CHALLENGES FACING PRIMARY SCHOOL PUPILS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE: A CASE OF PRIMARY SCHOOLS IN ITIGI DISTRICT COUNCIL

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled "**Challenges facing primary school pupils in learning English as a foreign language: A case of primary schools in Itigi district council** submitted to the faculty of Education in partial fulfillment of the requirements for the degree of Masters of Education in Administration, Planning and Policy Studies.

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(Supervisor)

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Date

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DECLARATION

I, Margareth Elibariki, do hereby declare that this dissertation is my original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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Margareth Elibariki

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Date

DEDICATION

This work is dedicated to my beloved father, the late Elibariki Temu and my mother Helen Temu who laid the foundation of my intellectual horizon by sending me to school. Moreover, the work is dedicated to my beloved husband, Stanslaus Msuya and my children Chaangaja and Ebeneza for their love and inspiration throughout this study. You have always been my heroes and will be so forever.

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First of all, I would like to thank the almighty God for everything because without God there is nothing I could accomplish on my own. I would also like to thank my beloved husband Stanslaus Msuya and the entire family for providing me affectionate love and for being tolerant during my study.

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Furthermore, I am indebted to all respondents from Itigi district council especially from Mlowa, Pentagon and Itigi primary schools for their cooperation during data collection and for providing me valuable assistance and contribution. May God bless them all.

ABSTRACT

The study investigated the challenges facing primary school pupils in learning English as a foreign language. Objectives of the study were to examine the capacity of teachers to facilitate teaching of English subject in primary schools, examine pupils learning environment, and investigate measures for improving the environment for English teaching and learning. The study used a cross-sectional survey design which employed mixed approach research. The study area was Itigi District Council in Singida region. Fifteen teachers, one school inspector and three thousand students of standard three and six formed the sample of the study. Random and purposive sampling procedures were used in the selection of the sample. Questionnaires, observations and documentary reviews were used to collect data. The findings revealed that poor background of English language for teachers, extensive use of the mother tongue in the teaching and learning process, large class size, inadequate teaching and learning materials, were the challenges faced by pupils in learning English. The findings also indicated that there was insufficient time to practice English, lack of activities conducted by teachers in classrooms to strengthen pupils English language knowledge and skills. The study recommends that, the Ministry of Education, Science and Technology should provide in service training for English teachers to improve teaching skills. Adequate teaching and learning materials should also be made available together with building more classrooms in order to put to an end to the problem of overcrowded classrooms. It is also recommended that further research should be carried out in other areas in order to find out challenges facing pupils in learning English.

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LIST OF ABBREVIATIONS AND ACRONYMS

DC   District Council

EFA   Education for All

EFL   English as a Foreign Language

ELT   English Language Teaching

ELTSP   English Language Teaching Support Project

ESL   English as a Second Language

ESOL   English as Second or Other Language

JELTAL   Journal of English Language Teaching and Applied Linguistics

L1   First Language

LAD   Learning Acquisition Device

LoI   Language of Instruction

MOEC   Ministry of Education and Culture

MoEVT   Ministry of Education and Vocational Training

PTR   Pupil Teacher Ratio

SPSS   Statistical Package for the Social Sciences

UNESCO   United Nations Educational Scientific and Cultural Organization

URT   United Republic of Tanzania

USA   United States of America

CHAPTER ONE

INTRODUCTION AND BACKGROUND TON THE STUDY

1.1 Introduction

This chapter provides background information of the challenges faced by primary school pupils in learning English as a foreign language at Itigi district council. The chapter is divided into several subtopics which are background of the study, statement of the problem, research objectives, research questions, significance of the study and definitions of the terms together with the organization of the study.

1.2 Background to the Study

Language is primarily a human non-instinctive method of communicating ideas and desires by means of a system of voluntarily produced symbols through which thoughts, feelings, ideas and emotions are communicated either in spoken or written form or through sound signals (Sua & Raman, 2007). Thus, language is the universal medium for transmitting or conveying common facts including complex thoughts, ideas and feelings of human beings. Languages are the most authentic means through which people and communities can retain and safeguard knowledge, wisdom and their nomenclature passed down by their ancestors.

English language is one of the major language families in the world (Crystal, 1997). It is the most prestigious and dominant one. English language is the most widely used language and has received considerable attention from the world due to its increasing importance for globalization (Crystal, 1997). English language is used

worldwide for communication, education and commerce. Crystal further reveals that more than 670 million people use English all over the world.

According to Riaz (2004), in academic circles English is the most taught foreign language all over the world, and it is the most preferred lingua-franca. Moreover, English language is the fundamental and powerful tool for achieving highly important purposes like acquiring science and technology, establishing contact with the culture(s) of the target language, pursuing higher education, communicating internationally, conducting international business and gaining better self-confidence and self-esteem (Crystal, 1997).

However, there are various challenges associated with English language learning in the world which vary according to differences in mother tongue dialect, major spoken language at home, frequencies of English language practices or learning duration, capacity and skills of facilitators, pupil intelligence to the learning and teaching environment (Gross, 1971).

In most cases, problems of learning English language start when the above learning traits do not match with good learning requirements. A baby born in a household where English is rarely or never spoken is more likely to find it difficult to learn English compared to a child born and raised in a family where English is used frequently. Qorro (2014) has insisted that learning a language is more effective when taught in the language which is well known by the learners.

Poor mastery of English language is a problem that affects the country in many ways, including poor school performances in subjects which are conducted using English,

poor performance in market economy, especially in entering job competition in a globalized world. Also, the problem affects country population to access vast knowledge written in English.

Some major changes came a few years after her independence in 1968, when Kiswahili was made the major medium of instruction for all subjects in primary schools except English subject. For secondary schools, no change was made and English language remained the medium of instruction for all subjects except Kiswahili (MoEC, 1997). The implementation of this policy has been inactive and the challenges of learning English in Tanzania started during this period.

The teaching of English language faced more challenges as a result of some policies set by subsequent Tanzania independent governments. A good example is noted in Tanzania's Education and Training policy of 1995 which required primary education and Teachers Training Colleges for primary school teachers in Tanzania to use Kiswahili as the language of instruction for all subjects except English (URT, 1995). A qualified teacher who learned English as a subject is the one who is expected to teach English subject at primary school level. This is a teacher who learned English as a subject in primary school and used English language for four years as a major medium of communication in a secondary school with varied strictness of using the same after class. Moreover, the required qualifications for form four students to join teacher training college did not strictly demand the student to have passed the English subject. This could be among reasons for poor performance for pupils whose first language is not English.

Skutnabb-Kangas (2000) used the word "submersion" to refer to instruction using a language that learners do not speak which he equated as equal to taking someone into water without teaching them how to swim. It is further noted that a combination of unqualified English teachers, not well prepared and sometimes unfit curricula together with poor teaching infrastructure; submersion creates great challenges in teaching as well as in learning especially when English is also foreign language to the instructor (Skutnabb-Kangas, 2000). The emphasis on passing examinations lies so heavily on the pupils that they opt for the cramming method in which they enjoy if there is repetition of previous examination (Kenneth & Eller 1999).

To date, there is an outcry that the quality of education in Tanzanian government primary schools has declined and much has been said about this decline, even in the higher levels of education (UWEZO, 2010). Reddy (2012) reported inadequate teaching and learning conditions, increased pupil enrolments, shortage of facilities and teachers, and unfavorable working conditions as the contributory factors in the decline in English learning. Pupils who learn English as foreign language face double problems which are; learning a new language as well as learning new knowledge contained in that language (UNESCO, 2003). This leads to the belief that English is a difficult subject.

There have been some efforts made by private, government and parents to improve pupils' performance in learning English, but the results have not been good. The question of language-in-education has attracted a number of studies and research projects in Tanzania (Brock-Utne *et al.,* 2010). The discussion above shows how

important English language is and what difficulties pupils encounter in learning English.

Therefore, the study was intended to assess the challenges facing pupils in learning English as a foreign language**.**

1.3 Statement of the Problem

Tanzania is a mosaic of multi-ethnicity with multi-cultural, multi-religious and multi-lingual nation (Gordon, 2005). This entails that Tanzania is inhabited by people with diverse social, cultural, religious and ethnic backgrounds. According to Gordon (2005) there are 127 different languages spoken by the different 127 ethnic groups. In Tanzania people of various social and linguistic backgrounds are settled in a mixed way, sharing the same public service system including schools. In this case, Itigi schools are the mixture of multilingual learners. Tanzania has adopted the policy of inclusive education which allows all the learners to be brought into the education for all (EFA) and inclusive concept which aim to educate all the people regardless of caste, religion, or culture of the world with at list basic level education by 2015 (UNESCO,1990).

In Tanzanian primary schools the learning of English as a foreign language has been beset with a number of challenges. The school curriculum in Tanzania specifies that English language should be learned as a compulsory subject in primary schools and should be the language of instruction (LoI) at secondary school level (URT, 1995). It argued that the level of English language proficiency in Tanzania has been falling

over the years and majority of primary school students' complete standard seven with poor English language knowledge. UWEZO (2010) noted that pupils complete standard seven without knowing how to read and write in English.

The government has taken several measures to intervene the situation. Some of the measures introduced; including the introduction of 10 years English Language support problem Project (ELTSP) in 1980s and the change of syllabus from structural based to competency based syllabus made the remarkable growth in education (URT, 1995). Furthermore, community schools in Tanzania received considerable support in the physical infrastructure and educational resources. Apart from that, in many government offices English is used for report writing. It is also used in law writing and almost all job interviews in Tanzania are conducted in English. These are seen as the motive for learning English in Tanzania. In reality however, English is spoken in school and mostly in English subject sessions only. This situation makes it difficult for pupils to master and enjoy the language for use in their off-school life. Apart from those efforts, English language learning is still a problem when it is taught as a foreign language in Tanzania (UWEZO, 2010).

A number of studies have been conducted to examine the challenges which primary school learners of English as a foreign language encounter, but still pupils get problems in learning English as a foreign Language. In order to improve pupils' English language proficiency, it is important that the challenges faced by pupils in learning English as a foreign language are addressed. In view of the above, the present study was intended to assess the challenges faced by pupils in learning

English as a foreign language in Itigi district in order to obtain insights on ways to improve the practice of English language teaching in Tanzania.

1.4 Research Objectives

This part has two sections which are general and specific objectives.

1.4.1 General Objectives

The general objective of the study was to assess the challenges facing primary school pupils in learning English as a foreign language.

1.4.2 Specific Objectives

The study has three specific objectives as follows:

   i.   To examine the ability of teachers to facilitate teaching of English subject in primary schools.

   ii. To examine pupils learning environment of English language in the study area.

   iii. To describe measures for improving the environment for English teaching and learning.

1.5 Research Questions

This part has two sections which are general and specific research questions.

1.5.1 General Research Question

The general research question of the study was "What are the challenges facing primary school learners of English as a foreign language in Itigi district council?"

1.5.2 Specific research questions

The study was guided by the following research questions:

i. What is the teachers' ability to facilitate teaching of English language?

ii. What is the pupils' English learning environment in the study area?

iii. What are the measures to be taken to improve the English teaching and learning environment?

1.6 Significance of the Study

This study which seeks to determine the challenges faced by primary school learners of English as a foreign language is significant to all who are involved in the field of English language teaching: teachers, educators, textbook writers, syllabus designers, policy makers, education planners and other educational stakeholders. They will benefit by adapting the suggested pedagogical implications and modify their approaches based on the findings of this study in the teaching of English to primary school learner.

Specifically, this study is significant to the teachers who teach English in the Tanzania primary schools as it enlightens them on the strategies to use in teaching English as a Foreign Language. Also, the study will be fruitful to the curriculum designers of English Language Teaching-materials (designers), as it gives them insights on how to prepare teaching materials for the learners in accordance with their needs. This study also is also beneficial to the researchers who might be interested to study in similar area.

1.7 Definitions of Key Concepts

Learning: Refers to the process of acquiring knowledge, skills and attitude about certain course or topic or subject matter (Lemke, 1989). It is a relatively permanent change of behaviour acquired through experience or training. Therefore, learning is the process of acquire knowledge, skills and attitude that helps a person to develop the awareness and expand the knowledge, skills and attitude which are very important in life and interaction.

Language: Refers to the ability to communicate thoughts and feelings. It is the tool for communication where thoughts and feelings are communicated.

Language of instruction: Is the language which is used during the teaching and learning process.

Mother tongue: Is the first language which a person acquires from early child hood. It is the first language a person learns to speak which is one's own native language.

Second language: Is the language learned in addition to the person's mother tongue which is not the native language.

Foreign language: Is the language which is learned in an area where that language is not generally spoken.

Learning environment: Refers to an educational approach, cultural context or physical setting in which teaching and learning occurs (Bloom, 1974). It is the place where teaching and learning occurs.

1.8 Organization of the Study

This study which investigates the challenges faced by Tanzanian primary school learners of English as a foreign language has five chapters. Chapter one describes the background of the study and provides the statement of the problem, research general and specific objectives and the accompanying research questions are also provide in this chapter where. Lastly the chapter explains the relevance of the research together with definitions of key terms.

Chapter two provides literature review where theoretical and empirical analyses of relevant studies are discussed. The chapter also describes the conceptual framework followed by the research knowledge gap. Chapter three is about the methodology which was used in carrying out the study. This part contains the research design, research approach, study area, research population of the study, sampling techniques and sample size. Variables and measurement procedures are also shown. Methods of data collection, data processing and analysis together with research ethical issues of the study are discussed. Ideas regarding validity and reliability of the study are also discussed. Chapter four provides data presentation, analysis and discussion of the findings. The chapter five presents summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the theoretical framework of the study together with relevant studies which include worldwide studies, studies from Africa and studies from Tanzania. Also research gap of the study is shown as well as conceptual framework of the study.

2.2 Theoretical Framework

Theoretical framework refers to a set of theories which act as a background and guide to the investigation of the problem; it gives the relationship between the variables (Orodho, 2005). The present research on challenges facing pupils in learning English as a foreign language is based on Curriculum Implementation theory which states that the implementation of any programme is based on the following elements; teacher ability, management of the support facilities and the clarity of the implementer (Gross, 1971). The theory explains that for any programme that is introduced there should be clarity of the innovation to the implementer. In this study the implementer is the teacher who should be aware of the changes in the curriculum, if the teachers are not innovative in teaching English as a foreign language there will be problems during implementation.

Availability of resources: This is another element in this theory which refers to the necessary materials for teaching a foreign language. There should be books and other materials which are essential in language learning.

Capacity of implementer: This implies that the teachers involved in the programme should be sufficiently trained so as to enable them to teach well English as a foreign language because they are the implementers. Teachers should have the necessary knowledge, skills and attitude that will enable them to impart the correct knowledge to the learners.

Management Support: Is another necessary element required in programme implementation. It helps the learners to learn well the foreign language. Management personnel should be involved so as to provide support in learning English as a foreign language in order to solve any challenge which might occur.

2.3 Conceptual Framework

Orodho (2005) defines a conceptual frame work as a model of presentation of relationship between variables in the study which can be shown graphically or diagrammatically. The diagram below shows the relationship between school related factors, teacher related factors and student related factors. The relationship between these three types of factors has some impact on student learning English as a foreign language.

Figure 2.1: Conceptual Framework

Independent variables	Intermediate Variables	Dependent Variables
-Teachers Skills -Teachers Experience -Teacher/pupils ratio -Learning/teaching environment - Mother tongue -Number of session -Common language outside school	-Teachers motivation -Contact hours - Other house workload -Pupil's attendance	-Pupils' mastery of English
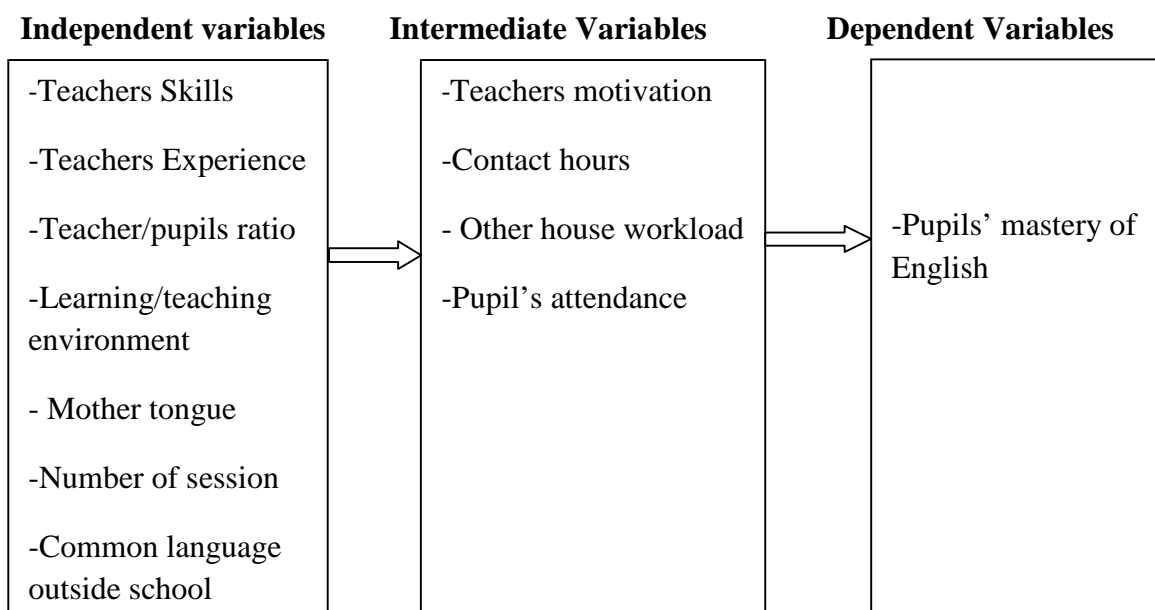
Source: Orodho (2005)

Figure 2.1 shows that pupils learning English as a foreign language depend on both independent variables and intermediate variables. Sometimes independent variables may directly influence dependent variables that are; pupils can learn English without intermediate variables. For example, if a pupil's family uses English as their mother tongue at home then this may directly influence learning. Also independent variables together with intermediate variables can influence learning. For example if the teacher has enough skills for teaching English language and has sufficient motivation, these can help the teacher to teach well and enable the learner to understand what is taught.

2.4 Empirical Studies

Challenges faced by learners in learning English as a foreign language have been studied by many researchers from various countries in the world. In this section the

researcher consults different dissertations, thesis, journals and books so as to acquire knowledge and information concerning what other people have written on the topic.

2.4.1 Worldwide Studies

Solak and Bayar (2015) investigated the challenges of English language learning and teaching in Turkey. The study was qualitative in nature and participants' responses were classified in terms of overall ideas, language skills, methods, approaches and practices, linguistic differences in two languages, personal differences, teachers, materials, family and environment. The study revealed that teaching and improving of four language skills was the focus of attention rather than grammar-centered language teaching. English courses should be designed as practice-based rather than theory-based. In addition, foreign language teachers should take into consideration individual differences of the learners, learner characteristics and plan the activities in this regard. Foreign language teachers should undertake in-service training and update their professionalism from time to time. Finally, the materials such as course books, videos, and internet web sites should be chosen carefully according to the students' interest, level and needs. However, problems in teaching and learning English would be beneficial when examined from the perspective of learners.

Genesee, Lindholm-Leary, Saunders, & Christian (2005) studied about English language learners in US schools. The study focused on the broader field of English language learners in the American school system. One of the areas of inquiry was "program, instruction and assessment." The literature identifies a number of instructional and program characteristics that contribute to the academic success of

language learners. For effective learning to take place there should be a positive school environment, meaningful and challenging curriculum, an enriched environment grounded in research and sound principles. Moreover, there should be well-trained educators versed in the theories and methodologies of the program they teach together with collaborative environments for both students and educators. Also, Zimmerman (2014) in his study about the challenges and best practices for English language learners in USA added that lack of resources and cognitive delay made the learners unable to communicate effectively in English. He suggested that teachers and parents should support the learners so that they may master the language more effectively.

Studies from Arabic countries have revealed that there are many challenges in the teaching and learning of English. Rababah (2002) studied about communication problems which face Arabic learners of English. He found that many Arabic learners faced problems in all language skills i.e. listening, speaking, writing and reading, because there was a big difference between English language and the learners' first language. He found out that some learning problems were caused by the use of first Language (L1) for elaboration when teaching, poor background of English and poor motivation. Also, some teachers and pupils had traditional beliefs that English is a difficult language which increased the problem.

On the other hand, Shehdeh (2010) investigated the challenges facing Arabic teachers who teach English language. He found a number of problems including; teachers being inadequately prepared, poor motivation, use of teacher centered

methods, inadequate assessment techniques and poor teaching and learning environment. Also in Asia, Souvanny et al. (2008a) investigated the factors and issues involved in student achievement in English language. They found that many students had difficulties with basic vocabulary skills, which in turn influenced reading comprehension and level of the content in their textbooks.

Akasha (2013) studied the challenges facing Arabic speaking students in learning English as a foreign language. The study was exploratory in nature. It aimed to recognize factors that influence their learning. The study revealed that students face many problems such as time, language support and poor knowledge. However, the study suggested that learners of English as a foreign language should be motivated in order to help them gain mastery of the language.

Another study was done by Reddy (2012) who studied the problems of teaching and learning English as a second language in India. The study revealed that students faced problems such as lack of motivation, poor methods of teaching, lack of good teachers of English language, poor teaching and learning materials, lack of exposure to the language and large class sizes. The study suggested that teachers should select appropriate method of teaching which will help to motivate learners. Also, teachers should be knowledgeable so as to impart the appropriate knowledge to the learners.

Duarte (2015) investigated the teaching and learning of English as a foreign language in Brazil. The study revealed that learners failed to develop personal skills and creativity for their own development. Moreover, educational policy prevented

learners to learn English as a foreign language. On the other hand, lack of self-esteem made learners afraid in making mistakes resulting into poor learning of the English language. As a result of these challenges, learners failed to see the need of learning English as a foreign language. The study suggests that English language should be taught through drama activities so as to inculcate linguistic competence, study skills and emotional competence.

Ahmed (2013) carried out a study about the difficulties and challenges of teaching and learning English as a second or foreign language in Saudi Arabia. The study revealed that students encountered problems in pronunciation, spelling, vocabulary and grammar. The study suggested that teachers should use drill method in teaching where simple words will be chosen for learners to read and understand. Moreover, good pronunciation should be encouraged so as to hear and catch the sound. Parents should be engaged in learning so as to encourage their children in learning English as a foreign language.

2.4.2 Studies from African Countries

In many African countries English is not the first language; hence it is studied as a second or foreign language. Mawere (2012) conducted a study to investigate problems in the teaching and learning of English in Mozambique's public schools. The study revealed that some teachers were under qualified which resulted into poor teaching and learning of English. Also, there was lack of teaching and learning materials like text books; this hindered the teaching and learning of English as a foreign language in Mozambique.

Dhillon and Wanjiru (2013) examined the challenges facing learners who study English as a second or foreign language in Kenya. The study was conducted in primary schools in urban Kenya. Data were collected through questionnaire and semi structured interviews. The study revealed that learners of English as a foreign language faced a variety of challenges including poor language background which make learning of English to be difficult. The learners had their own first languages which were different from English. The study suggested that teachers should provide a warm classroom environment so as to motivate learners in learning English as a foreign language. Also, the policy issue should be resolved in a way that it is clearly specified which language will be used in teaching and learning environment especially in multilingual societies.

Another study was done in Nigeria by Fatiloro (2015), it sought to determine ways of tackling the challenges of teaching English as a second language. The study revealed a number of challenges which posed difficulty for English language learners, they included; large classroom sizes, language background, inadequate language policy, poor teaching and learning facilities and shortage of specialist teachers of English. The study suggested that teachers and society should motivate learners so as to encourage them to learn English well. It also urged the government to provide facilities for learning English language and to encourage the use of modern technology especially in teaching pronunciation.

2.4.3 Studies done in Tanzania

A number of significant studies have been conducted in Tanzania about learning English as a foreign language. Literature shows that English in Tanzania is studied as

the foreign language (Mtalo, 2015). This is because the learners especially those in rural areas have their own mother tongues, and then they learn Kiswahili as their second language. When English is introduced to them it becomes the third language which for them is the foreign language.

A number of local studies have focused on assessing the challenges which learners face when learning English as the foreign or second language. Rubagumya (2010) found that teaching and learning English in Tanzania is accompanied with some challenges which hinder learners to learn well. He noted that learning English is driven by political will. Poor classroom practices, few text books as well as poor teaching and learning environment posed hindrance to teaching and learning process of English as a foreign language. He emphasized that the teaching of English in Tanzania is done more theoretically than practically. As a result learners do not have sufficient time to practice what they have learned because English is not spoken anywhere in their environment. This increases the stress of learners about English language.

Mtalo (2015) examined whether the teaching and learning of English in Tanzania was a blessing or curse. He found that English in Tanzania is studied as a foreign language because learners especially from rural areas have their mother tongues. Kiswahili is their second language and when they learn English it becomes their third language or foreign language. The study further noted that English in Tanzania is learned through code-switching and code-mixing. Teachers tend to use Kiswahili sometimes due to their incompetence in English language. Rubagumya (2010) agreed

with this by saying learners and teachers are more capable to explain in Kiswahili than in English. Learning of English language aims to give learners linguistic skills rather than communicative competence. In conclusion, Mtalo (opp. cit.) pointed out the need of the language policy to be reviewed so as to suit Tanzanian context.

UWEZO (2010) conducted a study to see if Tanzanian children were learning or not. In their study, they focused on Kiswahili, English and Mathematics. In their investigation, they found that half of the students who completed standard seven could not read in English. The expectation was that when a student completed standard three, he or she could read standard two stories, but the reality was different. Students completing standard seven were seen to lack any skill of English at all. Evidence shows that the situation is increasing day by day, that is why there is need of finding effective measures to solve this problem.

Also, Kinyaduka and Kiwara (2013) studied about language of instruction and its impact on the quality of education in secondary schools. The study aimed at assessing students' opinions on the language of instruction during the teaching and learning process. The result showed that 69.5% of the students did not prefer English to be used because they did not understand when taught in English language. Qorro (2006) supported this by saying learners understand more when taught in the language they understood better. This is case with secondary school learners who are said to have knowledge in English after studying it in primary schools. In primary school things are worse because they have not even heard about it. This study is based on challenges which primary school learners' face when learning English as a foreign language.

2.5 Research Gap

A number of studies have been conducted with regard to challenges facing pupils in learning English as foreign language. Most of these studies have revealed that learning English as a foreign language is a challenging task. The main challenges highlighted by many writers include; inadequacy in four language skills which are listening, speaking, reading and writing, poor preparation of teachers, poor motivation and poor assessment in teaching and learning process. Other researchers have talked about the problems of using code- switching and code- mixing in teaching and learning process. From the reviewed literature, it is evident that little has been studied about the challenges faced by pupils learning English as the foreign language in the primary school context.   Furthermore, various researchers have identified the challenges facing learners who learn English as a foreign language in primary schools but no clear reasons have been mentioned for these challenges. Hence, the present study seeks to establish the reasons for challenges facing pupils in learning English as a foreign language especially in Itigi district council.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the strategies which were used to conduct the study. The areas covered include a description of the population of the study, sampling procedure used in selecting sample size. Research variables and measurement procedures are also explained. Methods of data collection including questionnaires and interview are discussed. Data processing and data analysis procedures are described. Lastly the expected results of the study are explained.

3.2 Research Design

A research design is a detailed outline of how an investigation takes place. It includes how data is to be collected, research instruments to be used, and the means used in analyzing data. It is a blue print or structure for data collection, measurement and analysis (Kothari 2010, Kano, 2015). The study of assessing challenges faced by pupils learning English as a foreign language adopted a cross-sectional survey design. The design was chosen because it is capable of using different samples at the same time, besides; it involves a low cost and takes short time for data collection (Kano, 2015).

3.3 Research Approach

The study used a mixed research approach to examine challenges faced by pupils learning English as a foreign language. Mixed approach has been defined variously

by different scholars. Tashakkori and Creswell (2007) defined it as the way the investigator collects and analyzes data, integrates the findings and draws inferences by using both qualitative and quantitative approaches in a single study. It is the way in which researchers combine both elements of qualitative and quantitative research approaches for the purpose of in-depth understanding of the problem being investigated (Johnson, et al., 2007). This approach helps the researcher to examine the problem deeper and wider compared to when quantitative and qualitative research approaches are used separately. With mixed approach, the researcher observes issues with eyes of both qualitative and quantitative and gets a varied picture about the problem at hand. The use of this approach helped to mitigate the limitation of one approach through the strength of the other approach thus strengthening the results of the study.

3.4 Study Area

The study was conducted in Itigi district; three wards of Itigi Majengo, Itigi and Tambukareli were involved. Three primary schools, one from each ward were involved. The schools were; Mlowa, Pentagon and Itigi primary schools. Availability of the data was the main reason for selection of the area.

3.5 Target Population

 Research population is a group of individuals from which samples are drawn. It is a set of all cases of interest to the researcher (Kano, 2015) they are the source of information. The population of this research included all teachers and pupils of Mlowa, Pentagon and Itigi primary schools. The students of all three primary schools

were selected because they were the ones who were affected. Also, they provided relevant information about the challenges faced when learning English as a foreign language. Teachers were used because they were the ones involved in teaching English subject. They gave information which was suitable for the study including pupil's attendance and performance in national examinations. Also as facilitators, they explained the challenges they encountered when teaching the learners to who English was a foreign language.

3.6 Sampling Techniques and Sample Size

Sampling is the process of selecting samples. It involves deciding who or what to be researched (Kothari, 2010 & Kano, 2015). A sample is sub-unit of the population which is being investigated. There are two main types of sampling, which are probability and non-probability sampling (Enon, 1998). Both probability and non-probability techniques were used in the study in order to get a more reliable sample. Stratified random sampling was used to obtain the sample of classes researched. Pupil samples were classified according to their classes. Classes which were observed were standard three and standard six. Each class had twenty five pupils which made fifty pupils in one school. These classes were chosen as a representation of all students in each school. Standard three represented lower classes while standard six represented higher classes. This method was applied in all schools and the total number of six classes was selected in all schools.

On the other hand purposive sampling was used to sample teachers from each school. All teachers who teach English subject were included. Another 5 teachers

were selected randomly as a sample from each school. Total number of 15 sampled teachers were observed and given questionnaires to fill. One school inspector was also used as a sample to get school report about English subject.

Table 3.1: Sample size

Name of Schools	No of Samples	
	Students	**Teachers**
Mlowa	Standard III and Standard VI 50	5
Pentagon	Standard III and Standard VI 50	5
Itigi	Standard III and Standard VI 50	5
	School inspector	1
Total		**16**

Source: Field Survey 2016

The total number of samples in the study area was one hundred and sixty six people (166).

3.7 Variables and Measurement Procedures

A variable is a factor or characteristic of interest which a researcher wants to deal with or manipulate in the research. A variable is capable of taking different values. It can be age, sex, characteristics, intelligence or academic issues (Enon, 1998).

In the study of challenges facing pupils in learning English as a foreign language, the independent variables were teachers' level of education, teachers and pupils' contact hours, number of guiding books available and their quality, teacher pupil ratio, teacher-parent relationship and capability of teachers in facilitating the teaching of English language. These were measured quantitatively using frequencies of occurrence and numbers.

Other variables were the number of pupils per class, pupil - teacher ratio (PTR), major language used outside the classrooms, learning motivation and book-pupil ratio. These were used to measure pupils' English learning environment using quantity of frequencies and percentages.

3.8 Methods of Data Collection

The study employed a variety of instruments to facilitate data collection from the field. The following instruments were used for data collection; questionnaires, observation and documentary review. The use of more than one method helped to collect adequate, reliable and relevant data about the study. Sidhu (2007) argued that no single technique is superior to another. Each method has advantages and limitations, thus using more than one technique has the benefit of obtaining data that is more adequate, reliable and relevant.

3.8.1 Questionnaire

The questionnaire is a research tool in which the respondent is asked and responds to the question. It is written information which is given to the respondent to work on (Kano, 2015). Kothari (2009) added that the questions are typed or printed and sent to the respondent to respond on it. There are two categories of questionnaires; Open ended and close ended. In this study both open ended and close ended questionnaires were used. The questionnaire tool was administered to the teachers of Mlowa, Pentagon and Itigi primary schools. In open ended, teachers were free to answer what they knew about the questionnaire items and in close ended teachers had to choose the correct response.

A questionnaire has advantages and limitations. According to Sidhu (2007) one advantage is that it is an economical way of accumulating information of significance to educators. Also it is easy to plan, construct and administer. Kothari (2009) points out its limitations as having low rate of return and bias. (The questionnaires administered to teachers are found in appendix A).

3.8.2 Observation

Observation method is a direct method that allows the researcher to be in the field. The data is obtained by using sense organs (Kano, 2015). It is the way which allows the researcher to be presented physically during the process of data collection (Kothari, 2009). Kothari adds that the method has no bias compared to questionnaires and the information is found in natural environment. On the other hand however, Kothari (ibid) argues that that the method is very expensive. It is used to obtain information that may not be accessed through other tools of data collection; and is also a used for cross checking information obtained from other tools. The researcher used non-participatory observation to observe conditions of the teaching environment at the study area. Pupils in standard three and six in Mlowa, Pentagon and Itigi primary schools were observed. Factors that were examined included; lesson plans, the use of English language outside and inside the classroom, number of English textbooks, mastery of linguistic aspects, students work, and strategies employed by teachers during the teaching and learning of English subject were observed. Both students and teachers were observed. (The observation checklist is found in Appendix B).

3.8.3 Documentary Review

Documentary review refers to data which have been previously collected and prepared (Kothari 2004). In this study documentary review was taken from English subject teachers and English language inspector. Documentary review involved schemes of work, lesson plans, inspection reports and exam papers on English subject. Those documents facilitated in obtaining basic information on how they learn English language.

3.9 Validity and Reliability of Instruments

 The validity and reliability of this study were ensured by using two techniques, first; the use of triangulation technique and second conducting a pilot study. Triangulation refers to the use of multiple data collection methods so as to ensure the correctness of the findings by comparing the data from different sources. Data collection methods which were used in the study were questionnaires, observation and documentary review.

A pilot study was conducted in two primary schools in Itigi district for the purpose of testing the methods of data collection. The schools involved in pilot study were Mji Mpya and Furaha primary schools. A total number of 12 pupils from each school were involved in the pilot study; in addition 2 teachers from each school making a total of 4 teachers were used in the pilot study.

3.10 Data Processing and Analysis

Data are things which represent fact (Pagano, 2009). The collected data was processed and analyzed. According to Leedy and Ormrod (2001) data analysis is the

systematic process of selecting categorizing comparing, synthesizing and interpreting data to provide explanation of the phenomenon of interest. In this study the researcher analyzed the data using the following procedures;

3.10.1 Open Coding

This is the process of putting data into logical categories. It involves assigning some numerical symbols which are used to categorize the data (Kano, 2015, Kothari, 2009). Coding is the process of translating the data so they become easy for computer analysis. In this study the collected data were converted into numerical codes.

3.10.2 Editing

It is the process of examining the collected data in order to improve its quality. The data were edited both in the field to see if the responses have been properly done as well as in the office.

3.10.3 Statistical Analysis

The data of this study were analyzed by using Statistical Packages for Social Sciences (SPSS) version ten software. The analysis included tabulation and computing frequencies and percentages. SPSS software was chosen because it had the potential to help the researcher to analyze data quickly in different forms so as to make comparison.

3.11 Research Ethical Issues

In this study the researcher considered a number of guidelines to ensure that research ethics were observed. The researcher followed research ethical guidelines proposed

by Fouka and Mantzorou (2011). Basing on these; the researcher obtained a research clearance letter and permission letter from the Open University of Tanzania (OUT) for data collection in the selected schools. The letter of permission was addressed to the District Executive Director who had the authority to allow the researcher to conduct the study in the district. The researcher made sure that all participants were informed about the aim of the research and its advantages to them. The participants were given liberty to respond or not. In order to ensure anonymity and confidentiality participants were not allowed to write their names on the questionnaires. Furthermore, the participants were informed that the data collected were only for academic purposes and not for any other intention; they were also assured that names of their schools would remain anonymous. (Copies of research clearance letter and permission letter are attached on appendices C and D).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This Chapter presents, interprets and discusses data obtained in the field. The findings are discussed in connection with the challenges faced by pupils learning English as a foreign language. Data of the study were collected using questionnaires and observation to collect data in Itigi district council at Mlowa, Pentagon and Itigi primary schools. The presentation is made on the basis of the objectives of the study and aims to answer the research questions. Discussion of the data is also made in the light of the reviewed literature related.

The research objectives which guided presentation and discussion of the findings of the study are;

   i.   To examine teachers' ability to facilitate the teaching of English subject in primary schools.

  ii.   To examine pupils' learning environment of English language in the study area.

 iii.   To describe measures to be taken to improve English teaching and learning environment.

4.2 Demographic Information of Research Participants

This sub section presents the demographic information of research participants. Collection of data relating to demographic information of participants was done

using the questionnaire.   Demographic information required the respondents to indicate the highest level of education attained, classes they teach and number of years they have been teaching English language. The information is presented in Table 4.1(a), 4.1(b) and 4.1(c). The following were the results;

Table 4.1(a): Teachers' Highest level of education attained

	Frequency	Percentage
Certificate	8	53.3
Diploma	3	20.0
Degree	4	26.7
Total	**15**	**100.0**

Source: Field Survey 2017

Information on Table 4.1(a) indicate that many teachers had certificates (53.3%) which imply that they had not given chance to upgrade their level of education while those who had diploma of Education were 20% and degree holders 26%.

Table 4.1(b): Class Teaching

Class teaching	Frequency	Percentage
Standard three	7	46.7
Standard four	8	53.3
Total	**15**	**100.0**

Source: Field Survey 2017

Information on Table 4.1 (b) shows the classes which the respondents taught. The results show that a total of 7 respondents which was equal to 46.7% taught English

subject in standard three and 8 respondents which was equivalent to 53.3% taught English subject in standard four.

Table 4.1 (c): Years of Teaching

Years	Frequency	Percentage
1-2 Years	3	20.0
2-4 Years	3	20.0
More than 5 years	9	60.0
Total	**15**	**100.0**

Source: Field Survey 2017

Information on Table 4.1(c) demonstrates the period the respondents had been teaching English subject. The results were as follows; 3 respondents, which is equal to 20.0% had taught English subject between 1-2 years. While 3 respondents which is an equivalent of 20.0% had taught English subject between 2-4 years. Whereas 9 respondents which is equal to 60.0% had taught English subject for more than 5 years. This implies that more teachers had taught for many years and there were need for in-service training to sharpen their knowledge.

4.3 Capacity of Teachers to Facilitate the Teaching of English Subject in Primary Schools

This was the first objective which investigated teachers' capacity to facilitate the teaching of English subject in primary schools in Itigi district council. Questionnaire and observation methods were used to assess facts discussed in the literature. Matters relating to English courses teachers had attended, teachers' ability to master

English language, teaching workload, teachers' ability correct pupils' work and challenges faced by teachers of English were asked. Data collection was done through questionnaire and observation. Their responses are presented and analyzed as follows;

4.3.1 Attendance of in-service training to the teachers who taught English in Itigi district council.

This subsection presents information about the prospects of English language teachers in Itigi district attending in-service English language training. The aim of this question was to see if the teachers were given English courses in order to improve their competence in English language teaching. This information was collected through questionnaire is presented on Table 4.2

Table 4.2: Teachers' attendance of English in service courses

Course Attended	Frequency	Percentage
Yes	3	20.0
No	12	80.0
Total	**15**	**100.0**

Source: Field Survey 2017

The results in table 4.2 shows that a majority of teachers of English (80.0%) had not had an opportunity to attend any in-service English course which made them not to teach well English language This finding agrees the recommendation given by Solak and Bayer (2015) that foreign language teachers should be given in-service training and updates their professionalism from time to time in order to master language and

improve their teaching competency. Moreover these activities are in agreement with the theoretical work which provides that the capacity of implementers should be improved by training them so as to have enough skills and attitude (Gross, 1971). In view of the responses presented on Table 4.2, inability of teachers to acquire in-service training is one of the factors that lead to low capacity of teachers to facilitate the teaching of English subject in Itigi district council.

4.3.2 The comfortability of the teachers when teaching English language

This subsection presents data showing whether or not teachers were comfortable when teaching English subject. Information was collected through questionnaire. The teachers were asked to indicate whether or not they enjoyed teaching English subject. Tables 4.3(a) and 4.3(b) summarize information about teachers' comfortability when teaching English language.

Table 4.3 (a): Enjoy teaching English subject

	Frequency	Percentage
Yes	8	53.3
No	7	46.7
Total	**15**	**100.0**

Source: Field Survey 2017

The results on Table 4.3 (a) indicate that seven respondents, equivalent of 46.7% enjoyed teaching English language by choosing 'Yes'. Whereas eight respondents, equivalent to (53.3%) answered 'No' implying that they did not enjoy teaching English.

Table 4.3 (b): Reasons for not enjoying teaching English language

Reasons	Frequency	Percentage
Poor environment	2	13.3
Lack of teaching and learning materials	2	13.3
Mother tongue effect	3	20.0
No answer	8	53.3
Total	**15**	**100.0**

Source: Field Survey 2017

Table 4.3(b) show the reasons for teachers not to enjoy teaching of English Language were poor environment (13.3), lack of teaching and learning materials (13.3%). English not being their mother tongue (20%) and 53.3 of the respondents had no answer.

Furthermore, during the observation sessions he researcher noted that teachers taught English subject unhappily. Often they were unable to pronounce some words correctly. For example one of the teachers pronounced book as 'buku' instead of 'buk', and *similality* instead of '*similarity*'. On the other hand most classrooms observed were overcrowded; there were so many pupils in the classes that the teachers could not to teach well English language. Other teachers used Kiswahili to teach English throughout the lesson because they were not comfortable with English language. This was revealed when the teachers were tell if they managed to use English language throughout the period, the answers are summarized on Table 4.3(c) and 4.3(d)

Table 4.3(c): Ability to use English language throughout the period

	Frequency	Percentage
Yes	3	20.0
No	12	80.0
Total	**15**	**100.0**

Source: Field Survey 2017

The information on Table 4.3 (c) shows that many teachers (80%) were unable to teach English subject by using English throughout the period. While only 20% can use English language throughout the period. This implies that many teachers do not master English language.

Table 4.3(d): Other languages used beside English

Language	Frequency	Percentage
Kiswahili	11	73.3
Mother tongue	1	6.7
No answer	3	20.0
Total	**15**	**100.0**

Source: Field Survey 2017

Table 4.3 (d) shows that 73.3% of the teachers used Kiswahili when teaching while 6.7% used mother tongue during explanation. This meant that teachers were comfortable to use the language they master during teaching and learning process.

This finding is in agreement with the study conducted by Rababah (2002) who reported that, when the learners and teachers' mother tongue is different from the

language being studied, it is not easy for the teaching and learning process to be done well because the studied language is different from theirs. Furthermore, Ahmed (2013) added that teachers face problems in pronunciation, spelling, vocabulary and grammar which makes them uncomfortable during teaching English as a foreign language hence they revert to using Kiswahili in which both the teachers and learners are fluent. According to the data presented in this section, it is evident that many teachers who teach English subject are not comfortable in teaching it which makes their capacity to facilitate the teaching of English language in primary schools in Itigi DC to be low.

4.3.3 Challenges teachers face when teaching English language and strategies used to solve them

This sub section aims to determine the challenges which make teaches fail to teach well English language and strategies they adopt to resolve the problems. This information is presented on Tables 4.4(a), 4.4(b) and 4.4(c) as follows:

Table 4.4 (a): Whether or not teachers face challenges when teaching English language

	Frequency	Percentage
Yes	13	86.7
No	2	13.3
Total	15	100.0

Source: Field Survey 2017

Table 4.4 (a) shows responses related to the challenges teachers face when teaching English language. The results show that 13 respondents which equals 86.7%

answered 'yes' whereas 2 respondents which is equivalent to13.3% answered 'no'. This implies that there are challenges which teachers face when teaching English subject. The researcher wanted to find out those challenges. Table 4.4(b) show those challenges

Table 4.4(b): Kinds of challenges teachers face in teaching English

Challenges	Frequency	Percentage
Lack of text books	1	6.7
Poor motivation	1	6.7
Large class sizes	1	6.7
Poor understanding of English	7	46.7
Effect of mother tongue	4	26.7
Not applicable	1	6.7
Total	**15**	**100.0**

Source: Field Survey 2017

Table 4.4 (b) shows teachers' responses on what kinds of challenges they face when teaching English. The results indicate that 1 respondent which is equal to 6.7% cited lack of text books. Another 1 respondent which equals 6.7% stated poor motivation. Also1 respondent an equivalent to 6.7% mentioned large class size. While seven 7 respondents which is equivalent to 46.7% referred to poor understanding of English language. Whereas 4 respondents which is equivalent to 26.7% mentioned mother tongue. This means that teaching of English subject is poor due to those reasons.

Table 4.4(c): Strategies used to resolve English language teaching problems

Strategies	Frequency	Percentage
Participation method	12	80.0
Good classroom management	3	20.0
Total	**15**	**100.0**

Source: Field Survey 2017

Table 4.4(c) shows teachers' responses on what strategies they used when teaching English language. The results show that 12 respondents which is equivalent to 80.0% mentioned use of participatory methods like songs, plays, question and answers together with group discussion. Another 3 respondents which is equal to 20.0% revealed they used good classroom management. This implies that teachers have few strategies to solve the problem.

Furthermore, during the observation sessions it was observed that teachers were unable to teach well due to poor understanding of English language. Some of them used Kiswahili language in teaching English language. It was also seen that the classes were over populated with some classes comprising between 100-120 students, which hinders the teachers to teach well. Another problem observed in each school was lack of English text books. In one class, it was observed that 15 English textbooks were used by 116 students. Another problem observed was interference of mother tongue. This affected the teaching of English language, for example the use of 'r' and 'l', leading to pronouncing *lead* instead of '*read*' which are quite different two words.

These findings agree with the study conducted by Mawere (2012 who found that many teachers did not teach well due to lack of teaching and learning materials like text books. On the other hand Dillon and Wanjiru (2013) found that poor background and effect of first language hindered teaching and learning of English as foreign language. Fatiloro (2010) added that large classes, language background, poor teaching facilities and poor specialist teachers of English language affected the teaching of English language.

On the other hand Mtalo (2015) explained that many teachers teach English language using code switching and code mixing due to incompetence in using English language. They prefer to use Kiswahili when teaching English because they can express themselves better in Kiswahili than English. As a way to resolve the teaching problems mentioned above, Reddy (2012) suggested that teachers should use good teaching methods.

Hence, according to the findings of this study lack of text books, poor motivation, and large class size, poor understanding of English and effects of mother tongue are among the challenges which hinder teachers' capacity to facilitate the teaching of English subject in Itigi DC.

4.3.4 Activities conducted by the teachers to help the student to gain mastery of English language

This subsection presents the data on teachers' responses when asked if they conducted any activities to help learners to master English Language. The responses

were obtained through questionnaire and observation methods. The questionnaires were administered to 15 teachers from three sampled schools. The results are presented in Table 4.5.

Table 4.5 Kinds of activities provided by teachers to enhance students' mastery of English language

Activities	Frequency	Valid Percentage
Greeting in English and Kiswahili	1	6.7
Meaning from dictionary	1	6.7
Direct translation	1	6.7
Using supplementary materials	1	6.7
Debate	1	6.7
Songs	1	6.7
No answer	9	59.8
Total	**15**	**100.0**

Source: Field Survey 2017

The results from table 4.5 show that 6.7 % of the teachers used greeting in English and Kiswahili as the way to make pupils master English language. 6.7 % used meaning from dictionary. 6.7 % used direct translation. 6.7 % used supplementary questions. 6.7 % used debate. 6.7 % used songs; while 59.9% had no answer. This means that many teachers (59.9) do not use any activities to help the learners learn well English hence poor learning of English language.

Classroom observation of English language teaching revealed that learners were not given activities which could make them to master what they had learned. Teachers

used text books which provided only few exercises to the learners. Learners copied the questions without understanding what they were writing because they did not understand when they were being taught.

According to literature review the learners can learn English well if they are given some activities to motivate their learning. Solak and Bayar (2015) argued that learning of English language should be practical rather than theoretical. Duarte (2015) mentioned drama as one of the activities that can enable learners master what they have learned. The findings of this study have found that, many teachers do not provide activities that may help their learners to master English language. This shows that   teachers' capacity to facilitate English subject in primary school is low.

4.4 The Pupils Learning Environment of English Language in primary schools

The second objective sought to examine pupils Learning Environment of English Language in Itigi district council. Questionnaires and observation were used to assess what were discussed in the literature. The main issues in this topic related to availability of text books and availability of other teaching materials. Data collection was done through questionnaire and observation. The responses obtained are presented and analyzed.

4.4.1 Availability of English text books and other teaching and learning materials

This subsection presents participants responses regarding availability of English text books and other teaching and learning materials for English subject in Itigi district

council. The aim of this question was to see if there were enough textbooks and other teaching and learning materials for English subject in primary schools. Sufficiency of teaching and learning text books and other teaching materials made English language teaching and learning process to be successful and efficient. Information on this topic was collected through questionnaires and observation method. The information is presented on table 4.6.

Table 4.6: Availability of relevant text books and other materials for teaching and learning English language

	Frequency	Percentage
Yes	2	13.3
No	13	86.7
Total	**15**	**100.0**

Source: Field Survey 2017

The results from Table 4.6 show that 2 respondents who were equal to 12.5% replied 'YES' implying that teaching and learning materials other than English text books were available in their schools; whereas 13 respondents who were equal to 81.2% answered 'NO' implying that teaching and learning materials other than English text books were not available in their schools. This means that many teachers do not use other teaching materials rather than text books.

Classroom observation in the schools confirmed that the main problem in each school was lack of English text books. In one of the classes observed it was noted that 15 English textbooks were used by 116 pupils. In most schools it was observed

that students did not use text books they only listened to their teachers, Moreover teachers taught without using any teaching aids.

The explanation above relates to theoretical stance which contends that in order for the teaching and learning to take place there should be available support facilities like text books and other teaching and learning environment (Gross, 1971). The observation further agrees with the study by Mawere (2012) who argued that many teachers did not teach well due to lack of teaching and learning materials like text books. Reddy (2012) added that teaching and learning materials motivated the learners to learn English language well.

4.4.2: Suitability of the classroom environment for pupils to learn English language effectively

This subsection presents teachers' responses about the suitability of the classroom environment for pupils to learn English language in Itigi district council. The aim of this question was to see if the classroom environment was supportive to the teaching and learning of English subject in primary schools. Data were collected through questionnaire and observation methods. This information is presented on tables 4.7(a) and 4.7(b) as shown in Table 4.7:

Table 4.7(a): Suitability of the environment for learning English

	Frequency	Percentage
Suitable	5	33.3
Not suitable	10	66.7
Total	**15**	**100.0**

Source: Field Survey 2017

Table 4.7 indicates that 66.7% of respondents said the teaching environment for English was not suitable. This means that the learning of language was poor. In order to explore further the researcher explored the means of classroom environment. Findings are indicated in Table 4.7(b).

Table 4.7(b): Reasons accounting for poor classroom environment

Reasons	Frequency	Percentage
Insufficient materials	5	33.3
Large class sizes	4	26.7
Poor infrastructure	2	13.3
Not applicable	4	26.7
Total	**15**	**100.0**

Source: Field Survey 2017

Table 4.7(b) indicates that different reasons were accountable for the poor classroom environment. They include insufficient materials, large classes and poor infrastructure.

Results from the observation in the classrooms confirmed that the environment was unsuitable for conducting teaching and learning. First, the number of students in the classrooms was very big. Each class had between 50-100 pupils. This situation

compelled the teachers to mark a big number of exercise books. Another shortcoming observed was shortage of English textbooks which resulted in one book being used by more than ten pupils.

Genesee et al (2005) when discussing the role of teaching and learning environment commented that positive school environment enabled the learner to learn well the subject. This is supported by Dillon and Wanjiru (2013) who suggested that having a warm teaching and learning environment increased learners' motivation.

4.4.3 Students' motivation in learning English language

This subsection presents information about the motivation of students to learn English language in Itigi district council. The information presented was elicited by a question that sought to establish if the students were motivated to learn English. The Information was collected through questionnaire and observation method and is presented on Table 4.8.

Table 4.8: Students' motivation to learn English

	Frequency	Percentage
Yes	6	40.0
No	9	60.0
Total	15	100.0

Source: Field Survey 2017

Table 4.8 presents information on the question which sought to establish whether or not the students were motivated to learn English language. Findings in Table 4.8 imply that most of the pupils (60%) were not motivated to learn English.

Observation in the classrooms confirmed that the learners were not enthusiastic when learning English. This was verified by finding some students being busy doing other activities when the teacher was teaching; while other students slept during the lesson, all these were due to poor classroom environment. The explanation above is supported by Rababah (2002) who noted that learner's motivation is very important in influencing pupils' capability to master the language and concluded that good performance in English subject depended on the motivation given to the learners.

4.5 Measures for Improving the Teaching and Learning

The third and last objective of the study sought to investigate measures to be taken to improve teaching and learning environment in primary schools in Itigi District. Data were collected using questionnaire and observation methods. Teachers were asked to give their views on what should be done in order to help learners learn English language effectively. Their responses are shown on table 4.9.

Table 4.9: Teachers' Suggestions for Improving the Teaching and Learning of English

Suggestions	Frequency	Percentage
Provide in-service training to the teachers	7	46.7
Motivate teachers and learners	2	13.3
Ensure equal pupil teacher ratio	1	6.7
Make English materials available	2	13.3
Form English clubs	1	6.7
Provide good infrastructure	2	13.3
Total	**15**	**100.0**

Source: Field Survey 2017

Findings in Table 4.9 indicate the different suggestions for improving the teaching and learning of English .Suggestions were to provide in-service training to teachers (46.7%), motivate teachers and learners (13.3%). Ensure Pupil Teacher Ratio (PTR) (6.7%). The suggestions were to make English materials available (13%), to establish English clubs (6.7%) and to provide good infrastructure (13.3%).

Observation of English language teaching revealed that the classes were overcrowded which affected learners ability to learn well. For example in Mlowa and Pentagon primary schools the researcher observed that there were more than eighty pupils in one class. This led to the learners to doze and talk while the teacher was teaching. Likewise the availability of English materials and good infrastructure were seen to be necessary for the learner to learn well. Moreover, most teachers were found to have low mastery of the language, which made them to use Kiswahili when teaching English.

This finding is in agreement with Dillon and Wanjiru (2013) who observed that having a warm and active classroom atmosphere was essential in promoting motivation for learning. Moreover, Genesee et al (2005) suggested that teachers should be trained in order for them to master what they teach.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides an overall summary of the study presents a brief conclusion and suggests some recommendations based on the findings of the study.

5.2 Summary of the Study

The findings of the study are presented in accordance with the specific objectives of the study which are: to examine capacity of teachers to facilitate the teaching of English subject in primary schools; to examine pupils learning environment of English language in the study area and to describe measures to be taken to improve English language teaching and learning environment.

The first objective concerned on the ability of teachers to facilitate the teaching of English subject in primary schools.

The findings revealed that:

i. The findings revealed that many teachers had not attended any English course or in-service training relating to English language teaching which caused their teaching ability to be of poor quality.

ii. The study also revealed that teachers were not comfortable in teaching English language. This was due to poor teaching and learning environment.

iii. Teachers were not able to use English language when teaching due to English not being their mother tongue or poor background of English language they used Kiswahili instead of English. This was revealed during observation and in the inspectors' report.

iv. The findings also revealed that the classrooms were congested. Some classes had more than 100 pupils which are beyond MoEVT directives that require one teacher to teach one stream of forty five pupils.

v. The findings further revealed that teachers faced many challenges particularly; lack of text books, poor motivation and poor understanding of English language.

The second objective related to examining pupils learning environment for English language in the study area. The results revealed that a number of shortcomings in the teaching of English including:

i. Lack of sufficient English text books which led to poor teaching and learning

ii. Shortage or lack of other teaching materials apart from English text books.

iii. The findings also revealed that most teachers used only one teaching method of question and answer when teaching due to lack of teaching aids.

iv. Besides over congestion of pupils in the classes, there was also the problem of infrastructure. Classes were insufficient for the students.

v. Furthermore the number of teachers was inadequate compared to the number of pupils; this posed difficulty in teaching and learning environment to be poor.

Objective three related to examination of measures to be taken to improve the teaching and learning environment**.** Teachers were asked to suggest ways for improving the teaching and learning of English as a foreign language. The findings revealed that teachers suggested a number of measures including; providing training to teachers, providing motivation to teachers and learners. Other measures suggested by the teachers included; ensuring equal pupil teacher ratio, availability of English teaching materials and text books, good infrastructure and formation of English clubs in schools.

5.3 Conclusion

The conclusions are made in relation to the research objectives. With regard to the findings of this study,   it is possible to deduce that pupils learning English as a foreign language face many challenges. According to the findings, some challenges originate from the teachers and others from the environment. Poor English language background for teachers, pupils' mother tongue interference and incompetent teachers due to lack of in-service training are some of the challenges which face pupils learning English as the foreign language. Over congested classes, insufficient teaching materials, shortage of classrooms, insufficient textbooks and poor teacher motivation are among the challenges they face. The findings further reveal that shortage of time to practice English; lack of activities conducted by teachers to strengthen their language and lack of support from the society are additional challenges facing pupils learning English as a foreign language. Furthermore the study shows that students' low performance in internal and external examinations; together with the students' incompetence in reading and writing English; poor

students' attendance in the English lessons are extra challenges which pupils face. Low teachers' and learners' motivation has been shown to affect negatively the process of imparting English language knowledge, skills and attitudes to learners.

5.4 Recommendations for Action and for Further Research

Basing on the research findings, the study recommends as follows:

5.4.1   Recommendations for Action

   i.   Ministry of Education, science and technology should employ more teachers in order to reduce teachers' workload. The ministry should also organize short and long courses for the teachers to improve their knowledge.

   ii.   Government should strive to improve students' attitude toward academic work by providing adequate teaching and learning materials, so that students' may attain learning experience that is more meaningful and interesting.

   iii.   The government and general public should join effort by building more classrooms in order to solve the problem of overcrowded classrooms

   iv.   There is a need to review the language policy in order to make it suitable to the Tanzanian context and to remove the confusion about which language should be used for educational purposes at different levels of education.

v. The teachers should creatively apply the skills they learned in colleges to improvise teaching aids that are relevant to pupils' environment in order to motivate learners. This will help to solve the problem of poor academic performance among primary school students in public schools and raise the widely acclaimed fallen standards of education in Itigi district and Tanzania in general.

5.4.2 Recommendations for further research

i. The study investigated the situation in only three primary schools in Itigi district council, it is imperative that another study should be conducted in a wider area involving other parts of the country in order to determine if the challenges which face Itigi primary schools also apply in other parts of the country.

ii. Further study should be   conducted using the present study as a base line by using different instruments and variables which might produce different results and add some insights to English language teaching profession in Tanzania.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Part I: Introduction

I am Margareth Elibariki, a Master of Education in Administration, Planning and Policy studies student at Open University of Tanzania conducting a study on **Challenges faced by primary school pupils in learning English as a foreign language: A case of primary schools in Itigi district council**. This study aims to find out challenges learners face and how to solve them. The result of this study will have contribution to the knowledge available on the challenges faced by the learners of English as a foreign language. Apart from that, the findings will help teachers who teach English Language to be aware and be able to minimize those challenges and make teaching and learning English Language to be useful.

I kindly request you to complete this questionnaire according to the instruction given so as to complete this study. I assure you that the information that will be collected in this study will be treated confidentially. Your participation is voluntary. Please respond to all questions.

For further information use 0757560539 or email address magetemu@gmail.com

Thank you very much for your cooperation.

Margareth Elibariki.

Please answer all questions according to the instructions given in the brackets.

1. What is your highest level of education? (please put a tick on the right choice)

   (a) Certificate [ ]

   (b) Diploma [   ]

   (c) Degree [   ]

2. In which class do you teach English? (Mention the classes)

   …………………………………………………………………………

3. For how long have you been teaching English language subject? (Put a tick on the right choice)

   a) 1-2 years [ ]

   b) 3-4 years [ ]

   c) More than 5 years [ ]

4. Have you attended any English course? (Put a tick)

   (a) Yes   [ ]

   (b) No [ ]

5. Does your school have enough required English textbooks? (Please put a tick on right choice)

   (a) Yes [   ]

   (b) No [   ]

   (c) Not sure [   ]

6. Does your school have other English materials for teaching and learning English language   apart from textbooks? (Put a tick)

    (a) Yes [   ]

    (b) No [   ]

7. If the above answer is **Yes,** please indicate those English materials which are available at your school (Mention).

…………………………………………………………………………………………

…………………………………………………………………………………………

8. Do you enjoy teaching English subject? (Please tick the right choice)

    (a) Yes

    (b) No

 9. If the answer is **No,** please give reasons for your response why this is so.

…………………………………………………………………………………………

…………………………………………………………………………………………

10. Is the time allocated for teaching English subject in a week enough? (Put a tick)

    (a) Yes [   ]

    (b) No[   ]

11. If the answer above is **No,** what strategies do you use to help the students? (Please explain)………………………………………………………………………

12. Do you always check students' exercise books? (Put a tick)

   (a) Yes [   ]

   (b) No [   ]

13. Do you manage to teach English language subject using English throughout the period? (Put a tick)

   (a) Yes [   ]

   (b) No [   ]

14. If the above answer is **No,** which other languages do you use beside English? (Mention these launguges)

…………………………………………………………………………………………

…………………………………………………………………………………………

15. Are students motivated in learning English language? (Put a tick)

   (a) Yes [   ]

   (b) No [   ]

16. Do you face any challenges when teaching English language? (Put a tick)

 (a) Yes [   ]

(b) No [   ]

17. If the above answer is **Yes,** please mention those kinds of challenges which you face.

…………………………………………………………………………………………

…………………………………………………………………………………………

18. What kind of teaching materials do you use in teaching English language subject? (Please mention those materials)

……………………………………………………………………………………

……………………………………………………………………………………

19. Which teaching strategies do you use when teaching English language? (Please mention)

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

20. Is the classroom environment suitable for the students to learn English language? (Please put a tick)

   (a) Yes [   ]

   (b) No [   ]

21. If the above answer is **No,** please give the reason why (Please give short explanation)

……………………………………………………………………………………

……………………………………………………………………………………

22. As an English teacher, are you conducting any activities which can help students at your school to mastery English language? (Please put the   tick in the right answer)

   (a) Yes [   ]

   (b) No [   ]

23. If the above answer is **Yes,** please mention those activities

……………………………………………………………………………………

……………………………………………………………………………………

24. Give any suggestions that can help primary school pupils to learn and master English language, adequately.

……………………………………………………………………………………

……………………………………………………………………………………

Thank you for your cooperation

APPENDIX B: CLASSROOM OBSERVATION SCHEDULE

This schedule was prepared by the researcher to `examine on what is taking place during the lesson

Date ……………………………………

The components to be observed

1. How many students sit on each desk?

    ……………………………………………………………………………

2. Does the teacher divide students into smaller groups to help them in the teaching and learning process?

3. (a) Is the teacher able to use English throughout the lesson time?

    (b) If no, what is an alternative language used

    ……………………………………………………………………………

4. Are English text books enough for every student to get one book.

5. If the above answer is **No** how many students use one book?

    ……………………………………………………………………………

6. Does the teacher use any teaching aids to help students under the English lesson?

7. What language is used by the students to ask and answer questions to the teacher throughout the period? (Tick where appropriate)

    (a) English [   ]

    (b) Kiswahili [   ]

    (c) Both [   ]

9. How is the students work marked?

a) By reading and correcting the mistakes.

b) By putting a mark only.

10. What strategies are employed by the teacher when teaching English language subject?

....

11. To what extent is the teacher able to master the following linguistic aspects?

Linguistic Aspects	Excellent	Very good	Good	Fair	Poor
Pronunciations					
Vocabulary					
Syntax					
Semantic					
Grammar					

Observation guide outside the classroom

12. Is there any library in the school premises?

13. Which language the students use outside the classroom ……..

14. Are there any other strategies which the school puts in action so as to make students master English language?

APPENDIX C: RESEARCH CLEARANCE

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759Dar es Salaam, Tanzania,
http://www.out.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

20 /01/2017

To whom it may concern

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time. To facilitate the research function, the Vice Chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Ms. Elibariki Margaret, PG201506819** who is a Masters student at the Open University of Tanzania. By this letter, **Ms. Elibariki Margaret,** has been granted clearance letter to conduct research in the country. The title of her research is **"Challenges faced by primary school pupils in learning English as a foreign language: A case of primary schools in Itigi district council".** The research will be conducted in Itigi district. The period which this permission has been granted is from 01/02/2017 to15 /03/2017.

In case you need any further information, please contact: The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

APPENDIX D: PERMISSION LETTER

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA ITIGI

(Barua zote zitumwe kwa Mkurugenzi Mtendaji Wilaya)

Email- ded.itigidc@singida.go.tz

Ofisi ya Mkurugenzi Mtendaji Wilaya,
S.L.P. 70,
ITIGI.

Unapojibu tafadhali taja:

Kumb.Na.HW/ITG/ED/001   01 Februari, 2017

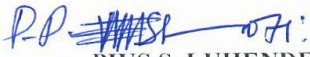K WA YEYOTE ANAYEHUSIKA,
HALMASHAURI YA WILAYA YA ITIGI.

YAH: KIBALI CHA KUFANYA UTAFITI

Rejea kichwa cha habari pamoja na barua yako ya tarehe 20/1/2017 yenye kuhusiana na mada tajwa hapo juu.

Napenda kukujulisha kuwa Bi MARGARETH ELIBARIKI ambaye ni mwanachuo kutoka katika chuo Kikuu Huria cha Tanzania amekubaliwa kufanya utafiti unaohusu **"Challenges facing primary school pupils in learning English as a foreign language in Itigi disrict".**

Kibali cha utafiti huu ni kuanzia tarehe 01/02/2017 hadi 15 /03/2017 katika shule tatu za msingi za Halmashauri ya Wilaya ya Itigi ambazo ni Itigi, Mlowa na Pentagon.

Tafadhali mpeni ushirikiano.

PIUS S. LUHENDE
MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA ITIGI

Kny. MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
ITIGI