EFFECTIVENESSS OF PARTICIPATORY METHODS IN TEACHING OF ENGLISH SUBJECT IN COMMUNITY SECONDARY SCHOOLS IN MOSHI RURAL DISTRICTS: CHALLENGES AND PROSPECTS

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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: ***"Participatory Methods in Teaching of English Subject in Community Secondary Schools in Moshi Rural District: Challenges and Prospects"*** in partial fulfillment of the requirements for the degree of Masters of Education in Administration, Planning and Policy Studies (M.ED APPS) of the Open University of Tanzania.

.....
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Date: .....

DECLARATION AND COPYRIGHT

I**, David E. Shirima,** 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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DEDICATION

This work is dedicated to my beloved father Elia Nelson Shirima and my mother Monyiaichi Christopher Machange who devoted their meager resources to lay down the foundation of my education. Otherwise, I could not have reached where I am today. I also dedicate this work to my lovely Wife Belina Josenido Mkama who worked hard to build my confidence towards achieving the goals of my studies.

ABSTRACT

This qualitative study examines the effectiveness of Participatory Methods in Teaching of English subject in community secondary schools in Moshi Rural District. Specifically, the study: explored teaching methods being used in teaching of English subject, assessed the students' perceptions on the use of Participatory methods in teaching English subject, examined the challenges facing English teachers in using participatory methods to teach English subject. The study was underpinned by Context, Input, and Process, Product (CIPP) model that was adopted and modified from Stufflebeam 1971. Purposive, stratified and simple random sampling techniques were employed to obtain 85 respondents, made up of Zonal school inspector for English subject, heads of school, and heads of English departments, English teachers and students. Data were collected through interviews, focus group discussions, and observations.

The study findings revealed that teachers employ participatory techniques with little knowledge on how to practice them, most students have positive perception on the use of participatory methods but it was less practiced due to large class size and the fact that most had no mastery of English language.

The study recommends that the concerned education authorities such as MoEVT, TIE, REOs, DSEOs, should formulate sound policies to enable proper training of teachers so that they select and use appropriate participatory teaching methods for overall betterment of teaching English in secondary schools.

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ABBRE VIATIONS AND ACRONYMS

CDs	Compact Discs
CIPP	Context, Input, Process, Product
CSEE	Certificate of Secondary Education Examination
DAS	District Administrative Secretary
DSEO	District Secondary Education Officer
EMAC	Education Material Approval Committee
ESR	Education for Self –Reliance
ETP	Education and Training Policy
FGD	Focus Group Discussion
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
RAS	Regional Administrative Secretary
REOs	Regional Administrative Officers
ROM	Read Only Memory
SEDP	Secondary Education Development Plan
TIE	Tanzania Institute of Education
TSR	Teacher Student Ratio
TVs	Televisions
UNESCO	United Nations Educational Scientific and Cultural Organization
URT	United Republic of Tanzania

CHAPTER ONE

1.0 THE PROBLEM AND ITS CONTEXT

1.1 Introduction

In recent years more emphasis has been put on the use of participatory methods in teaching of all subjects at all levels of education across all countries in the world. Uncertainty however exists on the practice of participatory methods in teaching of English language specifically in community secondary schools in Tanzania because there is pronounced poor performance of English language subject in recent years. In this regard, this research aims to examine the challenges of using participatory methods in teaching of English subject in community secondary schools in Moshi Rural District in Kilimanjaro Region. This chapter presents the background to the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, and delimitations of the study and the operational definitions of the terms as used in this study.

1.2 Background to the Problem

The teaching and learning environment has a great impact on students' academic performance (Chapman and Adams, 2002). Particularly good teaching and learning environment ensures that teachers involve all the children to participate in their learning (Clarke, 2003). In this regard, schools in Tanzania, like elsewhere need a good teaching and learning environment that will ensure provision of quality education to young people to enable them to make sense of what they learn with a goal to function effectively in society.

In Tanzania, different efforts have been made to ensure that the quality of education is improved to cope with the worlds dramatic changes, socially, economically and politically. Among others, one of the efforts has been to change the curriculum from content-based, that is, from teaching the subject to competence-based, or in other words, to teach the students. The 1997 curriculum was content based whereby teachers dominated the instructions and suppressed student creativity (Tilya & Voogt, 2002). In addition, the shift was the adherence to the objectives of Secondary Education Development Plan (SEDP I), which insisted that quality improvement is the key objective of having market responsive curriculum with an efficient delivery system (URT, 2004). Therefore, Competence Based Curriculum aims at enabling learners to operate in complex and contradictory environment characterized by ill-defined problems, informal collaboration, dynamics and highly integrated process upon completion of their studies (Westera, 2001). It also emphasizes on the development of analytical skills to enable the learner to meet the demands of today's labor market.

In 2004 Tanzania Institute of Education (TIE) adhered to the objectives of Secondary Education Development Plan (SEDP), which insisted on quality improvement in secondary education (URT, 2004) and carried out a survey to review secondary education curriculum in Tanzania. The review led to paradigms shift. A shift from content based to Competence Based Curriculum (URT, 2005). This paradigm shift in Tanzania involved the change from 1997 content –based curriculum to that of competence-based of 2005. This shift was attributed by several factors. One being that content-based curriculum was overloaded with contents to be

taught within a year, which led the teachers struggle to cover the syllabus rather than equipping learners with appropriate skills and knowledge (Kitta, 2004). Competent based curriculum is not a new idea in Tanzania, for it has been there since time in memorial. In fact, inculcating competences in students is in line with Education for Self-Reliance (ESR) philosophy that was introduced in Tanzania in 1967. The philosophy of ESR stemmed from the idea that learning should not be separated from daily living. More specifically ESR insisted on empowering learners with independent and creative thinking as well as the ability to combine knowledge and skills with practice (Ishumi, 1976; URT, 1995; UNESCO, 2006).

Within the content based curriculum, teachers dominated the instructions and suppressed students' creativity (Tilya & Voogt, 2002). Central to the adoption of competence based curriculum of 2005 was to shift this teachers'-domination to students-domination by allowing students to take an upper hand in learning. Currently, the use of participatory teaching methods is emphasized at all levels of the education system in Tanzania. Policy documents such as Education and Training Policy (ETP), teacher education curriculum and Secondary School encourage participatory teaching methods as appropriate means for effective teaching and learning in Secondary schools (Mdima, 2005). Additionally, participatory methods are regarded as a core mission of competence based curriculum execution. Competence based curriculum directs and emphasizes in building potential authentic skills and knowledge to learners and not in accumulating credentials and obtaining certificates (Mulder, 2004). In the current knowledge society and the rapid growing science and technology, there is a great need of having graduates with capabilities to

solve the real world problems and undertake tasks as outlined by the given job criteria (Cohen 2005; Mulder, 2004).

Suffolk (2004) argues that effective teaching can be achieved only when participatory teaching methods is applied. Participatory teaching methods compel teachers to create learning environments which give a room for students to discover by themselves instead of being spoon fed. Participatory teaching methods develops creativity, fosters problem solving and intrinsic motivation (Mdima, 2005). The assumption behind participatory teaching methods is that students are given an opportunity to actively construct meaning and understanding during the learning process. Participatory teaching methods discourage passive assimilation of knowledge and support acquisition of knowledge, skills and attitudes by solving life problems (MOEC, 2005).

Mdima (2005) argues that, learning is much more participatory when there is a feeling of involvement in the classroom. The involvement can only be achieved when participatory teaching methods is used in the classrooms. This means that guaranteed democratic environment among teachers and students in the instructional setting, reduced teacher's control and more time for information exchange and collaboration in the class. It also promotes positive learning outcomes and activates students 'interests towards English.

However, English language has been a burning issue in Tanzania secondary education. This issue has been researched and debated for over four decades and the

debate is becoming more controversial as we move into competence-based curriculum. The controversy is whether Tanzania should stick to Kiswahili, the National Language or should go along the grain with others in the globalized world, which use English. In 2009 the Ministry of Education and Vocational Training (MoEVT, 2009) proposed a new Education and Training Policy that requires English to be the language of instruction from nursery school to tertiary education. While this study is not set to dwell on the language of instruction in Tanzania, it is worth mentioning that, teaching in a foreign language, or teaching a foreign language may create an impediment in offering a chance for students to construct knowledge. Participatory teaching methods involves helping the students to use the acquired knowledge to deal with various challenges in their life, including ability to communicate effectively. (Mosha, 2011).

The situation is contrary as Qorro, (2004) and Vuzo, (2011) observe. Most of the learners and graduates in Tanzania are poor in using English language in their daily communication and in classroom discourse. They lack apt skills in writing, reading, listening and speaking using English language.

Moreover, the successfully use of participatory teaching methods can also be indicated by among others, improvement of students' performance in exams. Since the introduction of Competence Based Curriculum in Tanzanian secondary schools, it is observed that the failure rate have been increasing in the final Secondary Education Examination (CSEE) for English subject. Table 1.1 shows the trend of

National Examination performance of English subject in CSEE from the year 2000 to 2011.

Table 1.1 the trend of National Examination Performance of English Subject in CSEE (2000-2011)

Year	Candidate sat	Candidates passed (A-D grades)	% Passed	% Failed by (F Grade)
2000	91623	55890	60.9	39.1
2001	106784	61935	59.8	40.2
2002	126780	76068	59.6	40.4
2003	143420	77447	54.4	45.6
2004	158930	87412	55.7	44.3
2005	179456	93317	52.9	47.1
2006	196434	187791	55.3	44.7
2007	200150	100075	49.5	50.5
2008	218678	111526	51.2	48.8
2009	249282	129627	48.5	51.5
2010	350753	161346	45.9	54.1
2011	448722	192950	43.1	56.9

Source: URT (2000-2011)

The data in Table 1.1 indicates that between the years 2000-2005 the failure rate ranges from 39.1 to 47.1%. This was the period before the introduction of the competence based curriculum which stressed the use of participatory methods in teaching of English subject. However, the failure rate increased to 48.8% for the first graduates in 2008 under the implementation of the new curriculum which emphasized the use of participatory teaching methods. The situation went worse in the year 2009 and 2010 in which the failure rate increased by 3%. More failure was observed in the year 2011 where the failure rate increase to 56.9 which is more than a half of the total students who sat for CSEE examination. The concern of the

researcher is that why these failure rates are more pronounced at the period when the usage of participatory teaching methods is emphasized in Community secondary schools?

1.3 Statement of the Problem.

Despite the emphasis put forward by various educational reforms and authorities on the use of participatory teaching methods in teaching of English subject, still there are evidences of majority of students being poor in several aspects related to the learning of English. This is confirmed by Mkumbo (2011) and Vuzo (2011)' studies which insisted that the majority of graduates are unable to exercise what they have learned in the classroom to what is happening in the real world. Moreover, Mosha (2011) reported that there have been complains from employers that many graduates are incapable of exercising duties to the expected standards when employed. Nor do those posses apt skills in writing, reading, listening and speaking using English language. However the available literature has hardly delved into examining participatory methods in teaching of English subject in Tanzania's secondary schools. This study therefore, sought to fill this knowledge gap. Particularly, the study intends to investigate the effectiveness of participatory methods in teaching of English subject in community secondary schools in Moshi Rural District.

1.4 Purpose and Objectives of the Study

The purpose of this study was to examine effectiveness of participatory methods in teaching of English subject in community secondary schools in Moshi Rural Districts: Challenges and Prospects. More specifically the study seeks to:

1. Explore teaching methods that are used in teaching of English subject in community secondary schools
2. Assess the students' perceptions on the use of participatory methods in teaching of English subject in community secondary schools
3. Examine the challenges facing English teachers in using participatory methods to teach English subject in community secondary schools.

1.5 Research Questions;

1. What are the teaching methods that are used in teaching of English subject in community secondary school?
2. What are the students' perceptions on the use of participatory methods in teaching of English subject in community secondary schools?
3. What challenges do English teachers face in using participatory methods when teaching of English subject in community secondary schools?

1.6 Significance of the Study

The study sought to revealed the effectiveness of participatory methods in teaching of English subject in community secondary school. The information generated was expected to be used by different education stakeholder inform various education stakeholders such as MoEVT, TIE, teachers, School Inspectors, Secondary Educational officers and Heads of schools to promote appropriate practice on the effectiveness of participatory teaching methods in teaching of English subject in community secondary schools. This generated information helped them to take appropriate measures in improving teaching of English subject in Community

Secondary Schools. Furthermore the finding of this study has formed the basis for further research on the use of participatory methods in teaching of English subject.

1.7 Delimitation of the Study

This study delimited itself in participatory methods in teaching of English subject. This study involved only four community secondary schools in Moshi Rural. On part of respondents the study involved only Zonal Inspector of schools for English subject, Heads of schools, Heads of English department, and English teachers and Form one to form four students. The study employed qualitative approach informed by a case study design. In this regard, the results and conclusions are delimited to the studied schools only.

1.8 Operational Definitions.

Participatory teaching methods: This refers to the way in which teachers and students are in constant interaction, active involvement and continuous exchange of views and ideas in the overall teaching and learning of English.

Community Secondary Schools: These are schools built or restricted in each ward by local communities and then submitted to the government for supply of teaching and learning materials as well as academic and supporting staff. The local communities continue to be responsible for developing and maintaining basic structures of the school under their local government. These schools enroll students from the same geographical locality unlike the public and private secondary schools which enroll students from different places in the country.

1.9 Summary of the Chapter

This chapter has introduced the problem that drove a researcher's desire to undertake the present study. It has presented the background of the study where the criticality of the problem has been shown followed by the statement of the problem. The chapter has also highlighted the purpose of the study, specific objectives and the research questions that guide the study. Then it followed by the significance of the study in which the questions of how and to whom the findings are useful were addressed. The chapter has winded up by presenting the delimitation and the operational definitions of key terms as used in this study. The next chapter focuses on the review of literature related to the study's research problem.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of related literature review. The chapter presents the following: the teaching methods in teaching of English subject in community secondary schools, students' perceptions on the use of participatory methods in teaching of English subject in community secondary schools, challenges facing English teachers in using participatory methods to teach English subject in community secondary schools. The chapter also presents the research gap identified and what the researcher intends to fill in. The last part of this chapter presents conceptual frame work of the study.

2.2 Common teaching methods in teaching of English subject

A Teaching methods comprises the principles and ways used for instruction. In Tanzanian secondary schools, mostly used teaching methods include class participation, demonstration, recitation, memorization, or combinations of these .The choice of teaching methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

According to Omari (1995), teachers adopt teaching methods that would transmit knowledge to the learners who in turn try to remember the content transmitted to them by teachers or specified books even if they do not understand that content or does not make sense to them.

According to Omari (2003), observation done in schools revealed that, participatory teaching methods have been reduced to putting the pupils in groups of 10 to 12 and asking them to discuss something that may be vague and may not need to be discussed. It is evident that discussion as participatory teaching methods can facilitate learner's participation in the learning process, but the way teachers interpret it into the classroom practice reveals that, there is confusion of what it is and how they can use it to enhance learner's participation (Omari, 2006). Although such confusions was expected to happen in the initial stage of the change from teacher centered to learner centered teaching. The curriculum for teachers' education has been changing from time to time, the core aspect covered include principles of education, education psychology, research in education, teaching methods and curriculum teaching (MOEC,1995).

Koda (2007) points out that, there is a need for using liberating pedagogy meaning participating teaching and learning. Similarly, Barret (2007) found out that, many teachers in Tanzania talk of learners' participation in learning as "good practice". This is due to the fact that it is argued that pupils learn best when they are actively involved in the learning process through various tasks and in collaboration with others (the teacher or peers).

Ogondiek (2005) conducted a study to examine the effectiveness of adoption and implementation of Competence Based Curriculum in Vocational training centers in Dar es Salaam and Dodoma particularly in Mathematics subject. The findings uncovered that, Mathematics teachers as well as teacher trainees were still clinging to

the old method of teaching, which is lecture method. Similarly, the assessment of students' performance was mainly paper-based. Although it is a recent study in Tanzanian soil, the study, however, did not delve into examining what make teachers retain to the old methods of teaching and assessment of students. Additionally, the study was conducted in Vocational Training centers particularly in mathematics subject. Thus, the findings could not be applied to secondary schools, particularly in English subject.

Tilya and Mafumiko (2010) conducted a library based research on the compatibility between teaching methods and Competence Based Curriculum in Tanzanian Secondary Schools. The study explored how far teachers were faring with the implementation of Competence Based Curriculum. The results revealed that, teachers' practices in the classroom have generally remained traditional. The traditional teaching method referred to is the lecture method which most of the time is pre-occupied with teacher-talk-and-chalk while students listen and write. The findings also revealed that, the assessment of students' performance was still geared to pass examinations and not on assessing the level of competency attained by the students during their secondary education. According to Ndunguru (1984) in the policy for education for self reliance, which was introduced in 1967, emphasized learner participation by making the learners learn by doing. The emphasis on participatory methods is rooted in the constructivist learning theory, which suggests that, learners learn better when they actively participating in the teaching and learning process.

According to (Emsheimer and Mtana, 2004) the issue of participatory teaching seems to be the ability of teacher educates to use participatory teaching methods. Therefore there is a need to provide educators with professional supports which can help them demonstrate the use of the participatory teaching methods under different contexts.

2.3 Students' perceptions on the use of participatory methods in teaching of English subject

Mdima (2005) conducted a study on acceptability and use of learner centered teaching approach among primary school teacher. His focus was on impact of quality on delivery education using qualitative method .He found that, students perceive, that learning is much more participatory when there is a feeling of involvement in the classroom. He suggested that, the involvement can only be achieved when participatory teaching methods is used in the classroom.

Emsheimer and Mtana (2004) did a study on participatory methods in Primary school in Morogoro. The focus was on possibilities and challenges in working with participatory methods using qualitative method. They found that, students claimed that, teachers failed to use participatory teaching methods because of lack of teaching and learning materials like maps, models. They suggested that, if schools have to adopt participatory methods there is a need to rethink the issue of increasing teaching and learning materials.

Mwinsheikhe (2002) conducted a study on the use of English as the language of instruction in Tanzania secondary schools. The study focused on the linguistic interactions that took place in the process of teaching and learning science using qualitative and quantitative method. She interviewed three classes that is, form one, two and form three. She found that, students claimed that, they do not interact in the process of teaching and learning. She suggested that, if students do not understand the language used in teaching there is no way you can transmit new knowledge and ideas to students.

Kitta & Tilya, (2010) did a study on the status of learner centered in Tanzania context. Their focus was on learner centered learning assessment in qualitative and quantitative methods. They found that, many teachers complement lecture method by simply putting students in groups of four or five and give them small tasks to perform. The study concluded that, many students seem to be bored and confused as to what was the point (In many classroom teaching circumstances, teachers' preparations of lesson plans, instructions as well as assessment of students have not significantly changed as per competence based requirements.

2.4 Challenges facing English subject teachers in using participatory methods

Also, Malekela, (2003) did a study on English as a medium of instruction in post primary education in Tanzania. His focus was on English as a medium of instruction using qualitative method. He found that, English teachers in Tanzania secondary schools face problems in teaching tenses, spelling, pronunciations, word order and

conditionals. He also maintained that, these problems were caused by the non availability of media resources in language teaching. He suggested that, school authorities should take effective measures to devise appropriate mechanism for solving the problem of shortage of media resources.

Vuzo, (2010) did a study on the problem of integrating English language teaching strategies and the learning process in Tanzania secondary school classrooms. Her focus was on integrating English language teaching strategies and the learning process using qualitative method. He found out that, scarcity of media resources was the chief course of students' problems in the mastery of English language as a subject and medium of instruction in Tanzania. She suggested that, educational planners should integrate quantitative and qualitative approach in planning for education. This integration will make sure that, optimal members of schools are constructed and all necessary resources for smooth teaching and learning are available.

Additionally, Vuzo (2010) observed that, teachers guiding reading aloud, silent reading and pair/group discussion were dominant strategies in teaching reading and speaking skills. She also realized that, the teachers did not involve all the students in the teaching and learning process because such strategies required sufficient and adequate teaching and learning facilities, but Tanzanian secondary schools were lacking such facilities. Therefore, the study concluded that the English learning process takes place in only few students and not the whole class. She suggested that,

teachers should use different forms of participatory methods in order to suit with the situation which exists in schools.

Quorro, (2007) conducted a research on the effectiveness of the school inspectorate in improving teachers' quality. A case study of English language teaching in Tanzania established that problems in teaching in secondary schools included a lack of teaching resources. This situation affected students' performance in the sense that, having inadequate teaching resources was a threat to learners' achievement. She recommended that, school administrators and inspectors should monitor the allocation of teaching resources in order to foster teaching in English subject.

Additionally, Kitundu (2012) conducted a qualitative study on teaching and learning of writing in English in Tanzanian secondary schools and found out that, through observation in classroom students in secondary school copied notes most of the time because they could not write their own notes due to insufficient knowledge and skills of writing in English. This was evidenced by the number of spelling errors in their presented written texts. He suggested that, resources including books, stationary news papers, and other reading materials are necessary to bring about changes. That means, improving the teaching and learning of English language among learners to meet the writing requirements of secondary education.

Kikoti, (2004) conducted a study in the teaching and learning of English grammar in Tanzanian secondary school classrooms and found that, the schools studied had no sufficient media resources for English learning such lack of teaching and learning

facilities were found to influence teachers choice of grammar teaching approach, particularly, the acute shortage of textbooks was strong factor that caused grammatical problems among students. Hence, he suggested that for effective teaching and learning in classroom the concern authorities such as MoEC should provide media resources in schools in order to foster teaching and learning of English subject.

Masawe (2003) presented a paper at a forum on community of practice on learner centered learning at Kurasini in Dar es Salaam. His focus was in media resources in secondary schools. He revealed that, reasons for Tanzanian failure in the examinations include inadequacy of teaching and learning resources. He tried to analyze the performance of ordinary level national examination for five years (1993-1997) and attributed such failure to new availability of media resources in teaching and learning. He suggested that, access to quality education, and producing perceptible learning environment should be the foremost priority of education in Tanzania.

Studies conducted in different regions such as Morogoro, Tanga, Kilimanjaro and Dar es Salaam, Mwanza and Mara regions, depicts the acute shortage of physical resources in secondary schools. For instance in his study Matekere (2003) revealed shortage of libraries, classrooms at Mgeta and Mvomero secondary schools in Morogoro region. Makene (2004) reveals critical shortage of physical structures at Usangi, Tarakea, Makanya and Mwika secondary schools in Kilimanjaro region. The report by Abdullah (1996) disclosed the shortages of classrooms, libraries,

laboratory, at Miburani secondary school in Temeke District in Dar es Salaam region. Perhaps, amazingly, it was found that due to shortage of physical resources, the office of the academic master was used as store. They suggested that acute shortage of physical infrastructure such as laboratories and classrooms in secondary schools, is an obstacle toward raising the quality of education for individual and national development at large.

Many studies conducted in different secondary schools in Tanzania, (see for example those of Kasandiko, 2006; Mosha, 2006 and others) unveil that, there is unproportional ratios between students and textbooks. For instance, in his study Kasandiko (2006) found that, Igogo and Lugeye secondary schools in Mwanza region had no geography and history books at all. In other subjects the book-students ratios ranged from 1:8 to 1: 71. Mosha (2006) argues that, most of the schools especially in rural areas are in short supply of basic textbooks and reference materials. Thus, they concluded that effective teaching and learning for both teachers and students is affected by the shortage of instructional materials.

According to (URT 2001).revealed that, competition among education sub sectors made secondary education sector rank the third in the budget share. For instance, in 2007/2008 sub sectors of education got the following share: primary education 64.4%, higher education 24.4%, secondary education 9.3% and teacher education 1.7% of all education sector budget (URT 2008:97). It is obvious that, the budget allocated to secondary education sub sector is small. Therefore, it cannot meet the financial demands of secondary schools. As a result, secondary schools depend on

parents' contributions such as school fee and other unreliable contributions. The amount contributed is small, and some parents due to poor income cannot afford paying school fee (URT 2001). The situation leads most of the secondary schools to be poorly equipped in terms of educational resources such as textbooks, computers, teachers' guides, laboratory facilities and other media. As a consequence, learning is much theoretical and habitual which does not help students' development of English skills.

Furthermore, Emsheimer and Mtana, (2004) did a study on participatory methods in Primary schools in Morogoro. Their focus was on possibilities and challenges in working with participatory methods using qualitative method. Their findings indicated that, the curriculum is a challenge to teachers in using participatory methods in teaching English. According to them, teachers' choice of teaching approach is greatly influenced by the content of the curriculum. Therefore they suggested that, in Tanzania curricula are very prescriptive and also there is a lot of content to be covered. As a result they suggested that, teachers feel compelled to cover the syllabi than using participatory methods, which require more time.

Abagi and Sifuna, (2006) conducted a study on evaluation of' Tusome Vitabu".Their focus was on teaching and learning in qualitative method ,the findings indicated that, teaching and learning have been compromised by large classes because some teachers teach large classes with the number of students ranging from 60-100 per class. It was observed in such large class learners do not get the attention they deserve and as a result most of them do not learn much .They suggested that,

teacher has to be very innovative to be able to apply the different participatory teaching methods to fit different contexts.

2.5 Summary of the Literature review

The literature surveyed in this study shows important attributes concerning with methods used in teaching using participatory methods. The aspects that were given special focus are common teaching methods in teaching of English subject, students' perceptions on the use of participatory methods in teaching of English subject, challenges facing English teachers in using participatory methods to teach English subject. It was surveyed through using the related empirical studies within Tanzania.

2.6 Research Gap

Studies conducted in Tanzania dealt much with investigating how language use impact the use of participatory teaching methods as well as how the scarcity of resources interfere smooth interactions in teaching and learning of English. Majority of this study hardly dealt with the participatory methods in teaching of English subject in community secondary schools in Moshi rural districts: challenges and prospects. Therefore the study intended to fill this knowledge gap.

2.7 Conceptual Framework

The researcher adopted and modifies the Context, Input, Process and Product (CIPP) model from Stufflebeam (1971). This model view the effective use of participatory methods as an integrated process which involves relationships of constructs (variables) on which the collection and analysis of data is based.

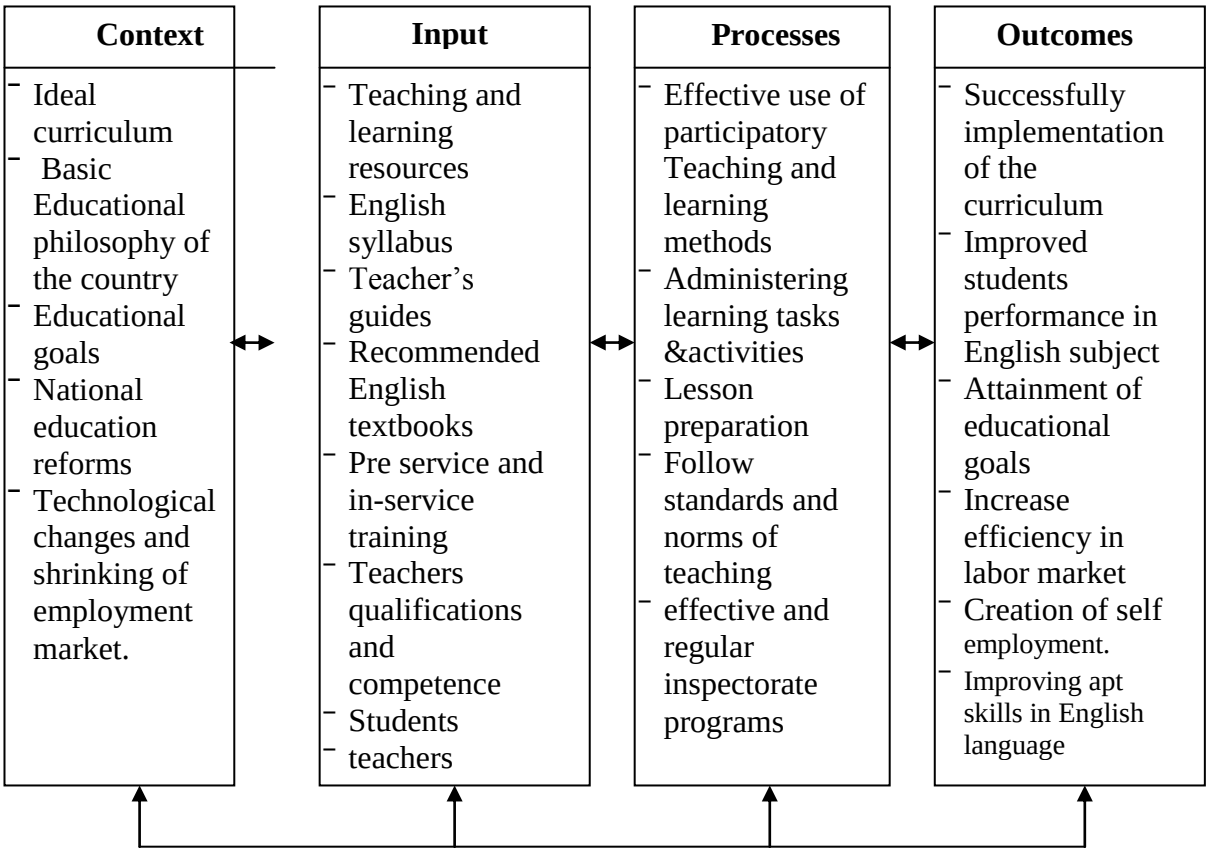

Fig 1.1 Conceptual framework for the study

Adapted and modified from Stufflebeam 1971

In light of this study, the Context includes: Ideal curriculum, basic educational philosophy of the country, educational goals, National educational reforms, technological changes and shrinking of the employment market. Under these contexts we need to have appropriate inputs such as: teaching and learning resources, English syllabus, teachers' guides, recommended English textbooks, pre-service and in-service training and teachers' qualifications and competence teachers and students so as to have desired processes. The processes include: effective use of participatory teaching and learning methods, administering of appropriate learning tasks and activities, lesson preparations, follow standards and norms of teaching and effective and regular inspectorate programs. On the other hand, the processes need to be

careful undertaken with the help of the said contexts and inputs to come up with the desired outcomes such as: successful implementation of the curriculum, improved students' performance in English, attainment of educational goals, increased efficiency in labor market, creation of self employment and improving apt skills in English language.

2.8 Summary of the Chapter

This chapter has reviewed literature on the methods used in teaching of English subject, students perceptions on the use of participatory methods in teaching English subject, challenges facing English teachers in using participatory methods, summary of the literatures review as well as research gap that the present study sought to fill. Finally, the chapter has presented the conceptual frame work for the study. The next chapter focus on the methodological procedure employed to realize the study' objectives.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methods and procedures that the researcher employed for data collection and analysis. It includes the research approach, research design, and geographical area of the study, target population, sample and sampling techniques, methods of data collection, validity and reliability of the study, ethical considerations as well as data processing and analysis procedures.

3.2 Research Approach

The present study employed a qualitative approach. Qualitative research approach allows studying a phenomenon in its real life situation, without any sort of manipulation of data (Creswell, 2003). In this study, the researcher spends time with the participants; creates rapport to obtain first-hand information and experiences on the participatory methods in teaching of English subject. Given the fact that participants' behaviors are unpredictable (tend to change with time and context), the settings that is community secondary schools environment was used to enable the study's participants to provide information in a more relaxed manner.

Moreover, qualitative approach allows mutual relationship between the researcher and the participants during data collection. This mutuality allows the researcher to cultivate the inside of the participant to develop insights and ultimately generate bulky and wide information about the research problem under exploration (Cohen et al., 2000). In the light of this study, the researcher was directly involved in

interviews, discussions and observations with the participants, striving to tap the insights and ultimately generate bulky and wide information on the participatory methods in teaching of English subject.

3.3 Research Design

This study employed a case study design. The case study design is concerned with practical investigation of a phenomenon in detail within its real life context as it appears in its natural form (Creswell, 2009; Yin, 2009). The case study design was deemed appropriate in this study, because the researcher intend to explore in-depth the participatory methods in teaching of English subject.

3.4 Geographical Area of the Study

This study was conducted in Kilimanjaro Region. The region is located in the Northern part of Tanzania. It is bordered by Mara Region in the North, Arusha Region in Western part and Tanga and Dodoma Regions in the southern part. Kilimanjaro Region is chosen because it is the leading region in Tanzania with a large number of Community Secondary Schools. There are about 216 registered Community Secondary Schools in Kilimanjaro Region up to date (URT, 2011).

Kilimanjaro region was selected as the study area due to its accessibility of the required community secondary schools. All four community secondary schools sample were located in Moshi rural, thus reachable by whatever means of transport, also to represent other mainland rural areas because most of this community were built in this district according to the Ministry of Educational and Technical records.

Therefore the situation provided the researcher with an opportune population for picking the sample of schools and respondents to participate in the study.

Administratively, the region has seven districts namely Moshi Municipality, Moshi Rural, Siha, Hai, Mwanga, Same and Rombo. Since the region is large, and the researcher intends to undertake an in-depth study, only Moshi Rural was studied. Moshi Rural was chosen because there is a pronounced poor overall performance of English subject in Certificate of Secondary Education Examination (CSEE) particularly in recent years of 2008-2011. There have been observed cases in community secondary schools in Moshi Rural where by majority of form four students leave secondary education with division zero (URT, 2008-2011).

Within Moshi Rural there are about 15 community secondary schools. But the researcher focuses on four schools which are located near to the private schools. The assumption is that teachers in those community secondary schools may be involved in part time teaching in those nearby private schools. Therefore, these teachers may either facilitate or hamper effective use of participatory teaching methods in two ways respectively. One, teachers may learn from those private schools on the use of participatory teaching and apply them in their host schools (Community secondary schools). Two, teachers may be in hurry to cover the lectures in their schools and rush for other lessons in private schools.

3.5 Study Population

The population of this study was all school inspectors of English subject, heads of community secondary schools, and heads of English subject departments, English teachers and students from all community secondary schools in Moshi Rural Districts.

Zonal School Inspectors: These were chosen because they concerned with the responsibility of assessing teachers' progress in the effective use of participatory teaching methods in teaching of English subject. They are also responsible for advising teachers on how they can go on improving the practice in their daily teaching and learning.

Heads of school: Heads of school were involved in this study by virtue of their administrative position. Among others, school heads are entitled to ensure that any changes in the teaching and learning methods are carefully adopted, implemented and effectively supervised for overall better performance of their schools.

Heads of English subject department: These were included in the study because they are responsible for supervising all activities related to the teaching of English in their schools. They shared information on the practice of participatory methods in teaching of English subject. Also, they provided information on how they co-operate with English teachers to deal with the execution of participatory teaching methods.

English Teachers: These are the key implementers of the English subject curriculum. They are responsible for accommodating and adopting any changes in the teaching and learning of English. Their position of key curriculum implementers at classroom level and school in general made these teachers possess valuable information on the participatory methods in teaching of English subject.

Students: Students benefit directly from the actual teaching and learning process in the classroom. They are the ones who are constantly exposed to different methods of teaching. These students share information on the participatory methods in teaching of English subject.

3.6 Sample and Sampling Techniques

As it is not possible to study the whole target population, a sample of 85 respondents was drawn from the population. These 85 respondents were considered appropriate and adequate in this study because qualitative studies seek to provide in-depth insights in understanding of the problem under study rather than simply to generalize the data collected.

These respondents were obtained through three techniques; purposive, stratified and simple random sampling. Purposive sampling was used to obtain four (4) community secondary schools which are located near to the private schools. Again, purposive sampling was used to obtain one (1) Zonal Inspector of Schools for English subject because they are the only ones in those positions. Moreover, purposive sampling was used to obtain four (4) heads of school and four (4) heads of English subject department because their number corresponds to the number of the schools selected. Similarly, purposive sampling was used to obtain 12 English teachers because they are the one concerning with the teaching of English Subject.

On the other hand, 64 students were obtained through purposive, stratified and simple random sampling techniques. Purposively, form one up to form four students

were included in the study. This is because all students are assumed to be exposed to the participatory methods during their daily learning. On reaching each form, the researcher put students in strata of male and females (stratified sampling). From each stratum 2 students were randomly picked to make a total of 4 students from each form. The total number of students that was included in focus group discussion in each school was 16. Thus in all four schools the total number of students that included were 64.

Table 3.1 Total Sample by Category and Gender

Informant category	Schools/ Office and Number of Respondents														
	School A		School B		School C		School D				Zonal Inspectorate Office		Total		
	M	F	M	F	M	F	M	F			M	F	M	F	T
English teachers	1	2	3	1	1	1	2	1	-	-	-	-	7	5	12
Students	8	8	8	8	8	8	8	8	-	-	-	-	32	32	64
Head of schools	1	-	-	1	1	-	1	-	-	-	-	-	3	1	4
Head of departments for English subject	-	1	-	1	1	-	-	1	-	-	-	-	1	3	4
School Inspector	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1
DSEO	-	-	-	-	-	-	-	-		-	-	-	1	-	1
Total	10	11	11	11	11	9	11	10		-	-	1	44	42	86
Grand Total	**21**		**22**		**20**		**21**				**1**		**85**		

Source: Researcher's own creation

Key: M= Male**,** F= Female

3.7 Methods of Data Collection

3.7.1 Data type and source

In this study the researcher intends to consult sources of data, primary and secondary data. Primary data are the first hand information obtained direct from the participants. The primary data were deemed appropriate for this study because the researcher seeks to capture first-hand information from the voices of the participants on the participatory methods in teaching English subject. On the other hand, secondary data are those which have been documented. The secondary data were considered relevant for this study as the researcher intend to review past events that are the previous preparation of curricular documents (lesson plans, schemes of work, teacher's guides, and lesson notes). Secondary data also help to supplement the primary data obtained from interviews and classroom observations.

3.7.2 Methods of Data Collection

Interview: This study employs semi-structured interview because the researcher intends to capture first-hand information through probing deeper into participants' experiences, feelings, opinions and suggestions concerning the participatory methods in teaching of English subject. Interviews help to collect data on the participatory methods in teaching of English subject. The researcher interviewed Zonal School Inspector, Head of Schools, Head of English departments and English teachers. The aim of using different mentioned stakeholders was to cross-check the authenticity of the collected data. The interview sessions took 10-15 minutes. With the consent of the participants, the responses were recorded using the voice recorder. The responses were kept in the computer files for later review, transcription and coding.

Observation: In this study, the researcher conducted non-participant classroom lesson observations. It was non-participant because the researcher was not directly involved in the teaching, observed what was taking place during English lessons with a checklist. Observation was considered appropriate for this study because of the researcher's intent to collect data on the way participatory methods are being executed in the real classroom context. Also this method was deployed to establish challenges that hampers English teachers when employing participatory teaching methods.

Form one to form four teachers and students were observed during the lessons. In each school 8 lessons were observed in a week. Every single observation took 80 minutes because all English lessons are scheduled as double period (80 minutes) in the syllabus. All English teachers teaching form one to form four were observed. The total number of the lessons that was observed in all 4 schools was 32 in a total duration of 4 weeks (one month). During observation, the researcher started by noting the number of students in a class. Then, a list of features and activities needed for the execution of participatory teaching methods were noted as present, absent well prepared, poor prepared and yes or no in the researchers' observational checklist. Similarly, the researcher observed students' responses during the lesson to see how they interact with the teachers.

Focus Group Discussion (FGD): FGD was employed to collect data from 64 students 16 from each school. FGDs were important because it was difficult for the researcher to conduct interviews for all 64 students for an in depth study. The

assumption was that students' bear similar information on the participatory methods in teaching of English thus, FGDs helped students to build on each other's responses on the topic at hand. The total number of focus group discussions in all 4 schools was 8. Each group comprised 8 students; from form one to form four each of this group comprised 4 males and 4 females. The discussions were held inside the classrooms after class hours. Each discussion took about 15-20 minutes. With the students' consent, FGDs' responses were recorded using the voice recorder. The information obtained from FGDs helped to crosscheck the information obtained from observations and interviews with teachers and other stakeholders.

3.8 Validity and Reliability of the Study

3.8.1 Validity

Validity in qualitative research looks for depth, richness and the scope of the data achieved, participants approached, the extent of triangulation and objectivity of the researcher (Cohen et al., 2000). In this study, different procedures were taken to ensure that, the researcher achieve a valid study. First, the researcher selected the participants who were information rich about the topic under investigation. Hence, the collected data was a reflection of what the researcher intended to achieve. Again, the researcher triangulated the sources of data and the methods of data collection. In this case, interviews, observations, focus group discussions and document search were employed. On the other hand, Zonal English School inspectors, heads of schools, heads of English departments, English teachers and students were included in the study. Triangulation of data sources and methods of data collection helped to confirm the authenticity of the collected data.

3.8.2 Reliability

Unlike in quantitative research, reliability issues in qualitative research do not concern with piloting of the instruments for data collection. This is because in qualitative studies, the reality is subjective to a particular context and may not be generalized to another context. In qualitative studies reliability issues concern with meaningfulness of the data collected and consistency of the approach being used across different researchers (Bogdan & Biklen, 1992; Cohen et al., 2000). In this study, the researcher ensured reliability in the following ways. First, the language that was used, Kiswahili in this case was appropriate and understood by the participants. The use of Kiswahili increases the participants' confidence to express them freely.

Second, during data analysis, the researcher sought more clarification and interpretation of not well understood concepts from the participants to clear any ambiguities. Third, the researcher discussed step by step the design of the study and the methods to be used in data collection and analysis. The researcher also presented a comprehensive discussion of the findings by including the informants' evidence using their own language on a given context when deemed appropriate.

3.9 Data Analysis Procedures

As the data collected could not be presented as a whole, the researcher analyzed the data to have a clear and easy interpretation and discussion of the findings. The analyzed data included: the information about teaching and learning methods being used in teaching of English subject in community secondary schools, students

perceptions on the use of participatory methods in teaching of English, challenges that teachers encounter when employing participatory teaching methods. Since the study was confined to qualitative data, the collected information was subjected to content analysis. First of all, data from interviews, focus group discussions and observation schedules were transcribed. Then it was read through carefully to establish a general sense of the information and to reflect on its overall meaning. Then data were presented, discussed and the report was produced.

3. 10 Ethical Considerations

In this study, the researcher adhered to the following ethical issues:

Research Clearance Letters*:* The permission to conduct this study was obtained from relevant authorities of the Open University of Tanzania including: the Vice Chancellor (VC) of the Open University of Tanzania, Kilimanjaro Region Administrative Secretary (RAS) and Moshi Rural District Administrative Secretary (DAS). These letters were used to introduce the researcher to the respective schools.

Informed Consent: The researcher clearly explained the purpose of the study to the participants. He clarified on the research problem, purpose of the study, the short term and long term benefits and loss due to their participation in this study. The researcher asked for the participants' consent whenever he wanted to record their voices during interviews and focus group discussions and whenever he wanted to take photos related to the study. Again, the researcher informed the participants that their participation is free, and they had the right to withdraw at any time with no repercussions.

Assurance of Confidentiality: The researcher assured confidentiality by maintaining anonymity of the respondents. The respondents' names as well as school names were not mentioned in the report. Instead pseudo names or letters were used to represent schools, teachers and students**.** The information collected was kept safely so that no any unauthorized individual was able to access it. Furthermore, the researcher clarified to the respondents that the information sought was only for research purpose, thus no any respondents was victimized for providing needed information.

3.11 Summary of the Chapter

This chapter has presented the methodological procedures of the study that led to the collection and analysis of data on the participatory teaching methods in teaching of English subject. The chapter has presented the design and approach of the study, the study area, the population from which the sample was drawn and the sampling techniques. It has also highlighted the data types and methods of data collection, validity and reliability of the study, data analysis procedures as well as ethical issues relevant in conducting this study. The next chapter focuses on data presentation, and analysis of the findings.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS OF THE FINDINGS

4.1 Introduction

This chapter presents the findings on the participatory methods in teaching of English subject in community secondary schools in Moshi Rural. The chapter draws on data generated through face-to-face interviews, focus group discussions, and observations. The presentation and discussion is organized alongside three research objectives: teaching methods being used in teaching of English subject; students' perceptions on the use of participatory methods in teaching of English subject in community secondary schools; and the challenges facing English teachers in using participatory methods to teach English subject in community secondary schools.

4.2 Teaching methods being used in teaching of English subject

Teachers were requested to describe the methods that they usually used in teaching English languageThe intention of the first objective was to explore the common teaching methods being used in teaching of English subject in community secondary schools in Moshi rural. To that effect, several different methods were used to generate relevant data on this objective. The question was: *Which methods of teaching and learning do you use in your daily teaching of English subject?*

This question was posed to sixteen teachers teaching English subject in four schools, four teachers from each school, some of the methods mentioned included: brainstorming, group discussion, demonstrations and question and answers. As one male teacher affirmed:

> "I do employ the combination of questions and answers together with demonstrations and brainstorming while teaching. The syllabus needs a careful interplay of these techniques in order to be successful in teaching" (Male Teacher, A Secondary School: 10.04.2013)

Additionally, another teacher confirmed "There is no way you can avoid the use of participatory methods when teaching English. I do use brainstorming and group discussion as the key methods" (Female teacher B Secondary School; 12.04.2013)
From the interview it was revealed that most of the English teachers use questions and answers together with group discussions when teaching English.

During Classroom Observations, it was revealed that, most teachers about 85 percent of the observed ones use questions and answers and group discussions. In few circumstances other teachers employed brainstorming and demonstrations. It was also observed that single group of student comprised of 10 to 15 students during group discussion. The researcher observed other students remained seated in the back benches when group discussion went on. For those teachers who employed question and answers few students who seems to be bright were named to provide answers and then the teacher continued lecturing.

When demonstration was the concern, it was teacher to student demonstration, thus there were little practices among students on what the teacher demonstrated.

In addition, most demonstrations in the surveyed schools were insufficiently done due to the fact that, teachers were demonstrating without direct involving students. Similarly, questions that were employed to students were too simplistic and brief to

the extent that they were mostly orally administered. As a consequence, a little percent of students in class were involved and other students' right to respond on those questions was denied. Nonetheless, the questions administered to students had little capability of developing learners' critical thinking.

Moreover, there were some participatory teaching techniques such as field trips, role plays, debates and outdoor activities were not mentioned to be among the methods being used. Conclusively, the use of participatory teaching methods among most English subject teachers in Moshi rural secondary schools was less effectively done. Thus, there was a great possibility that the teaching of English in those schools is put at stake considering that the teaching of English depends much on participatory methods to teaching.

In addition, group discussions rarely involved students' presentation of what they discussed. The questions formed for group discussions were less motivating and of little impact to students' critical thinking. Consider one of the group discussion questions captured during a lesson: "*Mention the types of conditional sentences*" (Classroom observation, A Secondary School: 10.04.2013).

This question seemed to be simple, direct to the points and did not demand students to think deeply. During classroom observation at Sovi Secondary School, three groups of students were noticed copying the answers direct from their exercise books and putting them in the answer sheet. Moreover, those groups took few minutes (5 to 7 minutes) to discuss before they returned to normal classroom seating. After

resuming their seats, students did not get the opportunity to reflect on what they came up with, explain and defend it. This is contrary to what Kitta and Tilya (2010) argued that when group discussion is effectively applied, it positively impacts students' thinking skills.

These findings are in contradiction with Dorestani (2005), Stewart-Wingfield & Black (2005) who argued that for group discussion to be effective there must be intensive participation among students, classroom presentation as well as close supervision by their teachers. Furthermore, the findings are in contrast to the argument put forward by Dunn (2008) who insisted that demonstration method becomes effective when students are directly involved, thus it help them see at first-hand how the construct or phenomena presents itself in the real world.

From the above findings, the following discussion and conclusion is made: In most of the surveyed secondary schools in Moshi rural, participatory methods was found to be widely used. Moreover, teachers understood the need for involving learners in the learning process both individually and as a group. However most of these teachers employed participatory techniques with little knowledge on how to involve the students. This was observed in the demonstrations and questions and answers where students' involvement was minimal. Moreover, students were put in groups with little supervisions. Also there was little feedback of what was being discussed because most of the discussion did not involve classroom presentation. There were problems in selecting and using participatory methods. For example, the researcher observed a teacher lecturing on the sub-topic of definite articles. This sub-topic could

better be taught through demonstration where the available tables and desks inside the class could have been used to demonstrate how articles are applied. Similarly, teachers' demonstrations did not reach all students in the class. The researcher observed students struggling to get in front of the classroom where the teacher was demonstrating the features of definite articles. Others remained seated at the back benches seemingly less interested in what was taking place.

4.3 Students' perceptions on the use of participatory methods in teaching of English subject

The intention of the second objective was to find out how students perceive the use of participatory teaching methods in teaching of English. Data on this aspect was collected via focus group discussion with students. The question was: *Do your teachers incorporate the following strategies in teaching and learning of English: Field trips, Guest speaker, projects, brainstorming, group discussions, demonstrations, role plays, debates? If yes how? If no how?*

This question was posed during discussions with students. It was revealed that most of the students have positive perception on the use of participatory teaching methods. Majority explained that most of the concepts in English are better understood when they involve in role plays, debates and group discussions. It is said that the use of participatory methods do inculcate better understanding of the concepts. One of the students contended that:

> "The use of participatory methods is very helpful particularly in the topics of books analysis. Our teacher once involved us in a role play about the book titled 'I will marry when I want'. Indeed it was very interesting and I never forget those concepts we read in that book (Form three students, A Secondary school 10.04.2013)"

Another female student added: The use of debates instill a sense of confidence, self awareness, and collaboration among students. Moreover, it increases the level of critical understanding of the concepts because students are directly engaged in the activity.

Moreover, the researcher posted another question to students,

What are the difficulties do you experience when learning English using participatory teaching and learning methods?

The researcher was interested to know how frequent teachers employ participatory methods and how students talked about it. On discussions students argued that, though participatory methods are good in teaching English, teachers do employ them occasionally. Most of the time teachers come up with notes or book, write in the blackboard and lecture. Rarely, students are involved in role plays, debate and seldom in field trips. One male student was quoted saying that

> "We do enjoy role plays and debates, but the problem is that majority of teachers do not prefer the use of these methods when teaching English. As results lessons remain passive, uninteresting, hence difficult to understand most of the taught concepts" (Form three students, D secondary school 18.04.2013).

It was also revealed in some schools that teachers never employed participatory methods in teaching of English. The dominant method is only lecture method. As one student confirmed:

> "I have never been exposed to role plays and debates. Similarly. As a consequence, we find ourselves confused and don't know what to do" (Form three students, A secondary school 10.04.2013).

The findings of this quotation concur with the study by Malekela (2003) who established that English teachers rarely engage in the use of participatory teaching methods. Most of the time they employ questions and answers and group discussion to supplement lectures. Role plays, debates and field trips are mostly ignored by majority of English teachers.

Similarly, one student contended that the groups are too big and sometime students' participation becomes difficult. It was also uncovered that sometime students are left to discuss on absence of their teachers, as one student insisted;

> "Our English teacher prefers to leave questions to be discussed then he use to come later and collect the written responses. Then he go to mark and bring the results on the next day" (Male student D Secondary School 18.04.2013)

The finding on the foregoing quotations contradicts with Dorestani (2005), Stewart-Wingfield & Black (2005) who argued that for group discussion to be effective there must be intensive participation among students, classroom presentation as well as close supervision by their teachers.

Another female student explained that sometime they are given questions to provide answers orally. In these, few students tend to respond to them and others are left out because time does not allow for all students to give responses. This result is in line

with the study done by Forsyth (2003) who uncovered that little time for classroom session lead to unbalanced students participation in the classroom.

From the above findings the following discussion and conclusion is made: Most students have positive perception on the use of participatory teaching methods in teaching of English. However, there were complains among many students on the teachers' reliance on non-participatory teaching methods. Most of these teachers rarely employ participatory techniques with little knowledge on practicing them. Again, most of the students about 80 percent of the interviewed students agreed that English is the great barrier towards active participation in learning.

The fact that a participatory method is the key to teaching of English. Also English is the key language of communication, there is a need for students and teachers to be competent in communication via English to enable easy participation and active learning to occur. On contrary to the foregoing discussions, from these findings we can conclude that students enjoy learning and have positive perceptions on participatory teaching methods. But teachers are not sufficiently employing those methods hence impede effective learning of English subject.

This result is in line with the study done by Kikoti (2004) and Kadeghe (2006) who argued that 90 percent of the students agree that code switching is being used by their teachers and students while using participatory methods in teaching English subject. Students get stuck and they do not understand instruction when they are asked to participate in the learning of English subject.

4.4 The Challenges facing English teachers in using participatory methods to teach English subject

The third objective was to explore various challenges that hinder English teachers in Moshi Rural secondary schools towards the use of participatory teaching methods. Different data collection methods were used to obtain information in this objective. Particularly interviews, focus group discussions and observations were used. In the interview session, the following question was posed:

Which challenges do you face during the use of participatory teaching and learning methods?

This question was posed during interview with one teacher from Sovi secondary school.

4.4.1 Class size

Here teachers stated that a large class is the challenge to the use of participatory teaching methods. For example, all the teachers interviewed claimed that the number of pupils in their classes is too big to teach using participatory methods. This can be supported by one of the teachers' utterance as follows:

> I find using participatory methods in a class with over 100 students is very difficult because the number is too big……participatory methods work better in a class with few students. (Female Teacher, A Secondary School: 10.04.2013)

Evidence can be based on the three classrooms where lesson observations were done. The number of students was 63, 60 and 58 respectively. With these numbers it cannot be denied that, the classes were too big. It is true that large classes is a challenge to teachers in using participatory teaching methods because it is difficult

for teachers to make all these students participate actively in a lesson which lasts for 40 or 80 minutes. Similarly findings have been found in studies done by Barrett (2007), Sifuna (2007), Emsheimer and Mtana (2004). This implies that, even if teachers have knowledge about participatory methods and are willing to use them, class size would be an inhibiting factor. Therefore, the teacher has to be very innovative to be able to apply the different participatory teaching methods to fit different contexts.

Teacher- Student Ratio in the studied schools ranged from 1:108 to 1: 283. This ratio was four times higher than the National recommended Teacher Student Ratio of 1:45 (URT, 1995). Such high TSR denied teachers maximum contact with students during lessons. As a consequence, teachers' opportunities to employ variety of participatory methods in teaching of English subject, administer a number of learners-cantered tasks and assignments were deprived. This finding is in line with that of Kahangwa (2007) and Hartmanto (2011) who argued that high Teacher-Pupils Ratio (TPR) takes its toll on the teaching strategies to be used, materials to be employed, scope of task, assignment provided to learners and assistance given to students.

4.4.2 Students' little knowledge on the use of English language

Teachers also revealed that, little knowledge of using English hinder their opportunity to participate fully in the teaching and learning. As one female teacher justified:

> "Students' involvements in the lesson need a student to have good command in English speaking. Most of our students are unable to express themselves in English. As a result you find them very

> passive during the teaching and learning in the classroom" (Female teacher, Mabatini secondary school 12.04.2013)

Similarly, classroom observation with 6 teachers in the surveyed schools revealed that, most of the time teachers tried to involve students by asking questions and assigning tasks to students.The researcher observed few students volunteering on responding to questions. Majority of the students remain docile. This finding imply that even when teachers tried their level best to employ participatory methods, their efforts were likely to be impeded by students' inability to use English language that in one way or another hinder smooth interaction during the teaching and learning process.

4.4.3 Insufficient Teaching and Learning materials

Moreover another question was posed during interview:

What can you say about the status of teaching and learning materials in your school?

Data from interviews, uncovered that there were insufficient teaching and learning facilities in almost all the school surveyed in Moshi Rural. About 70 percent of the interviewed teachers assets that, textbooks, teachers' guides, classrooms and desks are insufficient to enable smooth instruction of English subject. One female teacher affirmed:

> "For the participatory methods to be effective, we need enough facilities particularly books. In the case of our school the situation is so terrible and you find that only single book is available. In that case the book is meant for teachers' use" (Female teacher, D Secondary School: 18.04.2013.).

Additionally, one teacher insisted:

> "Teachers are failing to employ participatory teaching methods due to the fact that facilities are very few to cater for the demand of all students in the class" (Male Teacher C Secondary school:12.04.2013).

The foregoing quotation implies that, teachers linked the use of participatory teaching methods with the availability of teaching and learning resources together with conducive learning environment. One aspect of learner participation is the opportunity to interact with a variety of teaching and learning materials. Failure to have enough facilities may foster boredom to teachers' use of participatory teaching methods. This argument is in line with the study done by Athumani (2003) in Dodoma in Kondoa districts, who found out that teaching and learning resources particularly textbooks were few in all the surveyed schools.

From the above findings the following discussion and conclusion is made: In most of the surveyed secondary schools in Moshi rural, participatory methods was found to be rarely used. However most of these teachers faced challenges in employed this participatory methods such as large class size, students' little knowledge on the use of English language, insufficient teaching and learning materials. Despite the challenges teachers face, it was seen as obstacles for them to employ participatory methods.

Conclusively, teachers are more likely to adopt such classroom practices if provided with extended training and properly supported within their school. Teachers involved in the study suggested ways of enhancing the use of participatory teaching methods

pointing out that, they need to get regular training on new methods before they can use them.

4.5 Summary of the Chapter

This chapter has presented the findings of the study. The findings were organized around three specific objectives indicated in chapter one. The findings revealed that some common teaching methods being used in teaching of English subject. The findings also revealed students perceptions on the use of participatory methods in teaching of English subject. Moreover, teachers were constrained by several challenges in implementing the participatory methods in teaching. Those challenges included: class size, students little knowledge on the use of English language, insufficient teaching and learning materials. The next chapter focuses on the summary, discussion, conclusions and recommendations of the study.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussions, conclusions and recommendations of the study on the participatory methods in teaching of English subject. The chapter is divided into three major sections. . The first section presents the summary of the major findings. The second section provides conclusions of the major findings. The last section presents recommendations for action and for further studies.

5.2 Summary of the Major Findings

5.2.1 Teaching methods being used in teaching of English subject

Only a few participatory teaching methods were commonly used in the selected schools.. Among the participatory methods that were found to be frequently used included: brainstorming, group discussion, question and answers and demonstration. However, field trips, debates, role plays and outdoor activities were found to be rarely used by teachers though they are among the participatory methods to teaching and learning. Additionally, most of these teachers employ participatory techniques with little knowledge on how to involve the students.

5.3.2 Students perceptions on the use of Participatory methods

The findings revealed that most students have positive perception on the use of participatory teaching methods in teaching of English. Nevertheless, there were complains among many students on the teachers' reliance on non-participatory

teaching methods. Most of these teachers rarely employ participatory techniques with little knowledge on practicing them.

5.3.3 Challenges facing English teachers in implementing Participatory Methods

The findings revealed that teachers faced challenges in the overall teaching and learning. The challenges included: large number of students in classroom, students little knowledge on the use of English language, insufficient teaching and learning materials.

5.4 Discussion of the Major Findings

5.4.1 Teaching methods being used in Teaching of English Subject

The teaching and learning environment has a great impact on students' academic performance English subject. The implications of not giving students a chance to other participatory methods such as field trips, debates, role plays and outdoor activities may lead to students who will be poor in using English in their daily communication and in classroom discourse and also ineffective teaching and learning process.

5.4.2 Students Perceptions on the Use of Participatory Methods

Students perceptions towards participatory teaching methods would have improve students' performance in English but provided that there is little knowledge of using participatory methods among majority of teachers. There is little hope that the goal

of competence based curriculum will be achieved or students' performance will improve.

5.4.3 Challenges Facing English Teachers in Implementing Participatory Methods

The challenges that are inherent on the use of participatory methods are among the barrier that impedes teachers' efforts in improving students' performance in English subject.

5.5 Conclusions

With regard to the research findings, the following conclusions are made:

i. Teachers inadequate knowledge to effectively employ Participatory methods as well as ignoring some of the participatory methods (field trips, debates, role plays and outdoor activities may lead into inactive teaching and learning process. As a result, students will graduate with insufficient knowledge and skills to undertake real world tasks.

ii. The positive students' perceptions on the use of participatory methods may lead to students' development of cooperation, inquiry, innovative as well as discovery mind during the teaching and learning process. However, this can be possibly achieved if and only if teachers are capable of effectively employing all participatory teaching and learning methods.

iii. Challenges inherent in the deployment of participatory methods have negatively impacted the overall teaching and learning process in community secondary schools in Moshi Rural.

5.6 New Development in Knowledge

The aim of undertaking a research study is to generate new knowledge. This study has discovered the teachers' ineffectiveness on the use of participatory methods of teaching in Moshi Rural District. The situation has contributed to massive students' failure in form four National Examinations.

5.7 Recommendations

Based on the research findings and conclusions of this study, several recommendations are made.

5.7.1 Recommendations for Action

i. The Ministry of Education and Vocational Training (MoEVT) and the Tanzania Institute of Education (TIE) should formulate sound policies to enable proper training of teachers on the implementation of Participatory Methods in teaching of English subject. This can be enhanced through capacity building of a reasonable number (about 50%) of staff in Moshi Rural who should be given necessary resources so that, within one year each group of staff orient all English teachers in at least several schools in the District.

ii. Regional Education Officers (REOs), District Secondary Education Officer (DSEO) and Zonal school inspectors should solicit people and institutions to donate more teaching and learning materials to schools. Furthermore, they should communicate with educational materials publishers and EMAC so that all the materials brought forward for school consumption are in required quality and standards.

iii. Heads of school, heads of English department, English teachers and students should work together, help each other to select and use appropriate participatory teaching methods for overall betterment of a school in particular.

5.7.2 Recommendations for further Research

i. A similar study can be done in higher levels of education such as universities and colleges to assess the effectiveness of participatory teaching methods in teaching and learning.

ii. A more comprehensive study can also be conducted to investigate how the concerned educational authorities that are TIE, MoEVT, NECTA, EMAC and other stakeholders take initiatives to deal with the challenges that hinder the effective implementation of Participatory methods in teaching.

5.8 Summary of the Study

This study is organized in five chapters. Chapter One introduces the research problem. Chapter Two presents the review of literature, focusing on what other researchers have done on the topic. The literature reviewed helped to establish the conceptual framework that govern this study and helped to establish the knowledge gap. Chapter Three describes the research methods and procedures employed to realize the specific objectives of the study. Chapter Four presents analyses and discusses the research findings. Finally, Chapter Five provides a summary, discussion, the conclusions and recommendations of the study.

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APPENDICES

APPENDIX A

Interview Guide for English Teachers

Preliminary information

i) School…….…… ii) Working experience……..… (Years)

iii) Years of teaching English…….…… iv) Educational level……. ……..

v) Gender…….…….. vi) Grade level currently taught……

1. Which methods of teaching and learning do you use in your daily teaching of English subject?
2. How often do you prefer to employ participatory method of teaching and learning in your class?
3. Do you employ the following strategies during the teaching and learning of English subject
   (i) Group discussion (ii) Role plays (iii) Field trips (iii) Question and answers (iv) debates (v) Demonstration (vi) Brainstorming (vii) Guest speaker
4. How do you go about deploying each strategy in 3 (i) – (vi) above.
5. Which activities do you prefer to use in teaching and learning of English?
6. Do you often employ the use teaching media such as TV programmes, CD ROMS, Computers, projectors, audio and video tapes? If yes how do you employ if no why?
7. Have you attended any seminars and training in the effective use of participatory teaching and learning method? How many times have you attended and how effective was the training?
8. Which support do you get on the use of participatory teaching and learning method from the following: District secondary Education Office, Zonal inspector of school for English subject, Head of English department and Head of school?
9. What can you say about the status of teaching and learning materials in your school (Both textual and non textual).
10. Which challenges do you face during the use of participatory teaching and learning methods?
11. Which strategies do you use to deal with the challenges mentioned in 10 above

APPENDIX B

Interview Guide for Heads of Schools

Preliminary information

i) School……..

ii) Working experience…… iii) (Years) Gender……

iv) Years in leadership position…… (Years)

1. In your observation, do English teachers use participatory teaching and learning method in their daily teaching? How effective do they employ the method?
2. Which kind of support do you offer to enhance some teaching strategies under participatory method such as field trips, debates, guest speaker and the use of teaching media.
3. What can you say about the activities that English teachers administer during their teaching, are they relevant in fostering meaningful English learning?
4. How do you support your English teachers in effective use of participatory teaching and learning method?
5. Have your English teachers been exposed to any training/seminars on the use of participatory teaching and learning method? How long was it? Did all English teachers get opportunity to attend?
6. Do your teachers receive regular support on the execution of participatory method from MoEVT, Tanzania Institute of Education, School administration and fellow teachers?
7. How many times per year does Zonal inspector of schools visit your school for inspection and advice? To what extent the given advice help to improve teachers' practice on the use of participatory teaching and learning method?
8. What can you say about the availability and usability of teaching and learning materials in your school
9. Which challenges do your school and teachers face when deploying participatory teaching and learning method?
10. What do you and your teachers do to deal with the challenges you encounter throughout the use of participatory teaching and learning method in teaching and learning of English subject.

A PPENDIX C

Interview Guide for Head of English department

Preliminary information

i) School……

ii) Working experience……..… (Years) iii) Gender……

iv) Years in heading the department…… (Years)

1. In your observation, do English teachers use participatory teaching and learning method in their daily teaching? How effective do they employ the method?
2. Which kind of support do you offer to enhance some teaching strategies under participatory method such as field trips, debates, guest speaker and the use of teaching media?
3. What can you say about the activities that English teachers administer during their teaching, are they relevant in fostering meaningful English learning?
4. How do you support your English teachers in effective use of participatory teaching and learning method?
5. Have your English teachers been exposed to any training/seminars on the use of participatory teaching and learning method? How long was it? Did all English teachers get opportunity to attend?
6. Do your teachers receive regular support on the execution of participatory method from MoEVT, Tanzania Institute of Education, School administration and fellow teachers?
7. How many times per year do Zonal inspector of schools visit your school for inspection and advice? To what extent the given advice help to improve teachers' practice on the use of participatory teaching and learning method?
8. What can you say about the availability and usability of teaching and learning materials in your school?
9. Which challenges do your school and teachers face when deploying participatory teaching and learning method?
10. What do you and your teachers do to deal with the challenges you encounter throughout the use of participatory teaching and learning method in teaching and learning of English subject?

APPENDIX D

Focus Group Discussion Guide for Students

Preliminary information

i) School…… …… (ii) Grade level……..

1. How do you interact with your English teachers during English lesson?
2. Do your teachers incorporate the following strategies in the teaching and learning of English: Field trips, guest speaker, projects, brainstorming, group discussions, demonstration, role plays?
3. Explain how do they go about employing each strategy chosen in 3 (a) above?
4. What do you think are the reasons for them not using the discarded strategy (ies) chosen in 3(a) above?
5. Do you always have a chance to ask questions and get feedback from your teacher during the teaching and learning of English?
6. When do your teachers give you homework's, assignments, test and other tasks to accomplish?
7. Do your teachers get a chance to attend seminars and workshops?
8. How your head of school and head of English department support English teachers in effective execution of participatory teaching and learning method in your daily learning of English
9. Does your school have sufficient and relevant English teaching and learning resources such as syllabus, textbooks, educational media, and other equipment?
10. Do your teachers use computers, projectors, CD ROMs and TV programmes while teaching English?
11. What are the difficulties do you experience when learning English using participatory teaching and learning method
12. What other challenges you and your English teachers encounter during the teaching and learning of English?
13. What strategies you and your English teachers employ in dealing with those challenges?

APPENDIX E

Interview Guide for School Inspectors

1. As a Zonal school inspector for English, can you tell the overall annual schedule of your inspection?
2. How frequent do you visit community secondary schools for inspection?
3. Which teaching method are being used by teachers in community secondary schools?
4. What is the situation of the use of participatory teaching and learning method in those schools?
5. Which advice do you always give to teachers after inspecting their teaching?
6. Do you prepare report after inspection to help other education authorities to understand the reality of teaching in community secondary schools? Can I have the current one?
7. Are teachers exposed to training/seminars on the use of participatory teaching and learning method?
8. How many times annually?
9. How many teachers are given priority in each subject?
10. How effective are the courses?
11. To what extent do teachers incorporate participatory teaching and learning method such as field trips, brainstorming, group discussion, role plays, demonstrations and projects?
12. If the mentioned strategies are rarely or not used at all, what are the reasons behind the phenomenon?
13. Are the community secondary schools in Moshi Rural have sufficient and relevant English teaching and learning resources such as syllabus, teachers' guide, textbooks, educational media and laboratory equipment? Do English teachers have enough skills to employ computers, projectors, CD ROMs, TV programmes while teaching?
14. What do you do to help teachers deal with the challenges that they encounter throughout the use of participatory teaching and learning method in their daily teaching?

APPENDIX F

Lesson Observation Checklist

Teacher's ability to Execute Competence Based Lesson

ITEMS	YES	NO
Does teacher use the 2005 English syllabus to prepare their lesson plans?		
Does he/she demonstrates clearly the learning objectives?		
Does he/she employ variety of instructional strategies and group activities?		
Does he/she employ teaching and learning materials which encourage active learning?		
Does he/she administer teaching and learning activities that are learner centred?		
Does he/she employ assessment practices that are linked to the teaching process?		
Does he/she effectively reflects their teaching?		
Does he/she use texts, media and real life materials geared to targeted English competencies?		
Does he/she provide immediate feedback on assessment performance to students?		
Are the methods employed help learners to construct knowledge?		

APPENDIX G

Document Search Guide

Teaching and learning documents

A. Schemes of work and lesson plans preparations

ITEMS TO BE REVIEWED	YES	NO
Clearly stated learning objectives. Well stipulated competence to be attained. Relevant teaching and learning strategies recommended/selected.		
Relevant recommended/selected teaching and learning resources. Well written assessment procedures as per competence testing.		
Well planned reflective practices		

B. Assessment Procedures

ITEMS TO BE EXAMINED	YES	NO
Assessment involved variety of tools such as test/exams, presentation, portfolios, checklist etc.		
Tests/tasks/exams items encourage development of both lower and higher level cognitive thinking skills. Assessment is an integral part of teaching and learning Assessment encourage collaborative thinking among students		
Classroom assessment involve immediate feedback Oral questions stimulate critical thinking		
Assessment and evaluation involve hands on activities Test items encourage problem solving skills.		

C. Teaching and Learning Materials Checklist

CATEGORY OF ITEM	ITEMS TO BE EXAMINED	Needed	Available	Deficiency
TEXTUAL	2005 secondary school English syllabus Teachers' guide English textbooks			
NON-TEXTUAL	Computers Projectors			
	CD ROMs TV			
	Audio and Video Tapes			
OTHER INFRASTRUCTURES	Classrooms			
	Libraries			

D. In-service teacher training report 2008-2011

Schools	In-service training		No of teachers attended		Year	Duration of training	Effectiveness of the training.		
	Present	Absent	Male	Female			Good	Satisfactory	Poor
A B									
C D									

APPENDIX H

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE STUDIES

P.O. Box 23409
Dar Es Salaam, Tanzania
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E-mail: drpgs@out.ac.tz

Ref. No. HD/E/119/T.12

Date: 3rd April 2013,

The District Administrative Secretary,
Moshi District Council (Rural),
MOSHI.

RE: RESEARCH CLEARANCE

This is to certify that the bearer of this letter, **Mr. David E. Shirima** is a bona fide student of the Open University of Tanzania in the Faculty of Education pursuing M.ED APPS degree program. The student has completed his course work and is now doing research as part of his masters degree program. The title of his research is **"An Assessment of Participatory Methods in Teaching and Learning of the English Subject in Community Secondary Schools in Tanzania: The Case Of Moshi District (Rural)."** . The period of this research will be up to the end of May, 2013.

The student is expected to visit the following secondary schools: Mamba, Muungano, Mieresini and Darajani to collect data. You are, therefore, kindly requested to allow the student to conduct research in the said community secondary schools to enable him to accomplish the research objectives. Any assistance in his endeavour will be highly appreciated.

Yours faithfully,
THE OPEN UNIVERSITY OF TANZANIA

pp.
Prof. Shaban Mbogo
Director – Research, Publications and Postgraduate Studies

APPENDIX I

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

KILIMANJARO REGION
Telegrams: **REGCOM KILIMANJARO**
Telephone: 027-2754236-7/2751381
E-mail ras.kilimanjaro@pmoralg.go.tz
Fax Na; 027 -2753248/2751381

OFFICE OF REGIONAL COMMISSIONER,
P.O. BOX 3070,
MOSHI

Ref. No. FA.228/276/03/212

8th April, 2013

District Administrative Secretary,
P.O.Box 3042,
MOSHI

RE: **RESEARCH CLEARANCE TO DAVID E. SHIRIMA**

I wish to introduce to you ***Mr. David E. Shirima*** who is a student of Open University of Tanzania in the Faculty of Education pursuing M. ED APPS degree Program.

2. The title of the research is ***"An Assesment of Participatory Methods in Teaching and Learning of the English Subject in Community Secondary School in Tanzania"*** the case study is at Moshi Rural.

3. Permission has been given to conduct research from ***8th April, 2013 to 30th May, 2013.***

4. Kindly give him the required co-operation and make sure he obliged to abide the government laws and directives.

T.S.I. Twalipo
For: **REGIONAL ADMINISTRATIVE SECRETARY**
KILIMANJARO

for, Regional Administrative Secretary
KILIMANJARO

Copy: Director,
Research, Publication and Postgraduate Studies,
P.O. Box 23409,
DAR ES SALAAM

APPENDIX J

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

KILIMANJARO REGION:
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Telephone: 027-2752211
FAX: 027-2752184
E-Mail: raskilimanjaro@yahoo.co.uk
INREPLY PLEASE: AB.316/373/01/23

DISTRICT COMMISSIONER'S OFFICE,
P.O. BOX 3042,
MOSHI.

9th April, 2013

District Executive Director,
Moshi District Council,
P.O. Box 3003,
MOSHI

Re: RESEARCH PERMIT TO MR. DAVID E. SHIRIMA

I wish to introduce to you Mr. David E. Shirima who is a student of Open University of Tanzania in the Faculty of Education pursuing M. ED APPs degree Program.

The title of the research is "An Assessment of Participatory Methods in Teaching and Learning of the English subject in Community secondary School in Tanzania" the case study is at Moshi rural.

Permission has been given to conduct research from 8th April, 2013 to 30th May, 2013.

Kindly give him the required co-operation and make sure he obliged to abide the government laws and directives.

R. Ibrahim
AG.DISTRICT ADMINISTRATIVE SECRETARY
MOSHI

c.c. Director,
Research, Publication and Post graduate Studies,
P.O. Box 23409,
DAR ES SALAAM

Mr. David E. Shirima

APPENDIX J

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

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INREPLY PLEASE: AB.316/373/01/23

DISTRICT COMMISSIONER'S OFFICE,
P.O. BOX 3042,
MOSHI.

9th April, 2013

District Executive Director,
Moshi District Council,
P.O. Box 3003,
MOSHI

Re: RESEARCH PERMIT TO MR. DAVID E. SHIRIMA

I wish to introduce to you Mr. David E. Shirima who is a student of Open University of Tanzania in the Faculty of Education pursuing M. ED APPs degree Program.

The title of the research is "An Assessment of Participatory Methods in Teaching and Learning of the English subject in Community secondary School in Tanzania" the case study is at Moshi rural.

Permission has been given to conduct research from 8th April, 2013 to 30th May, 2013.

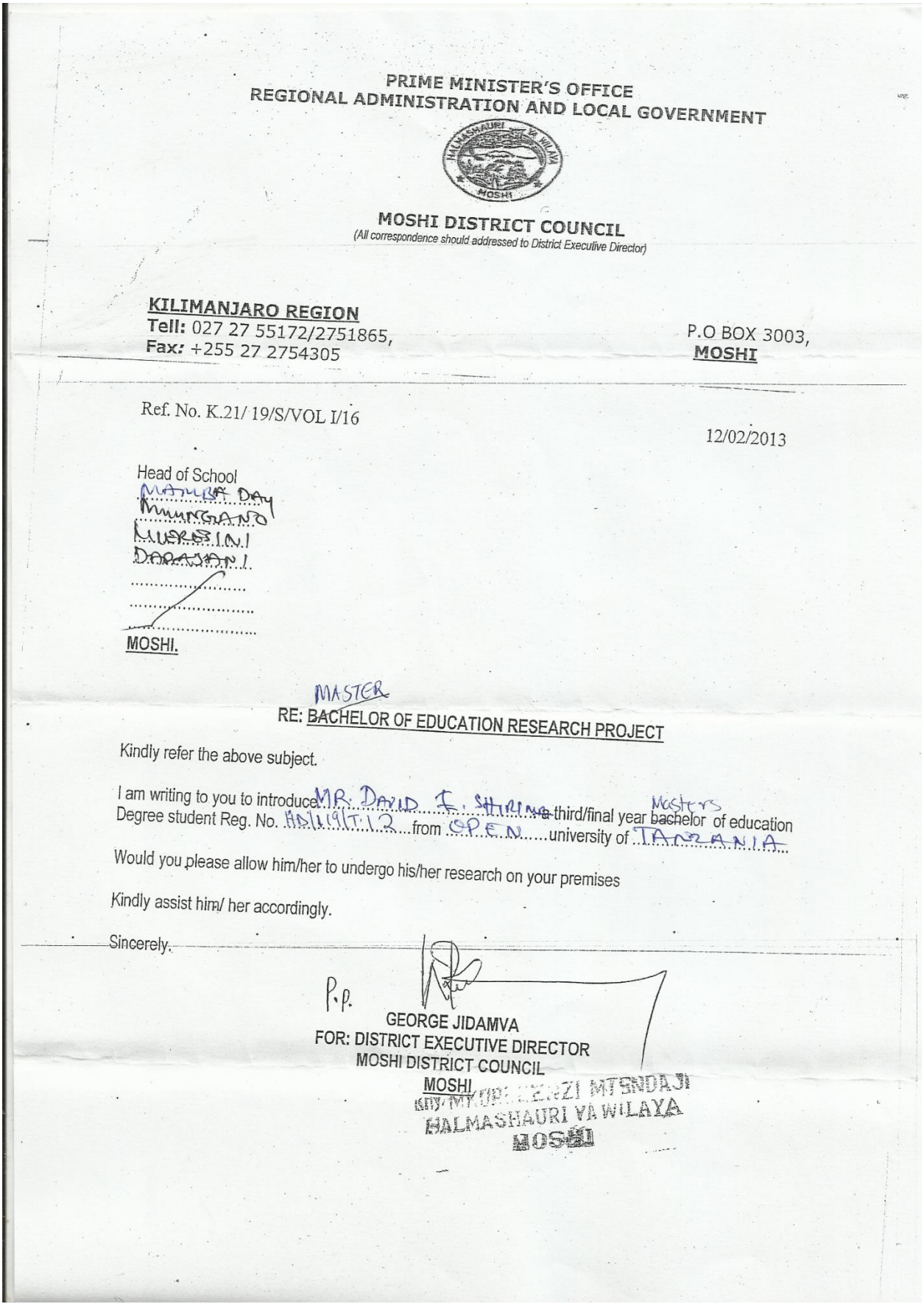
Kindly give him the required co-operation and make sure he obliged to abide the government laws and directives.

R. Ibrahim
AG.DISTRICT ADMINISTRATIVE SECRETARY
MOSHI

c.c. Director,
Research, Publication and Post graduate Studies,
P.O. Box 23409,
DAR ES SALAAM

Mr. David E. Shirima

APPENDIX K



PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

MOSHI DISTRICT COUNCIL
(All correspondence should addressed to District Executive Director)

KILIMANJARO REGION
Tell: 027 27 55172/2751865,
Fax: +255 27 2754305

P.O BOX 3003,
MOSHI

Ref. No. K.21/ 19/S/VOL I/16

12/02/2013

Head of School
MAMBA DAY
MUUNGANO
MUERESINI
DARAJANI
.....
.....
.....
MOSHI.

RE: ~~BACHELOR~~ MASTER OF EDUCATION RESEARCH PROJECT

Kindly refer the above subject.

I am writing to you to introduce MR. DAVID F. SHIRINA ~~a~~ third/final year ~~bachelor~~ Masters of education Degree student Reg. No. HD/119/T.12 from OPEN university of TANZANIA

Would you please allow him/her to undergo his/her research on your premises

Kindly assist him/ her accordingly.

Sincerely.

P.P.

GEORGE JIDAMVA
FOR: DISTRICT EXECUTIVE DIRECTOR
MOSHI DISTRICT COUNCIL
MOSHI

KNY MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
MOSHI