CHALLENGES OF LEARNING SPOKEN ENGLISH IN
COMMUNITY BASED SECONDARY SCHOOLS IN TANZANIA:
A CASE OF LUSHOTO DISTRICT

By
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A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of
Master of Arts in Linguistics of the University Of Dodoma

The University of Dodoma

October, 2016
CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the University of Dodoma a dissertation entitled *Challenges of Learning Spoken English in Community Based Secondary Schools in Tanzania: A Case of Lushoto District* in fulfilment of the requirements for the degree of Master of Arts in Linguistics of the University of Dodoma.

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DR. RAFIKI Y. SEBONDE

(SUPERVISOR)

Date............................
DECLARATION

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I, Martin Shekwavi, 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.

Signature……………………..

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DEDICATION

This work is dedicated to Lilian Ngw’amkai, my wife.
ABSTRACT

This study was designed to examine the challenges of learning spoken English in community based secondary schools in Tanzania; it was conducted at Lushoto district in Tanga region. The study was guided by three objectives which were focusing on the assessment of English speaking proficiency in community based secondary schools, examining the challenges of learning spoken English in community based secondary schools, and suggesting possible measures towards those challenges. The study used Blooms’ (1982) model of evaluation as its conceptual framework. The model assumes that a second language learner becomes fluent in L2 if predictor variables (i.e. learning environment, teachers’ qualifications, teaching and learning materials, and class size) and mediating variables (i.e. students’ attitudes, frequent use of the language, methods of teaching, and students’ motivation) are favourable. The study employed both qualitative and quantitative approaches in data collection and analysis. A sample of four schools from Lushoto district was used. Questionnaire, interview and observation were used for data collection.

The findings of the study revealed that both English teachers and the students in community based secondary schools were not fluent in English. Their problems were mainly in pronunciation, vocabulary and grammar. The study also revealed that the challenges of learning spoken English included methods of teaching, students’ chance to practise speaking English, teaching and learning materials, students’ motivation, class size, incompetent teachers, attitudes of the learners toward spoken English, anxiety, and the dominance of Kiswahili and mother tongue within the students’ localities. Therefore, the study suggests that in order to eradicate these challenges; the government should support teachers by providing them with teaching and learning materials, English teachers should be role models in speaking English and the school community should support the students to speak English.
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<table>
<thead>
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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADEA</td>
<td>Association for the Development in Africa</td>
</tr>
<tr>
<td>ECLs</td>
<td>Ethnic Community Language(s)</td>
</tr>
<tr>
<td>ESDP</td>
<td>Education Sector Development Programme</td>
</tr>
<tr>
<td>L1</td>
<td>Language one or mother tongue</td>
</tr>
<tr>
<td>L2</td>
<td>Language two or language acquired after the mother tongue</td>
</tr>
<tr>
<td>MOEVT</td>
<td>Ministry of Education and Vocational Training</td>
</tr>
<tr>
<td>NP</td>
<td>Noun Phrase</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>STT</td>
<td>Students’ Talking Time</td>
</tr>
<tr>
<td>SWAP</td>
<td>Sector-Wide Approach</td>
</tr>
<tr>
<td>TESL</td>
<td>Teaching English as a Second Language</td>
</tr>
<tr>
<td>TETP</td>
<td>Tanzania Educational and Training Policy</td>
</tr>
<tr>
<td>TTT</td>
<td>Teachers Talking Time</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations</td>
</tr>
<tr>
<td>URT</td>
<td>United Republic of Tanzania</td>
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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background information of the study, statement of the problem, research objectives, research questions, significance of the study and scope of the study.

1.1 Background of the Problem

Education is the process of initiating and preparing man through training in his environment, in order to make him play active roles in society. It provides desirable and worthwhile broad and in depth modes of thoughts, skills, attitudes and understanding needed for the full development of human thinking and actions. Education makes man aware of his own condition and that of his society; it is embodied within its science and technology (Tanzania Educational and Training Policy, 1995). Following the TETP (1995) report, the Education Sector Development Programme (ESDP) was initiated in 1997 as a strategy towards a Sector-Wide Approach (SWAP) to educational development. The main goals of SWAP was to achieve the long-term human development, to reduce poverty and to redress the problems of fragmented interventions through projects so as to promote collaboration and partnership among all stakeholders using pooled human, financial and material resources.

Secondary education occupies a pivotal role in the development of the economy and the education system itself. Experience shows that, the majority of the people in both the private and public sectors are expected to be secondary education leavers. The primary education system relies on teachers who are the product of secondary
education system. Candidates of higher and tertiary education training are the products of the secondary education system. This is the essence of being pivotal (Tanzania Educational and Training Policy, 1995).

The Tanzania government under their president Benjamin William Mkapa introduced the implementation of the Tanzania Educational Policy in early 2000s; which went hand in hand with the campaign of increasing the number of students’ enrollment from primary school to secondary school. The government, as one of the main education stakeholders in the country introduced community secondary schools (ward secondary schools) in the early 2000s, where every ward was supposed to establish a secondary school.

Language is one of the most useful tools we have as humans. Without it we could not think thoughts expressible to others, nor could we engage in the activities that commonly take place in the society we build ourselves (Di Pietro, 1994). Language is very important in education, for instance on this particular regard, Roy-Campbell and Qorro (1997) assert that education is carried out largerly through the medium of language, thus, language is very significant in the education process. ADEA (2005) argues that language is not everything in education, but without language, everything is nothing in education. Language plays a crucial role in learning, and if the learner is handicapped in the language of instruction, then learning may not take place at all as the teacher and the learner will not be communicating (Malekela, 2003).

English is the global language in the present global village. It is the speedy horse which is running incessantly towards and occupying its place in this global village. Tanzania is also an inhabitant of this village. So, English is now an important
language in Tanzanians’ life, covering from daily life to the education and profession.

According to the current educational demands, English Language has become a tool of communication to facilitate both national and international interactions in business, science and technology, education, foreign relations as well as other areas. English is also the second official language in Tanzania (MOEVT, 2009).

The English language has then become the international language for communication; everybody is encouraged to learn it as the second language in both writing and speaking. But speaking fluent English is a common problem among the non-natives. This is because the second language learners are supposed to go through a variety of cases to learn how to speak not only correct grammar and using the right vocabulary, but also with correct accent. However, in the process, they are faced with many obstacles which have been known as the predictors of such a problem among the second language learners (East, 2009).

Second language acquisition is the process of learning a second language after the first language has already been established. There are many factors affecting the process of learning the second language. According to Gardner (1985) motivation and attitude are the most influential factors in second language acquisition. Other factors like anxiety, classroom activities, learning materials and environment, also influence second language learning. However, the researcher took note that; to the best of his knowledge and understanding, little has been done so far to address the challenges of learning spoken English in community based secondary schools in Tanzania. It is for this reason that this study was done in order to address such challenges.
1.2 Statement of the Problem

Spoken English in Tanzania has not yet got the equal importance as it is argued in the Educational and Training Policy (1995). The real situation seems still unknown to most of the pedagogists as the students especially in secondary schools who they make these plans for are miles away from achieving proficiency in spoken English. It is stated in the Educational and Training Policy (1995) that learners who complete primary school are expected to have adequately mastered English to be able to communicate through it. Inspite of that, the majority of the students in secondary schools in Tanzania; especially those in community based secondary schools, have poor English speaking proficiency. In fact, these students were supposed to be conversant with English as it is used as the language of communication and instruction in secondary and tertiary education, the second official language, international language for communication, international trade, bussiness, and the language for science and technology. However, it seems that there are some challenges which hinder the students in secondary schools from mastering spoken English. Therefore, it was worth conducting this study so as to address the challenges of learning spoken English in community based secondary schools in Tanzania.

1.3 Research Objectives

This study was guided by the following objectives:

1.3.1 General Objective

The general objective of this study was to investigate the challenges of learning spoken English in community based secondary schools in Tanzania.
1.3.2 Specific Objectives

The following were the specific objectives:

i. To assess the magnitude of the problem of English speaking proficiency in community based secondary schools particularly in pronunciation, grammar, and vocabulary.

ii. To examine the challenges of learning spoken English in community based secondary schools.

iii. To suggest possible measures to address those challenges.

1.4 Research Questions

This study was guided by the following questions:

i. What is the magnitude of the problem of English speaking proficiency in community based secondary schools particularly in grammar, vocabulary and pronunciation aspects?

ii. What are the challenges of learning spoken English in community based secondary schools?

iii. What are the possible measures that can be used to address those challenges?

1.5 Significance of the Study

The significance of this study lies in finding the challenges of learning spoken English. The researcher hopes that this study will add some values in educational planning that are interrelated and intra-related to teaching and learning spoken English in secondary schools in Tanzania. The study reveals the challenges and suggests possible measures toward addressing those challenges; which will help educational stakeholders such as curriculum developers and teachers to plan and use appropriate teaching and learning techniques that in turn will help the students to
learn spoken English in a real world context, hence improving their communicative competency. Furthermore, the study gives light to other researchers to conduct other studies in a similar or related field.

1.6 Scope of the Study
This study investigated challenges of learning spoken English in community based secondary schools in Tanzania. It was conducted in Lushoto district in Tanga region. The researcher believes that the chosen sample of schools in this area is a good representative of all other community based secondary schools in Tanzania.

1.7 Chapter Conclusion
The chapter has presented the introductory information of spoken English as the central idea of the study. It has provided the background of the study, statement of the problem, objectives of the study and research questions, significance of the study and scope of the study. The study guiding scheme and review of literature will be presented in the next chapter.
CHAPTER TWO
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.0 Introduction

This chapter provides conceptual framework that guided the study, review of literature in relation to the problem under investigation, and the research gap.

2.1 Conceptual Framework

The Conceptual framework of this study is based on Bloom’s (1982) model of evaluation because of its suitability in the process of language learning and teaching. It is useful in examining the interdependence of variables, teaching and learning process to students’ performance in English language subject. Although the model is used for general language learning and teaching, the researcher used it specifically for teaching and learning spoken English. The model consists of three items: Predictor variables, Mediating variables and Performance. However, in the current study; Predictor variables include teachers’ qualifications, teaching and learning materials, learning environment and class size. Mediating variables include students’ motivation, students’ attitudes toward spoken English, frequent use of the language, methods of teaching and learning. Performance includes English speaking proficiency. According to Bloom (1982) predictor variables and mediating variables influence greatly students’ performance. Figure 2.1 summarizes the idea contained in the model that if the predictor variables and mediating variables are of high quality, then teaching and learning process will produce good performance in language production particularly speaking.
Figure 2.1: A Model for Explaining the Process of Learning Spoken English

Source: Modified from Bloom (1982)

The model examines the relationship between variables, teaching and learning process with performance in spoken English. It is anticipated that if there are well qualified teachers to teach spoken English, availability of teaching and learning materials, they would contribute to students’ high performance (mastery of spoken English). This implies that, qualified teachers are expected to have pedagogical skills for teaching spoken English which would help the students to master it. Likewise, the availability of teaching and learning materials would improve the process of teaching and learning spoken English; both English teachers and the students would have an ample time to make reference. It was also hoped that students would perform better if they had motivation to learn the language because their motivation would determine
their success. The study also assumed that if the school environment especially classrooms; and home environment were conducive to students’ learning; it would contribute to high performance (English speaking proficiency) among the students. Moreover, it was expected that students’ attitudes toward spoken English would predict their level of performance (speaking proficiency). Also students’ frequent use of the language inside and outside the classrooms would influence the level of performance in spoken English. In addition to that, it was expected that if the class size would be manageable in terms of reasonable number of students, and English language teachers would manage to organize content, learning objectives, and apply appropriate methods of teaching and learning, students would become fluent in English.

However, performance here; is referred to as the level of English proficiency in terms of production; particularly speaking proficiency. On one hand, it is anticipated that when predictor variables and mediating variables are favourable the level of performance will be high; on the other hand, when they are of low quality, the performance will suffer, hence poor English speaking proficiency among the students.

2.2 Literature Review

This section provides the review of literatures in relation to the problem under investigation. The reviews of the past studies are provided in sub categories beginning with language proficiency particularly English speaking proficiency, followed by challenges of learning spoken English.
2.2.1 Language Proficiency

Proficiency is the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context, and in a manner that is acceptable and appropriate to native speakers of the language. It includes the person’s ability to use a language for a variety of purposes, such as speaking, listening, reading, and writing (National Standards in Foreign Language Education Project, 1999). Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught or learned (National Standards in Foreign Language Education Project, 1999).

Chan (2003) argues that speaking proficiency focuses mainly on what a student is actually able to do with the language to meet his/her communicative needs rather than non-linguistic factors, such as mastery of specific grammar points, or completion of homework. Qorro (2000) as cited in Mutasa (2003) acknowledged that today teachers and students alike do not have sufficient mastery of English language to use it for teaching and learning. She concluded that, more than 95% of the students in Tanzanian secondary schools do not understand English well. In some cases, the students ask their teachers to explain some concepts using Kiswahili so that they can understand better. Even teachers themselves code-switch to Kiswahili in order to be understood. Shelimoh (2008) argues that, most secondary school students are faced with a language problem which draws back their effort to learn not only the English language but also other subjects. She further stresses that, students’ success in learning the second language depends very much on their linguistic repertoire, that is, their knowledge of the target language they have as a background. Mahenge
(2011) asserts that 80% of the students who are joining secondary schools have low-level of English proficiency. Such low proficiency in English among the students joining secondary school studies has been a challenge to teachers as they use more efforts to make sure the students know the language so that they can capture well the lessons.

However, the reviewed literature focused on the problem of English speaking proficiency particularly in grammar, vocabulary, code-switching and pronunciation as presented below.

### 2.2.1.1 Grammar

Evans and Green (2007) in their study on the language problems experienced by first-year Cantonese-speaking students, at Hong Kong’s largest English-medium university; revealed that, grammar particularly remembering tenses, was the main problem facing the students when it came to speaking English. Likewise, Paakki (2013) in his study on difficulties in speaking English and perceptions of accents which was a comparative study of Finnish and Japanese adult learners of English, came out with similar findings that both Finnish and Japanese adult learners of English had problems in grammar especially in remembering tenses. Huddleston et al. (2003) advocate that, L2 learners and non-native speakers of English experience the problem of repeating the subject of the sentence with the pronoun. It is difficult for them to catch themselves making these mistakes when they are concentrating on communicating coherently, but if they begin to pay attention, they will be able to avoid this error in their speech. Huddleston et al. (2003) further insist that, grammatical rules allow English speakers to use only one word or word phrase as the subject of the sentence, but some speakers especially non-native speakers of English,
violate this rule and end up using both a proper noun and a pronoun as subjects of the same sentence.

Liu and Jackson (2008) in their study on the problems facing Chinese learners of English, argue that; the learners failed to adhere to simple grammar rules like a verb’s third-person singular form; despite the fact that they already had the concept of subject-verb agreement in mind. However, when they spoke, they failed to observe the rule and ended up using “do” when the subject was “he”. Likewise, Munir (1991) in his study on the various types of agreement in English, found out that the subject-verb agreement especially the number agreement, appeared to be the most problematic area faced by Malaysian learners of English which limited their English proficiency in both speaking and writing.

Dechert (1983) and Ellis (1997) as quoted in Bhela (1999) propose that when speaking or writing the target language (L2); second language learners tend to rely on their native language (L1) structures to produce a response. They further say that, the L2 learners normally tend to use the word order of their L1 when speaking or writing. If the structures of the two languages are distinctly different, then one could expect a relatively high frequency of errors to occur in L2, thus indicating an interference of L1 on L2. Zdorenko and Paradis (2007) made a research concerning learners of English as second language and concluded that; second language learners of English often have consistent difficulty in the use of articles until at the very late stage of acquisition or do not reach the native-like level of performance. Their argument portrays that a learner of second language may face some difficulties along his/her learning course if the two languages are not much similar in their linguistic aspects such as syntax, morphology, and phonology. Bichhuyen (2009) reports that,
for Chinese learners of English, the third person singular form and plural endings ‘-s’ or ‘-es’ are the common sources of errors, even though both forms are the very basic items to learn in English and are superficially simple. This difference in only one system between the two languages has already been a great source of error to Chinese learners of English. Bichhuyen (2009) further argues that, ‘-s’ and ‘-es’ are dropped in both the written and spoken forms of English for Chinese learners. The reason is, in Chinese, the plurality of the Noun Phrase (NP) is encoded in the preceding numerals or determiners. For instance, ‘two sisters’ becomes ‘two sister’.

Chang (1987) argues that Japanese learners of English often under use anaphoric pronouns, preferring to repeat noun phrases in a way which is more acceptable in their mother tongue than in English. This violates grammatical rules of English language.

2.2.1.2 Vocabulary

Arju (2011) conducted a study in Bangladeshi on English learning and said that, while commenting on the English as a second language learners’ competence in speaking; language instructors frequently complain that the learners fail to catch up because of having an inadequate stock of vocabulary. Learners were using words inappropriately in their speech. Arju further suggests that, a regular practice in the classroom may enhance the learners’ vocabulary. However, vocabulary was seen as a challenge which distorted the students’ speaking intention and willingness to communicate. Likewise, Farooqui (2007) conducted a study in Bangladeshi on the problems and solutions in the spoken English of the urban students. The findings of his study revealed that lack of vocabulary was one among the factors that created problems in practising spoken English among the learners. Farooqui further argues
that, the students were not fluent in English and were using incorrect words which sometimes caused them to produce meaningless utterances.

Gan (2011) in his study of 20 final year students who were doing their 4 year long Bachelor of Education in English language, found that the Hong Kongese students had a problem with sufficient vocabulary. For example, some students complained that when it came to speaking, some words and phrases never came to their mind, and as a result, they could not express what they intended to mean precisely and hence ended up hesitating while struggling to catch the right words to speak. Grauberg (1971) investigated the errors made by English speaking German students and found that, in 35 out of the 102 lexical errors he catalogued, the students had attributed to the German word all the meanings of an English word, and not only the correct ones. Blum-Kulka and Leventon (1987) report on a study in which Israeli learners of English used the word ‘guilty’ wrongly to cover a wide variety of related notions. To admit responsibility for an offense, the native speaker can choose from a range of expressions that vary according to the gravity of the offense, from ‘I'm guilty’ for a capital crime, through ‘I'm to blame’ to ‘It's my fault’ for a mere peccadillo. Some learners used ‘guilty’ in all circumstances. Carter and McCarthy (1988) argue that second language learners face the problem of establishing the range of reference of new words and expressions that they meet which leads them to use wrong words in their utterances. However, Carter and McCarthy assert that, a good deal of exposure is needed before L2 learners have enough experience of the way words are used to be able to do this accurately. Duková (1969) in a study of the errors made by Czech science students, found that, a major group of lexical errors comprised of misuse of words due to the fact that, a Czech word has several equivalents in English. She cites, among other cases, confusions between ‘do/make’
(Czech ‘dlat’); ‘way/journey’ (cesta); ‘repair/correct’ (spravit); ‘include/involve’ (zahrnout); ‘page/aspect’ (stránka); she also reports receptive confusion between pairs of abstracts such as ‘suppose/suggest’ and ‘involve/include’.

2.2.1.3 Code-switching

Code-switching is the use of two language varieties in the same conversation (Myers-Scotton, 2006). According to Myers-Scotton (2006) there are two types of code-switching which are inter-sentential switching and intra-sentential (intra-clause) switching. Inter-sentential switching involves two sentences in two different languages in which each of these sentences is a single clause. Within each sentence, there is no switching of languages, but there is switching between the sentences. Intra-sentential switching (intra-clause) occurs within the clause. Intra-sentential switching is known as intra-clause switching because intra-sentential switching could be between two clauses in the same sentence.

URT (2000) asserts that, the limited English proficiency of teachers in English in schools result in repeated code switching between Kiswahili and English in the classroom; as a result, both languages suffer. Neither of the languages is taught well but English is particularly endangered as students finish secondary schools without adequate ability to write and communicate in English effectively and efficiently. Similarly, Shelimoh (2008) reveals the heavy reliance on code-switching and code-mixing as she admits that, English language is not well taught in secondary schools; since the teachers teach English language using Kiswahili language. In addition, these teachers never speak English fluently since they find the language hard. For that reason, it becomes difficult for students to catch up and comprehend what they have been taught, hence unable to speak, write or read using English language and
therefore, the risk of failing in their academic pursuit and communication through English language.

2.2.1.4 Pronunciation

Paakki (2013) in the study concerning the difficulties in speaking English and perceptions of accents which was a comparative study of Finnish and Japanese adult learners of English; advocates that pronunciation is one among the problems that hinder the learners to speak English. Paakki reveals that Finnish and Japanese adult learners of English complained to have difficulties in pronouncing English words which hindered their fluency in English. Likewise, Liu and Jackson (2008) argue that pronunciation is also a problem facing Chinese learners of English when it comes to speaking English. Their findings show that Chinese learners of English faced difficulties in pronouncing some English sounds and words which made them to be less competent in spoken English. Bada (2001) conducted a study to Japanese speakers of English as a foreign language, where it was found that the Japanese learners of English had problems in pronouncing some English sounds. For instance, the sounds /θ/ and /ð/ were pronounced as /t/, /s/ and /z/, the sound /ʃ/ was pronounced as /s/ and /ʃ/, the sound /l/ was pronounced as /l/, the sound /æ/ was pronounced as /æ/, /a:/, /e/ and /ei/. Zhang (2004) conducted a study on language differences and communication; he involved Chinese learners of English. The study portrays that the difference between /θ/, /z/ and /ð/ is quite a challenge for Chinese learners of English. They may use ‘sin’ /sɪn/ for ‘thin’ /θɪn/. Confusion also occurs when some Chinese speakers try to pronounce ‘right’ /raɪt/ or ‘light’ /laɪt/. Since there are no consonant blends in Chinese national language, it is difficult for Chinese speakers to make the double and triple consonant blends common to English. Chinese learners of English may use Chinese sounds when speaking English if
sounds are phonetically similar in the two languages, such as /i/ and /iː/ for instance, they may pronounce ‘sheep’ /ʃɪp/ as ‘ship’ /ʃɪp/. That is, the differing vowel system may cause as much confusion as the consonant blends. Furthermore, speakers of Chinese national may insert a schwa /ə/ (i.e. the vowel sound in many lightly pronounced unaccented syllables in words of more than one syllable) in consonant clusters such as ‘belek’ for the word ‘black’. Another difficulty for Chinese learners of English is to differentiate the sounds /æ/, /e/, /ɛ/ and /ə/. They may also be prone to pronounce ‘back’ /bæk/ as ‘bike’ /baɪk/, ‘hat’ /hæt/ as ‘hurt’ /hɔ:t/ and ‘head’ /hed/ as ‘hide’ /haɪd/ because these sounds are not clearly distinguished in their mother tongue. Bhela (1999) conducted a study to investigate Vietnamese, Cambodian, Spanish, and Italian learners of English. The results from this study showed that the learners had difficulties in pronouncing some English sounds and words which slowed down their English speaking proficiency. The learners used their first language structures to form their second language structures. Beardsmore (1982) as quoted in Bhela (1999) argues that, many of the difficulties a second language learner has with the pronunciation, vocabulary and grammar of second language (L2) are due to the interference of habits from first language (L1). Second language learners mispronounce some sounds and words, use inappropriate words and experience grammatical problems when using L2 because the formal elements of L1 are used within the context of L2, thus resulting in errors in L2, as the structures of the languages (i.e. L1 and L2) are different.

2.3 Challenges of Learning Spoken English

Challenges of learning spoken English include environment (inside and outside the classroom; and at home), incompetent teachers, attitude of the learners toward spoken English, anxiety/lack of confidence, and mother tongue/Kiswahili use.
2.3.1 Environment

Environment is sub-divided into classroom environment (inside the classroom), outside the classroom and at home.

(i) Inside the Classroom

This part is sub-categorized into the methods used to teach spoken English and learning activities, students’ chance to practise speaking English, teaching and learning materials, motivation from teachers and fellow students, and class size.

(a) Methods Used to Teach Spoken English and Activities Given to the Students

The teaching and learning process involves two active participants in the classroom; the teacher and the learner, and that language learning does not fall entirely on the teacher. The students must also assume more responsibility for the learning process (Vuzo, 2010). For instance, Vuzo (2010) reported that, it is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and the content of the target subject. However, such situation is not commonly found in secondary schools in all subjects due to the fact that lecture method dominates the teaching and learning process which leads to passive learning. Once Cummings (2002) said: “when I hear, I forget. When I see, I remember and when I do, I learn”. Cummings noted that, learning in which students are interactive produces far more effective participation in a class. Meaning that, effectiveness of language learning and teaching in the classrooms will depend upon the methods used and educational abilities teachers have. This idea concurs with Vuzo (2010) in that successful teaching and quality of student learning is closely related to the teacher’s knowledge, understanding of the subject, and the methods
used in teaching. Vuzo further argues that, the English teacher is an important figure in the language course who sets the tone for learning activities. This implies that; the teacher is responsible for preparing and providing the learners with learning activities in which English will be used in a meaningful context. Domician (2008) conducted the study on the implementation of the new 2005 O-level situational English curriculum in favour of the 1996 structural curriculum. The findings of the study affirmed that a large number of teachers from both the resourced and better resourced secondary schools in Dodoma did not receive training prior to the implementation of the new syllabus. Following such limited in-service training, the researcher in his observation found one teacher using three quarters of the eighty minute period to lecture on how to express future tense and at the same time the students were busy writing and listening. By being busy with writing and listening, the class became dull and participation did not take place. However, this kind of teaching does not impart the students with English speaking skill rather it hinders their mastery on spoken English. Richards (2006) noted that, language learning requires a lot of effort which must be retained over a long period of time. Classroom activities enable many learners to sustain their interest in the target language. Learners of L2 need opportunity to practise the target language, otherwise, mastery of the language can be difficult. Chowdhury and Shaila (2011) argue that the teachers do not support the students in many cases; they are not competent enough to make the lesson interesting. Teaching English language means to facilitate the learners to achieve the power to express their inner thoughts by mastering stylistic elements of the language. However, in Bangladeshi classrooms, things are different, most of the teachers do not know or adapt different styles to teach language whereby they do not equip the learners with speaking skill. For instance, Sinha (2001) conducted a study in the
Bangladeshi context and found that in Bangladeshi classrooms, teachers were not using appropriate activities which would help the learners practise using English in the classroom. Thus, the students got less chance to practise speaking the language and as a result lost their interest in learning spoken English. Chance and Chance (2002) argue that, learners must be involved in hands on activities in order for them to learn effectively. Taylor (2007) supports this by arguing that it is insufficient for learners to merely read or write about a topic because the brain learns well when all senses are employed: hearing, seeing, feeling and tasting. A teacher as a human resource can be a powerful instrument through which students’ proficiency in English can be increased. Teachers are the most important resources for learning. Guest speakers can also be invited by teachers to deal with specific topics in the classroom interaction. Students as human resources can be used to evaluate their own language proficiency. They can listen to their colleagues as they speak and comment on the strengths and weakness. William (2008) calls upon English teachers to encourage students to be instructional resources for one another.

(b) Students’ Chance to Practise Speaking English

Chowdhury and Shaila (2011) in their study on the Bangladeshi secondary school certificate and high secondary school certificate students; found that the students were not practising speaking skill in their classrooms; and as a result, they did not feel confident in speaking English. This made these students stressed and nervous hence reducing their English production. Sato (2003) found out that many Japanese learners of English are highly competent in reading and writing but not in listening and speaking. He comments that, meaningless and irrelevant classroom practice is one among the reasons why Japanese learners of English are not competent in spoken English. Other reasons include quietness and shyness in class, the method used for
teaching and learning English (Grammar Translation Method), large class size, fear of losing face and anxiety in speaking. Larsari (2011) reviewed an article and denoted that the English as a foreign language and English as a second language the students do not get a proper environment in the class to practise English speaking. She argued that, in the process of learning the English as a foreign language, the learners generally do not have an adequate access to practise it inside the classrooms. This hinders their level of proficiency. Moreover, Scrivener (1994) pointed out that learning the English as a second language, the learners do not have enough access to practise it in the classroom and thus they feel insecure, afraid, nervous and scared to speak English.

(c) Teaching and Learning Materials

Teaching and learning materials are very important in the whole process of teaching and learning any subject. They make learning more pleasant to the students because they offer a reality of experience, which stimulates self-activity and imagination on their part. They also supply concrete basis for conceptual thinking and hence, reduce meaningless word responses from students (Nyamubi, 2003). For instance, Kapoli (2001) noted that authentic materials enable students to explore the language used in day-to-day life and which is tailored to their needs and interests. This however, helps the students to master spoken language as they fulfil their communicative needs. UNESCO (2000) reported that, the provision of teaching and learning materials especially books is an effective way of improving results. This helps the learners to acquire the oriented goals and the targeted objectives. In contrast, less provision of teaching and learning materials will result to less achievements. The World Education Report (1998) reveals out that in many countries, conditions are difficult, whether they relate to the physical states of schools and the availability of teaching
and learning materials, class sizes, or the changing characteristics of the student population. It indicates that schools in many countries are faced by the shortage of teaching and learning materials which slow down the whole process of teaching and learning. Komente (1995) reported that there was a scarcity of learning resources in Tanzania which was the chief cause of students’ problems in the mastery of English language. However, from the time Komente did her research to date, learning resources remain a problem in Tanzanian secondary schools. Learning resources play an important role in English teaching process by making language learning more effective. The teacher’s responsibility is to ensure learning resources are appropriate, accessible, identifiable and relevant to students’ learning needs (Waithaka, 1987). For instance, television is a learning resource that promotes spoken English by exposing learners to listening carefully to speakers where the learner slowly gains vocabulary and proper pronunciation. Farrant (1980) and Rubagumya (1986) as quoted in Shelimoh (2008) noted the scarcity of teaching and learning materials. Rubagumya for instance, noted that the most pressing problem in teaching English language in schools is lack of teaching and learning materials which hinders the teaching and learning process.

(d) **Motivation from the Teacher(s) and Fellow Students**

Learning environment should motivate learners to learn spoken English. Studies show that motivation is also very important in L2 learning. It is the most used concept for explaining failure or success of a learner. It is regarded as one of the main factors that influence the speed and amount of success of foreign language learners (Gardner, 2006). For instance, Gardner (ibid) reported that students with higher levels of motivation will do better than students with lower levels. He further added that if one is motivated, he/she has reasons (motives) for engaging in the
relevant activities. In another study, Elliot, Kratochil, and Cook (2000) see motivation as an internal state that arouses learners to action, pushes them in particular directions, and keeps them engaged in certain activities. They added that learning and motivation are equally essential for performance and they enable learners to acquire new knowledge and skills. In addition, motivation provides a driving force for showing what learners have learned, and that more motivated people achieve higher levels; but Harmer (2004) cautioned that motivation that brings students to task of learning English could be affected and influenced by the attitudes of a number of people. In teaching, motivation is one of the factors that influence success or failure in learning a language, particularly a second language or foreign language (Gardner, 2006). In the same way, Petty (1998) argued that if students do not want to learn, their learning efficiency will be slow such that they may learn virtually nothing, and if you know how to motivate students, you can highly increase their learning. Ur (2003) affirmed that, motivating students can be accomplished by the use of teaching strategies and variety of classroom activities to retain their interest in the lesson. In order to make learning and teaching interesting, teachers need to put a great deal of thoughts into developing programs which maintain students’ interest, keep students busy in various classroom activities, have good relationship with students and teach in an environment that is conducive for learning. With all these, students will definitely enjoy learning the English language. The classroom climate created and maintained by teachers and students has a significant bearing on students’ learning and comfort level. Furthermore, favourable classroom conditions foster students’ participation in the classroom. The teacher can devise plans and activities that promote a successful learning and teaching of English. When there is an established learning oriented environment, students make
consistent effort to achieve (Ur, 2003). According to Wolf (2001) learners who fear and anticipate negative evaluation tend to avoid doing things that will cause them to be negatively evaluated. Therefore, teachers are advised to be careful when addressing students’ mistakes. Wolf (2001) further argues that, the role of the teacher as a motivator is to encourage students to learn English. Teachers should encourage students to learn English, engage them in classroom activities and make them aware of their success and failure. Klausmeier (1985) asserts that in a conducive classroom environment, student make efforts to achieve and experience success. Nevertheless, they may experience failure at times, not as a punishment but as a natural consequence of their lack of effort. Classroom environment has great influence on students’ motivation in terms of self efficacy, intrinsic value beliefs, and goal orientations (Ames, 1990). According to Ames (ibid), there are six classroom structures which have impact on these motivational variables: task, authority, recognition, grouping, evaluation, and time. She proposed that in order to promote mastery of goal orientation, effective strategy use, active engagement, intrinsic interest, and attributions to effort, there should be novelty and variety in tasks. Ames further says that tasks should provide students with an optimal level of challenge to help them set short term goals and focus on the meaningful aspects of activities. In an empirical study conducted by Müller and Louw (2004), it was found that students’ interest, intrinsic motivation, and self determined forms of extrinsic motivation were related to perceived support of autonomy and competence, relevance of the contents, and transparency of requirements. In line with these findings, the authors proposed that learning environments in which students are autonomous in their learning, receive informative feedback concerning their progress, experience a friendly and positive atmosphere, and interact with each others during the learning process are
likely to promote intrinsic motivation. For language learners, the most pertinent and immediately available community is the language classroom community. Encouraging a greater sense of community within the language classroom can only occur through increased interaction between students. Therefore, learning communities need to engage in joint activities and discussions, help each other and share information (Müller and Louw, 2004)). This change in student-student relations also necessitates a gradual change in the role of the teacher in the classroom, from the autocratic model to the democratic model (Dornyei & Murphey, 2003). Dornyei (1997) argues that although classrooms in which teacher largely controls the learning may result in short term learning gains, cooperative classrooms in which positive interdependence is a key factor that constitutes results in more learner achievement over a long period something which encourages intrinsic motivation and learner autonomy. Dornyei concludes by saying that from a motivational point of view, community learning is undoubtedly one of the most efficient instructional methods.

(e) Class Size

Class size is another challenge that has an impact on language learning especially spoken English. The main consideration in deciding the number of students in a language class is the opportunity for active participation and interaction, which is critical for successful learning (Arju 2011). Locastro (1989) in her article “Large size classes: The Situation in Japan” affirms that, language class should be as small as possible to allow opportunity for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time. Locastro further suggests that the number of students in the language class should not exceed 39 and the class of 51 students is impossible. Arju
(2011) found out that the Bangladeshi students did not have an opportunity to practise speaking English inside the classroom. This is because, the crowded and large classes caused the constant challenge for students to practise speaking. Regarding the number of students in the language classroom, Sinha (2001) argues that, a language classroom needs a limited number of students. However, in reality, nearly all English classrooms in the public sector in Bangladeshi were overcrowded and often had as many as 200 students in them (Siddique, 2004). Basir and Ferdousy (2006) conducted a study on the language class size and found that the numbers of students in the language classroom vary from 45 to 91 where 60% language instructors believed that this was really a large classroom scenario and a regular communication in English would resolve this problem. However, within such a class, students have hardly a chance to use English in communication. Chowdhury and Shaila (2011) in their study on the Bangladeshi secondary school certificate and high secondary school certificate students, found that the students did not practise speaking skill in their classrooms; and as a result, they did not feel confident in speaking English. This made them stressed and nervous hence reducing their English production. However, communicative environment should be prepared for learners to ensure that the target language is practised in the classroom. The environment created by the peers impacts the speaker deeply (Chowdhury and Shaila, 2011). Chowdhury and Shaila added that in the large classes when a student speaks, his/her peers make laugh at her/him and do not encourage speaking. Thus, the students become less confident and feel nervous and scared to speak English. Ahmed (2006) and Chowdhury and Shaila (2011) pointed out that the large classes, lack of confidence, lack of co-operative, less access of communicative environment, and
students’ shyness are the main hindrances behind Bangladeshi students’ learning and speaking English.

(ii) Outside the Classroom and at Home

Some studies show clearly that home environment has a part to play in the students’ mastery of the spoken English. For instance, Littlewood (1992) conducted a study on teaching oral communication and found out that although the environment is crucial in learning any foreign language, many students have few opportunities to practise the target language outside the classroom and at home. The students are not well provided with supportive environment in which they can practise speaking English outside the classroom and at home as a result of poor English proficiency among them. Gan (2011) conducted a study on 20 final year students who were doing their 4 year long Bachelor of Education in English language. The findings show that the Hong Kongese students hardly get any environmental access to practise English speaking outside the educational context which hinders their English speaking proficiency. Mosha (2007) found out that limited home supporting environment was one among the factors affecting students’ performance in English subject in Zanzibar Rural and Urban O-level secondary schools. Other factors included: shortage of teachers particularly in rural schools, the presence of untrained and under qualified teachers, and poor teaching and learning environment in the classrooms.

2.3.2 Incompetent Teachers to Teach Spoken English

The Tanzania Educational and Training Policy (1995) states that the minimum requirements to teach secondary schools in Tanzania is diploma level. People who want to become secondary school teachers should at least be diploma holders in education. Since to teach is to communicate, English teachers must have maximum
communicative competence. A teacher must be knowledgeable in the language itself so that he/she can make useful decision regarding what should be taught to whom, and how the teaching should be done. Teachers’ competence (proficiency) is very important in language teaching and learning as the teacher acts as a role model in the teaching and learning process. However, learning languages is becoming increasingly more difficult because foreign language teachers do not use the target language exclusively in the classroom (Littlewood, 1992). Krashen (1981) in Comprehensible Input hypothesis advocates that, learners improve and progress along a natural order when they receive consistent second language input; that is, one step beyond their current stage of linguistic competence. Therefore, to advance second language competence in students, language teachers should maximize teacher use of the target language in the classroom and provide ample opportunities for students to speak and listen to the others exclusively in the target language. Studies demonstrate clearly that among the factors that lead to students’ poor performance are qualities of teachers (Harmer, 2003; Mosha, 2004). Qorro (2004) as cited in Rubagumya (2010) emphasizes that the kind of exposure to English that the learners get in Tanzania does not help them to learn it effectively and efficiently. This is because, they are exposed to incorrect English, given the fact that many secondary school teachers are not proficient in the language themselves. This, she concludes, impedes rather than expedites the learning of English. In support of the notion of English competence among English teachers in Tanzania, Kalinga (2008) relates the competence and the teaching methods. He says that for a learner to acquire competence in a language; teachers should be competent enough and apply appropriate methods. However, it is very difficult to acquire language competence stipulated in the English language syllabus unless there are enough competent
teachers. According to Kalinga, such experience makes the teacher knowledgeable in the subject matter, be able to teach, to handle the class and tackle every issue that emerges in the class. Learning a spoken language depends on the interaction between the teacher and the students in the classroom, and among the students themselves. Msulwa (1994) in his study on English Language Support Project, acknowledges that most of the English teachers especially those who did not attend in-service training failed to demonstrate mastery of the language skills and to present their lessons logically. Moreover, most of the teachers failed to promote active students’ participation during presentation as a result their lessons appeared to be largely expository. Rubagumya (2011) highlights the project findings on English learning that, explicitly explain that neither teachers nor students were sufficiently competent in English to ensure effective teaching and learning. Thus, both insufficient competence in spoken English and more limited interaction provides evidence of educational and linguistic disadvantage for these teachers and learners working through English. Graddol (1996) as quoted in Neke (2003) argues that many students learn English in an acquisition poor environment; where the teacher is not fully proficient in the language, where the schools and classrooms are under-equipped, and where there is no real communicative use of the language in the community. Rubagumya (2003) discusses the issue of limited proficiency in English among teachers in Tanzania as he reveals that most of them avoid using English when teaching. For instance, he reveals that only 5 teachers out of 30 are competent in English. The rest of them avoid using English as much as possible. He goes a step further and says that since these are the teachers teaching through the medium of English, it is not hard to imagine the kind of difficulties encountered by both teachers and students during classroom interaction. Roy-Campbell and Qorro (1997)
documented the problem of inadequate competency among teachers, particularly English subject teachers. It was noticed that some teachers had difficulty in expressing themselves in English. However, teachers are advised to be role models in the classrooms by speaking English and should create conducive environment in which learners will be encouraged to speak English. Teachers should also provide the students with activities in which they will use the language in a real life situation. Hasan and Akhand (2009) carried out a study on the challenges and sustainability of TESL (Teaching English as a Second Language) in Bangladeshi college level. Their study covered all the 64 districts in Bangladesh including both urban and rural colleges. They found out that; the scarcity of appropriate teaching materials and less competent teachers were the main challenges for Bangladeshi students’ spoken English. Siddique (2004) carried out a study in Bangladeshi and pointed out that scarcity of competent English teachers, an unfriendly and non-supportive environment are the factors which cause the Bangladeshi students to lose their motivation to learn spoken English, this hinders their level of proficiency on the language. Chowdhury and Shaila (2011) argue that teachers are not competent enough to make the lesson interesting, and do not facilitate the learners to achieve the power to express their inner thoughts by mastering stylistic elements of the language. Chowdhury and Shaila complain about this by giving an example of Bangladeshi classrooms that most of the teachers do not know or adapt different styles to teach language whereby they do not equip the learners with speaking skill. This makes the students lose their motivation in learning spoken English, and consequently, this slows down their level of proficiency on the language.
2.3.3 Attitudes of the Learners towards Spoken English

Studies show that attitude is important in language learning. Attitudes refer to the sets of beliefs that the learner holds towards members of the target group and also towards his own culture (Brown, 2000). Language attitude is an important concept because it plays a key role in language learning. For example, a study conducted by Gardner (2001) about attitudes and motivation showed correlation with linguistic performance of learners, emphasizing the role of attitudes and motivation as determinant factors in language learning. It is also generally agreed among researchers that positive attitudes facilitate the learning process, though attitude as such does not determine the behaviour (Khanna & Agnihotri, 1994). In education, attitudes are considered both as input and output. Attitudes have a positive correlation with success in learning the second language; because they facilitate learners’ motivation to learn the language (Gardner & Trembly, 1994). Gardner and Trembly added that individual attitudes towards the language they learn meet important needs as they satisfy certain functions such as communication or achieving high grades in language examination. Starks & Paltridge (1994) assert that, learning a language is closely related to the attitudes towards it. This means that in order to have language proficiency, a L2 learner should have positive attitude towards the target language. On the contrary, the learner will not be able to master the language. A learner with positive attitude enjoys learning English language and he/she is ready to do whatever it takes to learn the language. Gardner (1985) sees attitudes as components of motivation in language learning. According to him, motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language. He believes that the motivation to learn a foreign language is determined by basic predispositions and
personality characteristics such as the learner’s attitudes towards foreign people in general, and the target group and language in particular, motives for learning, and generalized attitudes. Wenden (1991) sees attitudes as including three components: First, attitudes tend to have a cognitive component; this involves beliefs or perceptions about the objects or situations related to the attitude. Second, attitudes have an evaluative component; this means that the objects or situations related to the attitude may generate like or dislike. Third, attitudes have a behavioural component; this means that, certain attitudes tend to prompt learners to adopt particular learning behaviours. Bernat and Gvozdenko (2005) discuss the current issues, pedagogical implications and new directions in beliefs about language learning. These include social, cultural, contextual, cognitive, affective, and personal factors among which attitudes have an important place. Similarly, Csizér and Dörnyei (2005) in their study on the internal structure of language learning motivation and its relationship with language choice and learning effort, conclude that attitude is an important factor in language learning. Wenden (1991) asserts that English can be difficult if the learner has a negative attitude towards it. Therefore, having a positive attitude towards the language is a good start in learning it.

2.3.4 Anxiety, Lack of Confidence, and Shyness

Tsui (2001) as cited in Gan (2011) argues that anxiety is a feeling of tension, apprehension and nervousness associated with the process of learning a foreign language. It is considered as one of the most psychological factors that affect students who learn a foreign language, especially when they speak. It is caused by communication apprehension, test anxiety and fear of negative evaluation. Tsui (2001) as cited in Gan (2011) further argues that, the English second language learners are the victims who are more vulnerable to criticism and negative evaluation
while speaking. Thus, the negative evaluation makes students’ affective filter high and reduces L2 production.

Elaine (1992) argues that anxiety and proficiency have an inverse relationship. This means that when anxiety is low, proficiency goes up and when anxiety is high, proficiency goes down. Therefore, Learners with language anxiety levels fail to speak and tend to do poorly on language tests because they underestimate their competence relative to less anxious students who tend to overestimate their performance. Anxious students may focus their attention on their perceived inadequacies, the potential for failure and consequences of that imagined failure rather than concentrating on speaking or the task they are doing. MacIntyre and Gardner (1991) found that anxiety can interfere with the learner’s ability to take in, process incoming information which affects second language acquisition and production. Klausmeier (1985) noted that, students in a conducive classroom experience success and relief from anxiety.

Palacios (1998) examined the impact of classroom climate on students’ levels of foreign language anxiety and found that several components of classroom climate were associated with higher and lower levels of anxiety. Palacios also found that classroom levels of affiliation among the learners, lack of competition, and clear task orientation were associated with lower anxiety levels. However, lower levels of anxiety were seen to help the learners improve their speaking proficiency. Krashen (1982) as cited in Lightbown & Spada (2006) believes that anxiety can be in a form of tension, worries or nervousness which keep the learners’ affective filter high and disturb the L2 production. On the other hand, a low affective filter can encourage a learner and therefore enhance his or her L2 production. Gan (2011) asserts that
learners’ unwillingness and anxiety to communicate, lack of motivation, rote learning, and uncomfortable topics inhibit them from speaking English. Hanumntharao (2011) conducted a study in India and discussed some of the problems in teaching and learning spoken English. Her study reveals that fear of losing face and learners’ anxiety are some of the common challenges that Indian learners of English face in learning spoken English.

2.3.5 Mother tongue and Kiswahili

Yule (1996) argues that the problem experienced in second language learning is related to the fact that students attempt to learn another language while having their own prestigious language and hence put less emphasis on the need to master new language. However, the dominance of Kiswahili and ECLs within the students localities seem to be an obstacle for the students to master spoken English. Shelimoh (2008) affirms that the teachers and the students do not use English frequently outside the classroom. This is because Kiswahili and some vernaculars serve the purpose effectively. This draws back English speaking proficiency among the students in secondary schools. Kiswahili is the national and official language in Tanzania, of which Kanigi (2002) observes that, Kiswahili is widely spoken in Tanzania with teachers and students speaking it during school activities. Since there is no rule that requires students to speak English at school; as a result, spoken English is not practised, this is claimed to be one among the reasons why the students in secondary schools in Tanzania have poor English proficiency especially speaking proficiency.
2.4 Research Gap

The reviewed literature has revealed that spoken English is a big challenge to many secondary schools and tertiary education students especially in the countries where English is used as a second or foreign language. The previous studies especially those done in Tanzania indicated that both teachers and the students in secondary schools are not competent in spoken English. The studies further revealed some challenges in learning English subject. However, the former studies rarely focused on the challenges of learning spoken English in community based secondary schools in Tanzania. It was therefore, worth to conduct this study in order to reveal the challenges of learning spoken English in community based secondary schools.

2.5 Chapter Conclusion

This chapter presented the literature review and conceptual framework that guided the study. The review of literature shed light to the factors influencing the learning of English and on the other hand, the challenges of learning English in secondary schools and tertiary education in different parts of the world including Tanzania. The literature reviewed showed that several studies done in Tanzania revealed that both teachers and the students in secondary schools have limited English speaking proficiency. The coming chapter presents the methodology employed to obtain the findings which helped to draw a conclusion on the challenges of learning spoken English.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology on how the study was conducted. It includes research design, area of the study, the target population, sampling techniques and sample size, data collection techniques, data analysis procedures, research ethics, and lastly, reliability and validity of the data.

3.1 Research Design

This study employed a bilateral research design where both qualitative and quantitative approaches were applied. The researcher used qualitative approach by conducting interviews and observation whereby the information obtained was analysed descriptively. On the other hand, in quantitative approach, the researcher administered questionnaires to the respondents. The data obtained were analysed through Tables to get frequencies and percentages. This was made possible by the aid of Statistical Package for Social Sciences (SPSS) programme version 20. Before the actual study, the researcher conducted a pilot study in order to be familiar with the area of the study and to test data collection tools.

3.2 Area of the Study

Community based secondary schools are found in all districts in the country; however, this study was conducted in Lushoto district. Lushoto is one of the eight districts in Tanga region in Tanzania; it is situated between 4°47’55” S and 38°17’25”E. The district is valued for its pleasant mountain climate. It is bordered to the northeast by Kenya, to the east by Muheza district, to the northwest by
Kilimanjaro region, and to the south by Korogwe district. As per 2012 population and Housing Census, it had a population of 492,441. The district was chosen to be the area of the study because the researcher believed that the schools found in the district would be good representatives of other community based secondary schools in the country. Lushoto district council has about 157 secondary schools of which 153 are community based secondary schools and 4 are private secondary schools. The study however, was conducted in four community based secondary schools situated in four different wards namely: Irente, Magamba, Ubiri and Ngulwi. This was done purposely in order to have effective representation that would help to have maximal generalization of the findings of the study.

3.3 The Target Population
The target population included community based secondary school English teachers and the students in Lushoto district. The researcher deliberately chose English language teachers and the students; simply because are the main participants in the process of teaching and learning spoken English.

3.4 Sampling Techniques and Sample Size
This study used stratified and purposive sampling to obtain the respondents who made up a sample of the study.

3.4.1 Stratified Sampling
This technique was used for students where the researcher put the students in strata according to their level of education (forms). Thereafter, these respondents were randomly selected from each form (group) by distributing them with cards painted black and red. Every student in a group (form) who picked a card painted red was automatically selected for the study. The preparation of the cards considered the
needed number of the respondents. In this case, 10 students from each form (group) in each school were selected thus making a total of 80 respondents for the study. However, respondents were selected from form two and form three. Form four students were excluded in the study because they were busy in their classes as they were finalising their learning ready for the form four National examinations scheduled for early November. Form ones were also left out in the study because the researcher believed that it was their first year in the school and therefore little had been covered for them as far as the learning of spoken English was concerned.

3.4.2 Purposive Sampling

The researcher used purposive sampling to select respondents who were teachers. Teachers who were teaching English especially in form two and form three were automatically selected for the study. Four English teachers from each school were purposively selected thus making a total of 16 respondents selected for the study. All 16 English teachers were involved in both filling the questionnaires and interviews with exception of 8 of them who were observed while teaching inside the classroom; that is, 2 teachers from each school.

3.4.3 Sample Size

This study comprised of a sample of 96 respondents; 80 students and 16 English language teachers from four surveyed schools. The students in the sample were chosen from form two and form three through stratified sampling. The reasons of selecting the students from form two and form three are stated in 3.4.1 above. Teachers were chosen through purposive sampling as the researcher intended to include only English language teachers in his study. However, the sample size of 96 respondents is sufficient because Hogg and Tenis (1977) argue that even a sample of
25 to 30 respondents is enough for reporting purposes. But for increasing accuracy of the findings (Saunders, 2000) the researcher decided to increase it to 96 respondents.

### 3.5 Data Collection Techniques

In this study, data were collected through observation, interviews and questionnaires. The researcher decided to use more than one technique following Patton (1990) who argues that, no single research technique is adequate in gathering the requisite information; what is certain is that all have shortcomings, and if one is used alone, it is likely to yield unreliable results. This view is also supported by Oppenheim (1992) who suggests that a combination of two to three methods makes data valid and reliable. Therefore, the researcher decided to use three different techniques of data collection in order to maintain the validity and reliability of data.

#### 3.5.1 Observation

The researcher conducted observation inside and outside the classroom. During observation, the researcher assessed English speaking proficiency of both English teachers and the students; particularly in pronunciation, grammar, and vocabulary. The researcher also noted down the points mainly covering the classroom environment, number of students in a class, teaching and learning methods, learning activities, students’ chance to speak English inside the classroom and the language(s) used by both teachers and the students during instructional time and outside the classroom. Observation was also used to obtain suplementary data concerning the challenges of learning spoken English.

#### 3.5.2 Semi Structured Interview

This technique was used to collect data from all respondents (English teachers and the students). It was used to get in depth information from the respondents
concerning challenges of learning spoken English and possible measures towards addressing those challenges. However, the information on possible measures towards addressing the challenges of learning spoken English was gathered from English teachers only. Semi structured interview was also used as the supplement technique to obtain data from the respondents concerning English speaking proficiency of the students. The researcher interviewed 46 respondents out of whom 12 were English teachers and 34 were the students. The respondents had an opportunity to elaborate their responses in a wide range, and the researcher had a chance of posing probing questions. The recording of the information was made possible in a written form using a pen and a note book, and in an audio form with the aid of an audio recording equipment for easy retrieval of the information.

3.5.2 Questionnaire

This study used questionnaire to collect information from all the respondents. The questionnaire comprised of both closed and open-ended questions. The closed-ended questions had no options and therefore, the respondents had no room to explain their views. On the other hand, the open-ended questions had options which varied according to the question type. With this type, the respondents had a chance to elaborate their ideas. The researcher decided to use both open and closed-ended questions in order to collect qualitative and quantitative data for both qualitative and quantitative analysis. However, this technique was used to collect data concerning the challenges of learning spoken English in community based secondary schools.

3.6 Data Analysis Procedures

In this study, data were analyzed into two ways; quantitatively and qualitatively. The information gathered from the completed questionnaires and transcripts of the interviews and observation was organized according to its common features. The
researcher used quantitative approach to analyze data obtained through questionnaires by quantifying the information statistically in tabular form. The closed-ended questions in questionnaires were analyzed with the help of the Statistical Analysis Software Programme known as Statistical Package for Social Sciences (SPSS) version 20 and Microsoft Excel computer programme. The researcher used these two programmes to run the data so as to get frequencies and percentages to simplify presentation and interpretation of data.

The qualitative data that were collected through open-ended items of the questionnaire, interview and observation were analyzed thematically through three stages. The first stage involved assembling of the data. At this stage, the researcher put together all the data obtained in the field. The second stage was coding of the data; here, the obtained data were refined and categorized into more logical groupings or themes and lastly, building of meanings in which interpretation of data was made to get the key message for presentation.

3.7 Research Ethics

The researcher observed all the research ethics prior, during and after the whole process of conducting the study. First of all, the researcher requested the permission from the University of Dodoma to conduct a research which was offered by providing the researcher with a letter from the authority to collect data from the field. The letter introduced the researcher, explained the purpose of his study and requested those concerned to provide him with the needed assistance in the whole exercise of conducting the study in their area. Thereafter, the researcher asked for permission from the headmasters to gather data from their schools by furnishing them with the introductory letter from the district council office. After being permitted, the
researcher started the process of data collection. However, during the process of data collection, the researcher first asked the consent of the respondents to provide him with data by filling in the questionnaire and answering interview questions in which the respondents agreed to participate in the study. The researcher assured the respondents of the confidentiality of the information which they were going to provide him. Moreover, the researcher informed the respondents of his intention to record conversations during interviews and observation for quick and easy retrieval of the information. Therefore, he requested for their permission to be recorded knowing that recording a respondent without his/her consent is unethical. Likewise, the researcher never paid for data and did not use the names of the respondents and the schools where he gathered the data in his report writing.

3.8 Validity and Reliability of Data

In order to maintain the validity and reliability of the findings, the researcher employed a multi-data collection method commonly known as triangulation. In this aspect, the researcher decided to use more than one technique in the process of data collection from the field. The researcher therefore, used observation, interviews and questionnaires to gather data from the field. Each technique brought in some information to enrich the analysis of the phenomenon being investigated.

The researcher also went for a pilot study in one community based secondary school in Lushoto district. This exercise provided chance to the researcher to test data collection tools to see whether they were effective or not before the actual study. After the survey, the researcher made the necessary improvement in data collection techniques. This helped him to use reliable tools during the actual study hence enhancing the reliability and validity of the data. The pilot survey also helped the
researcher to have a general picture and a comprehensive understanding of how the actual study was supposed to be as well as familiarising him with the area of the study.

3.9 Chapter Conclusion

This chapter presented the methodology used to conduct the study. The research design showed that the researcher conducted a pilot study before the actual study. The area of the study and target population was identified, sampling techniques and sample size comprising of stratified sampling and purposive sampling were also expressed. Data collection techniques which included questionnaire, interview and observation were identified. The chapter also presented the approaches towards data analysis, research ethics and ways used to attain validity and reliability of the data. The next chapter presents the data and discusses the findings.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter deals with the presentation of the data, analysis and discussion of the findings. The study is centred on the challenges of learning spoken English in community based secondary schools in Tanzania, and which was conducted in Lushoto District. The specific objectives of the study included: Assessing the magnitude of the problem of English speaking proficiency in community based secondary schools particularly in grammar, vocabulary and pronunciation, examining the challenges of learning spoken English in community based secondary schools and suggesting the possible measures towards addressing those challenges.

The analysis of the findings is done qualitatively by providing detailed explanation to different themes and quantitatively using numerical presentation in Tables showing frequencies and percentages. Such numerical presentation relies upon Statistical Package for Social Sciences (SPSS) version 20 programme and Microsoft Excel Computer programme.

4.1 The Magnitude of the Problem of English Speaking Proficiency in Community Based Secondary Schools

English speaking proficiency is the ability to use English in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language (National Standards in Foreign Language Education Project, 1999). The researcher assessed grammar, vocabulary, and pronunciation and noted some problems as presented in the Table below.
Table 4.1: Problems Observed in Spoken English

<table>
<thead>
<tr>
<th>Problem(s)</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>176</td>
<td>35</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>185</td>
<td>37</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>139</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data, 2016

The data from Table 4.1 above indicate that English teachers and the students in the community based secondary schools in Tanzania face difficulties when speaking English. Their problems are mainly in grammar 176 (35%), vocabulary 185 (37%) and pronunciation 139 (28%). Table 4.1 above shows that both English teachers and the students in community based secondary schools had limited English speaking proficiency. The findings of the current study are in line with Rubagumya’s (2003) findings who comments on the issue of limited proficiency in English among teachers in Tanzania, which is also similar to Roy-Campbell and Qorro (1997) who documented the problem of inadequate English competency among teachers, particularly English subject teachers. The difference between the studies by Rubagumya (2003), Roy-Campbell and Qorro (1997), and the current study is that; the former studies dealt with two language skills (writing and speaking) and involved teachers only while the current study focused on speaking skill only and involved both English teachers and the students.

4.1.1 Grammar

During observation, the researcher listened to how accurate the teachers’ and the students’ grammar was and checked whether they used complex as well as simple structures. The researcher noted problems in different aspects of grammar as presented in Table 4.2 below.
Table 4.2: Problems Observed in Grammar

<table>
<thead>
<tr>
<th>Linguistic Aspect</th>
<th>Problem(s) observed</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>(i)Tense Confusion</td>
<td>57</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>(ii)Double Subject Marker</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>(iii)Subject-Verb-Agreement</td>
<td>97</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>176</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data, 2016

Table 4.2 above indicates that there were 57 (32%) tokens of tense confusion, 22 (13%) tokens of double subject marker, and 97 (55%) tokens of subject-verb-agreement problems. This justifies that both English teachers and the students in community based secondary schools have problems in grammar when speaking English.

The problem of tense confusion was observed to both English teachers and the students. There were 57 (32%) tokens of tense confusion as indicated in Table 4.2 above. This can be shown by the examples below. The examples in (1) show tense confusion done by English teachers and those in (2) show the same problem detected from the students.

Example (1)

(a) Where are you come from?

(b) Have you understand?

(c) I teaching you now and then but I don’t know is forgetting or what

We fail to understand what was you mean?

(d) Yah that’s good, illiteracy if people haven’t know how to read, to write it is also the source of ignorant because I mean source of poverty.

Many people were died and others were injured.
Example 2

(a) *He* is *drink* coffee every morning.

(b) *I* *taking* exercise every morning.

(c) *Where* are you *come* from?

(d) *I* *coming* from Kwembago.

**Source:** Field data, 2016

Examples in (1) (a) to (d) show that there is a problem of tense confusion; the auxiliary verbs used do not match with their main verbs, for instance, in (a) auxiliary *are* does not match with the verb *come*, in (b) auxiliary *have* does not match with the verb *understand*, in (c) the subject *I* does not match with the verb *teaching*; the verb to be *am* is missing, the auxiliary *was* does not match with the verb *mean*, in (d) auxiliary *haven’t* does not match with the verb *know*, and the auxiliary *were* does not match with the verb *died*. The problem of mismatching between the auxiliaries and the main verbs is also revealed by examples in (2) above.

Therefore, the examples in (1) and (2) above signify that both English teachers and the students in community based secondary schools in Tanzania have tense problems when speaking English. This limits their English speaking proficiency. This finding resembles Evans and Green’s (2007) study on the language problems experienced by first-year Cantonese-speaking students at Hong Kong’s largest English-medium university. Their findings revealed that remembering tenses was the main problem facing the students which as a result hindered their English speaking proficiency. The difference between the two studies is that the former study involved students only and was done in Hong Kong and the present study involved English teachers and the students and was done in Tanzania particularly in Lushoto district. Paakki (2013) did a study on difficulties in speaking English and perceptions of accents which was a
comparative study of Finnish and Japanese adult learners of English. He came out with the similar findings that both Finnish and Japanese adult learners of English had problems in grammar especially in remembering tenses. Again, the difference between Paakki’s study and the current study is that the former study involved only the students and was done in Europe while the current study involved English teachers and the students and was done in Tanzania particularly in Lushoto district.

Double subject marker problem was also observed to both English teachers and the students. As Table 4.2 above shows, there were 22 (13%) tokens of double subject marker. This is exemplified by the respondents’ utterances below. The examples in (3) reveal the problem of double subject marker detected from English teachers and those in (4) show the same problem done by the students.

Example (3)

(a) ... and Juma he answer...

(b) Present perfect it is a tense that show or describe an event.

(c) What proper vocabulary it could be suitable?

(d) What day it come...comes after Sunday?

Example (4)

(a) My father and my mother they speaking Kisambaa

(b) Rama he come school on foot”

(c) Also our first president Mwalimu Julius Kambara Nyerere he said that...

(d) A Complaint letter it should be clear and plecise (precise).

Source: Field data, 2016

The examples in (3) and (4) above signify that double subject marking is one among the grammatical problems which face both English teachers and the students in
community based secondary schools in Tanzania. For instance, the example (a) in (3) above shows that the respondent used both a noun and a pronoun (i.e. Juma and he) at the same time which violates grammatical rules which prohibit the use of both the noun and the pronoun at the same time. The rules advocate the use of either the noun or the pronoun. However, all underlined words in the examples in (3) and (4) above reveal the problem of double subject marking. The finding of the current study concurs with Huddleston et al. (2003) who advocate that L2 learners and non native speakers of English experience the problem of repeating the subject of the sentence with the pronoun. It is difficult for them to catch themselves making these mistakes when they are concentrating on communicating coherently, but if they begin to pay attention, they will be able to avoid this error in their speech. Huddleston et al. (2003) further insist that grammatical rules allow English speakers to use only one word or word phrase as the subject of the sentence, but some speakers especially non native speakers of English violate this rule and end up using both a proper noun and a pronoun as subjects of the same sentence.

The researcher also noted a problem of subject-verb agreement to both English teachers and the students. Table 4.2 above indicates that there were 97 (55%) tokens of subject-verb agreement. This can be presented by the examples below. The examples in (5) show the problem of subject-verb agreement done by English teachers and those in (6) reveal the same problem detected from the students.

**Example (5)**

(a) *Present perfect it is a tense that describe an event.*

(b) *The points was hanging.*

(c) *Here, who know? rise up your hand.*

(d) *What are the role of the government on poverty eradication?*
Example (6)

(a) *Here come my friend Juma.*

(b) *As you says many people they coming in what?*

(c) *He have just spoken to the teacher.*

(d) *They has just finished homework.*

**Source:** Field data, 2016

The examples in (5) and (6) above show that there is no concord agreement between verbs and their subjects, for instance, in example (5) (a) the verb *describe* does not agree with its subject *present perfect*; the correct form should be *describes*. The disagreement between verbs and their subjects are indicated by the underlined words in the rest of the examples in (5) and (6) above. This implies that; subject-verb agreement is the problem which faces both English teachers and the students in community based secondary schools in Tanzania, and limits their English speaking proficiency. The findings of the current study are in line with Liu and Jackson (2008) who in their study on the problems facing Chinese learners of English, advocate that the learners failed to adhere to simple grammar rules like a verb’s third-person singular form although they already had the concept of subject-verb agreement in mind. However, when they spoke, they failed to observe the rule and ended up using “do” when the subject was “he”. Likewise, Munir (1991) in his study on the various types of agreement in English, found out that the subject-verb agreement especially the number agreement appeared to be the most problematic area faced by Malaysian learners of English something which limited their English proficiency in both speaking and writing. The finding by Munir (1991) concurs with the finding of the current study by the fact that; both studies revealed that subject-verb agreement is a problem which faces L2 learners of English when it comes to speaking English.
However, Munir’s study and the current study differ in the areas where they were conducted and the language skills involved in the studies. Whereas Munir’s study was conducted in Malaysia and involved speaking and writing skills, the current study was conducted at Lushoto district in Tanzania and it involved only speaking skill.

4.1.2 Vocabulary

During observation, the researcher listened to how wide a range of vocabulary the respondents were able to use and how appropriate it was. He noted the use of inappropriate vocabulary, hesitations, and code-switching in the respondents’ speech. This is presented in the Table below.

Table 4.3: Vocabulary Problem

<table>
<thead>
<tr>
<th>Linguistic Aspect</th>
<th>Problem observed</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>(i) Improper use of vocabulary</td>
<td>81</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>(ii) Hesitations</td>
<td>73</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>(iii) Code-switching</td>
<td>31</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>185</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data, 2016

Table 4.3 above indicates that there were 81 (44%) tokens of improper use of vocabulary, 73 (39%) tokens of hesitations, and 31 (17%) tokens of code-switching in the respondents’ utterances. This justifies that both English teachers and the students lacked enough stock of vocabulary which slowed down their English speaking proficiency.
Table 4.3 above also reveals that improper use of vocabulary is a problem facing both English teachers and the students in community based secondary schools in Tanzania. There were 81 (44%) tokens as explained above. The examples below prove this where examples in (7) show improper use of vocabulary exhibited by English teachers and those in (8) reveal the same problem done by the students.

**Example (7)**

(a) *Is there anything to add? Which is that?*

(b) *When you are writing a letter do not be too...too...too emotion.*

(c) *Yesterday we read about how to ask few questions using what? Singulars and plural nouns, isn’t? Okay, let me ask you, I repeat the same question if you can remember. What do you see in your class? Or is there anything in your classroom? How do you see?*

(d) *But it is not only the...the...the...the...the what? It is not only the...the...the...the...it is not only what that disease can cause poverty, there is any other way? Don’t we have something here?*

**Example (8)**

(a) *I use English at home but it is at a few minutes because not all of you at home know English but when I interact with my brother and sisters which have a knowledge to speak English I... I use that time to combine with them and then we...we are starting to...to make a conservation (conversation).*

(b) *Flesh (fresh) food is...is...is plesent (present) only in the lulal (rural) aleas (areas) but it take time to transfer (transfer) food flom (from) lulal (rural) aleas (areas) to urban ones.*
(c) Thank you chair person, thank you time keeper to get this fortune to talk with majority.

(d) Poverty…poverty is a state of being unable to make the basic needs such as food, dress and shelter.

Source: Field data, 2016

The examples in (7) and (8) above show incorrect use of words portrayed by the respondents in their speech, for instance, in example (7) (a) the word which was used inappropriately in the respondent’s utterance; the respondent was supposed to use the word what. Again in example (7) (b), the word emotion was used instead of the word emotional. In example (7) (c) the word read was used instead of the word learnt, and the word how was used instead of the word what. Likewise, in example (8) (a), the words of you were used instead of the word people, the word combine was used instead of the word join and the word conservation was used instead of the word conversation. However, all the underlined words in examples in (7) and (8) were used wrongly in the respondents’ utterances. Arju (2011) conducted a study in Bangladeshi on English learning and said that while commenting on the English as a second language learners’ competence in speaking; language instructors frequently complain that the learners fail to catch up because of having an inadequate stock of vocabulary. This problem led the learners to use inappropriate words in their speech and sometimes ending up producing meaningless constructions. Likewise, Farooqui (2007) conducted a study in Bangladeshi on the problems and solutions in the spoken English of the urban students and found that lack of vocabulary was one among the factors that created problems in practising spoken English to the students. The students were struggling to think of appropriate vocabularies to use which made them delay in the production of speech thus slowed down their fluency in English.
However, the findings by Arju (2011) and Farooqui (2007) are in line with the findings of the current study that lack of enough stock of vocabulary leads learners to use inappropriate vocabularies in their speech.

During observation, the researcher also noted that the respondents were not able to speak coherently and without too much hesitation. Their speeches were full of hesitations, this was probably due to lack of enough stock of vocabulary. Table 4.3 above shows that there were 73 (39%) tokens of hesitations in the respondents’ utterances. This can be justified by the examples below where examples in (9) show hesitations from English teachers and those in (10) show hesitations done by the students.

**Example (9)**

(a) *Yah I understand your point that if we don’t have good market, we don’t have internal market we are expecting the…the…the…the…the developed country to plan the…the…the what? the price of our product, even if you produce but you will depend for their price...and sometimes there is this issue of price fluctuation...this time they are buying for instance one...one...one bag of...of maize thirty or let’s say fifty thousand but after one month they...they...they...the price fail may be to twenty thousand so it is a problem also.*

(b) *Students are not allowed to use other languages apart from English but they...they...they use them, I don’t...I don’t allow them but they...they do use when...when...when they...they don’t see me around. The reasons of the students to use other languages apart from English they...they...they fear...they fear, they...they think*
that...that...that they are...they are not understood well when they...they...they speak in English per se.

Example (10)

(a) You said that you live in lulal (rural) life because your parent (parent) is live in lulal (rural) area (area) so you...you...you understand what about urban area (area) and you don’t live in urban area (area), you said that you live in lulal (rural) life because your parent (parent) is live in urban...in urban...in lulal (rural) area (area) what do you understand by the...by the...by the urban areas (areas) because you don’t live, you said that...that...you said that the urban area (area) is better...is better than...than...than lulal (rural) area (area) and you live in lulal (rural) area (area) what do you understand by urban area (area) and you don’t...you don’t...you...you don’t live in urban area (area)?

(b) You oppose side have got...have got...have...have...have got a low point, you have got low...low and short...short...and short word, low explanation so the winner are the...the proposer also you said that the...the...the in lulal (rural) area (area) there is all social service there something what is not...is not true, so the winner are the...are the...are the proposer, thank you for the debate.

The examples in (9) and (10) above indicate that both English teachers and the students in community based secondary schools in Tanzania are not fluent in English. This is due to lack of enough vocabulary. Their utterances are full of hesitations as exemplified above. This negatively affects their English speaking
proficiency. This finding concurs with Gan (2011) who conducted a study on 20 final year students who were doing their 4 year long Bachelor of Education in English language. The findings showed that the Hong Kongese students had a problem with sufficient vocabulary. For example, some of them complained that when it came to speaking English, some words and phrases never came to their mind. As a result, they could not express what they intended to mean precisely and hence ended up hesitating while struggling to catch up with the vocabulary to use.

Code-switching was another problem showing insufficient vocabulary among the respondents particularly English teachers. During classroom observation, the researcher noted 31 (17%) tokens of code-switching from English teachers as Table 4.3 above indicates. Teachers were not able to speak English all the time when they were teaching and giving instructions to their students. All the eight observed teachers in all schools code-switched to Kiswahili during classroom sessions. Some teachers code-switched to Kiswahili when they were elaborating some ideas, while others code-switched when they were emphasizing some points and asking questions, and others code-switched when they were giving instructions to their students. However, the researcher noted both inter-sentential and intra-sentential (intra-clause) switching as depicted by the respondents.

According to Myers-Scotton (2006) inter-sentential switching involves two sentences in two different languages in which each of these sentences is a single clause. Within each sentence, there is no switching of languages, but switching between the sentences. Intra-sentential switching (intra-clause) occurs within the clause. Intra-sentential switching is known as intra-clause switching because intra-sentential
switching could be between two clauses in the same sentence. The justification of code-switching made by English teachers is presented by the examples in (11) below.

**Example (11)**

(a) If you want to ask the age of someone you say how old are you? *Na siyo* how many years do you have?

(b) What have you discovered? *Nini kimetokea hapa, kanuni gani zimetumika?*

(c) Present perfect it is used to show an action that have just completed or completed in a short time ago, *hii ni tofauti na pasti tensi ambapo kitendo kinakuwa kimefanyika muda mrefu uliopita kwa mfano masaa matatu yaliyopita, jana, juzi au mwaka uliopita.*

(d) The points was hanging *kwa kweli tumeshindwa kukuelewa kabisa.*

(e) Now I want *kwa ufupi tu* that there is one, two, three, four that you read yesterday, for instance if someone asks you *umhadithie* what you learnt yesterday.

(f) Now after seeing these persons in Swahili we call them *nafsi.*

(g) For instance if a person asks you *unaitwa nani?*

The italicized words in the examples in (11) above represent code-switched elements. The examples (a) to (d) represent inter-sentential switching. Examples in (e) to (g) represent intra-clause switching. English teachers code-switched to Kiswahili when they were teaching English inside the classrooms and some were using Kiswahili to teach English. Some teachers complained that they were forced to code-switch to Kiswahili so as to elaborate some points or important parts of the lesson, because the students did not understand when teachers used English throughout the period. However, these findings signify that code-switching is the
problem that prevails among English teachers in community based secondary schools in Tanzania. This concurs with URT (2000) which asserts that, the limited English speaking proficiency of teachers in English in schools result in repeated code switching between Kiswahili and English in the classroom; as a result, both languages suffer. Neither language is taught well but English is particularly endangered as students finish secondary schools without adequate ability to write and communicate in English effectively and efficiently. Similarly, Shelimoh (2008) reveals the heavy reliance on code-switching and code-mixing as she admits that English language is not well taught in secondary schools; since the teachers teach English language using Kiswahili language. In addition, these teachers never speak English fluently since they find the language hard. For that reason, it becomes difficult for students to catch up and comprehend what they have been taught, hence unable to speak, write or read using English language and therefore, the risk of failing in their academic pursuit and communication which they do through English language.

4.1.3 Pronunciation

Through observation, the researcher noted the problem of pronunciation to the respondents. Some sounds and words were wrongly pronounced. Table 4.1 above shows that there were 139 (28%) tokens of improper pronunciation out of all linguistics aspects problems observed. This can be justified by the examples below; where the examples in (12) show wrong pronunciations from English teachers and the examples in (13) reveal wrong pronunciations from the students.
Example (12)

(a) …and the issue /ɪnʃu:/ that when the country aaah…in a certain state it is termed as poor. Yah I understand your point that if we don’t have good market, we don’t have internal market we are expecting the…the…the…the…the developed country to plan the…the…the what? the price of our product, even if you produce but you will depend for their price and sometimes there is this issue /ɪnʃu:/ of price fluctuation.

(b) I think by using debates aaah…and sometimes when they…they use…they write /laɪt/ (write) composition, different /dɪfələnt/ (different) composition on different /dɪfələnt/ (different) matters it mean aah…I mean that can help to…to make them…to make them to I mean to…to make them to…to master the language.

Example (13)

(a) Juma has already /ɔːlɛdi/ (already) allived /ɔːləvvd/ (arrived) to school.

(b) They have just write /laɪt/ (write) a letter to /zɛl/ (the) teacher.

(c) We have already /ɔːlɛdi/ (already) ri:d/ (read) a story book.

(d) Betty has just /riːd/ read a story book.

(e) I am here in front of you to proposer side motion state /zət/ (that) urban life is better /zən/ (than) lulal /lʊəl/ (rural) life.

(f) Second /liːzən/ (reason) presence of all social service hospital, better education, it means /zət/ (that) urban life is not compare /wɪz/ (with) lulal /lʊəl/ (rural) life there is education opportunity so study can learn different material /mə'tʃalɪəl/ (material) example school we need all any kind of material /mə'tʃalɪəl/ (material) and we take a material /mə'tʃalɪəl/ (material)
example of material /məˈtɪəliəl/ (material) is take a bad bucket we go to industry we new another product.

(g) Lulal /luələ/ (rural) alea /ˈeəliə/ (area) is a source of skill, it means /zət/ (that) in lulal /luələ/ (rural) alea /ˈeəliə/ (area) source of skill like handcraft skill which associate /wɪz/ (with) making something /sʌmsɪŋ/ (something) by using hand and artistic skill like making of drum which is music instrument so it help use by teaching the skill”

(h) Sank /sæŋk/ (thank) you judges, sank /sæŋk/ (thank) you other audience, I need to answer your question.

The examples in (12) and (13) above show that both English teachers and the students in community based secondary schools have problems in pronouncing some English sounds and words which hinder their English speaking proficiency. Their problems were mostly detected in pronouncing the following sounds: sound /r/ was pronounced as /l/, sound /ð/ as /z/, sound /θ/ as /s/, the verb “read” /red/ in past participle was pronounced as /liːd/ in simple present and one teacher inserted sound /n/ when pronouncing the word “issue” hence pronounced it /ɪʃuː/ instead of /ɪʃuː/. The word “that” was pronounced /zət/ instead of /ðət/, the word “with” was pronounced /wɪz/ instead of /wɪð, wɪθ/, the word “than” was pronounced /zæn/ instead of /ðæn, ðæn/, the word something was pronounced /sʌmsɪŋ/ instead /sʌmsɪŋ/, and the word “thank” was pronounced /sæŋk/ instead of /θæŋk/.

Some scholars from different parts of the world came out with similar findings that pronunciation is a problem which hinders learners of English to speak proper English. For instance, Paakki (2013) in the study concerning the difficulties in speaking English and perceptions of accents which was a comparative study of Finnish and Japanese adult learners of English; advocates that pronunciation is one
among the problems that hinder the learners to speak English. Likewise, Liu and Jackson (2008) argue that pronunciation is also a problem facing Chinese learners of English when it comes to speaking English. Their findings show that Chinese learners of English faced difficulties in pronouncing some English sounds and words. This is similar to Zhang (2004) who conducted a study on language differences and communication; where he involved Chinese learners of English. The study portrays that the difference between /θ/, /z/ and /ð/ is quite a challenge for Chinese learners of English. They may use ‘sin’ /sɪn/ for ‘thin’ /θɪn/. Confusion also occurs when some Chinese speakers try to pronounce ‘right’ /raɪt/ or ‘light’ /laɪt/. Since there are no consonant blends in Chinese national language, it is difficult for Chinese speakers to make the double and triple consonant blends which is common to English. Chinese learners of English may use Chinese sounds when speaking English if sounds are phonetically similar in the two languages, such as /i/ and /iː/, for instance, they may pronounce ‘sheep’ /ʃɪːp/ as ‘ship’ /ʃɪp/. That is, the differing vowel system may cause as much confusion as the consonant blends. Furthermore, speakers of Chinese nationality may insert a schwa /a/ (i.e. the vowel sound in many lightly pronounced unaccented syllables in words of more than one syllable) in consonant clusters such as ‘belek’ for the word ‘black’. Another difficulty for Chinese learners of English is to differentiate the sounds /æ/, /e/, /ɛ/ and /ɜ/. They may also be prone to pronounce ‘back’ /bæk/ as ‘bike’ /bɑɪk/, ‘hat’ /hæt/ as ‘hurt’ /hɔːt/ and ‘head’ /hɛd/ as ‘hide’ /hɔɪd/ because these sounds are not clearly distinguished in their mother tongue. However, what differentiates these studies is that the former studies were done in Europe and China while the current study was done in Tanzania particularly in Lushoto district.
The research also interviewed the respondents to get their views in the areas which the students face difficulties when speaking English. Both English teachers and the students mentioned pronunciation, vocabulary, and grammar as the difficult aspects to the students when it comes to speaking English.

4.2 Challenges of Learning Spoken English

The data of this study revealed that the challenges of learning spoken English include environment (inside and outside the classroom; and at home), incompetent teachers, attitude of the learners toward spoken English, anxiety and lack of confidence, and mother tongue or Kiswahili use.

4.2.1 Environment

Environment is sub-divided into classroom environment (inside the classroom), outside the classroom and at home.

(i) Inside the Classroom

Here the researcher observed the methods used to teach spoken English and learning activities, students’ chance to practise speaking English, teaching and learning materials, motivation, and class size.

(a) Methods Used to Teach Spoken English and Learning Activities

The researcher used questionnaire to elicit data from the respondents (English teachers) on the methods they were using to teach spoken English. About 16 English teachers were involved. Their responses are presented in Table 4.4 below.
Table 4.4: Methods Used to Teach Spoken English

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debates and dialogues</td>
<td>6</td>
<td>37</td>
</tr>
<tr>
<td>Discussions</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Role plays and demonstrations</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Questions and answers</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Storytelling and speeches</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source:** Field data, 2016

Table 4.4 above reveals that debates and dialogues were mostly used to teach spoken English as mentioned by 6 (37%) respondents, 3 (19%) respondents mentioned discussions, 3 (19%) respondents mentioned role plays and demonstrations, 3 (19%) respondents mentioned questions and answers, and 1 (6%) respondent mentioned storytelling and speeches.

The researcher also interviewed English teachers on the methods they were using to teach spoken English. Generally, their responses show that the most common used methods were group discussions, questions and answers, pair works and songs.

However, this is contrary to what was observed by the researcher. This is because, during classroom observation the researcher noted English teachers using lecture method; students were passive just listening to lectures from the teachers and sometimes they were busy copying notes. The researcher found that teachers were using much time to speak and explain different ideas instead of giving the students enough time to practise speaking English. Teachers’ talking time (TTT) exceeded students’ talking time (STT). It was observed that teachers sometimes used questions and answers, group discussions, and pair works. But the use of these methods did not
really help the students to speak English. For instance, many students failed to answer questions asked by the teachers in English, they just remained silent. Those who tried to answer the questions in English either used broken English or failed to complete their explanations. In pair works and group discussions, the students mostly used Kiswahili rather than English to discuss their work something which impeded their English speaking proficiency.

The researcher then used questionnaire to elicit data from English teachers concerning the learning activities. They were asked to explain if they were giving learning activities to their learners in order to improve their English speaking proficiency. The responses were: out of 16 English teachers 10 (62.5%) said yes, and 6 (37.5%) said no. This implies that, some teachers were not providing their students with learning activities, something which impeded the students to master spoken English because they did not get exposure to English language use. On the other hand, teachers who said that they were providing their learners with learning activities did not administer these activities in such a way that students got chance to speak English. The researcher observed the students using Kiswahili when doing group assignments.

Moreover, teachers who said that they were giving their learners learning activities were asked to mention them. Therefore, 10 (62.5%) teachers out of 16 mentioned the kinds of activities they were giving to their students. Among 10 teachers; 1 (10%) teacher mentioned group discussion and class presentation and 9 (90%) teachers mentioned debates, dialogues and speeches. This is contrary to the findings obtained through interviews and observation. In interviews, most teachers explained to give their students group discussions and questions and answers; just like what was noted
by the researcher during classroom observation. Only two teachers among the eight observed teachers, used debate and dialogues during instructional time. But during administering of debate and dialogues, only few students dominated and had a chance to participate. This shows that many students do not get enough chance to practise speaking English through debates and dialogues.

Teachers were also asked to explain how those activities would improve English speaking proficiency among the learners. Here again, only 10 (62.5%) teachers agreed that they were giving their students learning activities gave out their views; whereby 6 (37.5%) teachers commented that students were getting chances to practise speaking English, 2 (12.5%) teachers argued that through these activities students improved their vocabulary, fluency, grammar and pronunciation, and 2 (12.5%) teachers affirmed that students got confidence to speak in front of their fellow students. However, according to the researcher’s observation, the comments from English teachers could have made sense only if, the mentioned activities were administered in such a way that all students participated fully. On the contrary, only few students especially outspoken ones were seen to dominate the activities leaving other students with hardly any to do in the group. Also the activities; especially debate and dialogues were not given to students frequently, so the chance for students to speak English was very minimal. Therefore, in order to make these activities effective in improving student’s command of spoken English, English teachers should ensure that all the students get chance to participate, and that the activities are frequently administered to the students.

On the other hand, the researcher interviewed the students on the kinds of classroom activities their teachers were giving them when learning spoken English. According
to the students’ responses, the researcher noted that students were provided with inappropriate learning activities. This can be proved by the themes below.

(a) *We answer questions and write exercise.*

(b) *Sometime we focus group discussion we discuss about some task which found in the book.*

(c) *She give us the question to discuss.*

(d) *Our teacher give us group discussion we discuss questions.*

Generally, the themes (a) to (d) above show that teachers were mostly using questions and answers, and group discussions as the activities given to the learners when learning spoken English. In most cases, these activities were not well administered and therefore did not give assurance to students to use English. The researcher noted the students using Kiswahili to discuss their tasks and some of them were using even Kisambaa in the absence of their teachers, a serious impediment to their English speaking proficiency. Again, the learning activities given to the students did not help them to improve their English speaking proficiency as they did not encourage them to use English during their discussions. It was observed that the students were free to use Kiswahili during classroom observation.

In relation to this finding, some scholars from different parts of the world came out with similar finding. For instance, Sinha (2001) conducted a study in the Bangladeshi context and found that in Bangladeshi classrooms, teachers were not using appropriate teaching methods and activities which would help learners to practise using English in the classroom. Thus, students got less chance to practise speaking the language and hence lost their interest in learning spoken English. Richards (2006) noted that, language learning requires a lot of effort which must be retained over a long period of time. Given this fact, the classroom activities enable many learners to
sustain their interest in the target language. Learners of the second language need opportunity to practise the target language otherwise their mastery of the language can be difficult. However, the findings of the present study indicate that students in community based secondary schools in Tanzania are not provided with learning activities which would help them practise speaking English. Moreover, Chance and Chance (2002) argue that, learners must be involved in hands on activities in order for them to learn effectively. But this is contrary to what was happening in community based secondary schools in Tanzania, where English teachers did not provide the students with learning activities in which English speaking would be practised. This hinders the students’ English speaking proficiency. Taylor (2007) supports Chance and Chance (2002) by arguing that, it is insufficient for learners to merely read or write about a topic because the brain learns well when all senses are employed that is, hearing, seeing, feeling and tasting. A teacher as a human resource can be a powerful instrument through which students’ proficiency in English can be increased. This can be done through the use of learning activities in which English will be used in a real life context.

(b) Students’ Chance to Practise Speaking English

The researcher used questionnaire to obtain data from the respondents concerning the students’ chance to practise speaking English inside the classroom. About 80 students and 16 English teachers were involved. English teachers were asked to explain if the students were getting chance to speak English inside the classroom. About 6 (37.5%) teachers said yes, and 10 (62.5%) teachers said no. Generally, the responses from the respondents indicate that students were not getting enough chance to practise speaking English inside the classroom. This complies with the researcher’s observation, during classroom observation the researcher noted the
students getting little chance to speak English something which slowed down their English speaking proficiency. On the other hand, the students were asked to explain if they were practising speaking English inside the classroom. Out of 80 students, 57 (71%) students said yes, and 23 (29%) said no. According to the respondents’ responses, it shows that the majority of the students were speaking English inside the classroom which is contrary to the teachers’ comments and the researcher’s observation. This is because, during classroom observation, the researcher noted that the students had little chance to speak English; they only spoke English when they were responding to the teacher’s questions. This hinders their English speaking proficiency.

Moreover, the researcher used questionnaire to elicit data from the students concerning the language(s) they were using when asking and responding to questions in the classroom. About 80 students were involved where 8 (10%) students said they were using English, and 72 (90%) students said that they were using both English and Kiswahili. This justifies that English is not mainly used inside the classroom; rather, Kiswahili is used alongside English. As a result, the students do not practise speaking English. During classroom observation; the researcher noted the students were using Kiswahili to communicate with one another, they also used it during discussions of different tasks given by their teachers. This was seen to impede their mastery on spoken English.
The researcher interviewed the students in order to get their views concerning English speaking inside the classroom. They were required to explain if they were getting chance to speak English inside the classroom. According to students’ explanations, the researcher noted that the students were not getting enough chance to practise speaking English inside the classroom. This can be justified by the themes below:

(a) Yes I get chance to speak English in class when answer teacher question.

(b) Somehow, sometimes English and Kiswahili I use in class.

(c) Yes I get when teacher ask question.

(d) I use Kiswahili and English in the class.

Source: Field data, 2016

The themes in (a) to (d) above, indicate that the students were getting little chance to practise speaking English inside the classroom, particularly when responding to teachers’ questions. The students also commented that they were using Kiswahili and English inside the classroom. This implies that the existence of Kiswahili interfere with English speaking. According to the researcher’s observation, this is true and it is what has been happening in community based secondary schools in Tanzania. During classroom observation in different schools, the researcher noted the students using Kiswahili to communicate with one another and to discuss their tasks. The only chance the students got to speak English was when responding to teachers’ questions. Teaching methods used by the teachers and the learning activities given to the students did not favour them to speak English. This slows down their English speaking proficiency.

This finding resembles the findings of other scholars from different parts of the world. For instance, Chowdhury and Shaila (2011) in their study on the Bangladeshi
secondary school certificate and high secondary school certificate students; found that the students did not practise speaking skill in their classrooms; and as a result, they did not feel confident in speaking English. This made such students to be stressed and nervous hence reducing their English production. Likewise, Larsari (2011) reviewed an article and denoted that students did not get a proper environment in class to practise English speaking and learning it as the foreign and second language. This hindered their level of proficiency. Moreover, Scrivener (1994) pointed out that English second language learners did not have enough access to practise the target language in the classroom, and thus they felt insecure, fear, nervous and scared to speak English. This hindered their mastery of spoken English.

(c) Teaching and Learning Materials
Teaching materials are very important in the whole process of teaching and learning to any subject. They make learning more pleasant to the students because they offer a reality of experience which stimulates self-activity and imagination on the part of the students. They also supply concrete basis for conceptual thinking and hence, reduce meaningless word responses from students (Nyamubi, 2003). Learning materials play an important role in English teaching process by making language learning more effective. It includes things that facilitate learning and teaching of English language. For example, text books, library, pictures, television/video etc. Therefore, The teacher’s responsibility is to ensure that teaching and learning materials are appropriate, accessible, identifiable and relevant to students’ learning needs (Waithaka, 1987). For instance, television is a learning material that promotes spoken English by the learner’s careful listening to speakers, where such a learner slowly gains vocabulary and proper pronunciation. Kapoli (2001) noted that,
authentic materials enable the students to explore the language used in day-to-day life and which is tailored to their needs and interests.

The researcher used a questionnaire to obtain data from English teachers on the kind of teaching materials they were using in teaching spoken English where 16 English teachers were involved. In responding to this, 9 (56%) teachers said that they had been using books, English texts, dictionaries and magazines, 3 (19%) teachers said that they had been using written composition, drawn models and English stories, 2 (12.5%) teachers said that they were not using any teaching materials, and 2 (12.5%) were using real objects. Generally, the data from teachers imply that there is an availability of materials for teaching and learning spoken English. However, this is a bit contrary to what was commented by the teachers during interviews, and what was observed by the researcher during classroom observation. According to teachers’ responses during the interview, the researcher noted that there was insufficient teaching and learning materials. This can be justified by the themes below.

(a) There are very few materials such as story books and some magazines.
(b) There is no much supportive materials, there are few story books and novels.
(c) The materials which the school have to teach speaking skill aaaaah! There is no.
(d) There is no supportive materials except few text books that may be used by the teacher to help students.

The themes in (a) to (d) above indicate that there is insufficient materials for teaching and learning spoken English in community based secondary schools in Tanzania. This decelerates the whole process of teaching and learning spoken English. This
finding is similar to the findings obtained through observation. During classroom observation in four schools; there were no enough instructional materials, where the researcher noted that the teachers were using a single copy of the book to teach the students. The students were not supplied with any learning materials; instead, they were just listening to their teachers. This in fact, slows down the learning of spoken English.

The findings of the current study are in line with the World Education Report (1998) which reveals that in many countries, conditions are difficult, whether they relate to the physical states of schools or the availability of teaching and learning materials. Many schools lack enough teaching and learning materials which as a result slow down teaching and learning process. This is similar to Komente (1995) who reported that there was a scarcity of learning materials in Tanzania which was the chief cause of students’ problems in the mastery of English language as a subject. On the other hand, there are slight differences on the findings of these studies, World Education Report (1989) revealed overall shortage of teaching and learning materials in all subjects, Komente (1995) commented on scarcity of teaching and learning materials for English subject in general, while the current study reveals the scarcity of teaching and learning materials for spoken English.

(d) Motivation from the Teacher(s) and Fellow Students

Motivation is very important in L2 learning. It is the most used concept for explaining failure or success of a learner. It is regarded as one of the main factors that influence the speed and amount of success of foreign language learners (Gardner, 2006). For instance, Gardner (2006) reported that, students with higher levels of motivation will do better than students with lower levels. He further added
that, if one is motivated, he/she has reasons (motives) for engaging in the relevant activities.

The researcher used questionnaire to obtain data from English teachers and the students to see if the students were motivated to speak English. Teachers were questioned to see if they were able to teach English using English language from the beginning of the period to the end, and the language(s) they were using when asking and responding to questions from the students. Regarding the use of the English language when teaching, 6 (37.5%) teachers said that they managed to use it throughout the period while 10 (62.5%) teachers said that they did not manage. This implies that the majority of English teachers were not using English during instructional time. This means that, they were not role models in speaking English. From this view, students were not motivated to speak English as their teachers were not using English when teaching. Furthermore, English teachers were required to list other language(s) they were using to teach spoken English apart from English itself. This was for those who said that they could not manage to use English language to teach spoken English throughout the period. Thus; 10 (62.5%) respondents were involved in this, and all of them mentioned Kiswahili as an alternative language that they used when teaching spoken English. However, the use of Kiswahili for teaching spoken English can not motivate the students to speak English; as they see there is no need of speaking English if Kiswahili is used as an alternative language to English. This impedes the students from practising speaking English.

Moreover, English teachers were questioned on the language(s) they were using when asking and responding to questions from their students. In responding to this, 12 (75%) respondents claimed to use English, and 4 (25%) said they used both English and Kiswahili. This implies that English was mostly used by the English
teachers to ask and respond to questions from their students. But this is contrary to what was observed by the researcher. This is because, during classroom observation in different schools and classes, the researcher noted the dominance of Kiswahili during instructional time. English teachers mostly used Kiswahili to ask and respond to questions from the students. Therefore, this can not motivate the students to speak English fluently.

On the other hand, the researcher used questionnaire to obtain data from the students on the feedback they were getting from teachers and fellow students when they made mistakes in speaking English. Their responses are presented in Table 4.5 below.

**Table 4.5: Feedback from Teachers and Fellow Students on the Student’s Mistakes when Speaking English**

<table>
<thead>
<tr>
<th>Feedback to Students</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and some friends encourage me to speak English</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>My fellow students laugh at me</td>
<td>55</td>
<td>69</td>
</tr>
<tr>
<td>Teachers correct me</td>
<td>21</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Field data, 2016*

Table 4.5 above indicates that 4 (5%) respondents were encouraged by their teachers and fellow students to speak English, 55 (69%) respondents said that they were laughed at by their fellow students when they made mistakes, and 21 (26%) respondents argued that they were corrected by their teachers when they made mistakes. This implies that the majority of the students 55 (69%) were discouraged to speak English inside the classroom by their fellow students.
The researcher further interviewed the students on the feedback they got from their teachers and fellow students when they made mistakes. Again, their responses indicate that their teachers corrected and encourage them to speak English. On the contrary, their fellow students laughed at them hence discouraging them to speak English.

Through questionnaire, the students were asked to explain if their teachers and fellow students encouraged them to speak English. In responding to this, 48 (60%) respondents said that they were encouraged, and 32 (40%) respondents complained that they were not encouraged. This indicates that the majority of the students were encouraged to speak English by both teachers and fellow students. This is a bit contrary to the findings obtained through interview and observation as the interview findings indicated that teachers encouraged their students to speak English, but other students discouraged their fellow students to speak English. This is because most of the time they were speaking Kiswahili and Kisambaa to them. Therefore, this discouraged them from speaking English. Even during observation, the researcher noted students being discouraged by their fellow students from speaking English as they were laughed at when they made mistakes.

The findings of the present study are in line with the views of Harmer (2004) who cautioned that motivation that brings students to task of learning English could be affected and influenced by the attitudes and behaviours of other people around. In community based secondary schools in Tanzania, the motivation of students to learn English is largely affected by their fellow students who discourage them from speaking English; by either laughing at them when they make mistakes in speaking English, or speaking Kisambaa to them. The tendency of English teachers to use
Kiswahili when teaching spoken English also has a negative impact on the motivation of learners to learn spoken English. This is similar to Gardner’s (2006) view who argues that in teaching, motivation is one of the factors that influence success or failure in learning a language, particularly a second language or foreign language. The learners who are motivated are likely to master L2 compared to the less motivated learners.

Petty (1998) argues that if students do not want to learn, their learning efficiency will be slow such that they may learn virtually nothing, and if you know how to motivate students, you can highly increase their learning. Petty’s argument was revealed in the present study. The existence of Kiswahili and Kisambaa as the dominant languages in the students’ localities prevent the students from soldering motives to learn spoken English.

Ur (2003) affirms that, motivating students can be accomplished by the use of teaching strategies and variety of classroom activities to retain the interest of students in the lesson. In order to make learning and teaching interesting, teachers need to put a great deal of thoughts into developing programmes which maintain students’ interest, keep them busy in various classroom activities, have good relationship with students and teach in an environment that is conducive for learning. With all these, students will definitely enjoy learning English language. The classroom climate created and maintained by teachers and students has a significant bearing on students’ learning and comfort level. This is contrary to what is happening in community based secondary schools in Tanzania. English teachers rely much on the use of lecture method and do not devise plans and activities that promote a successful learning and teaching of spoken English. They also do not establish a learning
oriented environment in which the students can make consistent efforts to achieve. Wolf (2001) argues that, the role of the teacher as a motivator is to encourage the students to learn English by engaging them in classroom activities and make them aware of their success and failure. This is contrary to what English teachers do in community based secondary schools. The findings of the present study reveal that activities given to students in learning spoken English do not favour and motivate them to learn it. Teachers also do not motivate the students to learn spoken English by using Kiswahili when teaching English.

(e) Class Size

Class size is another challenge that has an impact on language learning especially spoken English. The main consideration in deciding the number of students in a language class is the opportunity to guarantee active participation and interaction, which are critical for successful learning (Arju 2011). During classroom observation in four surveyed schools, the researcher noted the number of students in the language class varying from 70-87 students; which is not suitable for learning spoken English. Locastro (1989) in her article “Large size classes: The situation in Japan” affirms that, language class should be as small as possible to allow opportunity for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time. Locastro further suggests that, the number of students in the language class should not exceed 39 and the class of 51 students is impossible. Arju (2011) found that the Bangladeshi students do not have an opportunity to practise speaking English inside the classroom since the crowded and large classes were causing constant challenge to practise speaking to them. The findings of Arju (2011) are in line with the findings of the present study that; crowded and large classes hinder the students in community based secondary
schools in Tanzania from practising speaking English inside the classroom; hence minimizing their communicative competence. To resolve this, a language classroom should have a limited number of students as proposed by Sinha (2001). Basir and Ferdousy (2006) conducted a study on the language class size and found that the number of students in the language classroom varied from 45 to 91 students where 60% language instructors believed that this was really a large class in which students hardly had a chance to use English to communicate in the class. In this kind of learning environment, when a student spoke, his/her peers laughed at her/him and did not encourage him/her to speak. Thus, the students would become less confident and feel nervous and scared to speak English. The findings of Basir and Ferdousy’ study resemble the findings of the present study in the fact that the number of students in language classes in community based secondary schools does not give assurance to students to practise speaking English inside the classroom. In large classes student-to-teacher and student-to-student interaction is very minimal. This, therefore, hinders English speaking proficiency among the students.

(ii) Outside the Classroom and at Home

In this part, the researcher focused on obtaining information from English teachers and the students to see if school environments (outside the classroom) and home environment motivated the students to speak English. The researcher also speculated to see if the students were using English when they were outside the classroom and at home.

The researcher started interviewing English teachers on the role of the environments (school and home) towards students’ motivation to speak English. According to the respondents’ explanation, it was revealed that the environments (school and home)
did not encourage the students to speak English. This is justified by the respondents’ responses below:

(a) The environments do not encourage the students to speak English, inside the classroom at least they try to speak, but when they are outside the class no, they don’t though we insist them to use English. At home no, I don’t think if they speak, you know they mostly use Kiswahili and Kisambaa, even here at school you can hear them speaking Kiswahili and Kisambaa though we do not allow them.

(b) Environments encourage students to speak English fifty-fifty; school environment at least encourages, but home environment does not encourage, I think this is because of the...of the...of the dominance of Kiswahili and vernacular languages like Kisambaa which is most used at home.

(c) School environment at least encourages the students to speak English because we do not allow them to use other languages, but home environment does not encourage them.

(d) You know our school is surrounded by local people who use Kiswahili and ...and local languages like Kisambaa, Kipare and Kimbugu (Maa), and these people interact with our students here at school, so you can see that the environment here in school does not much encourage our students to speak English, but we try to insist them to speak. At home the environment does not encourage our students to use English, they use Kiswahili and these local languages as I have already said.

The responses (a) to (d) above reveal that the environment that surrounds students does not encourage them to speak English. According to the respondents’
explanations above; it is clear that the students do not practise speaking English outside the classroom and at home. This is due to the dominance of Kiswahili and other ECLs especially Kisambaa which are used in daily communication. The dominance of these languages hinders the students’ mastery of spoken English.

The researcher then interviewed the students to see if they were using English outside the classroom when they were engaged in sports and games, and when they were at home. From their responses, the researcher noted that the students were not practising speaking English outside the classroom and at home. This is justified by the themes below:

(a) No, I don’t use English outside the classroom, we use Kiswahili because many students does not speak English.

(b) Yes, I use English outside the class sometime but not so much and sometime I use Kiswahili.

(c) No, I don’t use English at home because the people at home are use Kiswahili and other language Kisambaa.

(d) I don’t use English home because many people from home do not speaking English.

The themes in (a) to (d) above reveal that the students were not using English outside the classroom when doing their extra-curricula activities, and when they were at home. During observation outside the classroom, the researcher noted that the students were using Kiswahili and Kisambaa when they were engaged in sports and games. This blocks them from practising speaking English and prevents them from having mastery on spoken English. During the school assembly in the morning in those four surveyed schools, the researcher observed the giving of speeches (morning talks) by students to the fellow students where only few of them got chance to
participate in the presentation of the speeches. It was observed that only two to four
students out of all students in the whole school had a chance to participate and the
rest were just listening. This shows that the students do not get enough chance to
practise speaking English through speeches.

Some studies show clearly that the learning environment has a part to play in
students’ performance in schools. For instance, Littlewood (1992) conducted a study
on teaching oral communication where he found some problems that the English
foreign language learners were facing in learning spoken English. His study found
that although the environment is crucial to learning any foreign language, many
students have few opportunities to practise the target language outside the classroom
and therefore, they find it difficult. Littlewood’s (1992) findings are in line with the
findings of the present study in the sense that; the students in community based
secondary schools in Tanzania; are not well provided with supportive environment
outside the classroom and at home in which they can practise speaking English. This
results to poor English proficiency among them. Likewise, Gan (2011) conducted a
study on 20 final year students who were doing their 4 year long Bachelor of
Education in English language. The findings show that the Hong Kongese students
hardly get any environmental access to practice English speaking outside the
educational context something which hinders them from gaining English speaking
proficiency. This is similar to Mosha (2007) who found out that limited home
supporting environment was one among the factors affecting students’ performance
in English subject in Zanzibar Rural and Urban O-level secondary schools.
4.2.2 Incompetent Teachers to Teach Spoken English

The researcher used questionnaire to get the information concerning the qualifications of English teachers in surveyed secondary schools. These teachers’ qualifications varied from diploma to bachelor degree which satisfied the requirements for teaching secondary schools in Tanzania according to Tanzania Educational and Training Policy (1995). Among 16 English teachers who were involved in the study; 6 (37.5%) were diploma holders, and 10 (62.5%) were bachelor degree holders. According to the Tanzania Educational and Training Policy (1995), these respondents were qualified to teach secondary schools in Tanzania. However, when we consider educational qualifications of the teachers, it is true that these teachers had qualifications to teach in secondary schools as stated in Tanzania Educational Training Policy of 1995, however, paper qualifications alone do not guarantee that the teachers will be competent enough in teaching particularly spoken English. During classroom observation in different schools and classes, the researcher noted that teachers were not fluent in English, instead they relied much on code-switching and sometimes they taught English by using Kiswahili. They also had problems in pronunciation, grammar, and lacked enough stock of vocabulary as stated in objective one concerning the assessment of English speaking proficiency. Moreover, these English teachers lacked pedagogical skills of teaching spoken English whereby the methods used did not encourage the students to speak English. There were no student-to-teacher and student-to-student interaction. Teachers relied much on lecture method and written exercises to students rather than oral drills which would equip the learners with English speaking skill. It was revealed that students were not taught to use English in real world situation rather they were taught grammatical rules which did not help them to develop their communicative
competence; which is the goal for spoken English. This finding is in line with Chowdhury and Shaila (2011) who argue that, teachers were not competent enough to make the lesson interesting, and did not facilitate the learners to achieve the power to express their inner thoughts by mastering stylistic elements of the language. Chowdhury and Shaila give an example of Bangladeshi classrooms; where they complain that most of the teachers did not know or adapt different styles to teach language whereby they did not equip the learners with speaking skill. This made the students lose their motivation in learning spoken English, and therefore, slowed down their level of proficiency over the language.

Qorro (2004) in Rubagumya (2010) emphasizes that the kind of exposure to English that the learners get in Tanzania does not help them to learn it effectively and efficiently. This is because, they are exposed to incorrect English, given the fact that many secondary school teachers are not proficient in the language themselves. This is similar to the finding of the current study as it reveals that; most of English teachers in community based secondary schools are not competent in English something which slows down the process of learning spoken English. Msulwa (1994) in his study on English Language Support Project, acknowledges that most of the English teachers especially those who did not attend in-service training failed to demonstrate mastery of the language skills and to present their lessons logically. Moreover, most of the teachers failed to promote active students’ participation during presentation. As a result, their lessons appeared to be largely expository. This is in line with the findings of the current study that, English teachers in community based secondary schools lack pedagogical skills for teaching spoken English hence make it difficult for learners to acquire communicative competence.
4.2.3 Attitudes of the Learners towards Spoken English

Attitudes refer to the sets of beliefs that the learner holds towards members of the target group and also towards his own culture (Brown, 2000). Language attitude is an important concept because it plays a key role in language learning. For example, a study conducted by Gardner (2001) about attitudes and motivation showed correlation with linguistic performance of learners, emphasizing the role of attitudes and motivation as determinant factors in language learning. In this study, the researcher assessed the students’ attitude toward spoken English and its impact on their speaking proficiency.

The researcher interviewed the respondents on the attitude of the learners towards spoken English. English teachers were asked to explain if their students were willing to learn spoken English. According to their responses, the researcher noted that the students were not willing to learn spoken English. This is justified by the themes below:

(a) Students are not willing to learn spoken English.
(b) Somehow not much but they are willing.
(c) I think the use of Kiswahili and these local languages make our students not very much willing to learn spoken English but we try to force them to learn.
(d) We try to insist them to learn spoken English but they are not very much willing.

Furthermore, the researcher interviewed the students if they liked learning spoken English so as to know their attitude towards it. From their explanations, the researcher noted that these students had negative attitude towards spoken English. This is justified by the themes below:
(a) Yes I like because other subject we learn English and help in examination but home don’t like speak because other people home don’t speak English.

(b) I don’t like speak English and learn because home my father and mother don’t speak English, home speak Kiswahili and father and mother Kisambaa.

(c) Yes I like learn spoken English because English it is the international language.

(d) Other people home and parent does not speak English so me don’t like learn English.

The themes above indicate that some students had negative attitude toward spoken English. This is because, they showed that were not willing to learn spoken English as commented by their teachers. The majority of the students also argued that they did not like learning spoken English because other people in their homes did not speak English. However, students’ negative attitude toward spoken English is probably caused by their communicative needs in their daily life and the people they interact with. As it was revealed, students already had their own languages (Kiswahili and ECLs) which they used in their day to day activities; so they saw there was no need of learning another language (English) which was not used in their localities to meet their communicative needs in everyday life. During observation inside and outside the classroom, the researcher noted both teachers and the students using Kiswahili to communicate even during instructional time. This may also have an impact on the students’ attitude towards spoken English. This finding resembles Gardner & Trembly’s (1994) view that individual attitudes towards the language that they learn makes them meet important needs as they satisfy certain functions such as
communication or achieve high grades in language examination. Likewise, Starks & Paltridge (1994) assert that, learning a language is closely related to the attitudes towards the language. This means that in order to have language proficiency, a L2 learner should have positive attitude towards the target language. On the contrary, the learner will not be able to master the language. A learner with positive attitude enjoys learning English language and he/she is ready to do whatever it takes to learn it. In relation to the findings of the present study, poor English speaking proficiency among the students in community based secondary schools in Tanzania is probably caused by negative attitude they have toward spoken English. It is obvious that learning spoken English can be difficult if the learner has a negative attitude toward it. Having a positive attitude towards the language is a good start to learn it.

4.2.4 Anxiety, Lack of Confidence, and Shyness

Tsui (2001) as cited in Gan (2011) argues that anxiety is a feeling of tension, apprehension and nervousness associated with the process of learning a foreign language. It is considered as one of the most psychological factors that affect students who learn a foreign language, especially when they speak. It is caused by communication apprehension, test anxiety and fear of negative evaluation. Tsui (2001) as cited in Gan (2011) further argues that, the English second language learners are the victims more vulnerable to criticism and negative evaluation while speaking. Thus, the negative evaluation makes their affective filter high and hence reduces L2 production.

The researcher used questionnaire to obtain data from the students concerning their anxiety towards speaking English. The respondents were required to explain if they felt comfortable to speak English inside the classroom. Among 80 students, 57 (71%)
students said that they were not comfortable, and only 23 (29%) students said that they were comfortable. This implies that the majority of the students were not comfortable to speak English inside the classroom. During classroom observation in four surveyed schools, the researcher noted the students using Kiswahili to communicate to one another instead of using English. Even when asked questions by their teachers; the students were shy to speak English. When their teachers insisted them to answer the questions, the students used broken English and other students laughed at them. This discouraged them from speaking and therefore, they decided to remain silent.

Moreover, the researcher questioned the students on the reasons as to why they were not comfortable to speak English inside the classroom. This part of a question was for those who said that they were not comfortable to speak English inside the classroom. The results were that, only 57 (71%) students out of 80 were involved. Therefore, among 57 (71%) students, 23 (40%) students said that they were not comfortable to speak English inside the classroom because they were not fluent in English, 19 (33%) students complained that they were not confident, and 15 (27%) students said that they were shy to speak because their friends would laugh at them.

Generally, the respondents’ responses imply that the students were not comfortable to speak English inside the classroom because they were nervous to speak and afraid to make mistakes. This means that, their level of anxiety was high hence blocking them to speak English. This finding of the current study is in line with Krashen (1982) who believes that anxiety can be in the form of tension, worries or nervousness which keep the learners’ affective filter high and disturb L2 production. On the other hand, a low affective filter can encourage a learner and therefore, enhance his or her L2 production. Elaine (1992) argues that, anxiety and proficiency
have an inverse relationship. This means that, when anxiety is low, proficiency goes up and when anxiety is high, proficiency goes down. Learners with language anxiety levels tend to do poorly on L2 production because they underestimate their competence relative to less anxious students who tend to overestimate their performance. Anxious students may focus their attention on their perceived inadequacies, the potential for failure and consequences of that imagined failure rather than concentrating on speech production. The findings of Elaine study correspond with the findings of the present study in that, the students in community based secondary schools seem to be worried to speak English in front of their teachers and fellow students.

4.2.5 Mother tongue and Kiswahili

The researcher interviewed English teachers to get information concerning the possible causes of the students’ mistakes when speaking English. According to the respondents’ explanations; the researcher noted that the students’ mistakes were due to frequent use of Kiswahili and mother tongue especially Kisambaa. The frequent use of Kiswahili and Kisambaa prevented the students from practising speaking English. This is justified by the themes below:

(a) **Yah I think the reason behind students’ mistakes is that they don’t practise to speak English. Most of the time you find them speaking Kiswahili and their local languages especially Kisambaa. You know practice makes perfect, so I think this is the reason.**

(b) **Most of the students use their mother tongue language ; I mean Kisambaa and Kiswahili when they are at home.**
(c) Students speak mother tongue languages such as Kisambaa, Pare, Mbugu (Maa) and Kiswahili most of the time, they don’t practise speaking English. I think this is a big problem with our students.

(d) The reasons behind students’ mistakes; English people say that practice makes perfect, so I think my students lack practice especially when they are at home. You know the… the surrounding community use Kiswahili and Kisambaa, so our students when are at home it is difficult for them to speak English. I think this is the reason behind their making mistakes.

The themes in (a) to (d) above reveal that the dominance of Kiswahili and mother tongue (Kisambaa) within the students’ localities; was a big challenge in learning spoken English. Most of the time the students were using Kiswahili and Kisambaa to communicate. This gave them less chance to practise speaking English.

On the other hand, the researcher interviewed the students concerning the language(s) they were using when at home. From their responses, the researcher noted that the students were using Kiswahili and mother tongue when at home. This is proved by the themes below:

(a) When I am home I speak Kiswahili and Kisambaa with my mother, my father and my sister.

(b) At home sometime my father speak with me Kiswahili and Kisambaa also my mother speak with me, no speak English home.

(c) I am use Kiswahili and Kisambaa sometime at home”. English I am not use because my mother and my father and others are not use English home.
(d) Sometime I using Kiswahili and sometime Kisambaa; no speak English home, my parent no speak English.

The themes in (a) to (d) above, indicate that students mostly were using Kiswahili and mother tongue (Kisambaa) when at home. They did not practise speaking English. Consequently, this hindered their English speaking proficiency. The tendency of using Kiswahili and mother tongue (Kisambaa) was also observed by the researcher. During observation (inside and outside the classroom), the researcher noted that the students were using Kiswahili inside the classroom to communicate with one another and for discussing their tasks given by their teachers; some students even dared to use the mother tongue (Kisambaa) in the classroom in the absence of their teacher(s). These findings signify that the students did not see the necessity of practising speaking English because they already had their languages (Kiswahili and mother tongue) which met their communicative needs in their day to day life. So they did not see any need to learn spoken English. This is in line with Yule (1996) who argues that the problem experienced in second language learning is related to the fact that students attempt to learn another language while having their own prestigious language and therefore put less emphasis on the new language in order to master it. Therefore, the existence of Kiswahili and mother tongue (Kisambaa) as the prestigious languages used in daily communication within the students’ localities; make them shy away from learning spoken English. Likewise, Kinigi (2002) observes that, Kiswahili is widely spoken in Tanzania; where teachers and students speak Kiswahili during school activities. There is no rule that requires students to speak English at school. As a result of this loophole, spoken English is not practised. This is claimed to be one of the reasons why the students in secondary schools in Tanzania have a poor English proficiency especially speaking proficiency. This is
similar to Shelimoh (2008) who affirms that the teachers and the students do not use English frequently outside the classroom because Kiswahili and some vernaculars serve the purpose effectively. This draws back English speaking proficiency among the students in secondary schools.

4.3 Possible Measures towards Addressing Challenges of Learning Spoken English

This part presents possible measures that would address the challenges of learning spoken English as suggested by English teachers.

The researcher interviewed English teachers on the possible measures towards meeting the challenges of learning spoken English. They were asked to give their opinions on what do they thought should be done to improve the teaching and learning of spoken English in their schools, and other community based secondary schools in Tanzania. From the respondents’ responses, the researcher noted that their suggestions focused on three main themes: the government should support teachers, English teachers should be role models in speaking English, and the school community (teachers, students, and non-teaching staff) should support the students to speak English.

4.3.1 The Government should Support Teachers

English teachers had the following to say concerning the government’s support.

(a) The government should support teachers by providing them with enough teaching facilities to improve the teaching and learning of spoken English.
(b) The government should support teachers by improving the working condition, for instance, provision of enough books for learning spoken English.

(c) The curriculum has to encourage the students to speak English. The government also should encourage the students to speak English at all levels because, sometimes the students give reasons why they should speak English while their national language is Kiswahili.

(d) Emphasis should be laid on competent based curriculum that insists on speaking a lot and doing a lot of speaking practices rather than using content based curriculum; and students should be insisted on speaking by giving them dialogues and debates that have to do with speaking drills.

The suggestions from English teachers that the government should support teachers by providing them with teaching and learning materials resemble Hasan and Akhand’s (2009) suggestion. In their study on the challenges and sustainability of TESL (Teaching English as a Second Language) at Bangladeshi college level. They found that the scarcity of teaching and learning materials was one of the main challenges for Bangladeshi students’ spoken English. However, they suggested that the government should support teachers by providing them with teaching and learning materials so as to improve English speaking proficiency among the learners. UNESCO (2000) also comments that, the government’s support in the provision of teaching and learning materials especially books is an effective way of improving good results and desirable oriented goals. The government should be responsible in supporting teachers so as to achieve the desired goals. In relation to the present study, the government should support teachers in community based secondary
schools by providing them with sufficient teaching and learning materials to ease learning of spoken English.

4.3.2 English Teachers should be Role Models

Concerning the idea that English teachers should be role models in speaking English, the respondents commented the following:

(a) We teachers should first be role models in speaking English inside and outside the classrooms, also we must work as a team to ensure that our students speak English inside and outside the classrooms. The community should also encourage our students to speak English.

(b) English should be given the first priority, teachers should be role models in speaking it inside and outside the classroom, and students should be encouraged to speak English inside and outside the classroom. Also emphasis should be put on debates and on English speaking to both teachers and the students.

(c) Teachers should be role models in speaking English and should encourage the students to speak English and the community (parents) should encourage the students to speak English when they are at home.

(d) We teachers should first speak English in school and even out of the school when we talk to our students so that our students can learn from us to speak English. And the government should make sure that our schools have enough teaching and learning materials.

The suggestion given by the respondents that English teachers should be role models in speaking English inside and outside the classroom is in line with Krashen (1981) Comprehensible Input hypothesis. The theory advocates that learners improve and
progress along a natural order when they receive consistent second language input that is one step beyond their current stage of linguistic competence. He further suggests that, in order to advance second language competence in students, language teachers should maximize teachers’ use of the target language in the classroom and provide ample opportunities for students to speak and listen to others exclusively in the target language. This implies that teachers should be role models in speaking English so that the students learn to speak from them. Similar to this, Roy-Campbell and Qorro (1997) suggest that in order to improve English speaking proficiency among the learners, teachers are advised to be role models in the classrooms by speaking English and should create a conducive environment in which learners will be encouraged to speak English. Likewise, teachers should also provide the students with activities in which they will use the language in a real life situation.

4.3.3 The School Community should Support the Students to Speak English

Concerning the school community’s support for students to speak English, English teachers suggested the following:

(a) You know our students mostly use Kiswahili and mother tongue (Kisambaa) when they are outside the classroom and home; so at least we teachers should support them to speak English here in school and even when we meet them out of the school we must insist them to speak English.

(b) Our students do not get chance to practise speaking English at home, they most use Kiswahili and local languages. So is better if we...we teachers can...can encourage them to speak English. But also students should encourage one another to speak English especially when they are outside the classroom and home.
Aah! As you can see here, our school is surrounded by local people who use Kiswahili and...and local languages like Kisambaa, Kipare, and Kimbugu (Maa), these people interact with our students, so it is difficult for them to speak English, but I...I think it is possible for them to speak English if they get support from teachers, fellow students and other workers here in school who know English. So I think this will encourage our students to speak English.

Students should be insisted to practise speaking English here in school, and when they are at home, the school community especially teachers, fellow students and other supporting staff should encourage them to speak English. I think this will eventually help them to speak English.

The idea of the school community to support the students to speak English resembles the view of Littlewood (1992). In his study on teaching oral communication he found that the environment and the community at large did not support the students to speak English. He found that many students had few opportunities to practise the target language outside the classroom and at home. Therefore, they found it difficult to speak English fluently. He further suggested that, the community should support the learners to speak English for the betterment of their speaking proficiency. However, this should also be done in community based secondary schools in Tanzania. The school community has to give support to the students in order to help them master spoken English as suggested by English teachers. Gan (2011) conducted a study on 20 final year students who were doing their 4 year long Bachelor of Education in English language. The findings show that the Hong Kongese students hardly get any environmental access to practise English speaking outside the
educational context which hinders their English speaking proficiency. Gan (ibid) therefore, suggested that in order for the students to master spoken English, the community both the university community and home community should support the students to speak English in order to help them improve their English speaking proficiency. In relation to the findings of the current study, English teachers in community based secondary schools in Tanzania also suggested that the school community should support the students to speak English. Likewise, Mosha (2007) found out that limited home supporting environment was one among the factors affecting students’ performance in English subject in Zanzibar Rural and Urban O-level secondary schools. In order to improve the performance in the English subject, Mosha suggested that both teachers and parents/guardians should join hands together to support the students so as to help them improve their performance in English subject. This is similar to what was suggested by English teachers in community based secondary schools as far as the study at hand was concerned. The only difference is that the former study suggested on the improvement of the performance of English subject in general; while the current study suggests on the improvement of spoken English.

4.4 Reflection of the Findings to the Conceptual Framework

The conceptual framework of this study is based on Bloom’s (1982) Model of Evaluation. The model consists of three items: Predictor variables, Mediating variables, and Performance. Predictor variables included learning environment, teachers’ qualifications, teaching and learning materials, and class size. Mediating variables included students’ attitudes, frequency use of the language, methods of learning, and students’ motivation. Performance included English speaking proficiency. The model examined the relationship between variables, teaching and
learning process with performance in spoken English. According to Bloom (1982) predictor variables and mediating variables influence greatly students’ performance. It was anticipated that if there were well qualified teachers to teach spoken English, and availability of teaching and learning materials, it would contribute to students’ high performance (mastery of spoken English). It was also hoped that the students would master spoken English if they had motivation to learn the language; because their motivation would determine their success. The study also assumed that, if the school environment especially classrooms and home environment were conducive to students’ learning; it would contribute to high performance (English speaking proficiency) among the students. Moreover, it was expected that students’ attitudes toward spoken English would predict their level of performance (speaking proficiency). Also students’ frequent use of the language inside and outside the classroom would influence the level of performance in spoken English as it would provide regular practices for the students to speak English. In addition to that, it was expected that if class size was manageable in terms of reasonable number of students, and English language teachers would manage to organize content, learning objectives, and applied appropriate methods of teaching and learning, students would become proficient in spoken English. However, on one hand, it was anticipated that when predictor variables and mediating variables were favourable; the level of performance would be high (the students would master spoken English). On the other hand, when the predictor variables and mediating variables were of low quality, performance would suffer hence poor English speaking proficiency among the students.

In relation to the Conceptual framework, the findings of the study revealed that predictor variables and mediating variables were not favourable something which
resulted into poor performance (poor English speaking proficiency) among the students in community based secondary schools in Tanzania.

4.5 Chapter Conclusion

This chapter dealt with data presentation, analysis and discussion of the findings. The presentation of data, analysis and discussion of the findings were presented according to the objectives of the study. Starting with the assessment of the magnitude of the problem of English speaking proficiency in community based secondary schools particularly in grammar, vocabulary and pronunciation aspects. The other objective rested on examining the challenges of learning spoken English in community based secondary schools and lastly, possible measures towards addressing those challenges. The chapter also presented the findings of the study including the areas where both English teachers and the students had difficulties when they were speaking English, the challenges of learning spoken English in community based secondary schools and the possible measures to meet those challenges as suggested by English teachers.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction
This chapter summarizes the major findings of the study, provides conclusion, recommendations as well as suggestions for further studies.

5.1 Summary of the Study
The main purpose of this study was to assess the challenges of learning spoken English in community based secondary schools in Tanzania. The study therefore, concentrated on assessing the magnitude of the problem of English speaking proficiency in community based secondary schools particularly in grammar, vocabulary and pronunciation aspects, examining the challenges of learning spoken English in community based secondary schools in Tanzania, and suggesting possible measures towards meeting those challenges. It was guided by conceptual framework based on Bloom’s (1982) Model of Evaluation because of its suitability in the process of language learning and teaching. The model is useful in examining the interdependence of variables, teaching and learning process to students’ performance in spoken English.

The study was basically qualitative but was supported by a few elements of quantitative data which were numerically presented by using frequencies and percentages through the aid of Statistical Package for Social Sciences (SPSS) version 20 programme and Microsoft Excel computer programme. The research tools employed by the researcher were observation, interview, and questionnaires. The respondents in this study were 96 out of whom 16 were English teachers and 80 were students.
The findings of this study reveal that both English teachers and the students in community based secondary schools in Tanzania are not fluent in English. They have problems in pronunciation, vocabulary, and grammar. It was revealed that the students were not able to engage themselves in interactive communication. On the other hand, teachers relied much on code-switching to Kiswahili and their speeches were full of hesitations. Moreover, the findings of the study revealed that the challenges of learning spoken English included learning environment in which the methods used to teach spoken English did not encourage the students to speak English inside and outside the classroom, insufficient materials for teaching and learning spoken English, lack of motivation to speak English, and class size. Others included incompetent teachers to teach spoken English, attitudes of the learners towards spoken English, anxiety/lack of confidence among the students, and the dominance of Kiswahili and ECLs particularly Kisambaa within the students localities. Likewise, the findings of the study indicated that possible measures towards the challenges of learning spoken English include the government’s support in the provision of materials for teaching and learning spoken English, English teachers should assume roles as models in speaking English inside and outside the classroom and the school community should join hands together in supporting the students to speak English within the school premises.

5.2 Conclusion

This study has met the research objectives stated in 1.3.2 above which sought to assess the magnitude of the problem of English speaking proficiency in community based secondary schools particularly in grammar, vocabulary and pronunciation aspects, examine the challenges of learning spoken English in community based secondary schools, and suggest possible measures towards addressing those
challenges. The study has also answered the research questions as stipulated in 1.4 above. In relation to objective number one, the findings of this study revealed that; generally, both English teachers and the students in community based secondary schools were not competent in spoken English. With regard to objective number two, the findings revealed that there are some challenges in learning spoken English which hinder the students from mastering spoken English. Finally, the findings indicated possible measures towards addressing those challenges as suggested by English teachers. Therefore, the government, English teachers, educational practitioners and other education stakeholders should join hands together and work upon suggested measures in order to overcome the challenges of learning spoken English. This will help the students in community based secondary schools to improve their English speaking proficiency.

5.3 Recommendations

Basing on the findings and conclusion of this study, the researcher proposes both recommendations for the educational practitioners in order to improve the teaching and learning of spoken English, and recommendations for further studies.

5.3.1 Recommendations for Educational Practitioners

The researcher recommends that English teachers should be provided with in-service trainings. The focus should be to help them improve their English speaking proficiency, and to impart them with the pedagogical skills of using appropriate teaching and learning methods for spoken English. This will help them to be competent. English teachers should ensure that spoken English is taught in a real world context by creating communicative environment in the classroom which will help the students to use English to meet their communicative needs. Through this,
the students will have regular practice of speaking English which will improve their English speaking proficiency. Teachers should also insist on the use of English language inside and outside the classroom and should call upon the school community to encourage the students to speak English. Likewise, the government should ensure that community based secondary schools are supplied with sufficient materials for teaching and learning spoken English.

5.3.2 Recommendations for Further Studies

The findings of this study have shed light for further studies. It is therefore, recommended that a similar study should be conducted in other areas of Tanzania which cover a vast area so as to rebut or generalize these findings. It should also involve other levels of education such as primary level in order to see how spoken English is taught there. This is because, it has been noted that students in secondary schools in Tanzania have poor English speaking proficiency because of the poor English background they have from primary schools. Likewise, it is also recommended that, other studies should be conducted in secondary schools or tertiary levels in order to examine the challenges of learning other language skills such as writing and reading.

5.4 Chapter Conclusion

This chapter has presented the summary of the study, conclusion, recommendations which include recommendations for educational practitioners and recommendations for further studies. It was found in general that there are some challenges in learning spoken English which cause the students in community based secondary schools to have poor English speaking proficiency. In this case, it was recommended that English teachers should be provided with in-service trainings in order to equip them
with pedagogical skills for teaching spoken English and to help them improve their English speaking proficiency. The government should also ensure that community based secondary schools are provided with sufficient materials for teaching and learning spoken English in order to improve the whole process of teaching and learning spoken English.
REFERENCES


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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR O-LEVEL ENGLISH TEACHERS

This study intends to investigate the challenges of learning spoken English in community based secondary schools. Therefore, I kindly request you to provide valid and reliable information for the best of your knowledge and understanding. Please, complete this questionnaire by putting a tick (✓) on the space provided against the options given. You are also required to provide explanations where needed.

PART I: Personal Particulars

Name of the school......................................................

Sex: male ( ) female ( )

1. Education qualification

Certificate ( )
Form Six ( )
Diploma in education ( )
Bachelor’s degree ( )
Master’s degree (Linguistics) ( )

PART II

The questions in this part are intended to obtain your opinion on the process of teaching and learning spoken English.

2. a) Do you manage to teach English subject using English language from the beginning of the period to the end? Yes ( ) No ( )
b) If No, please list other language(s) used besides English.
.............................................................................................................................
..........................

3. Which language(s) do you use when asking and responding to questions from your students?
.............................................................................................................................

4. a) Do you give any learning activities to your students in order to improve their English speaking proficiency?

   Yes ( )   No ( )

b) If Yes, list them.................................................................................................

   c) How do they help to improve English speaking proficiency among the students?
   ........................................................................................................................

5. What kind of materials do you use for teaching spoken English?
.............................................................................................................................

6. Which method(s) do you use to teach spoken English?
.............................................................................................................................

7. Do your students get enough chance to practice speaking English inside the classroom? Yes ( )   No. ( )

THANK YOU FOR YOUR COOPERATION
APPENDIX II

QUESTIONNAIRE FOR THE STUDENTS

This study intends to investigate the challenges of learning spoken English in community based secondary schools. Therefore, I kindly request you to provide valid and reliable information for the best of your knowledge and understanding. Please, complete this questionnaire by putting a tick (✓) on the space provided against the options given. You are also required to provide explanations where needed.

1. Do you practice English speaking in the classroom?
   Yes ( ) No ( )

2. Which language(s) do you use when asking and responding to questions inside the classroom?
   Swahili ( ) English ( ) both English and Swahili ( )

3. Do you feel comfortable to practise speaking English inside the classroom?
   Yes ( ) No ( ). If No, why?
   ..................................................................................................................

4. Do you make any mistakes when speaking English?
   Yes ( ) No ( )

5. What do the teachers and your fellow students do when you make such mistakes?
   ............................................................................................................................

6. Do the behaviours of your teachers and fellow students affect you in speaking English? Yes ( ) No ( ). If Yes, how?
   ..............................................................................................................................
7. Do the teachers and your fellow students encourage you to speak English?

Yes ( )  No ( )

8. Which language(s) do you mostly use at school? Swahili ( ) English ( )
   both Swahili and English ( )

9. Do you use English at home? Yes ( )  No ( )
   If No, why.................................................................

THANK YOU FOR YOUR COOPERATION
APPENDIX III

INTERVIEW GUIDING QUESTIONS FOR ENGLISH TEACHERS

a.

Gender.................................................................................................................................................................

........

b. Name of the

school........................................................................................................................................................................

c. Level of

Education....................................................................................................................................................................

1. What the supportive materials does your school have for teaching spoken

English?............

4. What problems do your learners face when speaking English?

.............................................

5. What strategies do you use to teach English speaking skill to your learners?.........................

6. Are your learners willing to learn spoken

English?.................................................................

7. Do your learners make mistakes when speaking

English?.................................................................

8. What mistakes do your learners make when speaking

English?.................................................................

9. What do you think are the reasons behind students’ mistakes when speaking

English?........

10. Do you think the environment (school and home) encourage your learners to

speak
11. What do you think should be done to improve the teaching and learning of spoken English in your school and other community based secondary schools in Tanzania?.................

THANK YOU FOR YOUR COOPERATION
APPENDIX IV

INTERVIEW GUIDING QUESTIONS FOR THE STUDENTS

a. Gender..........................................................................................................................

b. Name of the School......................................................................................................

c. Form/Class.................................................................................................................

1. What problems do you face in learning spoken English?
2. Do you like learning spoken English?
3. Do you get chance to speak English inside the classroom?
4. Do you use English outside the classroom when you are engaged in sports and games?
5. Do the teachers and your fellow students encourage you to speak English?
6. Do you use English when you are at home?
7. What classroom activities does your teacher give you when learning spoken English?
8. Which areas are difficult for you when you speak English?
9. What are the responses from your teacher and your fellow students when you make mistakes?

THANK YOU FOR YOUR COOPERATION

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This technique was for data elicitation on what took place inside and outside the classroom environment. The researcher aimed at observing the methods (strategies) used by the teacher(s) when teaching spoken English. The researcher also aimed at observing language abilities (proficiency) displayed by both English teachers and the students particularly English speaking proficiency.

COMPONENTS OBSERVED

1. Language(s) used by both English teachers and the students during instructional time and outside the classroom.
2. Teaching and learning materials (the instructional materials).
3. Methods (strategies) employed by English teachers to teach spoken English.
4. Learning activities given to the students during the lesson.
5. Students’ chance to practise speaking English inside the classroom.
6. The number of the students in the class (class size).
7. Students’ motivation to speak English.
8. Learning environment.
9. English speaking proficiency of both English teachers and the students particularly in pronunciation, vocabulary, and grammar aspects.
REF/UDOM/GS-ADMS/2016/053

Monday, 29 February 2016

To Whom It May Concern:

RE: INTRODUCING MR. MARTIN SHEKWA VI

The above named student is enrolled at the University of Dodoma for the degree of Master of Arts in Linguistics (MA. Linguistics) with registration number HD/UDOM/082/T.2014

An essential requirement of the study programme is that each candidate is required to submit a dissertation report on a project undertaken within industry and supervised by a member of the University’s academic staff. Where possible this project should relate to a practical situation in an organisation or firm selected by the candidate. Students are expected to use their own initiative to identify a possible project and negotiate access with a local firm or organization. The title of study is “CHALLENGES OF LEARNING SPOKEN ENGLISH IN COMMUNITY BASED SECONDARY SCHOOLS IN TANZANIA: A CASE OF LUSHOTO DISTRICT.”

The work may take the form of a survey, ethnography, case studies, etc. Where the report may contain confidential information and its publication could be harmful to the organization, confidentiality is assured by the University. Such reports will be seen only by the Supervisor and Examiner for examination purposes.

I would be grateful if you would provide the student with this opportunity to further his studies while at the same time gaining some useful input for your own organization through the results of the project report.

Sincerely,

[Signature]

/Prof. A. AME
Director of Graduate Studies
APPENDIX VII

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS – TAMISEMI

HALMASHAURI YA WILAYA LUSHOTO
(Barua zote zitumwe kwa Mkurugenzi Mtendaji wa Wilaya)

MKOA WA TANGA:
Simu Na:2660029/2660110
Telefax 2660029/2660110
E-mail: lushotoded@yahoo.com
Ukjibu tefadhali nukuu:

S.L.P. 32,
Lushoto,
TANZANIA.

27/1/2016

KWA YEYOTE ANAYEHUSIKA

Yah: UTAMBULISHO WA BWANA MARTIN SHEKAVI

Tafadhali rejea somo tajwa hapo juu. Mtajwa hapo juu ni mwanaunzi
anayesoma Shahada ya Uzamili katika Chuo Kikuu cha Dodoma.
Mwanafunzi huyu aneombwa kufanya utafiti katika Halmashauri ya Wilaya
Lushoto ambapo atapitja baadhi ya Shule za Sekondari kupata taarifa
zitakazo msaidia kufanikisha utafiti wake.

Hivyo unaombwa umpokee na kumpa ushirikiano ili afanikishe kazi yake ya
utafiti.

Nakutakia utekelezaji mwema.

[Signature]
Ramadhani Yahaya
Kny: MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
LUSHOTO

Kny. MKURUGENZI MTENDAJI (v)
LUSHOTO

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