is a good language learner or a poor one depends largely on his or her understanding of language. To be regarded as successful English learners, pupils need to get the information from reading and listening, and express themselves clearly.

However, the problem is how to make full use of the limited time in class to improve students' overall language competence by communicating in class since their textbook consist primarily of reading materials. Furthermore, Selinker and Gass,(2008) suggest that one way of making learners to talk is through narratives. They suggest that, in order to elicit narratives learners should describe pictures, retell a story or watch a silent film/film with minimum sound and either retell it or give a "play-by-play" account.

However, they agree that, all ways but the play-by-play account can easily be done orally or in writing. Another way is elicited imitation where by a subject hears a sentence (often tape recorded) and then is asked to repeat it exactly. However, if the sentence is long enough, the subject will not be able to remember the sound and

repeat it. Sentences should be short to allow learner to create the sentence using his/her knowledge of the second language.

2.5 Teaching of English Language

According to Strube(2006), there are several ways of assessing language teaching to students. These include interviews, vocabulary, retention task and description task as follows: The interview extracts spontaneous language use. How interview develops depends largely on the learner. Each interview begins with general close-to home topics with which the learner is very familiar. Besides extracting language, the interview is also important in gaining the confidence of the learner by breaking the ice. To elicit some general vocabulary knowledge, real objects and pictures are used.

During the assessment the vocabulary items are presented five times, calling for receptive and productive knowledge. Moreover, the retention task is based on the assumption that if language is internalized, retention is easier. The task consists of five sets and each set contains three cards. On each card, there are pictures of single noun words.

The first three sets have three pictures on each card; the fourth has four pictures, and the fifth five pictures. The assessor verbalizes the pictured words without pausing between the words. The cards are then laid before the student. The student has to determine which of the three cards corresponds with the words the assessor just said Strube (2006).Description Task: the aim of the description task is to extract connected language, not just single words. The learner is stimulated to talk about

four different photographs. The situations are familiar, and each requires its own vocabulary to tap as much language as possible.

2.6 Empirical Studies

2.6.1 English Language Teaching in Africa

The majority of Kenyans want to improve their children's English skills but most Kenyan rural schools lack qualified English teachers. Furthermore, a study by Bagwasi, (2008) shows, that English and African languages the two influence each other resulting in English forms that are Africanized.

It considers acculturated forms a compromise in the struggle between neither English nor African meanings, which reflect neither African culture nor native meanings. Other studies in Africa that have been shown indicate on the debating about contradictions in the uses of English language. Batibo, (2008) argues that when different languages are spoken in the same community, a struggle ensues with the fittest surviving.

This is the scenario depicted by the patterns of language use and the prevailing language conflict in Botswana as English and Setswana scramble for domains. (Soneye, 2010) examines the impact that the knowledge of English spellings can possibly exert on learners' phonological proficiency skill. The emphasis of the paper is on exploring how the basic knowledge of spellings of English words of foreign origin can enhance both the teaching and learning of English pronunciations in Nigeria.

2.6.2 English Language Teaching in Tanzania

It is important to note that one of the aims of English language learning is that the pupil shall be able to: identify areas where English is useful to him or her; find similarities between words and expressions in English and his/her own native language and use dictionaries and other aids in language learning. As such it is important for teachers to be fluent in the language they teach. Improving the quality of education is a well-planned primary goal towards Universal Primary Education (UPE) in Tanzania, as in many other African countries. There is little evidence on other studies that have been conducted in Tanzania on the understanding of English language teaching among standard four pupils in KMPS and EMPS on English language.

Most of the studies conducted relate to the role of language of instruction in the learning process and its implication on equity and quality of education, and in poverty alleviation (Tilya, 2006; and Qorro, 2007). Additionally, there is a superfluity of literature addressing difficulties students and teachers face in using English as compulsory language Rubagumya, (2007). Moreover, Swilla,(2009) asserts that there are contradictions between ideology, policy and implementation in languages of instruction in Tanzania especially in primary schools. This is because Swahili is the language of instruction (LOI) in primary education, and English is that in secondary and post-secondary education.

However, English is increasingly used as a LOI in pre-schools and private primary schools. Furthermore, Neke(2003) in his study shows the implications of the dominance of English in Tanzania. The findings show that the dominance of English

in Tanzania contributes to the widening of social and economic inequalities through the creation of different social groups that are rooted in its differential distribution and accessibility and thus affect also speaking rights and political representation. It has been shown that English decreases confidence in the value and effectiveness of local cultural analysis systems and their knowledge bases through defining Kiswahili and ethnic languages as being immature and consequently unfit to express science and its associated technologies.

So far the literature reviewed has indicated the relationship between language of instruction (LOI) and quality of education, LOI and teaching, LOI and learning, LOI and poverty alleviation, LOI and human capital investment as well as LOI, literacy and self-identity. Those studies were carried out mainly with children in secondary schools while few studies carried out in EMPS were based mainly on challenges these schools face in Tanzania as well as the role of English language to the society of Tanzania. The present study seeks to focus its attention on the Tanzanian context, and to work with middle and late childhood sometimes called the “elementary school years”. Likewise, it has been difficult to find any literature reporting studies among English language skills in SMPS and EMPS, if any. Hence, the present study will intend to assess the teaching of English language among standard four pupils in Swahili Medium Primary schools and English Medium Primary schools in Tanzania.

2.7 The Research Gap

Different studies analyzed in relation to this study, indicate that teaching English language in Swahili medium primary schools as a problem compared to teaching of English in English Medium Primary Schools. Mlekwa (1977) argued that allocation

of time and period of teaching English subject in primary schools is a problem. Moshi (1980) advised eight to fourteen [8-14] periods per week. The author argued that by increasing the hours to 8-14 periods per week it can be assumed given effective classroom instruction, teaching language and availability of appropriate and adequate teaching and learning materials that teaching and learning English language can be stimulated in the class room in the school and home environment. Curriculum developers and the Ministry of National Education do not consider that recommendation; they reduce the number of periods up to six per week. Many studies carried out were based mainly on challenges the schools face in Tanzania and outside the country. This study was conducted in EMPS and KMPS in Moshi Rural District council, Tanzania which is a different geographical area. Also, the settings of the research are different. Therefore the study intends to fill in the research gap by investigating stakeholders views on teaching/learning materials, and methods used in teaching of English language in EMPS and KMPS.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes how the study was conducted. It describes the research approach, design, area of the study, population of the study, sample size and sampling techniques, data collection instruments, validation of the instruments and ethical considerations involved in conducting the research as well as data analysis procedures.

3.2 Area of Study

The study was conducted in Kilimanjaro Region. The researcher selected only four Primary Schools, two schools from KMPS and other two from EMPS. Kilimanjaro region was chosen due its high number of KMPS and EMPS. Moshi rural district has been selected for investigation so as to represent other Tanzania mainland rural area because most of primary schools were built.

3.3 The Research Design

A research design is the conceptual structure which research is conducted. It is constitutes the blue print for the collection, measurement and analysis of data (Kothari, 2002). This study employed a case study research design which can study things in detail so that the researcher can discover things in detail A case study tends to deal with holistic rather than isolated factors .Its strength is to allowfor the use of a variety of methods depending on the circumstances and the special of situation (shuttle,Worth,Martyn,2008).in investigating stakeholders' views on teaching

English language in Kiswahili and English Medium Primary schools. This design made it possible to collect data using a mixture of methods and tools namely observation, questionnaire and interview.

3.4 Research Approach

Kothari (2000) defines a research approach as an arrangement of appropriate condition and analyzing data in a manner that reflect the research purpose. The research approach used in this study involved the triangulation of both qualitative and quantitative methods due to the nature of study. The advantage of using more than one method collecting data triangulation permitted the researcher to strengthen the data collection methods and correct some of the deficiencies in any one source of data. The qualitative approach involves processes and meaning that cannot be experimentally examined or measured in terms of quantity amount intensity or frequency. Its advantages are that it allows room for flexibility due to verbal explanations. Thus, the study employed the qualitative approach and some elements of the quantitative approach.

3.5 Target Population

A target population refers to a group of people or objects with common features where a researcher expected to obtain possible information from people with common characteristics to whom investigators plan to generalize their results (Sowel 2001). The target population of this study included four categories of participants, namely, teachers, pupils, Educational officers and community leaders within Moshi Rural. Teachers were involved because they dealt with pupils through the time, they translate curriculum and impart knowledge to the pupils. Pupils were not be ignored

because they were the one whom acquire and being affected during on the process of the teaching and learning.

3.6 Research Sample

The study involved standard four classrooms in two KMPS and two EMPS for the reason of seeking richness of data about a particular phenomenon, the sample was derived purposefully rather than randomly. The study aimed at seeking rich data about Teaching of English language skills. The sample size was small in number with the aim of studying in depth and details all the respondents. Hence, the research sample for this research involved sixteen (16) English subject teachers, four from each school. In addition to that, in each school ten (10) pupils, thirty two (32) Parents and two (2) Community leaders were involved in the process of data collection that which contributed a total of forty (40) pupils.

It also involved ten Educational Officers including DEO, DCSI, two DAO, four WEO, and two SLO. The total respondents were one hundred participants. Consequently, standard four pupils were selected because in that age children master the fundamental skills of reading, writing and mathematics; achievement becomes a more central theme and self-control increases.

3.7 Sampling Procedure

Both purposive as well as random sampling techniques were employed in the study. Purposive sampling was used because it allowed the researcher to use cases that have the required information with respect to the objectives of his or her study. In addition, simple random sampling was employed to get pupils. Simple random

sampling that was carried out was the lottery method. Purposive sampling was used to get the schools and standard four English language teachers.

3.8 DataCollection Methods and Instruments

3.8.1 Observation

Creswell (2003) suggests that the researcher takes field notes on the behavior and activities of individuals at the research sites. In the study systematic observation was used to specify in detail the English language teaching materials and methodologies. According to Bryman (2001) systematic observation is a technique in which the researcher employs explicitly formulated rules for the observation and recording of behavior. In this study field notes were developed to capture the methodologies of teaching English language instruction and the interactions between teachers and pupils in class as well as how students' English teaching language capabilities are assessed.

The observation method was employed because there were interactions among the pupils themselves as well as interactions with the teachers which informed the study with valuable information. Such interactions were expected to be observed in various curricular activities such as sharing of resources and talking. The study applied the skills of listening and watching, employing as many senses as possible, both as non- and participant observer at various occasions. In addition, video recording was involved in order to observe and record particular participant's behaviour for a given period of time continuously. This helped to gather information including teachers' instructional practices and teacher/pupils interactions.

3.8.2 The Questionnaires

The questionnaires consisted both close-ended and open-ended questions for gathering the information required for study. Open-ended questions allowed freedom of expression by respondents using their own words hence difficult to structure and quantify the answers, while close-ended questions limited respondents to specific answers in order to obtain information on the magnitude of the issue under study in quantity. The questionnaires were administered to teachers and to the pupils (see Appendix A& B). The questionnaires were relatively easy by which the researcher could administer the question and collect the considerable amount of information (Kothari, 2004).

The questionnaires cover all aspects related teaching and learning english language in Kiswahili and English medium primary schools. These questionnaires were anticipated to elucidate information on their background or experience on teaching and learning materials as well as teaching methodologies used. The information which was obtained transformed into quantitative data, thus generating frequency data. The questionnaires were administered to the respondents during break time.

3.8.3 Interview Guide

Interview refers to an exchange of views between two or more people on topics of mutual interest, as it takes advantage of the centrality of human interaction for knowledge production and fits well on the social situation of research data (Webster, 1985).Semi structured interview schedule were used to collect information from parents, Education officers, Community leaders and Teachers (Appendixes C,E,F).

The purpose of interviewing people is to find out what is in their mind and what they think or how they feel about something. An interview allows subjects to provide their interpretations of the world in which they live and express how they regard the situation from their own point of view. Semi-structured were preferred in this study because of their advantages of allowing the use of both closed and open-ended questions (Patton, 1980). Close ended questions interview are easier and quicker to administer, they required no writing and quantification of items. Interviews were conducted with heads of school and community leaders as well as parents to obtain information related to English language provided on the shortlisted schools on the challenges and measures taken to improve English language in primary schools.

3.9 Data Analysis

Since the researcher does not end with data collection, the collected data were analyzed. According to (Patton, 2002) propounds that activities of qualitative and quantitative inquires are analysis interpretation and Presentation of the findings. Qualitative data were subjected to content analysis while quantitative data were expressed through tabular forms and converted into Frequencies and Percentages. The main focus was to answer the research questions.

3.9.1 Data Analysis Plan

In this study the researcher used qualitative approach. The study also adopted this combination in order to maximize the strengths and minimize the limitations of each (Kombo and Tromp, 2006). Kothari (2004) define qualitative approach as the research concerned with subjective assessment of attitudes, opinions and behaviour.

He also points out that qualitative research design is to find out how people feel or what they think about a particular subject or institution. The use of this approach was used to enable the researcher to have a broader interaction with the target group in assessment of attitudes, opinions and behaviour of respondents concerning the research study through in depth interviews and questionnaires to obtain the study information.

It is possible to obtain detailed information about cases or people by way of qualitative research and the purposive sampling process increases understanding of the cases while reducing generalizability (Patton, 1990). Qualitative approach enables the researcher to collect and analyze data in natural settings. Moreover, it is viewed as inclusive, insightful, stimulating, highly exhaustive and reliable due to its deep exploitation of respondents to obtain information that is purposively comprehensive and relied upon for easy analysis of the finding (Cohen,2000).

In this study, data analysis was on progress throughout data collection phase. Information was recorded, dated, transcribed and labelled according to when it was collected and the source. The second stage was to establish category of the data. The research questions were used as a guide to categories the data. Then the data was grouped under specific themes.

These themes were further discussed in line with the objectives of the study. Inappropriate data was discarded. Thus, data collected was subjected to editing, coding, classification, tabulation and computation to enhance analysis and interpretation.

3.10 Validity and Reliability of Research Instruments

According to Best et al. (2006) validity means correctness, accuracy and appropriateness of the tool of data collection such that can collect data that respond to research objectives. Also, refers to the degree to which evidence and theory support the interpretation of scores detailed by the research proposal. In this study validity was checked through pilot study. About, four questionnaires were administered to few respondents. Then editing of the questionnaires was made depending upon comments of respondents. In addition one focus group discussion schedule was pilot tested to few of them editing was performed according to the respondents comments.

Questionnaires and focus group discussion schedule was translated into Kiswahili language, such that respondents can comfortably respond and deliver valid data. Similarly, the research supervisor critically reviewed both the questionnaires and focus group discussion schedule before data collection process. In addition, the questionnaires had self-instructions to guide the respondents and enough time will be provided to respondents to complete the questionnaires successfully. During interview enough time was provided to respondents to questionnaires successfully comfortable answered the questions.

As documented by Best et al. (2006) and Punch (2004), reliability means consistency and stability of the tool of data collection such as questionnaire. In this study reliability was checked by the supervisor reviewed and approved the questionnaire before were administered to respondents. In this study only the interview schedule was pre-tested to a small group of eleven tutors to check if the basic questions for the

interview led towards obtaining the desirable data. With the results of piloting the interview schedule was improved by rephrasing some of the questions to ensure the desired data is obtained.

To ensure validity of the research instruments for the study, the researcher conducted a pilot study at two primary schools in Moshi Municipal to see whether the questions were appropriate and would give the actual data needed for the study. The results from the pilot helped the researcher to identify and clear out the ambiguities and make corrections in order to improve the research questions.

3.11 Ethical Research Considerations

According to Cohen et al., (2007) ethics are behaviors to be observed by the researcher as recommended by The American Psychological Association (APA). Also, verbal consent was obtained from the respondents such as members of management team and primary school teachers. Ethics as recommended by (APA) such as confidentiality, not to harm respondents physically or psychologically and informed consent of respondents was observed and adhered to.

This study observed all necessary ethical standards in its conduct which helped the researcher to avoid unnecessary psychological and physical harm to the subjects. The researcher processed research clearance permit from all responsible authorities including the Deputy Vice Chancellor (DVC) from the OUT, District Education Officer (DEO) from Moshi District and Head of Schools. The researcher wrote letters to ask for the consent of the subjects so that they can willingly be involved in the study. In addition to that, the researcher ensured confidentiality of

subjects' information by restricting its access by anybody without the subjects consent. Only the subjects who were ready and willing to be engaged in the study recruited for the study. The next chapter presents Data analysis, presentation and Discussion.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter analyzes and discusses the findings collected from the field. Findings are presented in the context of demographic information and findings as per study objectives. This part provides general information of respondents. The researcher asked respondents to provide their background information in gender, and teaching experience.

4.2 Demographic Information

4.2.1 Gender of Respondents

The first variable the researcher was interested to know was the gender of respondents. Table 4.1 shows distribution of respondents with respect to their gender.

Table 4.1: Gender of Respondents

Sex	Frequency	Percent	Valid Percent
Male	33	51.6	51.6
Female	31	48.4	48.4
Total	64	100.0	100.0

Source: Field Data, (2014).

Table 4.1 shows that 33(51.6%) of all respondents in the field were male and about 31(48.4%) were female. This implies that the study was not biased since both male and female were involved in the study, even if the number of male were higher than that of female.

4.2.2 Teaching Experience in English Lesson

The researcher was also interested to know the teaching experience of English teachers. Experience is an important component of any job including teaching. Experienced English teachers can have a good contribution in pupil's learning of English and acquisition of the skills required. The table below reveals the experience of teachers teaching English in both EMPS and KMPS.

Table 4.2: The Experience of English Teachers

Experience Years	Frequency	Percent
2-5 years	10	58.8
6-10 years	1	5.9
10+ years	6	35.3
Total	17	100.0

Source: Field Data,(2014)

According to the Table4.2 indicates majority of teachers fifty eight point eight (58.8%) have 2-5 years' experience. This might imply that the schools are lacking experienced teachers of English subject, which might be the reason as to why students are not performing well in English lesson and not acquiring the language skills. This chapter provided the presentation, analysis and discussion of the findings of the study according to study objectives.

4.3 Teaching and Learning Materials in EMPS and KMPS

The primary objective of the study was to identify the teaching materials which used in teaching English subject in primary schools in Tanzania. Teaching and learning resources is a core for effective education especially books both text and supplementary. Table4.3 indicates the number of books available for teaching in both EMPS and KMPS.

Table 4.3: Type of Books in Primary Standard Four in Primary Schools

	English for Primary Schools Book four (Oxford)		English Primary Course Book four (Educational Publisher)		Essential Work for Primary Schools Book four (Longman)	
	Available	Ratio (book per student)	Available	Ratio(book per student)	Available	Ratio(book per student)
A	30	1:3	36	1:2	24	1:3
B	24	1:2	24	1:2	18	1:3
C	4	1:10	4	1:10	–	N/A
D	5	1:13	6	1:12	–	N/A

Source: Field Data (2014)

According to the Table 4.3 schools A and B which represent the EMPS have enough text books compared to schools C and D which representing the KMPS. The book use ratio for Schools A and B is one to two while for Schools C and D is one to ten and above. The Institute of curriculum Development recommends that for effective learning the book ratio should be one to two to three (1:3). This indicates that the EMPS have sufficient English books as compared to KMPS. While most of the students attends the KMPS this might imply that the teaching that goes on is not effective as compared to EMPS and hence the poor performance in English subject. On average pupils had the following to say:

To improve learning in English there is a need to have a lot of books to read such as story books, journals, newsletters and also to have opportunity to listening English radio stations, speaking English in and out of school environment.

Some pupils from KMPS proposed reducing music periods in Radio station and replace with education related materials like periods in English lessons.

In Radio stations during the evening there is a need to have some time allocated to school lessons instead of having music and plays. There is a

need to put much effort in school lessons. Radio lessons could complement the missing teaching resources in schools.

On the other hand teachers had some ideas related to teaching English through supply of teaching materials, motivating students to learn English and some suggestions to promoting English speaking. However, the views were in many ways related to supply of resources and opportunities.

At home there is little supply of English teaching resources as a result when school opens; pupils forget use of vocabulary and tenses because of use of vernacular languages at home during holidays. There is lack of speaking English practices that would encourage the pupils to embrace English speaking. As parents are not educated in most cases students fail to have English practice at home.

On the whole both teachers and pupils agree that supply and use of resources can improve teaching of English in schools. Though listening is a core component of oral language. Some students can hear, but are not active listeners. Active listening requires selective and sustained attention, working memory, cognitive processing, and information storage and recall mechanisms.

Teachers can help students develop these skills by giving pupils tasks such as listening for specific or key information, listening to answer specific questions, and listening to follow instructions (treasure hunts!) Barrier games and story grammar activities require active listening. For older students, teaching note-taking skills from oral input also develops listening skills

4.3.1 Availability of Teaching Materials (Teaching Aids)

Respondents were asked to response the availability of teaching aid used in standard four in teaching English language. Their responses are as shown in Table4.4.

Table 4.4: Availability of Teaching Resources

SCHOOLS	A		B		C		D	
	Av	N/Av	Av	N/Av	Av	N/Av	Av	N/Av
Name of a teaching Aid								
Picture& cards	✓		✓					✓
Charts	✓		✓		✓			✓
Story books	✓		✓			✓		✓
Video		✓		✓		✓		✓
Real objects	✓		✓		✓			
Music	✓		✓			✓		✓

Source: Field data (2014)

Table 4.4 indicates that the availability of teaching aids varied from one school to another. It shows that school A and B had eighty three percent(83%) of teaching aids, school C had almost fifty percent (50%) and school D had seventeen percent (17%). This implies that some schools especially KMPS did not use teaching material which lead poor performance in English language.

4.3.2 Parents Support in English Teaching and Learning Process

This question aimed at finding out if parents buy English textbooks for their children in order to promote English language acquisition.

Table 4.5: Parent's Response on the Purchasing Books for their Children

Response	Frequency	Percent
Yes	4	40%
No	6	60%
Total	10	100%

Source: Field data 2014

Table 4.5 represents the views of parents on purchasing English books to support their children in learning English language. The majority of parents (60%) do not buy English textbooks at home. This implies that most parents have no tendency to buy English books for their children. This might further imply that children are not exposed to English learning at home and therefore contributing to poor performance in English subject. Most of the parents had a view that:

We are told that Education is free. As such the government has to supply all necessary resources for teaching all subjects including English books. After all today we are worried buying books for our children as there are so many versions of books and we are not sure which one is best for our children.

4.4 The Teaching and Learning Methods in Teaching English

Effective learning demands that a good relationship be created between teacher and learners in well-organized classroom and that teachers make proper use of the appropriate teaching methods (URT, 2005), appropriate teaching techniques are very important factors which influence pupils' achievement. Provision of education is highly dependent on the appropriate teaching techniques

Treanor and Grady (2008) suggested that teacher should use appropriate teaching techniques that consider various needs in the classroom, so as to increase pupils' understanding of what is taught. It was the aim of the study to look into teaching and learning methods used by teachers. Figure 4.1 indicates the response from pupils when asked on the teaching method used by the teachers when teaching English lesson.

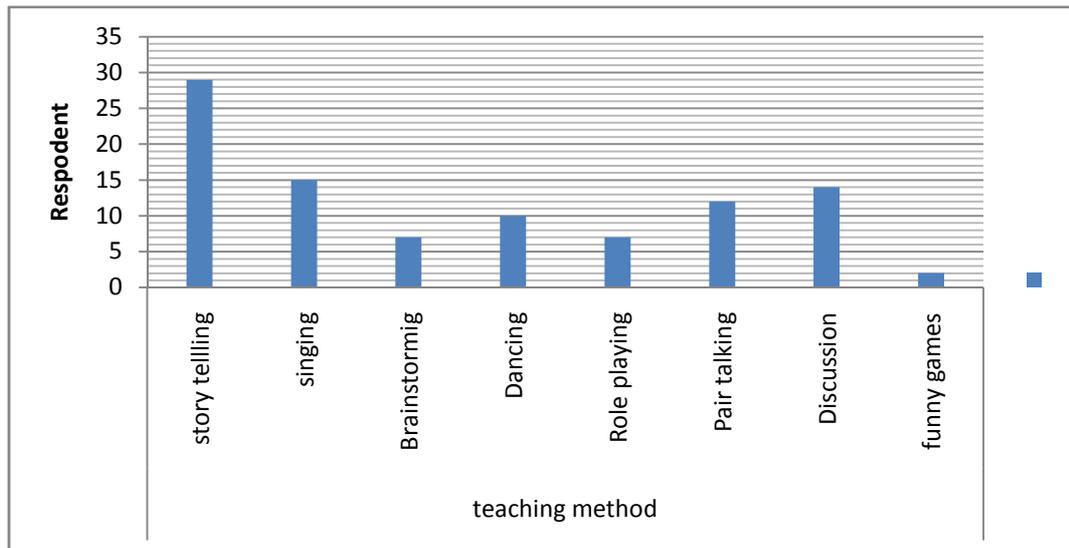


Figure 4.1: Teaching Methods used in Teaching English Language Skills

Source: Field data (2014)

Thirty five (35) respondents were of the view that the most common method used by teachers when teaching English language was story telling while funny games, brainstorming and role playing are the less common methods. This indicated that the common method is a non-participatory method of teaching which leave the children listening while the teacher is narrating the story. Under this method pupils are not well incorporated in the learning process a tendency which might contribute to their poor performance. Some pupils had some views on the use of teaching and learning methods as indicated below:

I learn best when teachers use storytelling, brainstorming, discussion and using songs. In story telling I learn many things including how to best behave in the society. I like most brainstorming because make me to think critically. I sometimes dislike discussion because the class becomes noisy. In discussion not many do participate because English is so difficult. I sometimes like funny games and dancing. Dancing apart from learning also it gives our body exercises and hence improves our healthy status.

On the other hand head of schools had views that teaching and learning process is influenced by supply of teachers, professional development courses, and improving children participation in the classroom.

My school faces challenges in teaching English related to supply of teaching materials. Some topics teachers find it difficult to introduce to the pupils. Also there is a shortage of textbooks. Most teachers do not have opportunities for professional development. As such government should provide opportunity for teacher professional development. We are having few teaching resources and inability of teachers to teach English makes pupils unable to participate in the teaching and learning process.

According to Jerome Bruner (1983) proficiency in oral language provides children with a vital tool for thought. Without fluent and structured oral language, children will find it very difficult to think. As such school teachers have to use teaching approaches that encourage both oral and written English. Teachers who have some insight into how the forms of English language behave in certain circumstances – who understand its grammatical structure – ought to be able to teach it all the better as this knowledge can have considerable influence on the methods they use in the classroom. Knowledge of the structure is essential for the teacher and pupil of English.

In the classroom the teaching and learning of structure is a foundation for the teaching of certain other aspects of English. When it comes to the content and method of teaching it is the teacher rather than the linguist who is – or ought to be – the ‘expert’. ‘The teacher’s primary need is for: as fluent command as possible of

the language he is to teach; an insight into its structure in a variety of registers; a ready command of method and methodology of language teaching; and an understanding of the needs and problems of his pupils.

Walklin (1990) noted that people learn in many different ways, and teaching strategies must take into account of such parameters as ability, interest, motivation, and difficulty group mix, physical and intellectual handicaps. This study is of the same view that teacher must employ a variety of methods during teaching/learning process in order to improve performance. According to Henderson (1975) a teacher must engage students in such a way that they are transformed from spectators to active participants and that the teacher must interact with both subject matter and students.

4.5 Competency and Qualification of English Teachers in Primary Schools

According to Richards and Rogers (2001) teaching and learning language from a grammatical point of view therefore, involved teaching selected items of grammatical structures to be learned and practiced through repetition and imitation by the pupils. As such teachers need special skills to effectively teach the subject. The qualification of teachers aimed at revealing the qualification of teachers who are teaching English language in both EMPS and KMPS.

Table 4.6: Academic Qualification of English Teachers (N=17)

Level	Frequency	Percent
Form four	10	58.8%
Form six	6	35.3%
First degree	1	5.9%
Total	17	100%

Source: Field Data (2014)

Table 4.6 represents the Education background of the teachers teaching English in both EMPS and KMPS. Majority of the respondents are form four leavers. And this might imply that majority of English teachers are form four leavers. Quist (2000) observed that successful teaching and quality of pupil learning is closely related to the teacher's own knowledge and understanding of a subject. This study supports his observation.

Table 4.7: Professional Qualification of English Teachers

Level	Frequency	Percent
None	2	11.8%
Certificate	11	64.7%
Diploma	3	17.6%
Graduate	1	5.9%
Total	17	100%

Source: Field Data(2014)

In Tanzania Education policy the certificate in Education (primary school teachers) is taught in Swahili except English lesson. This does not bring teachers into a long term interaction with English language which might be the reason why the KMPS is not performing as well as EMPS. Gorman (1970) noted that, it is fully realized that success or failure of the English medium schemes hinges mainly on the quality of teacher being produced at the teachers training colleges.

4.6 The Performance Level in English Subject in EMPS and KMPS

Examinations are good indicators of the learners' acquisition of the new knowledge in this aspect English language. Table 8 indicates the mean score for English National examinations for three consecutive years 2011, 2012 and 2013.

Table 4.8: Academic Performance in English Class Four National Examination

Name of a Primary School	Status	Year		
		2011	2012	2013
SCHOOL A	KMPS	C	D	B
SCHOOL B	KMPS	C	C	B
SCHOOL C	EMPS	A	A	A
SCHOOL D	EMPS	A	B	A

Source: Field Data (2014)

According to the results in Table 4.8 the mean score for EMPS surpasses the mean score for KMPS. The reason for the existing difference might be the factor that English language is used as a medium of communication widely compared to KMPS where Swahili is a medium of communication. In EMPS Swahili is taught as a subject the rest being communicated in English while in KMPS English is taught as a subject while the rest are communicated in Swahili contrary to each other.

4.6.1 Factors Limiting English Language Teaching in both KMPS and EMPS

English language teaching is limited by a number of factors which contribute to poor performance and hence failure to acquire English language skills. Of twelve (12) teachers interviewed eleven (11) mentioned lack of teaching materials, five mentioned non supportive home environment to the students, seven (7) teachers mentioned limited seminars and workshop (in-service training) to teachers, four teachers mentioned negative attitude among pupils towards English language, two teachers mentioned incompetent English teachers as a contributing factor while three mentioned lack of English language foundation to the part of students/pupils. According to teachers' responses on the factors limiting English language teaching, majority mentioned lack of teaching materials as a challenge. Since teaching

materials is a key element in teaching and learning this might imply poor performance to pupils in English subject. This can be supported by Bahar and Aytunga (2008) which states that one of the advantages of using authentic materials in language learning environments is that, they engage both the learners' and teacher's attention in the language being taught. They have also a high interest value because of their relevance to the real world; keeping the students informed about what is happening in the world they live. They also suggest that authentic materials are very influential in increasing the students' motivation and teaching foreign language.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMENDATIONS

5.1 Introduction

This chapter presents the summary of the study by highlighting on the purpose and significance of the study, research approach, design and the main findings. The study's conclusions and recommendations are also provided.

5.2 Summary of the Study

The intention of this study was to investigate stakeholders' views on teaching of English in EMPS and KMPS in Moshi rural district. The objectives of the study were to:

- (i) To identify teaching and learning materials used in teaching English in both Kiswahili and English Medium in Primary School.
- (ii) To investigatedthe teaching and learning methods commonly used by teachers in teaching English in standard four classes in both EMPS and KMPS.
- (iii) To assess the competency of teaching English language in EMPS and KMPS.
- (iv) To explore the level of performance in class four exams for English subject in EMPS and KMPS.

5.3 Summary of the Findings

The main findings of this study are as follows:

5.3.1 Teaching and Learning Materials

There are no sufficient teachings and learning materials in both KMPS and EMPS as students are sharing books. Some parents do not buy English language materials to

support their children in learning English language. Majority of the pupils who were interviewed were sharing the books at school and there is no opportunity for a pupil to use the book by him/herself. The Government and parents should provide enough teaching and learning material for the pupils.

5.3.2 Teaching Methods

Most of the methods employed by teachers in teaching English language are non-participatory which do not help pupils to practice English language. Children interviewed identified story telling method as commonly used by teachers as a teaching method. Story-telling teaching method does not encourage pupil's participation but only teachers or a student narrating the story while others are listening. Therefore teachers should be encouraged to use participatory method in teaching English language.

According to Agyemang (1993) academic and professional qualification of teachers are the key factors to successful teaching performance. A teacher who is academically and professionally qualified, but work under unfavourable conditions of service would be less dedicated to his work which would amount to less productivity than a teacher who is unqualified but work under favourable conditions of service (Suleman *et al.*, 2012). This means that hiring qualified teachers alone does not warrant quality teaching but providing conducive environment in addition is the key.

5.3.3 Performance of the Pupils

Most of the pupils in EMPS do speak or practice speaking English at school. This lead to the poor performance of the students'. EMPS performs better in English

language subject compared to KMPS. The results for consecutive three years showed that EMPS have better performance as compared to KMPS. The average pass grade for EMPS was A, while for KMPS is C.

5.3.4 Qualification of English Language Teachers

The English language teachers did not have enough qualification. 94.1% are not teachers by professional. Of the qualified 76.5% hold certificate in Education. In essence they cannot teach English comfortably as certificate teachers in Tanzania are prepared in Swahili.

5.3.5 Parent's Support to their Children in Learning English Language

About 72.7% of the parents do not assist their children to speak English at home and 60% of the parents do not buy English language materials. The home environment is therefore not supportive for pupils to learn English language.

5.4 Conclusion

From the findings, the following conclusions are made that there are no sufficient English teaching and learning materials in primary schools. The schools lack enough and qualified English language teachers and therefore cannot involve pupils in a participatory manner which leads to the poor acquisition of English language. There is a difference in performance in EMPS and KMPS. EMPS performs better than KMPS. Most of the parents do not support their children materially as they do not buy English language materials.

5.5 Recommendations

5.5.1 To the Government

Enough teaching and learning materials should be made available for each student to enjoy learning English at school and at home. English language should be made a lingua franca from primary to secondary schools. All teachers including the certificate teachers should be prepared in English. The Government should make sure that the curriculum is changed to incorporate the English language as a medium of communication. The teachers teaching in all schools should be professional teachers.

5.5.2 To the Teachers

- (i) Teachers need to employ participatory methods which give pupils opportunity to practice English speaking.
- (ii) Both parents and teachers have to collaborate to design extra curriculum activities which encourage pupils to practice English language speaking outside the classroom environment.

5.5.3 To Parents

- (i) Parents should support their children in learning English by making sure that they buy books for their children to use after school.
- (ii) Parents should track the progress of their children through effectively communicating with the subject teachers in this case English language.

REFERENCES

- Agyenmang, D.K. (1993). *Sociology of Education for African Students*. Tema: Ghana Publishing Corporation.
- Allen, K. (2008). Primary School Teachers and the Problems Faced with Teaching the English Language. *A paper presented at The Forum on Community of Practice of Learner Centered Learning in Tanzania held at the Tanzanian Episcopal Conference Centre, Kurasini 18th – 19th August 2008.*
- Bagwasi, M. M. (2008). English Acculturating to African Culture: A Truism or a Fallacy? In M. Bagwasi,; Alimi and P. J. Ebewo, (eds), *English Language and Literature: Cross Cultural Currents*. pp. 2-14. Newcastle: Cambridge Scholars Publishing.
- Bahar, H. O. and Aytunga, O. (2008). The Importance of Using Authentic Materials in Prospective Foreign Language Teacher Training. *Pakistan Journal of Social Sciences* 5 (4): 328-336.
- Bailey, K.M. (2005). *Practical English Language Teaching: Speaking*, 5th volume, New York: McGraw-Hill.
- Balsas, L. and Hartmann, P. (2001). Content-Based Instruction: A Language Teaching Method that really Works. *In English Language Learning* (351),43-44. Beijing Foreign Studies University (Eds).
- Banning, Y. (1998). Oral English in South African Theater of the 1980s. *Oral Tradition*. 13/2:398-421.
- Bates, E. (1993). Comprehension and production in early language development. *Monographs of the Society for Research, Child Development*. 58:222–42.
- Batibo, H. M. (2008). Anglicization or Tswanalisation: Which way Botswana? In Bagwasi, M. M; Alimi, M. M and Ebewo, P. J (eds), *English Language*

- and Literature: Cross Cultural Currents. pp. 15-26. Newcastle: Cambridge Scholars Publishing.
- Baum, F. (2000). *The New Public Health*. Oxford: Oxford University Press.
- Boikanyego, S. (2010). *Perception and Practice: Teaching English Language Listening Comprehension in Some Government Junior Secondary Schools in Gaborone, Botswana*. A dissertation of Master of Arts in English Language and Linguistics: The University of Botswana.
- Bryman, A. (2001). *Social Research Methods*. New York: Oxford University Press.
- Crain, S. and Thornton, R. (*no date*). *Language Acquisition*. Macquarie University retrieved from <http://www.maccs.mq.edu.au/~scrain/papers/Pomona.pdf> on March 26, 2010.
- Best, J.W. and Kahn, J.V. (2006). *Research in education*. (10th Ed.). Boston: Pearson. Education Inc.
- Cohen, L. Manion, L. and Marrison, K. (2007). *Research Methods in education*. (6th Ed.) New York.
- Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 2nd Edition. New Delhi: Sage Publications Ltd.
- Curtis, R.S. (2001). *The Use of Television and Video in the Personal study of a Language*, Retrieved from World Wide Web <http://www.ttt.org/LingLinks/RenaesSwain.htm> on December 21, 2009.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- Ezzy, D. (2002). *Qualitative Analysis: Practice and Innovation*. Crows Nest, NSW: Allen and Unwin.

- Feldman, R.S. (1999). *Child Development: A Topical Approach*. New Jersey: Prentice Hall.
- Gall, J.P., Gall, M.D., and Borg, W.R. (2005). *Applying Educational Research: A Practical Guide*. 5th Edition. New York: Pearson Education.
- Gu, P., Hughes, J., Murphey, T., Robbins, J., Zemach D. F., and Wei, Z.(2006). *Integrating EFL standards into Chinese classroom settings (Vols. 1–3)*. Alexandria, VA: TESOL and New York, New York: McGraw Hill.
- Hergenhahn, B. R. and Olson, M. H. (1997). *An Introduction to Theories of Learning*. 5th Edition. New Jersey: Prentice-Hall.
- Jin, L., Singh, M. and Li, L. (2005). *Communicative Language Teaching in China: Misconceptions, Applications and Perceptions*, A paper presented at AARE' 05 Education Research "Creative Dissent: Constructive Solutions" the Australian Association for Research in Education.
- Kikoti, E. Z. (2004). *The teaching and learning of English grammar in Tanzanian secondary school classroom*. Dar es salaam: Master of Arts unpublished dissertation
- Kormos, J. (1999). The Timing of Self-Repairs in Second Language Speech Production. *Studies in Second Language Acquisition*, 22, 145-167.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. 2nd Revision Edition. New Delhi: New Age International Publishers.
- Krashen, S. and Terrel, T. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Oxford: Pergamon Press.

- Krashen, S. D. (1981). *Principles and Practice in Second Language Acquisition: English Language Teaching Series*. London: Prentice-Hall International(UK) Ltd.
- Lang, K. (2009). The Role of Storybooks in Teaching English to Young Learners. In *Practice and Theory in Systems of Education*, Volume 4 Number 1 2009.
- Lefrancois, G. R. (1999). *Psychology for Teaching*. 10th Edition. Belmont:Wadsworth.
- Littlewood, W. (1981). *Communicative Language Teaching*. New York: Cambridge University Press.
- Locke, J. L (1999). Towards a Biological Science of Language Development. In Barrett, M. (ed.). *The Development of Language*. Philadelphia: Psychology Press.
- Maratsos, M. (1999). Some Aspects of Innateness and Complexity in Grammar Acquisition. In Barrett, M. (ed.). *The Development of Language*. Philadelphia: Psychology Press.
- Mays, N. and Pope, C. (1995). Rigour and Qualitative Research. *British Medical Journal International*. 311, 6997, 109-112.
- Mbwambo, N. Z. (1990). *The effectiveness of the school inspectorate in improving teacher quality: A case study of English language teaching in secondary schools in Tanzania*. Dar-es-salaam: University of Dar es salaam Master of Arts unpublished Dissertation
- Meyerhoff, S.A. (2009). Analysis of Communication Strategies used by Freshman Active English Students using YackPack for Homework-based Speaking Tasks. *Busan: Korea Asian EFL Journal Press June 2009 Volume 11, Issue 2 pp. 188-213.*

- Miles, M. and Huberman, A. (1994). *An Expanded Source Book: Qualitative Data Analysis*. 2nd Edn. London: Sage.
- Mlekwa, F. M .K. (1977). *The teaching of English language in Tanzanian secondary schools*. Dar-es-salaam: University of Dar es salaam Master of Arts unpublished dissertation.
- Mlekwa, F.M (1977). *The Teaching of English Language in Tanzania Secondary School* (Unpublished M.A Dissertation) university of Dar es salaam.
- Moshi, E. A, (1980). *Towards Improving English Language Teaching and Learning in Tanzania a Paper* Institute of Education (1980).
- Mowla, S. (2008). *Techniques of Teaching English*. New Delhi: Neelkamal Publications PVT. Ltd.
- Mpemba, T. (2006). *Reluctance to Sanction Kiswahili Instructional Medium in Post-Primary Education: How do Learners and their Instructors Cope with or Resist the English medium Policy? Papers of Education and Development. University of Dar es Salaam, LOITASA Project*. Pg. 150-156.
- Mtahabwa, L. (2007). *Pre-primary Educational Policy and practice in Tanzania: Observations from Urban and Rural Pre-primary Schools*. A Thesis submitted in partial fulfillments for the Degree of Doctor of Philosophy at the University of Hong Kong. Pg. 85-92.
- Mugenda, O.M. and Mugenda, A.G (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Neke, S. M. (2003). *English in Tanzania an Anatomy of Hegemony*. PHD-Theses, University of Gent.
- Neuman, L.W. (2007). *Basics of Social Research: Qualitative and Quantitative Approaches*. Boston: Pearson.

- Patton, M. (1990). *Qualitative Evaluation and Research Methods*. London: Sage.
- Punch, K. F. (2005). *Introduction to Social Research: Quantitative and Qualitative Approaches*. 2nd edition. London: SAGE publications Ltd.
- Qorro, M. (2007). *Language of Instruction and its Effects on the Quality of Education*. Papers in Education and Development. University of Dar es Salaam. Pg. 56-78.
- Richards, J., Gallo, P. and Renandya, W., (2001). Exploring teachers' beliefs and the processes of change. *The PAC Journal*, 1(1), p. 41-62.
- Rodgers, T.S. (2001). *Language Teaching Methodology*. University of Hawaii retrieved from <http://www.cal.org/resources/Digest/rodgers.html> on March 23, 2010.
- Rubagumya, C. M. (1990). *Language in Education in Africa: A Tanzanian Perspective*. Clevedon: Multilingual Matters Ltd.
- Rubagumya, C. M. (2003). English Medium Primary Schools in Tanzania: a New "Linguistic Market" in Education? In: Brock-Utne, B., Desai, Z. and Qorro, M. (eds). *Language of Instruction in Tanzania and South Africa*. pp 149- 169. Dar es Salaam: E & D Ltd.
- Rubagumya, C. M. (2010). Teaching and Learning English in Africa: Dolearners Matter? Keynote Address Delivered at the SUZA-SPINE International Symposium: Teaching, Learning and Assessing in Second Language Contexts, Zanzibar. Pg.1-19.
- Rugemalira, J.M. (2006). Theoretical and Practical Challenges in a Tanzanian English Medium Primary School in Papers of Education and Development. University of Dar es Salaam, LOITASA Project. Pg. 89-115.

- Santrock, J. W. (2008). *Educational Psychology*. 3rd Edition. New York: McGraw Hill International Edition.
- Santrock, J.W. (2005). *Psychology*. updated 7th edition. New York: McGraw Hill.
- Scheuren, F. (2004). What is a Survey. Retrieved on February 26, 2010, from http://client.norc.org/whatisasurvey/downloads/pamphlet_current.pdf.
- Selinker, L. and Gass, S. M. (2008). *Second Language Acquisition: An Introductory Course*. 3rd Edition. New York: Routledge.
- Shaffer, D. R., Wood, E., and Willoughby, T. (2002). *Developmental psychology: Childhood and adolescence (First Canadian Edition)*. Scarborough, Ont: Nelson/Thomson Canada Ltd.
- Shank, G. D. (2006). *Qualitative Research: A Personal Skills Approach*. 2nd Edition. Ohio: Pearson Prentice Hall.
- Skinner, B.F. (1957). *Verbal Behavior*. New York: Prentice Hall.
- Smith, J. A. (2000). Singing and Songwriting Support Early Literacy: The Reading Teacher. 53(8), 646-650. Soneye, T. (2010). English Spelling and Phonological Proficiency Skill: WhatNexus? *Lagos Papers in English Studies: Volume 5*.
- Spencer, K. (1988). *The psychology of educational technology and instructional media*. London: Routledge.
- Strube, S. (2006). *Teaching, Learning, and Speaking: Observation and Assessing Oral Language Production of the Non-Literate Adult Learner in the Second Language Classroom*, Radboud University.
- Stufflebeam, D. L. (2002). *CIPP Evaluation Model Checklist: Fifth Installment of the CIPP Model*. Kalamazoo, M.I: The Evaluation Center. Retrieved February 24, 2014, from <http://www.wmich.edu/evalctr/checklists/cippchecklist.htm>.

- Suleman, Q. (2012). Factors responsible for unsatisfactory academic performance of the secondary schools students in the rural areas of Kohat Division, Khyber Pukhtunkhwa (Pakistan). *American Journal of Scientific Research (AJSR)*. Retrieved March 5.
- Swilla, I. N. (2009). Language of Instruction in Tanzania: Contradictions between Ideology, Policy and Implementation. *African Study Monographs*. 30(1):1-14.
- Tanzania Government, (1995). Education and Training Policy. Dar es Salaam: MOEVT.
- Tilya, F. N. (2006). Language of Instruction and Learning: Implications on Equity, Quality and Poverty alleviation, in Papers of Education and Development. University of Dar es Salaam, LOITASA Project. Pg. 1-19.
- Tuckett, A. (2004). Qualitative Research Sampling: the Very Real Complexities. *Nurse Researcher*. 12(1): 47-61.
- United Republic of Tanzania,(2010). "Education." National Website. Retrieved from <<http://www.tanzania.go.tz/educationf.html>> on January 11, 2010).
- Vygotsky, L. S. (1962). Thought and language (Hanfmann, EugeniaVakar, Gertrude, Trans.). Cambridge: The M.I.T. Press.
- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. London: Harvard University Press.
- Webster's Dictionary, (2010). Online Dictionary, Wiley Publishing, Inc., Cleveland, Ohio. Retrieved on December, 2010 from <http://www.yourdictionary.com>.
- Whitehead, M. (2006). Communication, Language and Literacy In Bruce, T. (eds). *Early Childhood: A Guide for Students*. London: SAGE Publications Ltd.
- Willcutt, J. (2004). Effect of Modeled and Oral Repeated reading on English Language Learners' Reading Performance. A Thesis submitted to the faculty of

the Graduate School of the University of Minnesota, for the Degree of Master of Arts.

Wu, M.P. and Hsieh, S.W. (2008). The Comparison of Oral Language Acquisition for grade 1-3 in Taiwan and America. *International Journal of Instruction*, July 2008, Vol.1, No.2 pp. 3- 24.

Yahya-Othman, S. and Batibo, H. (1996). The swinging pendulum: English in Tanzania 1940 – 1990. In Fishman, J. A; Conrad, A. W. and Rubal-Lopez, A. (Eds): *Post-Imperial English: Status change in former British and American colonies, 1940-1990*. Berlin: Mouton de Gruyter.

APPENDICES

Appendix I: Teachers' Questionnaire

Part I: Introduction

Dear respondents, I am Sam Ombeni, a student in the program of Masters of Education of Policy Planning and Administration at the open University of Tanzania. I am conducting a study with the following title "**The teaching of English Language in Swahili and English Medium Primary School**"; A case study of Moshi rural district.

Part II: Background Information

Sex ; Male () Female () Age

TEACHER'S QUALIFICATION:

1. Education Background

 - (i) Class 7
 - (ii) Form IV
 - (iii) Form Six
 - (iv) First Degree
 - (v) Others Specify:.....

2. Teacher Education award:
 - (i) Certificate (),
 - (ii) Diploma ()

(iii) Graduate()

(iv) Others specify()

1. Your teaching Experience in English subject (a) 0 – 1
 (b) 2 – 5 (c) 6 – 10(d) Over 10 years

Part III: Questionnaire for Teachers

1. What set of teaching methods do you always use in the classroom?

Teaching Methods	✓ Tick
Role play	
Singing	
Storytelling approach	
Brainstorming	
Pair-talking	
Funny games	
Dancing approach	

List Reasons for choosing and using the selected teaching methods

2. Do you motivate pupils in learning English at school? Yes/no ()

If the answer is yes how_____

3. What teaching materials do you use in order to help pupils acquire English Language ?.....

Teaching & Learning Materials	Tick(v)
Music/instruments	
Picture and cards	
Chant	
Poetry	
Story books	
Repeated readings	
Video	
Real objects	

Other: (specify)_____

4. How do you measure the English Language skills acquired by your pupils?(tick the correct response:(a) Through writing () (b)Teacher Pupils interaction() (c) speaking() (d) all of them ()

5. (a) Are there any strategies that promote English language development at your School? yes () no()

(b) If the response is yes what are those strategies?

.....

.....

.....

6. (a) Are there any factors that hinder English language development at your School? Yes () No ()
(b) If the response is yes, what are those factors?
7. How many English story books do your pupils read in a year?.....
- 8 (a) How many English text books do you have in your class?
(b) How do the pupils share the book?-----
9. Do the parents provide their children with school supplies (Exercise books,
10. In your opinions, what should be done to improve the teaching and learning of English subject in grade four pupils?.....

Thank you so much for your help!

Appendix II: Pupils' Questionnaire

Part I: Introduction

Dear respondent. I am Sam Ombeni, a student in Master of Education in Policy Planning and Administration student at the open University of Tanzania conducting a study on ,”**The Teaching English Language Skills**”A Study of Standard four Pupils in KMPS and English Medium Primary Schools in Moshi Rural District I am grateful for accepting to participate in completing this questionnaire that seeks to collect information for this study. I assure you that the information you give will remain confidential.

Part II: Pupils' Questionnaire

Sex: Male () Female ()

Teaching methods?: role playing approach, singing approach?, Storytelling approach(, Brainstorming , Pair-talking, Funny games, Dancing approach,
(*Researcher will guide pupils to be aware of those approaches*)

1. Which three teaching methods do you most enjoy in the classroom and why?
 - (i)
 - (ii)
 - (iii)

2. Which teaching methods don't enjoy in the classroom and Why?
 - (i)
 - (ii)

3. (a) Do your teachers help you in when learning English Language Skills?Yes

(),no ()

(a) Yes

(b) No

(c) If Yes, how?.....

.....

.....

4. Do you practice English language speaking at school environment?

(a) Yes

(b) No

(c) If you do not, why not?.....

.....

.....

5. How many English story books do you read in a year?

.....

.....

6. Do you share the book with your friends the classroom in English subject?

(a) Yes ()

(b) No()

7. How many of you use a single book when learning English lesson?

Two of us... myselfmoh two pupil

8. In your opinion, what should be done to improve English language at home and School environment?.....

.....

.....

.....

Thank you so much for your cooperation!

Appendix III: Interview For Parents, Chairperson and Ward Counsellor

1. Do your children speak English language at home? Je wanao wanazungumza lugha ya kiingereza wawapo nyumbani? Yes /Ndiyo() no /hapana()
2. During evening do your children read English newspapers, magazine or storybooks ?/wakati wa jioni watoto wako wanasoma magazeti,majarida au vitabu vya hadithi ? yes/ndiyo () no/hapana ()
3. Are those materials in English language? Yes () no ()
4. Do you help your children reading/writing/pronouncing English language? Yes () no ()
5. Do you have any English textbooks at your home? Yes () no()
6. Have you ever bought any English textbooks for your class four pupils? (yes/no)
7. Do you discuss with teachers on matters concerning English language subject in order to improve pupil's performance?
8. Do you speak English with your children? Yes () no ()
If yes, how do they feel? Shy () confident ()
9. Do you go through your children English language homework? Yes () no ()
10. In your opinion, what should be done to improve English language at home and School environment?
11. What are the challenges facing our schools in teaching and learning English?

Thank you so much for your cooperation!

Appendix IV: Documentary Analysis Guiding

Item	Information required	Comment
<p>➤ Scheme of work</p> <p>➤ Lesson plans</p> <p>➤ Examination results for 3 years consecutively in English lesson</p>	<p>-Subject matter Programme</p> <p>-Teaching and learning strategies suggested</p> <p>-Teaching and learning material</p> <p>-Arrangement of content</p> <p>-Degree of using authentic materials</p> <p>-Teaching and learning methods</p> <p>-Assessment techniques</p> <p>-Performance</p>	

**Appendix V: Interview Guide for Educational Officers (DEO, DAO, SLO,
DCSI AND WEO)**

STATUS_____

LEVEL OF EDUCATION_____

AGE_____

SEX MALE () FEMALE ()

Put (v) mark against the correct answer and fill in the blank whenever needed

1. Do you have any competent English teachers in our District? Yes() No()
2. If the answer above is yes how many are they?
3. Which grade do they have, Degree (),Diploma () IIIA () IIIB/C ()
induction course ()
4. Do you conduct any English workshops and seminars in your district yes () no
()
5. If the answer above is yes, how many seminars and workshops do you conduct
per year?
6. Also if the answer above is no , what causes this problem () funding
problems() (ii)irresponsibility among educators () (iii) time (iv) lack of
materials (v) Others (specify)_____
7. Do your teachers like teaching English subject? yes () no ()
8. If the answer is no, what kind of motivation do you use to encourage them to
teach English subject?
9. Do you supply English books to your schools? yes () no()
10. Which of the following (i)reference books ()

(ii) Story books () iii) text books () (iv) All of them ()

11. .How many in each category did you supply for class four per school in a year 2012

	Number of books
Reference	
Story books	
Text book	

12. Are the books sufficient/enough to the needs of the pupils? Yes () no ()

Appendix VI: Focus Group Discussion Guide for Teachers

The purpose of this discussion is to get your opinions and experiences on the use of English language as a medium of instruction since you are stakeholders and participants in the teaching of English language, your ideas will help the whole process of teaching and learning English language to standard four pupils.

1. Do pupils like to learn English language?
2. How do you motivate pupils to practice English language at school?
3. How does school management contribute to pupils in English language?
4. Are the teaching materials like textbooks in use relevant for English teaching?
5. What possible challenges do you face in the process of implementing English teaching in Standard four pupils?