ENGLISH LANGUAGE PROFICIENCY AND THE STUDENTS'

ACADEMIC PERFORMANCE: A CASE OF TEMEKE MUNICIPALITY

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled "Proficiency of English Language and Student's Academic Performance: A Case of Temeke Municipality" in partial fulfilment of the requirements of Master of Education In Administration, Planning and Policy Studies.

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Dr. Josephine Yambi

(Supervisor)

……………………………

Date

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DECLARATION

I, Blasia Sifael Msigala, do hereby declare that this dissertation is my own 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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Signature

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Date

DEDICATION

This dissertation is dedicated to my lovely daughter Violeth, may you grow up with an open mind to intellectualism and God bless you.

ACKNOWLEDGEMENTS

Violeth Shango for their patience, material support and tolerance which enabled me to accomplish this study.

Lastly, I would like to acknowledge that, I am responsible for any errors or shortcomings found in this study.

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ABSTRACT

This study investigated the English language proficiency and the students' academic performance. The study focused on three specific objectives which are first, to identify the influence of proficiency of English language as a LOI and student's academic performance. The second objective was to examine school based factors influencing students' proficiency in English language and third was to explore the challenges faced by both teachers and students in the teaching and learning English language. Research design used for the study was descriptive survey and the research approach used was mixed method approach. The study was conducted in Temeke Municipality in Dar es Salaam region involving five government secondary schools in four wards, and the participants were teachers and students from selected schools. The data collection methods are questionnaire, interview and documentary review. Content analysis was used for data analysis. The findings showed that there is poor English language proficiency among students in secondary schools hence contributing to poor academic performance. The study also found inadequate teaching and learning materials as well as other facilities in the schools studied that contribute to poor student performance. The study recommends that measures should be taken by the government in preparing a policy which will strengthen the use of English as a medium of instruction in secondary schools.

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LIST OF ABBREVIATIONS

DED   District Executive Director

FGD   Focused Group Discussion

LOI   Language of Instruction

LOITASA   Language of Instruction in Tanzania and South Africa

MOI   Medium of Instruction

NECTA   National Examination Council of Tanzania

REPOA   Research on Poverty Alleviation

UNESCO   United Nations Educational, Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the general introduction of the study. It covers the background to the study, statement of the problem, purpose of the study, objectives of the study and research questions. It also presents the significance of the study and definition of key terms used in this study.

1.2 Background to the Problem

The uses of English language in education systems in countries where English is a second language and is used as a medium of instruction bring difficulties to students. Generally, students face challenges in their learning of different subjects hence their performance is negatively affected (Arsad et al, 2014). Various studies have indicated that there is a relationship between English proficiency and studentsø performance in their studies. For instance, Kumar (2014) in his study conducted in India revealed that students who use English language as their language of instruction (LOI) but it is not their first language experienced problems in their learning and poor examination performance.

Poor proficiency in English language seems to be not only a barrier in learning among students in the third world countries but also to students in the developed and developing countries such as China, India, Malaysia, Thailand, Philippines and Singapore (Arsad et al, 2014). It has also been indicated that sometimes it is the case that both teachers and students in some non-native English speaking countries lack

English language proficiency. The situation, therefore, causes a barrier to effective interaction during teaching and learning process and ultimately affects studentsø performance in their examination (Ibid).

In Africa, particularly in the Sub-Saharan, most countries put greater emphasis on the use of English language as the medium of instruction (Raga, 2014). The colonial education and administration were the main reason for the most countries in the region to use English language as their medium of instruction as well as an official language (Howie and Plomp, 2003). Therefore, in the post independence, some African regimes re-emphasized colonial language policy on the use of English language in education and administration while leaving aside their mother tongues which are used by majority (Swilla, 2009). There is also the issue of multilingualism in Africa. A study conducted in South Africa indicated that there is weakness in providing quality education due to deficiency of English language caused by multicultural societies and having many languages of instruction in their education system (Howie and Plomp, 2003).

Nigeria faces the same problem of diversity in languages hence leads to lack of proficiency of English language among the learners consequently causing low level of performance in their examinations (Aina et al., 2013). In East Africa, various studies such as Atetwe (2013), Kinigi (2002) and Mwinsheikh (2008) show the relationship between proficiency of English language and studentøs performance. For example in Kenya, poor proficiency in English language is said to be caused by the use of native languages among the students at home as well as at schools, a situation

affects their education performance (Atetwe, 2013).

The Tanzanian education system was adopted from the colonial education whereby both English and Kiswahili languages were used as languages of instruction. In the colonial era, education system for African students was planned to be in Kiswahili language in four years of primary education and shifted to English language at fifth year and post secondary level (Swilla, 2009). In post independence, the same education system was adopted by the Tanzanian government whereby Kiswahili language was still used at primary Education and English language at secondary education and in other higher levels of education (Ibid). It was noted that the linguistic transition for language of instruction in Tanzania at secondary education leads to lack of sufficient knowledge and skills which cause poor students performance (Persson, 2013).

1.3 Statement of the Problem

The problem of poor proficiency in English language has been seen as not only a concern of poor countries, but also of the developed and developing countries which use this language as their medium of instruction (Cekiso, et al 2015). The problem of poor proficiency in English language seems mostly to affect non-English speaking countries compared to English speaking countries (Howie and Plomp, 2003). Various studies show that there is direct correlation between proficiency in English language and studentøs performance in their studies and in examinations as well (Akurugu, 2010).

Tanzania faces the same problems like other non- English speaking countries

regarding the proficiency of English language as a medium of instruction (Persson, 2013). Due to poor proficiency in English language, most students experience problems in acquiring new vocabularies, sentence construction, speaking and writing skills hence this affects their academic performance (Swilla, 2009). The data below shows performance in English language as a compulsory subject taught in Tanzanian secondary school. Data is drawn from Temeke Municipal in Dar es Salaam Region.

Table 1.1: Form Four Students' Performance in English Language Subject in their National Examination for Some Schools in Temeke Municipal, 2015

School	Passed (N& %)		Failed (N& %)		Total (N& %)	
	N	%	N	%	N	%
Nzasa	125	38.3	201	61.7	326	100
Wailes	204	43.2	268	56.8	472	100
Chamazi	292	44.3	367	55.7	659	100
	93	41.3	132	58.7	225	100

Source: NECTA, 2015

In spite of the increasing poor performance in English language subject among the secondary school students, still there are fewer efforts made by education policy makers to improve the situation in order to improve English learning in the country. This study explored further the relationship between the English language proficiency and the studentsø academic performance**.**

1.4 Objectives of the Study

1.4.1 General Objective of the Study

The general objective of the study was to investigate the English language proficiency and the studentsø academic performance**.**

1.4.2 Specific Objectives

This study was guided by the following specific objectives;

  i.   To identify the influence of proficiency of English language as a LOI and students'academic performance in Temeke Municipality.

  ii. To examine school based factors influencing students'proficiency in English language.

  iii. To explore the challenges faced by both teachers and students in the teaching and learning English language.

1.5 Research Questions

The following are the research questions;

  i.   How does English language as a LOI relate to students' academic performance in Temeke Municipal?

  ii. What are the school based factors influencing students' proficiency in English language?

  iii. What are the challenges faced by both teachers and students in the teaching and learning English language?

1.6 Significance of the Study

This study is significant in the field of education because it is intended to reveal the present situation concerning the language of instruction in Tanzanian secondary schools and its relationship to students' learning and performance in English and other subjects taught in English. The findings of this study are expected to raise awareness to education policy makers, education administrators, teachers, students and the society at large on the importance of linking the language of instruction

proficiency, and studentsø performance in secondary schools. In addition, the findings of this study are expected to contribute knowledge to the existing literature about the proficiency of the language of instruction and its relationship to student learning and academic performance.

1.7 Definition of the Key Terms

The following are definitions of key terms as they are used in this study.

Language proficiency refers to mastery of a specific language, behavior or skills demonstrated by consistently superior performance measured against established or popular standards (Mvungi, 1982).

Performance is defined as the accomplishment of a given task when measured against pre-set known standards of accuracy and completeness in attaining a certain academic qualification (Lwaitama and Galabawa, 2008).

Language of Instruction is a language used in the process of teaching and learning; it may be or may not be the official language of the country.

First language is defined as the language which a person has learned from birth or a language of his or her ethnic group, while second language is the language that is not the mother tongue of a person; it is learned after his or her native language (Kadeghe, 2005).

1.8 Limitations of the Study

In conducting this study, the researcher faced some limitations for example, in some

schools the researcher had to visit several times before getting permission to talk to students and teachers despite the fact that she had introduction letters from relevant authorities. Moreover, some heads of schools and teachers did not provide much cooperation during the first visit because they thought the researcher was assessing the performance of such schools. Also, due to respondentsø busy schedules, in some schools the researcher had to collect data on weekends. Despite the challenges the researcher was able to collect the intended data for the study.

1.9 Delimitation of the Study

Delimitations are the characteristics that limit the scope and define the boundaries of the study, the delimiting factors include the objective of the study, research questions, the theoretical perspective used in the study, the population of the study and the choice of the problem itself (Simon, 2011).This study was confined to studying English language proficiency and the studentsø academic performance in community secondary schools in Temeke Municipal. Also, the study has specifically included a limited representative sample of community secondary schools, students, and teachers. Thus, the conclusion of the study will be applied firstly to Temeke Municipal.

1.10 Organization of the Dissertation

This dissertation is organized into five chapters. Chapter One presents the background to the problem, statement of the problem, purpose of the study, research questions, significance of the study, definition of key terms used in the study, delimitation and limitation of the study. Chapter Two presents the theoretical and empirical literature review, the knowledge gap and the conceptual framework of the

study. Chapter Three describes the research methodology used in the study including the research design, area of study, population, sample and sampling techniques, data collection methods and procedures, validation of the study instruments, data analysis plan and research ethical issues. Chapter Four presents data and discusses the findings focusing on study objectives. Chapter Five presents summary of the study findings, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews both theoretical and empirical literature related to the study. Section 2.2 presents the theoretical literature review. Section 2.3 presents the empirical literature review. Section 2.4 presents conceptual framework review while 2.5 presents research gap.

2.2 Theoretical Literature Review

This section is focusing on theories developed by various scholars from the field of education, linguistics and psychology whose theories prove the existence of the relationship between proficiency of English language and student performance. Krashen (1985) through his Input Hypothesis shows that for the acquisition of second language to occur, the learner has to be exposed to the language which is beyond his current competence. The theory also predicts that, if the second language learner receives enough comprehensible input, he or she will acquire the language.

This theory consists of five basic hypotheses which are: the acquisition or learning hypothesis which means naturalistic development of language through understanding and using it for communication; the natural order hypothesis whereby some learners acquire certain grammatical features earlier and others later; the monitor hypothesis which deals with utterances produced in second language initiated by acquired system and conscious learning. The affective filter hypothesis which explains that success in second language acquisition generally relates directly to language acquisition; the reading hypothesis which explains that reading is responsible for

competence especially in comprehension, writing style, vocabulary, spelling and advanced grammatical competence (Krashen, 1985).

Krashen (1985) also advocated that teachers should know their studentsø ability and needs before teaching them. Teachers will motivate students to learn the target language because students lose interest in learning the second language when the teacher uses a language which is too hard or too simple. The theory also insists on reading which is responsible for building competence in reading comprehension, writing style, vocabulary, spelling and advanced grammatical competences. Krashen (1985) continues to emphasize that reading exposure alone has a strong effect on the development of language abilities.

Another theorist is Lev Vygostky (1896-1934), a Russian Psychologist who developed a Social Development Theory which argues that social interaction precedes development, consciousness and cognitive (Vygotsky, 1962). He argues further that every function in the childøs cultural development appears twice, first in the social level (between people) and second on individual level (inside the child) (Ibid). This means that, the community plays a central role in the process of learning. Students have ability to perform a task under adult guidance and with peers whom they act and interact in shared experiences.

Vygotsky also believed that language develops from social interactions for communication purposes; this is because it is the main means by which adult transmit information to children; also it is a very powerful tool for intellectual adaptation and a child will develop proficiency in language if it is spoken frequently

at home with parents, siblings and peers (Vasily and Stephen, 1995). This was also observed by Yazigy (1991) who argued that there are factors which contribute to learning, these include the learner himself or herself, personality, parental and social background. Yazigy (1991) has studied students in Lebanon; the study argued that students in the schools studied are born in overpopulated and low income societies as a result their cognitive development is not independent from the social context.
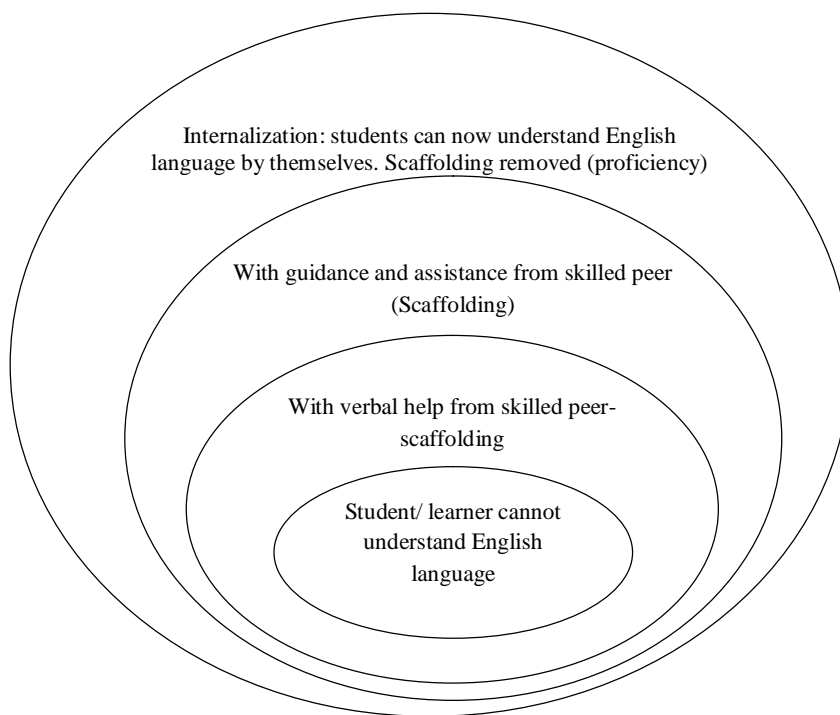
Figure 2.1: Vygostky's Theory of Learning

Source: Modified from Vasily and Stephen (1995)

Furthermore, Vygotsky explained the concept of Zone of Proximal Development which relates to the interaction between a more competent person and a less competent person on a task such that the less competent person becomes

independently proficient at what was initially a jointly accomplished task (Vasily and Stephen 1995). In this concept, Vygostky explained that the interaction between a more competent person who can be a teacher, parent or peer is an effective way to maximize academic growth in the sense that if they understand each other, the learner will be competent and do it independently after a certain time.

In the classroom setting the diagram indicates that;

i.   Initially the learner cannot understand, speak or learn by using English language by him or herself.

ii. Then, with verbal help from skilled peers (scaffolding) a learner will be able to understand English language and be able to perform a certain task in learning.

iii. With guidance and assistance from skilled peers, supervisor or teacher (scaffolding) a learner can advance in his or her learning hence be able to understand and independently accomplish a certain task.

iv. Finally, the internalization of the knowledge happens. The learners can now do by themselves; scaffolding is removed and proficiency takes over. The learners can be left alone and perform well.   This can be well achieved if the LOI is clear between the peers, teachers and the learners.

This theory has the following classroom applications; students are promoted to play an active role in learning and teachers are supposed to collaborate with their students and to help them hence learning becomes a reciprocal experience for teachers and students. Also this theory is relevant to instructional concepts such as scaffolding (helping a learner/student to achieve his or her goals) and apprenticeship (providing a learner with actual or practical training together with theoretical aspect on the

particular subject).

2.3 Empirical Literature Review

As it has been explained in the Input Hypothesis theory that for learners to acquire second language he or she should be exposed to the language which is beyond his or her current competency; so Krashenøs theory of Input Hypothesis was proved by a study by Vuzo (2007) on revisiting the language of instruction in Tanzania secondary schools in which the participants were put in three groups. Group one used Kiswahili; the second used English and the third used code- switching. The study indicated that, there were differences in teaching and learning when different media of instruction were used.

The teacher- student interaction in Kiswahili class was high and many students participated by asking and answering questions. In the class where English was used, the interaction was minimal and many students were quite. In the code- switching class students- teacher interaction was high especially when Kiswahili dominated the class. This proves that, students are motivated to learn when the language used was within their ability and they are competent with it. This study also supports the input hypothesis theory which explains that for the acquisition of second language to occur, the learner has to be exposed to the language which is beyond his or her current competence.

Moreover, Mwinsheikhe (2008) in her study on which language teachers prefer to use in the classroom between English, Kiswahili and code-switching reported similar

findings to the above study. This study also found that code- switching was the most preferred; the only problem was that examinations were in English only. In her study she concluded that, Kiswahili should be used as a medium of instruction because it is beyond teachersø and studentsø competences as a result participation and performance in the classroom will be positive.

Furthermore, Problyn (2005) in his study conducted in South Africa which indicated that there are instances where in classrooms students discuss class assignments in their home language and give feed back in English language, the medium of instruction. It was also found that some teachers tend to encourage students to use English language only, while other teachers tend to use home language during the entire class to promote effective participation of learners especially when the teacher uses the learner centered approach in teaching. Problyn (2002) also found that specialized training in English was very important due to the fact that both teachers and students need training so that they can acquire important skills for using English as a medium of instruction so as to foster better achievement in academic performance.

Moreover, the study by Haki Elimu (2008) also found that, learners were more comfortable reading Kiswahili texts than English texts. This is because Kiswahili is the language which they are competent with; hence they understand well the knowledge they get through it. The study also allies with the input hypothesis theory. A study by Kinigi (2002) on dynamics of language use in Tanzania observed that teachers and students speak Kiswahili during school activities; there is no rule that

requires students to speak English at school; as a result, spoken English is not practiced.

Also, Rubagumya (2003) reports that 79.8% of parents would send their children to a school where English language is the medium of instruction; however they attribute their childrenøs low proficiency in English language to teachers who speak Kiswahili all the time hence lower studentøs motivation to learn. The studies correlate to input hypothesis theory which explains that learners can learn better if they are exposed to the language which they are competent with, that is why teachers and students in Tanzania often switch to Kiswahili because it is the language they are comfortable with.

A study by UNESCO also had shown how important education in the mother language is for learning outcomes, mother language instruction is a powerful way to fight discrimination and reach out to the marginalized people. The reason for insisting on the mother tongue is that it promotes access, equity, self-esteem, faster acquisition of basic literacy and contributes to higher academic achievement (UNESCO, 2005). The language of instruction also leads to studentsø mastery in science and technology; it is believed that when students learn through their first language or mother tongue, it is easy for them to understand well and be able to put into practice the knowledge acquired. For example, many countries known for high standards in science and technology such as Holland, Sweden, Germany, Italy, Russia, France, Japan and Korea. All use their mother-tongue in the learning of mathematics and science, right from the elementary years to tertiary education (Ibid).

A study by Yazigy (1991) on learning English as a foreign language in Lebanon

confirmed that, towards learning English language there are factors contributing to the formation of attitude and motivations to learn which are, the learner him or herself associated with age, sex, intelligence, interest, personality, parental and social background, teaching and learning situation which comprises teachers, syllabus, curriculum, courses, materials and method. The environmental context for teaching and learning process which includes the second language situation, the value of opportunity to use the foreign language, the value of first language and the political state of the country, conditions of school and home atmosphere. This study supports the social learning theory by Vygostky used in this study.

The study of Gardner (1985) also emphasizes that environment is an important factor for personsø acquisition of a second language. He cited that in heavily populated countries like China, Nigeria and Philippines it is common for people to become fluent in more than one language. He also supports the idea of social status of the learner and the need to learn a new language where he argued that; in developing countries there is a strong need to learn the more economically powerful language contrary to Americans and Europeans especially indigenous ones who believe that there is no need for learning a second language.

A study conducted by Cho (2014) on understanding the importance of English education in South Korea found that a new language or second language can be acquired through first taxonomy rule which is based on direct learning strategy of memory, cognitive and compensation. It involves learning new vocabularies, synonym words, recalling, and repetition, translating, speaking and writing. Second language acquisition can also be done through second taxonomy rule based on

indirect learning strategies of meta cognitive, affective (confidence and emotional) and social strategy. Also, in second language learning, learners face negative emotions which affect part of learners and hinder or slow down learning process. Emotions create discomfort and fear of committing mistakes or fear of socializing with others, hence poor learning and poor performance, contrary to learners who use various strategies in learning got higher score in their examinations (Cho, 2014).

Another study conducted in Palestine by Shamis (2003) on language learning strategies found that students who have limited opportunities to practice grammatical rules had insufficient knowledge in writing skills, use gestures in speaking , did not formulate new words as a result, they had poor performance in examinations. Also the study done by Qorro (2006) found that, 95% of students understand English language only when helped by their instructors. This also proves the Vygostkyøs theory which emphasized on the acquisition of new language as a (series) step by step and how teachers and instructors can help their learners to pass through those steps by scaffolding method.

Moreover, a study by Lwaitama and Galabawa (2008) on quality of education in community secondary schools found that there are many reasons for poor quality of education in secondary schools in Tanzania; among them is increased enrollment, scarce resources, both human and financial. In addition, teachersø certification varies widely which lead to low Teachers Knowledge Stock Index (TKSI). Together with these issues, they found that there is a serious deficiency in mastery of the language of teaching and learning which is English, and the situation leads to adoption of pedagogical approach which was not learner centered, participatory and optimally

interactive. A study by Persson (2013) on how Tanzania perceives the transition of language from Kiswahili to English found that, the higher the learners proficiency, the more the use of different combinations of learning strategies, while the lower the learners English proficiency, the lesser the use of learning strategies.

Some other early studies conducted in Tanzania by Andersen (1975) and Mvungi, (1982) show that proficiency in the language of instruction is an important factor in better education performance; the lack of proficiency in the language of instruction (which is English) results in poor performance in subjects taught in English. Meanwhile, Cummins (1976) and Krashen (1996) show that poor performance in the language of instruction results in poor performance not only in other subjects but in the overall academic of performance of students. The study by Persson (2013) also found that students who held the highest regard for education as an essential element for social mobility resulted in superior academic achievement compared to students who did not take school as a key to success.

A study conducted by Anjomshoa and Sadigh (2015) on the importance of motivation in Second Language acquisition found that, studentsø positive reinforcement for correct responses motivates students to proceed with the desired consequences especially if associated with praises, good grade and tangible rewards. If no tangible rewards given to the students they may be less likely to learn. This study relates to the theory of social learning by Vygostky whereby peers, parents and teachers are supposed to reinforce their learners. The study helps to understand why students react favorably to particular subjects and dislike others. For example, students who like to study English language have been shaped to respond that way

by a series of positive experiences and those who dislike it have suffered a series of negative experiences.

Moreover, the study by Anjomshoa and Sadigh (2015) helps to understand the importance of reinforcement (expectation to receive the same reinforcement we see in others). For example, a student who admires a teacher may work hard to please the teacher or try to work hard to become like him or her. Also, some students who see their classmates being praised by their teachers after performing better or speaking good English may decide to imitate them so that they get rewards too.

In summary, the chapter has reviewed both theoretical literature review and empirical literature review; both literatures have shown how various theorists and researchers have revealed the problem associated with learning and teaching by using English language as a medium of instruction while it is the second language to some students and a third language to majority. Also the literatures have shown how use of English has affected studentsø performance.

2.4   Conceptual Framework

Conceptual frame work means an idea or plan through which the study is connected from the abstract to the actual data found in the field (Kinyaduka and Kiwara, 2013). This study is guided by the view that learnerøs good mastery of language of instruction (LOI) leads to high academic achievement and learnerøs poor mastery of language of instruction (LOI) leads to low academic achievement, as shown in Figure 2.2. Figure 2.2 indicates that English language as the language of instruction

is affected by either the presence or absence of certain intervening variables. The following are the intervening variables:

Environment

This is the setting or a place in which English language is supposed to be used or spoken so as to create proficiency. The environment can be a school both inside and outside the classroom environment; if any language is used in a conducive environment, learning will take place hence good proficiency. Similarly, the home environment should allow the learner to practice the language, hence leading to English language proficiency.

Teachers: Teachers are important stakeholders in educating and shaping students; they should teach well and be innovative to make sure that students understand well when taught and the government should fulfill the obligation of creating the best teaching and learning environment for both teachers and students.

Motivation: Motivation is the internal force that makes someone to want to learn a particular language. This can be intrinsic or extrinsic. It involves desires and curiosity towards the accomplishment of a certain objective. Motivation is very important in learning especially in the learning of new language. In the education system of Tanzania, students should create desires to learn English language. Teachers have a special duty to motivate their students so that they can learn English language and be able to use it as a LOI without any problem.

Students' Readiness: In learning, learners (students) should be ready to receive the new knowledge that is being given to him or her. They should make efforts to learn and create competency in the new language which is used as the medium of instruction in all subjects. Their readiness will help them to tolerate when they face difficulties in learning hence apply extra effort in learning and create the needed competency.

Books: Books are an essential element in learning especially in learning a new language; English text books help students to practice reading and pronunciation, correct punctuation marks, tenses and others. As it is in the law of exercise by E. Thorndike (1898), that drill or practice helps in increasing efficiency and durability of learning. So the availability of English text books, story books and novels are highly needed to be present in school libraries to help students practice reading English texts.

In the process of making English language the LOI, the intervening variables play a great role in the outcome of that process, the presence or absence of them affects learning either positively or negatively. If a school has enough English books, teachers, conducive environment, motivation to teachers and students, students will be ready and willing to learn, the result will be good mastery of English language which will lead to students high performance. While their absence will lead to poor mastery or proficiency of English language and consequently lead to poor academic performance.

Thus, the successful use of English language as a medium of instruction in Tanzania requires a dedicated network of government, teachers, students, parents and the community at large. Students poor performance in their coursework and failure in their form four national examinations destroys the image of the education system in our country; the network should work together so as to rescue the situation. The following is a diagrammatical presentation of the conceptual framework.

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                    ┌──────────────────────────────────┐
                    │  LANGUAGE OF INSTRUCTION(LOI)     │
                    └──────────────────────────────────┘
                        ↙                        ↘
    ┌─────────────────────────┐        ┌─────────────────────────┐
    │  GOOD  PROFICIENCY  OF  │        │  POOR PROFICIENCY OF    │
    │  LOI                    │        │  LOI                    │
    └─────────────────────────┘        └─────────────────────────┘

        PRESENCE OF                        ABSENCE OF
    ←─────────────┐                    ┌──────────────→
                  │                    │
              ┌───────────────────────────────┐
              │       -BOOKS-                  │
              │       -TEACHERS-               │
              │       -MOTIVATION-             │
              │       -ENVIRONMENT-            │
              │       -STUDENTS READINESS-     │
              └───────────────────────────────┘

                                                      │
                                                      ↓
    ┌──────────────────────┐            ┌──────────────────────┐
    │  GOOD PERFORMANCE     │            │  POOR PERFORMANCE     │
    └──────────────────────┘            └──────────────────────┘
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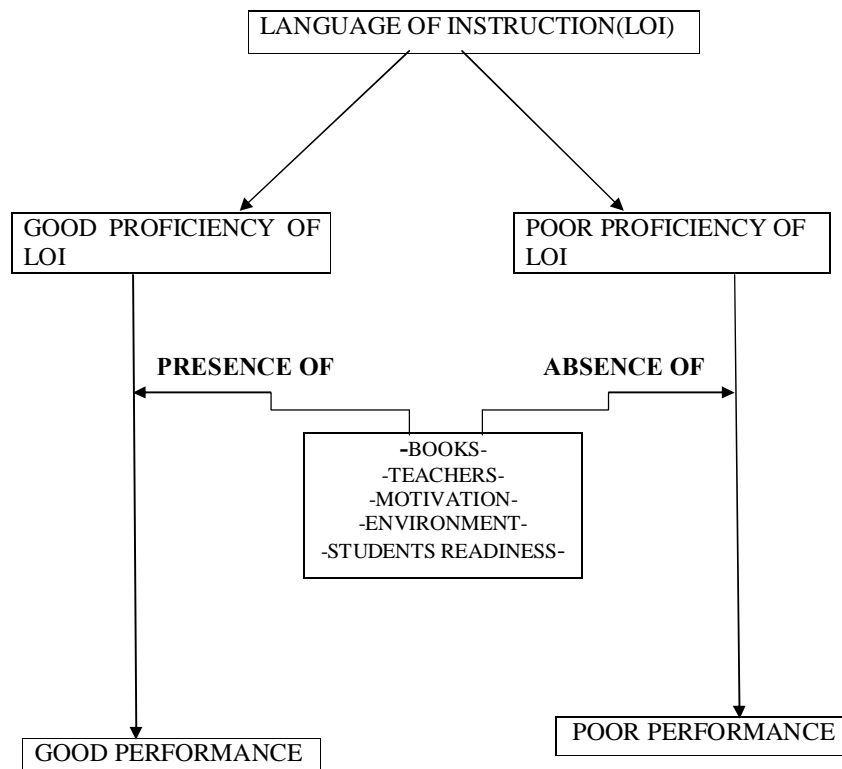
Figure 2.2: Conceptual Framework for Language of Instruction

Source: Adapted from Kinyaduka and Kiwara (2013).

2.5 Knowledge Gap

Recent studies have shown the progress on the status of education as far as English language is concerned. A study conducted by Komba et al (2012) compared between studentsøacademic performance and their abilities in written English language skills. Also, a study was conducted by Komba et al (2012) to investigate the predictive validity of communication skills examination on university studentsø overall Academic Performance in Tanzania.

Despite the fact that studies have been conducted in this field, particularly, in the proficiency of English language and studentsø academic performance, the studies have not been done in all schools. So the researcher finds that it is still important to investigate in this area of English language proficiency and studentsø academic performance among form four students so as to learn on the current situation, that is, on what is happening in Tanzania secondary schools where students use English language as the medium of instruction. This study focused on investigating the influence of the proficiency in English language and the studentøs academic performance in five secondary schools selected from Temeke Municipality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in this study. It covers the research design, population of the study, sample and sampling techniques, instruments used to collect data for the study. In addition, the chapter presents data analysis techniques and the ethical considerations.

3.2 Research Design

Research design is a conceptual structure within which research is conducted; it constitutes the features for the collection, measurement and analysis of data (Kothari, 2005). This study used a descriptive survey research design, because the study intended to describe the characteristics of the population and to show the association of variables (ibid). Also, the purpose of descriptive research is to validate hypotheses or objectives (Omari, 2011). Therefore, the study associates the influence of the proficiency of English language and the academic performance of students and examinations in general.

3.3 Study Approach

Study approach is a plan and procedures for a study or research that spans the steps from broad assumptions to detailed methods of data collection, analysis and interpretation (Creswell, 2013). There are mainly three study approaches which are qualitative, quantitative and mixed method approach. This study adopted mixed method approach which involves collecting and using both quantitative and qualitative data. The rationale of choosing this study approach is that, it provides

more complete understanding of a research problem than either one of the approach
alone.

3.4 Study Area

The study was conducted in five government secondary schools in Temeke
Municipality. These schools are found in four wards and for confidential purposes
they are referred to as School A, B, C, D and E.
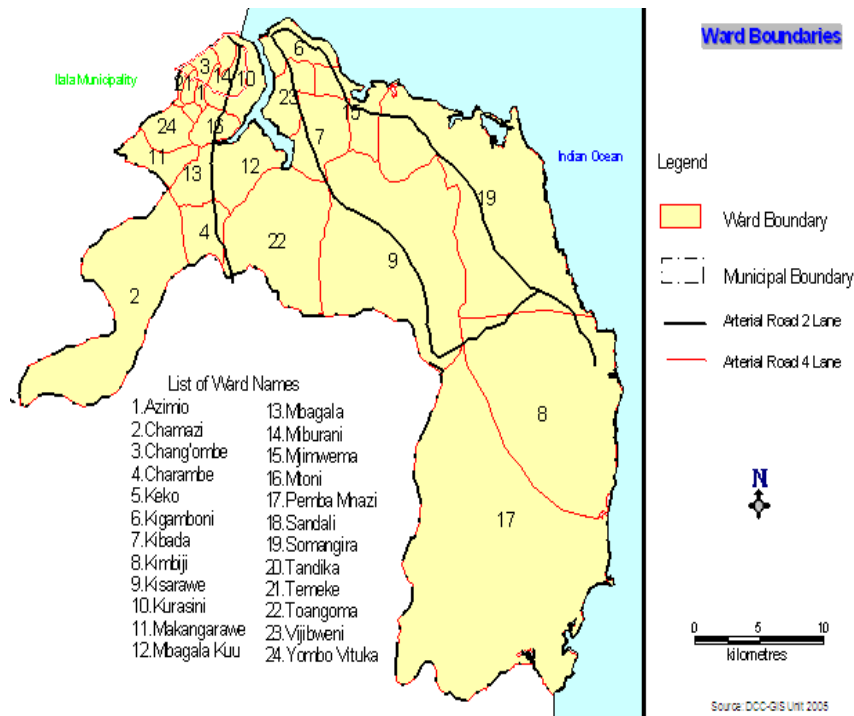
Figure 3.1: Map of Temeke Municipality

Source: Temeke Municipal Website (2015)

The reason for choosing Temeke Municipality for the study is due to its vastness;
there are many secondary schools in the municipality. This helped the researcher to
get a wider sample and come out with the results that the study sought to reveal.

Also, studentsø performance in English subject in the selected schools is not satisfactory as demonstrated on Table 1.1. Figure 3.1 above is the map of Temeke Municipality. Wards numbered 1, 2, 3, 5 and 10 have been involved in this study.

3.5   Population, Sample and Sampling Techniques

3.5.1   Study Population

A population is the totality of any group of units which have one or more characteristics in common that are of interest to the study. The population may be all individuals of a particular type, or more restricted part of that group (Omari, 2011). The population of this study was comprised of form four secondary school students and teachers in Temeke Municipality including both boys and girls and male and female teachers in the selected schools.

3.5.2 Sample and Sampling Techniques

A sample is a small proportion of population selected for observation and analysis (Omari, 2011). Sampling technique is the definite plan or procedure for obtaining a sample from a given population (Kothari, 2005). In selecting wards and schools, stratified sampling (a method of sampling used if the population from which a sample is drawn does not constitute a homogenous group) was used due to the fact that the wards in Temeke Municipality are not homogeneous, some are in less developed and over populated areas and others are in less populated and calm areas. This method yielded more representatives and eliminated sources of bias due to fact that the technique was followed when choosing respondents and there was no room for preferential treatment or biasness.

In selecting teachers to be included in the study, purposive sampling was applied because the researcher wanted to interview the most relevant and knowledgeable teachers on the topic, so the researcher interviewed heads of English department, English language teachers and other teachers who use English in teaching their subjects. In selecting students, the study used systematic sampling whereby every 5th student was selected in every form four stream until the researcher got the sample of 20 form four students from each school.

3.6 Study Sample

Sample size is a fundamental element in the research process; if the sample is large, it enhances confidence in the study results compared to small sample size. According to Best and Khan (2006) an ideal sample is large enough to serve as an adequate representation of the population which the researcher wishes to generalize and small enough to be selected economically. This study involved 21 teachers and 100 form four student respondents. The sample is summarized in Table 3.1.

Table 3.1: Summary of Study Sample

SCHOOL	CATEGORY OF SAMPLE			
	Teachers		Students	
	NO	%	NO	%
A	4	13.3	20	14.3
B	4	13.3	20	14.3
C	5	16.7	20	14.3
D	4	13.3	20	14.3
E	4	13.3	20	14.3
TOTAL	21	100	100	100

Source: Field Notes, 2015

3.7 Data Collection Methods and Procedures

This study used documentary review, Focus Group Discussion, questionnaires and interview to collect data. In addition, a proficiency test was administered to students.

3.7.1 Documentary Review

Documentary review is a technique used to obtain and analyze information from literatures that include books, journals, research papers, and the internet (Kothari, 2005**).** For this study secondary data were obtained from school records and NECTA results.

3.7.2 Focus Group Discussion

One of the methods used to collect data for the study was focus group discussion (FGD). According to Kothari (2005), a focus group discussion is a discussion with a small group of people on a specific topic. The researcher conducted the FGD whereby the systematic sampling method was used in selecting students at each school involved in the study, students were put into groups of eight students each; the researcher asked questions and the respondents discussed them (see Appendix 4 for FGD guide). The reason for using focus group discussion in this study was to collect primary data from many respondents at one time and the researcher is usually guaranteed to get different opinions about the topic from the respondents. The FGD were conducted after the questionnaires were filled in by respondents. During the discussion the researcher recorded the responses and later transcribed and analyzed them.

3.7.3 Questionnaire

Questionnaire is the data gathering instrument through which study respondents answer or respond to questions in writing; it is used when factual information is needed (Kothari, 2005). Students and English language teachers filled in the questionnaire. This study used both open ended questionnaire sometimes called unrestricted questionnaire which calls for free responses in the respondents own words, and closed ended questionnaire sometimes called restricted questionnaire which needs short responses or õyesö or õnoö answers.

The open-ended questionnaire had 15 questions and the closed ended questionnaire had 10 questions. These questionnaires were filled by the systematically selected students from the sample schools. Open ended questionnaires provided a better opportunity for the researcher to get as much information as possible from the respondents on the research topic as seen in Appendix 3 and 5. The questionnaire was administered during English period at respective schools. Respondents gathered in one classroom, questionnaires were distributed to them, they wrote their answers then the researcher collected the papers. Teachers filled in their questionnaires in their offices

3.7.4 Interview

An interview is described as a conversation with purpose (Best and Khan, 2006). Interviews allow the researcher to enter into the other personøs world, to understand that personøs inner perspectives and the meaning they make from those perspectives. The researcher interviewed 5 teachers who head English Departments and eight students drawn from each focus group discussion to explore their perspectives on

using English as a medium of instruction in secondary schools and its relationship with studentsø performance. The researcher recorded the answers in a notebook for further analysis. The interview questions for teachers are provided in Appendix 1 and interview questions for students are provided in Appendix 2.

3.7.5 The English Proficiency Test

The English proficiency test is a written test which was constructed by the researcher. It consisted of the following activities; changing verbs into nouns, writing plural forms of some words, writing past tenses of some irregular words and constructing sentences by using prepositions. The researcher used English proficiency test as an instrument of data collection so as to know the extent in which students were proficient in English language. This English proficiency test added value to this study because it has shown how the form four students reacted to the questions.

3.8 Validation of Study Instruments

Validation of the instruments was done by seeking expert opinion of the research supervisor who went through the questionnaires and interview questions and made recommendations for improvement. Also, the researcher conducted a pilot study at School A. The pilot study helped the researcher to change some questionnaire questions and interview questions so that the respondents could clearly understand them.

3.9 Data Analysis Procedure

Data analysis refers to putting things in their categories or groups; it includes editing, coding, entering and cleaning the collected data. It also involves summarizing and then presenting data using tables, charts and graphs (Singleton and Straits, 2005). Quantitative data obtained through questionnaires are presented in form of tables and graphs for easy presentation, assessment and interpretation. Content analysis was used to analyze qualitative data. Content analysis of data involves analyzing a large amount of qualitative data collected through interview, focus group discussion and questionnaire (Kothari, 2005). Data were coded and grouped into their respective themes.

3.10 Research Ethical Issues

Research ethical issue is a term that refers to conformation to professional practices for the purpose of credibility (Omari, 2011). The study adhered to ethical considerations. Before data collection the researcher was issued a research permit by the District Executive Director of Temeke Municipality. Respondents participated voluntarily. The names of the respondents were kept anonymous and all the data provided were kept confidential and were used for research purposes only.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The study investigated English language proficiency among students in Temeke Municipality secondary schools and their performance in examinations. This chapter presents data analysis and discussion of the findings alongside the objectives of the study. The study was conducted in five secondary schools in Temeke Municipality in Dar es Salaam Region. Data for the study were collected from 21 teachers and100 students who participated in this study.

The chapter is divided into three main sections. Section one focuses on investigating the relationship between proficiency of English language as a LOI and students academic performance; section two deals with the examination of how school based factors contribute to students academic performance and section three concentrates on the exploration of the challenges faced by teachers and students in teaching and learning English language. The chapter begins by presenting the characteristics of the respondents involve in the study.

4.2 Characteristics of the Respondents

In research, personal characteristics of respondents have very significant role to play in expressing and giving responses about the problem. In this study a set of personal characteristics like sex, educational level, and educational background obtained from the field have been examined and are presented. Table 4.1 summarizes information on the teacher respondents.

Table 4.1: Teacher Respondents

Gender	Level of Education				Total	
	Graduate		Diploma			
		%		%		%
Male	7	63.7	4	26.3	11	40
Female	4	36.3	6	73.7	10	60
Total	**11**	**100**	**10**	**100**	**21**	**100**

Source: Field Data, 2015

In the schools studied, the study found that there were variations in the education level and sex among teachers. Teacher variation, especially in gender helps in solving social problems among students because all schools selected for this study are co-education, thus variation in gender among teachers is good because students need guidance and social help which majority of them like to get from a person of the same gender. This situation helps students to study in comfortable environment which results into high performance.

Table 4.2: Student Respondents

Gender	Number of Students	Percentage
Male	50	50.0
Female	50	50.0
Total	**100**	**100**

Source: Field Data, 2015

The participants of this study were a mixture of male and female students from government schools studied. As demonstrated on Table 4.2, the total number of students who participated in this study was 100.

**4.3 The Influence of English Language Proficiency as a LOI and   Students'
Academic Performance in Temeke Municipality**

The first objective one of the studies sought to identify the relationship between

English language proficiency as a LOI and the studentsø academic performance. Data were obtained by administering an English Proficiency Test, interviews and questionnaires. The English proficiency test comprised of questions including constructing sentences using prepositions, changing verbs to nouns and formulating past tenses to irregular verbs. The results of the test were poor; many students failed the test; they scored below 45%. For example a student from School C failed the whole activity 3 (Appendix 6) where he/she was supposed to write correct past tense form of the irregular verbs provided. The respondent added õedö to irregular verbs. Their scores are presented in the Table 4.3.

Table 4.3: Students' Performance of English Proficiency Test at Studied Secondary Schools

Name of School	Performance (Score in %) V/S Number of Students					
	Score	0-29%	30-44%	45-64%	65-74%	75-100%
School A	NS	10	06	03	01	00
School B	NS	04	04	05	04	03
School C	NS	06	08	02	02	02
School D	NS	12	08	04	01	00
School E	NS	14	02	03	00	00
Total	NS	46	28	17	08	05

Source: Field Data, 2015   NS= Number of Students

As demonstrated on Table 4.3 above, there seems to be a relationship between form four students proficiency of English language and performance of students in their examinations. The data above shows the students poor performance in the English proficiency test prepared and administered by the researcher. Many students failed the English proficiency test which implies that it is most likely for them to fail their English national examinations if those kinds of questions or similar will appear in their final examinations.

In supporting the data above, the Head of English department at School A said that õalthough we use English language in teaching the reality is that, students do not understand well what they are taughtö. The Head continued that:

> *"There is no cooperation between teachers and students in the classroom as a result the lesson content does not reach to students and this affects their performance in classroom and in examinations."*

This was also indicated in Vuzoøs (2007) study that, in the class that used English as a medium of instruction, teachers faced little cooperation from students, teacher ó student interaction was minimal and the class was quite. Similar finding was noted in School B by one English teacher, that students fail their examinations because they fail to understand the questions as a result they fail to answer the questions. Likewise, the Head of English department at School C commented that:

> *Poor proficiency of English language leads to poor performance in form four national examination because all questions are asked in English and most students are not competent in English. It is difficult for them to understand some questions especially essay questions.*

Data from interview with teachers revealed that in order for the teacher to make sure that the content of the subject is effectively delivered to students they opt to code switch from English to Kiswahili for the learners to understand the subject matter. Data from teachers indicated the following reasons for code mixing and code switching. English language is the second and third language to some studentsø due to this poor background in English language it becomes a barrier in learning process.

Specifically, they code mix and code switch so as to clarify some terms for students to understand well. Data obtained from studentsø questionnaires and focus group discussion on the question if they understand well when taught in English language,

showed that students do not understand some vocabulary used in textbooks or by their teachers. The researcher also found that students need help from their teachers, dictionary or other resources because they cannot understand the content on their own without assistance as was also explained by Qorro (2006), that when English was used as a medium of instruction students needed assistance from their instructors to understand the meaning of some words.

Moreover, students were asked about what language they use in their group discussion. About 90% of students indicated that they generally use both languages to be able to understand well. One student from School C put it clear that they use *'kiswanglish'* meaning that they use both English and Kiswahili languages so that they understand each other. Table 4.4 shows students responses on the use of English language and its impact on learning and examinations.

Table 4.4: Student Responses on the use of English Language and its Impact on Learning and Examinations

S/N	Question	Responses in %		
		yes	no	Total
1.	Do you prefer to use English than Kiswahili as the medium of instruction?	64.3	35.7	100
2.	Do you understand well when taught in English?	21.4	78.6	100
3.	Do you think proficiency in English language will help you pass examinations?	92.9	7.1	100
4.	Do your teachers use Kiswahili in teaching English subject?	95.7	4.3	100
5.	Is there any vocabulary that impinges you to understand the whole sentence?	96.4	3.6	100
6.	Do you need help from your teacher or dictionary to understand some English texts?	94.3	5.7	100
7.	Are you interested in reading English textbooks and novels?	35.7	64.3	100

Source: Field Data, 2015

From the data above students acknowledged that poor proficiency of the English language has led to poor performance in their learning activities and in form four mock examinations. Majority of the students indicated that failure in their form four national examinations would have implication to them, their parents and to the government. This study found that 99% of teachers do code mix and 97% code switch between English and Kiswahili during teaching process (Table 4.5). Code switching during instruction was also found in Vuzo (2007) and Komba, et al. (2012) studies.

The fact that more than 78% of students do not understand well when taught by using English language is a proof that there is poor proficiency of English language among students. This is the reason for teachersøoption to code mix with Kiswahili so that students understand the subject matter well. Despite these efforts made by teachers to help students understand well it has no positive impact on performance in examinations because questions are asked in English and they have to be answered in English too. To improve studentsøperformance in their final examinations, efforts need to be made so as to improve their proficiency in English language which consequently will lead to improved performance as well as proficiency of English language among Tanzanian secondary school students.

4.4 School Based Factors Influencing Students' Proficiency in English Llanguage

The second objective of this study was to examine how school based factors influence studentsøproficiency in English language. The data for this objective were obtained from questionnaires, interviews and through observations at the schools

involved in the study. The study revealed that in all the studied schools, the teaching and learning environments were poor in terms of classrooms, desks and books found. There were few books especially English textbooks such as story books and novels which would help students to read continuously in order to build competency; this is because text books provide an excellent and useful resource for learners to learn English. This study found that the number of books were inadequate compared to the number of students, consequently leading to sharing of books among the students.

The study revealed further that the book ratio of English textbooks among the students varied from one school to another. For example, at School A the ratio indicated 1: 12 while at School D the ratio was 1:10. It can be argued that the reasons for these schools to experience high book ó student ratio is that they are ward schools and they are still having a number of developmental programmes with a limited budget. The old schools, that is, School B and School C seem to have at least a medium ratio indicating 1:6 and 1:7 respectively. At school E the book ratio was 1:9. It is a fact that insufficient textbooks has a great impact on students performance because it limits students to access information and acquire knowledge, consequently, leading to poor performance in their final examinations. This was also observed by Lwaitama and Galabawa (2008) in their study on quality education where they found that, among the reasons for poor quality of education in secondary schools is increased enrollment and scarce school facilities both human and financial.

Regarding unsatisfactory ratio of books to students, the head of English department from School D argued that another problem that leads to insufficient books in

government schools is the frequent change of curriculum which leads to some books being irrelevant to the recent syllabus. He said:

> *When the curriculum changes there is no immediate change in teaching materials especially text books, the text books are supplied later while the new curriculum is already being implemented. This makes many teachers to continue teaching by using out dated textbooks.*

He also added that this situation in one way or another may negatively affect studentsø performance in their final examinations because they are not conversant with the new books as they had read books suggested in the old curriculum. The teacher further stated that:

> *In order to provide quality education and to improve students' performance in their form four final examinations it is better for the changes in curriculum to go hand in hand with the changes in teaching materials especially textbooks and make sure that the new curriculum is supplied along with new and relevant textbooks.*

In addition he commented that:

> *In order to improve the quality of education when there is a need to change the curriculum, the Ministry should introduce teachers' capacity building programmes so as to update them with the new contents in the curriculum. There is no immediate upgrading of teachers in government schools after curriculum change.*

Despite the changes of the curriculum some teachers continue with outdated curriculum which causes variation in teaching from one school to another. This is due to fact that there is no regular school inspection as result students fail their examinations.

The study also revealed that in some schools studied there were inadequate classrooms leading to overcrowded classrooms. For example, in School E, the school administration had to change the library into a classroom, thus causing the school to

have no library; this was done in order to solve the problem of overcrowded classrooms. The school administration decided to lend students the library books and allow them to read at home something which leads to book insecurity; books could get lost or be torn hence increasing book shortage.

Mdima's (2003) study had also found that lack of learning materials like textbooks and supplementary books were among the factors which led to students' poor performance in their examinations. There is no doubt that a library is a key school facility which helps to equip both teachers and students with knowledge. Availability of books, journals, articles and internet facilities in a library contribute to good school environment to both teachers and students. There is a great relationship between accessibility of library materials, language proficiency and performance of students in their examinations. It is a fact that a school with adequate teaching and learning facilities could experience good academic performance among students compared to schools without these facilities.

In addition, the study also revealed the problem of insufficient desks in classrooms which necessitated more than five students to sit on a single desk. This was observed in schools which do not use single desk per student, such as School A and E. The researcher found that at School C students had to report to school by two shifts so as to solve the problem of inadequate classrooms and desks. Moreover, in all schools studied the researcher did not see any electronic teaching facilities whereby the students could learn more through audio and visual teaching and learning aids.

Such aids are more helpful in learning grammar, pronunciation as well as the

meaning of words. It is a fact that availability of adequate language learning facilities has positive impact on studentsø language proficiency and performance in their examinations. This is because adequate and relevant school facilities create good environment for both teachers and learners. Though at School A and D the researcher observed some printed papers pinned on the notice board at the administration blocks and in the staff rooms which reads õSpeak Englishøø and õNo English no serviceö respectively.

4. 5 Challenges Faced by Teachers and Students in Teaching and Learning English Language

 The third objective of the study was to explore the challenges faced by teachers and students in teaching and learning English language. Data regarding this objective were collected through interview and questionnaires conducted to teachers and students respectively. The study found that the majority of teachers are not competent in English language both in speaking as well as in writing; this is because these teachers are the product of the same education system whereby there was no enough emphasis on the use of English language. These teachers were also taught through code mixing, sometimes through code-switching so that they could understand well. They therefore, lack skills and competency of teaching using English language on their own. That is why they rely on dictionaries and colleagues to understand the meaning of some words.

During interview, 93.3% of teachers revealed that they need help from dictionaries and colleagues (Table 4.5). Such incompetence generates a cycle of problems to students which cause failure to tackle questions in their examinations when they can

neither use a dictionary nor ask their classmates. This is the case because teachers themselves are products of the same education language policy in which English language is used as a medium of instruction, while it is not the national language, hence is not well understood and to the majority of them English speaking is practiced only in the classroom.

Similar situation was also revealed in Problyn (2002) study by which he found that another language was dominant among students; hence the development of English language was difficult even to teachers. Komba and Kafanabo (2012) argued that there is a link between academic performance and the proficiency in the language of instruction. Also, Cummins (1976) and Krashen (1996) showed that poor proficiency in the language of instruction leads to an overall poor academic performance. It is a fact that competency and proficiency of English language have a significant contribution to the teaching and learning process; lack of competency leads to failure or difficulty in delivering the content.

This argument has been proved from questionnaire administered to teachers whereby 93.3 % admitted that they need help from dictionaries to look for meanings of some words because they do not know some vocabularies. For example, a teacher from School E explained that in preparation of teaching notes they regularly use dictionary because it helps them to know the meaning of some words and enable them to help students while teaching. Another teacher from School A mentioned that:

> *Dictionaries are most important to us since English is not our native language; we depend on it in our academic activities, from preparing*

teaching notes, teaching and setting examination questions.

This implies that not only students but also teachers need help from a dictionary or from other sources. The researcher saw dictionaries on the teachersødesks alongside with other books; this shows that dictionaries are a basic tool for teachers in preparing lessons.

During interview teachers were asked for their opinions on their experiences in teaching by using English language and how their students respond to it. The responses showed that there are problems in teaching and learning through English language as a medium of instruction. A teacher from School D explained the following:

> *When we use English language throughout teaching, the class becomes quite and the majority of students do not answer well questions they are asked; this makes us know that the lesson is not well understood. Teachers feel that there is no cooperation from students when they use English language per se, so we opt for code mixing and code switching to help students understand better.*

Table 4.5: Teacher Opinions on the use of English Language and its Effects on Teaching

S/N	Questions	Responses in %		
		Yes	No	Total
1	Do you agree on the use of English language as a medium of instruction?	70	30	100
2	Do your students understand well when you use English language only in teaching?	76.7	23.3	100
3	Do you need help from a dictionary or other resources to understand some terms?	93.3	6.7	100
4	Do you face any challenge/ complains from your students when teaching by using English language	83.3	16.7	100
5	Do you code switch to Kiswahili while teaching?	99.0	1.0	100
6	Do you think Kiswahili language is suitable to be the medium of instruction in Secondary schools?	70	30	100

Source: Field Data, 2015

From this data it is clear that there is poor English language proficiency in secondary schools which obviously leads to poor academic performance. English language is a problem in learning and teaching process which affects education quality especially the products of education who are the students. That is why 70% of teachers suggested teaching in Kiswahili, because students and teachers will be comfortable with the language. A teacher from School D said that they will need to work hard to learn the language and be competent in it. He added that, they could experience some challenges especially in teaching materials. It may be argued that teachers are a key ingredient in determining the quality of education due to the fact that better education is directly related to high standards of teaching.

Problyn (2002) revealed that specialized training was very important to teachers and students because both need to acquire important skills for using English as a medium of instruction. This study also revealed that after teacher education there are no regular capacity building programmes (in service training) which are important to upgrade teachers on new changes in the field; this makes some teachers use the same teaching notes for three to four years without changing them while many things have already changed. One teacher at School D had this to say:

> *We mostly teach by experience according to our subjects of specializations due to shortage of textbooks and lack of on the job trainings; so we lack proper updates to amend our teaching materials.*

The answers by School D teacher imply that he is not motivated to perform his job.

This has effect on his teaching as well as the performance of students. If teachers are not motivated their teaching is affected due to the fact that teachers have the responsibility to motivate students to learn. If students are satisfied they will be motivated to learn and if they are not motivated they will not be motivated to learn (Gleitman, 1992).

Teachersø competency and studentsø performance in their examinations are inseparable. It is a fact that teachersøcompetency in their subjects of specialties play a significant role to studentsøperformance in their final examinations. This was also argued by Mdima (2003) who noted that low level of competency among teachers lead to studentsø poor performance. In supporting the argument on teachersø competency and studentsøperformance, a head of English department at School E said:

> *Teachers' competency and students' performance is like machines' effectiveness and quality product. It is a fact that if the machine is effective, will lead to good products and if is ineffective will lead to poor and minimal products.*

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5. 1 Introduction

This chapter presents a summary of the findings, conclusion and recommendations for action and for further research. The purpose of the study was to investigate English language proficiency and studentsø academic performance in Temeke Municipality. Specifically, the study focused on the relationship between proficiency of English language as a LOI and studentsø performance, school based factors influencing studentsø proficiency in English language and the challenges faced by teachers and students in teaching and learning English language.

5.2. Summary of the Study Findings

Generally, the study findings showed that, there is a relationship between poor proficiency of English language as a LOI and the poor academic performance of students. The summary of the findings are as follows. Concerning the influence of proficiency of English language and studentsø academic performance in Temeke Municipality, the study found that many students are not proficient in English language and this result into studentsø poor academic performance. The fact that a student has poor mastery of the language of instruction obviously makes the student unable to catch up in the classroom, loose courage to express himself /herself as the result fails the examinations.

Objective two focused on school based factors that influence students proficiency in English language, the study found unavailability of well stocked libraries, school materials and facilities like English textbooks, desks, enough classrooms and

effective English language teaching methods. All these are important for language learning and students good performance in their studies and examinations.

Objective three was concerned with the challenges faced by teachers and students in teaching and learning English language. The study found that, both teachers and students face challenges like incompetence in both written and spoken English, grammar and limited number of English text books in using English language as a medium of instruction. Generally, knowledgeable and skilled teachers are in a good position to facilitate instruction and solve challenges faced by their students.

5.3 Conclusion

In view of the study findings the conclusions are made as follows.

The first research objective was to identify the relationship between proficiency of English language as a LOI and studentøs academic performance in Temeke Municipality. The study concludes that, there is a relationship between poor proficiency of English language and the performance of students in their examinations. The poor performance demonstrated by students in the proficiency test administered during the study predicts how they could have performed in their examinations.

The second research objective was to examine how school based factors influence studentsø proficiency in English language. The study has found that most of the schools studied did not have sufficient facilities important for conducive learning such as English textbooks, novels and enough English teachers. The lack of these facilities negatively affects the efforts of using English as a sole medium of

instruction in secondary schools due to fact that there are no resources to support teaching and learning process. So the school based factors contribute to a great extent on studentsøpoor proficiency in English language as well as on their academic performance.

The third research objective was to explore the challenges faced by teachers and students in teaching and learning English language. The study found that most teachers are not competent enough to teach and scaffold their students by using English language and are not motivated enough to be able to motivate their students to learn especially when they learn by using second language. So incompetence of teachers and lack of motivation are challenges towards better English teaching. This is a situation that calls for particular efforts to be made by the government to improve English teachers on the language as well as teaching skills.

5.4 Recommendations

With regard to the study findings and conclusions the following recommendations are made for administrative action and for further research.

5.4.1 Recommendations for Action

5.4.1.1 Implement Language of Instruction Policy Effectively

The study recommends that proficiency in language is achieved when there is extensive use of the language. It is recommended that the policy on the language of instruction in secondary schools should be strictly adhered to so that teachers, students and other stakeholders feel obliged to fulfill to the need of that policy and find ways of making the policy work. Also, education stake holders must put enough

efforts to help government schools by visiting them regularly so as to know the challenges associated with the language of instruction and be able to solve them. Moreover, there should be efforts to make books and teachers available in secondary schools also to create conducive teaching and learning environment for both teachers and students.

5.4.1.2 Improving the Acquisition and use of English language in Teaching and Learning

The study recommends that, efforts need to be made to help the acquisition of English language which is the second language to majority Tanzanians and is used as a medium of instruction in secondary and tertiary education. The Input theory by Gardner (1958) and the Social development theory by Vygostky (1962) should be followed in teaching and learning; the theories explain that in learning second language there are some factors which need to be adhered to like the socio economic factors of the learners, peers and parents, individual differences, attitude and motivation of the learner (Yazigy 1991).

The government should consider all the necessary conditions needed for effective learning of the English language so that they bring positive results including studentsø better performance in their daily assignments and national examinations. Also, the schools should make by laws which will oblige students to speak English inside and outside classroom. Moreover, drills and practices help to increase efficiency and durability in learning. In acquiring English language there are some drills needed especially in pronunciation so that words should be pronounced properly, this is because in English words are pronounced differently from how they

are written.

5.4.1.3 Addressing the Challenges faced by Teachers and Students so as to Enhance the Teaching and Learning using the English Language

The study recommends that teachers should be skillful and competent enough to motivate their students to learn new knowledge by using English language which is to most of them their second language. The study further recommends that teachers need to improve their English proficiency and skills in teaching through English. One of the possible solutions is to provide opportunities for teachers to attend intensive in-service training regularly, so as to upgrade their English language knowledge and skills. Candidates with high pass marks should be selected to join the education profession, and while at teacher colleges they should be equipped with skills on how to competently teach their students. Monitoring and evaluation on the language policy in education should be regularly conducted to find out whether English language is used appropriately in secondary schools in Tanzania.

5.4. 2 Recommendations for Further Research

This study recommends that further studies could be conducted to investigate extent of English language proficiency and academic performance of government secondary school students, the prospects and challenges experienced.

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APPENDICES

APPENDIX 1: INTERVIEW QUESTIONS FOR TEACHERS

Date………………………….

Name of school…………….

Name of class……………..

1. Do the teachers need any help during lesson preparations like dictionaries or colleagues?

2. Do teachers code switch to Kiswahili while teaching?

3. Do you think Kiswahili is suitable to be the medium of instruction in secondary schools?

4. Does the school have any English programme outside classroom setting to help students to orient themselves more in the use of English language? If any explain.

5. Are teachers fluent in English language? If YES or NO, explain.

6. Do teachers complain on how students react when they use English only when teaching?

APPENDIX 2: INTERVIEW QUESTIONS FOR FORM FOUR STUDENTS

Date…………………… .

Name of school………… .

Name of class……………..

1.   Do you need a dictionary when studying? Explain your answer.

……………………………………………………………………………

……………………………………………………………………………

2.   How do you participate when your teacher uses English language throughout in teaching?

……………………………………………………………………………

……………………………………………………………………

3. Do your teachers code-switch to Kiswahili when teaching or not? Explain your answer.

……………………………………………………………………………

…………………………………………………………………

4. Which is a language of your preference to be used as a medium of instruction in secondary schools?

……………………………………………………………………………

5. In doing your mock examinations, did English language have any impact on understanding the questions you were asked? If YES or NO explain.

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……………………………………………………………………………

6. When studying in your group discussion, which language do you feel comfortable to use? Why?

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7. Are there any English programmes outside school setting that you like to attend to
or listen to? If YES mention them, if NO why?

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APPENDIX 3: QUESTIONNAIRE FOR FORM FOUR STUDENTS

Date í í í í í í í í í í í í í ..

Name of school í í í í í í í í í í .

Name of class í í í í í í í í í í í

1.   Between English and Kiswahili, which language do you prefer to be used as a medium of instruction in secondary schools? Why?

       (i)   English

       (ii)   Kiswahili

2.   Do you think proficiency in English will help you to perform well in your form four national examinations?

       (i)   Yes

       (ii)   No

3.   What language do your teachers use when teaching subjects other than English?

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Are there some vocabularies which hinder you to understand the whole sentence/question in examinations? Give examples.

       (i) Yes

       (ii) No

4.   Do you need help from your teacher or dictionary to understand an English text from your readings?

       (i)   Yes, why?

       (ii)   No, why?

5. Has your understanding of English language increased now compared to when you were in form one and form two? If YES, to what extent? **If No, why?**

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Do you like reading English books such as novels after school hours?

      (i)   If Yes, why?

      (ii)   If No, why?

6. Do you have enough English teachers at your school?

      (i)   Yes

      (ii)   No

7. Are there enough English text books at your school?

      (i)   Yes

      (ii)   No

8. In your class timetable, at what time are English language periods allocated?

      (i)   morning

      (ii)   noon

      (iii)   evening

9. How many English language periods do you have per week?

      (i)   Less than Five

      (ii)   Less than Ten

      (iii)   More than Ten

12. At your school, is there any rule that obligates you to speak English language?

      (i) Yes

      (ii) No

13. At your school, is there any   punishment for not using English language in your communication?

      (i) Yes

      (ii) No

14. Is there a library in your school?

      (i) Yes

      (ii) No

15. In your view, is English language a suitable language of instruction in secondary schools in Tanzania?

      (i) Yes, why?

      (ii) No, why?

APPENDIX 4: FOCUS GROUP DISCUSSION GUIDE FOR FORM FOUR STUDENTS

Date……………………….

Name of school………………….

Name of class……………………

1. What is your opinion on the use of English language as a medium of instruction in secondary schools?

………………………………………………………………………………

………………………………………………………………………………

2. Do you understand well when your teacher uses English language as a medium of instruction throughout? Why?

………………………………………………………………………………

………………………………………………………………………………

3. Are there some English vocabularies which hinder you from understanding the whole sentence? If YES provide examples:

………………………………………………………………………………

………………………………………………………………………………

4. Do your teachers use Kiswahili language in teaching other subjects? (that are not Kiswahili). How often?

………………………………………………………………………………

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5. In your opinion, which language do you suggest to be used as a medium of instruction in secondary schools?

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6.   Did English language proficiency have any effect in your mock examinations?

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7.   Do you think poor proficiency of English language can lead to poor performance of students in their examinations? If YES, How? If No, why?

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APPENDIX 5: QUESTIONNAIRE FOR ENGLISH TEACHERS

Date í í í í í í í í í í í í .

Name of school í í í í í í í í .

Name of class í í í í í í í í í .

1.   What are your opinions on the use of English language as a medium of instruction in secondary schools?

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2.   In your experience, to what extent do your students understand the subject matter when you use English language throughout your period? Why?

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3.   Do you sometimes need help from dictionary to understand some terms in teaching your subject? If YES to what extent?

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How do your students perceive you when you use English language throughout your lesson?

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4.   To what extent do your students participate when you use English language only   when teaching?

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5.   Are there times when you have   to code switch to Kiswahili language when teaching? If YES, why?

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6.   Are there any complaints from your students that they do not understand well when you use English language only during teaching? If YES, why?

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7.   In your opinion, what will be the situation in teaching and learning when Kiswahili is used as a medium of instruction?

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8.   In your opinion, what subject is the most difficult to teach in English?

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9.   In your opinion, what mostly causes poor performance of students in class?

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APPENDIX 6: ENGLISH PROFICIENCY TEST FOR FORM FOUR STUDENTS

These tests are from form four English language books; activity 3 was taken from NECTA 2013 past paper. The questions are recurrent in English examinations in grammar, papers were marked and sent back to students and some corrections were made.

Activity1: Change the following verbs into nouns

S/N	VERB	NOUN
1	Admit	
2	Exist	
3	Heal	
4	Reform	
5	Think	
6	Vary	
7	Deny	
8	Know	
9	Offend	
10	Quote	
11	Speak	
12	Unite	

Activity 2: Write the following words in plural form

S/N	Singular	Plural
1	Copy	
2	Thousand	
3	Ox	
4	Wolf	
5	Diary	
6	Shelf	
7	Fairy	
8	Hero	
9	Negro	
10	Duty	
12	Radius	
13	Axis	
14	Score	
15	Medium	
16	Oasis	
17	Stratum	
18	Fungus	
19	Basis	
20	Pair	

Activity 3: Write the following words into past tenses

S/N	Present Tense	Past Tense
1	Bring	
2	Catch	
3	Feed	
4	Bite	
5	Lie	
6	Speak	
7	Tell	
8	Think	
9	Throw	
10	Undertake	

Activity 4: Construct a sentence using each of the following words

1. Although

2. Within

3. But

4. Such as

5. Despite of

6. Not only… í .but also

7. A part from

8. Neither í .nor í .

9. Except

10. Behind