FACTORS HINDERING THE DEVELOPMENT OF ENGLISH LANGUAGE SPEAKING SKILLS AMONG SECONDARY SCHOOL STUDENTS IN TANZANIA

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MASTER OF ARTS IN EDUCATION
THE UNIVERSITY OF DODOMA
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FACTORS HINDERING THE DEVELOPMENT OF ENGLISH LANGUAGE SPEAKING SKILLS AMONG SECONDARY SCHOOL STUDENTS IN TANZANIA

BY

PETRO SIAME

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION

THE UNIVERSITY OF DODOMA

DECEMBER, 2020
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the University of Dodoma dissertation entitled “Factors Hindering the development of English Language Speaking Skills among Secondary School Students in Tanzania” in partial fulfilment of the requirements for the degree of Master of Arts in Education of the University of Dodoma.

Dr. Fidel. D. Gwajekera

Signature: ____________________________ Date: ____________________________

(SUPERVISOR)
DEDICATION

This work is dedicated to my children; Grace Petro Siame, Stella Petro Siame and Anthony Petro Siame. Through this dedication, they are reminded to aim high in their studies so that they achieve more and more in their academic life.
ABSTRACT

This study investigated factors hindering the development of English language speaking skills among secondary school students in Tanzania. The study employed phenomenological design which included qualitative approaches in data generation. A total of thirty-eight (38) participants were involved in the study whereby six (6) of them were secondary school English language teachers and the rest thirty-two (32) were secondary school students from four public secondary schools. Participants were obtained through purposive sampling technique; whereas semi-structured interview, observation, Focus Group Discussion (FGD) and documentary review were used in the process of data generation. Social Constructivism Theory (SCT) guided the study for the fact it assumes that learning occurs within social contexts. Generated data were analyzed depending on the participants’ description in order to develop themes and sub-themes. The study findings revealed that there were incompetent English language teachers working as facilitators for the development of English language speaking skills in most of the assessed secondary schools. The findings also noted that most students were using local languages (Kindali and Kilambya) in most of their daily activities. With reflection to the study findings, this study recommends the government to make sure that the English language teachers in secondary schools are well equipped with knowledge on how to facilitate students’ development in English language speaking skills. Furthermore, other studies are to be conducted focusing on nearby countries that use English language as a medium of instructions while English is not their mother tongue so as to learn more from their experiences. Teachers reported that among the challenges they faced during teaching English language speaking skills were lack of motivation, lack of training on strategies, lack of learners’ readiness to learn, learners’ negative attitude towards the language and lack of language laboratories. The following are the strategies used by teachers in development of English language speaking skills include discussion, role play, debate, assignment provision and lecture. English language teachers should adopt a learner-cantered method of teaching so as to allow active participation of students in order to encourage them to communicate effectively and intelligibly. Other studies also are needed on how teacher trainees are prepared to teach oral skills particularly speaking skills. Tanzania as among the countries in this world, her citizens especially secondary school students are obliged to learn and develop English language skills including speaking skills as it is one of the most popular used languages in the world. Anyone who wishes to communicate internationally verbally needs to develop it as it is a means of communication.
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TABLE OF CONTENTS

DECLARATION AND COPYRIGHT ................................................................................... i
CERTIFICATION ............................................................................................................. ii
TABLE OF CONTENTS ................................................................................................... vi
LIST OF TABLES ........................................................................................................... x
LIST OF FIGURES ......................................................................................................... xi
LIST OF APPENDICES ................................................................................................. xii
LIST OF ABBREVIATIONS ............................................................................................ xiii

CHAPTER ONE ............................................................................................................ 1
BACKGROUND TO THE PROBLEM ........................................................................... 1
1.1 Introduction ............................................................................................................. 1
1.2 Background to the Problem ................................................................................... 1
1.3 Statement of the Problem ..................................................................................... 5
1.4 Objectives of the Study ......................................................................................... 6
1.4.1 General Objectives ........................................................................................... 6
1.4.2 Specific Objectives ......................................................................................... 6
1.5 Research Questions ............................................................................................... 6
1.6 Significance of the Study ..................................................................................... 6
1.7 Scope of the Study ............................................................................................... 7
1.8 Definition of Key Terms ..................................................................................... 7
1.9 Limitation of the Study ....................................................................................... 8

CHAPTER TWO ......................................................................................................... 10
LITERATURE REVIEW .............................................................................................. 10
2.1 Introduction .......................................................................................................... 10
2.2 Empirical Review .................................................................................................. 10
2.2 Theoretical Framework ....................................................................................... 17
2.2.1 Competent Teachers ..................................................................................... 18
2.2.2 Teaching and Learning Materials ................................................................. 19
2.2.3 Students’ Attitude ....................................................................................... 19
2.2.4 Parents’ Involvement ................................................................................... 19
2.3 Synthesis and Knowledge Gap .......................................................................... 19
CHAPTER THREE .................................................................................................................. 21
RESEARCH METHODOLOGY ................................................................................................. 21
3.1 Introduction .................................................................................................................... 21
3.2 Research Approach ...................................................................................................... 21
3.3 Research Design .......................................................................................................... 21
3.4 Location of the Study .................................................................................................. 22
3.5 Population of the Study ............................................................................................. 23
3.6 Sample Size and Sampling Techniques ................................................................. 23
3.6.1 Selection of Secondary Schools ............................................................................ 24
3.6.2 Selection of Experienced English Subject Teachers .............................................. 24
3.6.3 Selection of Students ............................................................................................ 24
3.7 Data Collection Methods ........................................................................................... 24
3.7.1 Participant Observation ......................................................................................... 25
3.7.2 Semi-Structured Interview .................................................................................. 25
3.7.3 Focus Group Discussion ....................................................................................... 25
3.7.4 Documentary Review ........................................................................................... 25
3.8 Data Analysis Procedure ............................................................................................. 26
3.9 Trustworthiness ........................................................................................................... 27
3.9.1 Credibility ............................................................................................................. 27
3.9.2 Dependability ....................................................................................................... 27
3.9.3 Conformability .................................................................................................... 28
3.9.4 Transferability ..................................................................................................... 28
3.10 Ethical Considerations .............................................................................................. 28

CHAPTER FOUR .................................................................................................................. 30
RESULTS AND DISCUSSION ............................................................................................... 30
4.1 Introduction ................................................................................................................... 30
4.2 Characteristics of the Participants ............................................................................. 30
4.3 Study Findings ............................................................................................................. 31
4.3.1: The Factors Hindering Development of English Language Speaking Skills ... 31
4.3.2 The Effect of Vernacular Language ...................................................................... 33
4.3.2.1 Poor Support from Parents and Society ......................................................... 33
4.3.2.2 Limited Support from their Peer Groups ....................................................... 34
4.3.2.3 No Cooperation among Students ................................................................. 35
4.3.2.4 Lack of Competition among Students ........................................................ 37
4.3.3 The Influence of Kiswahili in Secondary School Education ............................. 38
4.3.3.1 Lack of Confidence among Students .......................................................... 38
4.3.3.2 Shortage of Competent English Language Teachers ................................. 39
4.3.3.3 Lack of Support from Teachers ................................................................. 40
4.3.4 Shortage of Teaching and Learning Materials ................................................ 41
4.3.4.1 Shortage of Text Books .............................................................................. 42
4.3.4.2 Lack of English Language Laboratory ....................................................... 44
4.3.5 Negative Attitude towards English Language ................................................... 45
4.3.5.1 Believing that English is Difficult ............................................................. 46
4.3.5.2 Discrimination from the Society ............................................................... 47
4.3.5.3 Limited Knowledge about the Importance of English .............................. 48
4.3.6 Discussion of the Findings .......................................................................... 48
4.4 The Challenges Facing Secondary School Teachers in Teaching English
Language Speaking Skills ...................................................................................... 52
4.4.1 Poor Teaching Environment ....................................................................... 53
4.4.1.1 Limited Responses from Students when Teaching ............................... 53
4.4.1.2 Limited Support from Fellow Teachers .................................................... 55
4.4.2 Poor Support from Parents ......................................................................... 56
4.4.2.1 Presence of Truants/Dodgers ................................................................. 57
4.4.2.2 Presence of Irresponsible Students ......................................................... 58
4.4.3 Incompetent English Language Teachers ................................................... 59
4.4.3.1 No Training of Speaking Skills at Colleges ............................................. 59
4.4.3.2 Lack of In-service Training and Seminars to English Language Teachers ... 60
4.4.4 Discussion of the Findings ........................................................................ 61
4.5 The Strategies Used to Improve the Teaching and Learning English Language
Speaking Skills ..................................................................................................... 64
4.5.1 Employment to English Language Teachers ............................................... 65
4.5.1.1 Mentoring English Language Teachers ................................................... 65
4.5.1.2 Introduction of English Debate Clubs ..................................................... 66
4.5.1.3 Punishment to Kiswahili or Local Language Speakers ............................ 67
4.5.2 Supplying Teaching and Learning Materials ............................................... 68
LIST OF TABLES

Table 1: Students Who Failed by Scoring F Grade in English Language National examination 2013-2016 ........................................................................................................... 4
Table 2: Participants who were Involved in the Study ..................................................... 23
Table 3: Number of Participants who participated in the Study ....................................... 30
Table 4: Factors Hindering Development of English Language Speaking Skills.......... 32
Table 5: Classroom Observation .................................................................................... 36
Table 6: Sub-theme of the Shortage of Learning Materials ............................................. 42
Table 7: Presentation of Data from Documentary Review ............................................. 44
Table 8: Challenges Facing Secondary School Teachers in Teaching English Language Speaking Skills .......................................................................................... 52
Table 9: Classroom Observation .................................................................................... 55
Table 10: Total Number of Truants in a Week .............................................................. 58
Table 11: The Strategies Used to Improve the Teaching and Learning English Language Speaking Skills ......................................................................................... 64
LIST OF FIGURES

Figure 1: Conceptual Framework for Developing Children’s Creativity .............. 18
Figure 2: Ileje District Map....................................................................................... 22
LIST OF APPENDICES

Appendix I: Interview Guide for Teacher ................................................................. 81
Appendix II: Focus group discussion questions for students ......................... 82
Appendix III: Checklist Form .................................................................................. 83
**LIST OF ABBREVIATIONS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>BEST</td>
<td>National Basic Education Statistics in Tanzania</td>
</tr>
<tr>
<td>DED</td>
<td>District Executive Director</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>ESDP</td>
<td>Education Sector Development Programme</td>
</tr>
<tr>
<td>ET</td>
<td>English Teacher</td>
</tr>
<tr>
<td>ETP</td>
<td>Education Training Policy</td>
</tr>
<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
</tr>
<tr>
<td>LANES</td>
<td>Literacy and Numeracy Education Support</td>
</tr>
<tr>
<td>LoI</td>
<td>Language of Instruction</td>
</tr>
<tr>
<td>MoEVT</td>
<td>Ministry of Education and Vocational Training</td>
</tr>
<tr>
<td>NECTA</td>
<td>National Examinations Council of Tanzania</td>
</tr>
<tr>
<td>NFYDP</td>
<td>National Five Years Development Plan</td>
</tr>
<tr>
<td>RAS</td>
<td>Regional Administrative Secretary</td>
</tr>
<tr>
<td>SCT</td>
<td>Social Constructivism Theory</td>
</tr>
<tr>
<td>SDG</td>
<td>Sustainable Development Goals</td>
</tr>
<tr>
<td>SEDP</td>
<td>Secondary Education Development Programme</td>
</tr>
<tr>
<td>TIE</td>
<td>Tanzania Institute of Education</td>
</tr>
<tr>
<td>UDOM</td>
<td>University of Dodoma</td>
</tr>
<tr>
<td>URT</td>
<td>United Republic of Tanzania</td>
</tr>
</tbody>
</table>
CHAPTER ONE

BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter comprises of eight major issues including the background to the problem, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, definition of key terms and limitation of the study.

1.2 Background to the Problem

The purpose of the current study was to investigate factors hindering English-language speaking skills among secondary school students in Tanzania. The study was prompted by various factors including among others; first, the researcher had been a teacher for twenty (20) years teaching different private and government secondary schools in Tanzania. While teaching in those schools, the researcher observed that teachers and students were facing difficulties in improving English language speaking skills. Second, there are different opinions from different education stakeholders that English speaking among secondary school students is a problem that needs to be addressed (Qorro, 2013). Due to these reasons, the researcher decided to conduct this study to find out the factors hindering English language speaking skills among secondary school students in Tanzania.

Acquisition of English language speaking skills is important in preparing students to effectively use English as a business language in Tanzania and elsewhere in the World (Leong & Ahmadi, 2017). In Tanzania, the issue of acquisition of English language speaking skill has been ignored for a very long time (Mous & Qorro, 2009). There is much emphasis to develop English language speaking skills in secondary schools level while at the primary school level there is very little emphasis put on that. For instance, the language of instructions at primary school level is Kiswahili while at secondary school level is English (URT, 2014).

To improve the ability of secondary school students to develop English language speaking skills, many initiatives have been taken by government, national and international organizations, and even the schools themselves. These initiatives included provision of short and long-term training to English language teachers
through programmes such as SEDP, introduction of speak English cards, introduction of school debates and introduction of privates and government English medium schools and introduction of Grade IIIA course for English medium primary school teachers to Teachers Colleges like Dakawa (Brock-Utne & Holmarsdottir, 2004; Qorro, 2013). Similarly other initiatives included littering notices saying: “Speak English”, “No English, No Service” and “English Only” to school compounds and punishing Kiswahili language speakers (Brock-Utne & Holmarsdottir, 2004).

English is the most spoken language in the World (Elibariki, 2017). It is an official language of many countries in the world including Tanzania (Nigicser, 2017). Tanzania, like many other African countries, hosts of over 127 languages (Sa, 2007). Since Tanzania got her independence in 1961, both Kiswahili and English have continued to be official languages and Languages of Instructions (LoI) (United Republic of Tanzania (URT, 2014); Qorro, 2013). While Kiswahili is the LoI at primary level specifically for most government schools (with exception of private schools and some few government schools like Oysterbay and Arusha primary schools, English is the LoI for secondary and post-secondary education (URT, 1995). The great challenges arise when students are in transition from primary school level to secondary school education level where most of them face difficulty in using the English language (URT, 2014). One among the challenges facing students in secondary school level is to develop English language speaking skills (Qorro, 2013).

The four skills of any language (listening, speaking, reading and writing) are a set of four language capabilities that permit an individual to grasp and produce spoken language for appropriate and effective interpersonal communication. In the context of first- language acquisition, the four language skills are often learned in the order of listening in the first language then perhaps reading and writing (Leong & Ahmadi, 2017). Acquisition of language speaking skills is among the most important language skills for students since the competency of language is measured through speaking (Sayin, 2015). Despite the fact that speaking skills are important, it has been found that secondary school students in Tanzania are facing difficulty in developing such skills (URT, 2014). This is evidenced by the fact that most students do not understand instructions given in English language and when teachers pose
questions in English, some of them give answers in Kiswahili language (Qorro, 2013). This may be an indicator that some of the students face problems in speaking English.

According to Sijali (2017), the main reason of teaching speaking skill is to provide learners with opportunities to run-through real-life speaking in the welfare of the classroom with their commitment activating their passively stored language elements. One of the most important things to consider while facilitating teaching speaking skill is to integrate cultural features of the target language society into instructional materials (Hipkins, 2002). This helps in improvement of pragmatic comprehension skill in using English as a foreign language (Leong & Ahmadi, 2017). In view of this, the government of Tanzania through the Education and Training Policy (ETP) of 2014 has committed itself to promoting English speaking skill to secondary school students. Similarly, the government and other educational stakeholders such as private organizations, curriculum developers and teachers have made a number of initiatives to improve the skills of students in using the English language. Some of these initiatives included among others building more English medium schools, training of teachers and tutors, purchasing English language teaching and learning materials for secondary schools, introducing programmes such as Literacy and Numeracy Education Support (LANES) and Secondary Education Development Programme (SEDP); and; conducting of workshops and seminars to English teachers. Similarly, other initiatives have included writing notices saying: “Speak English”, “No English, No Service” and “English Only” to school compounds and punishing Kiswahili speakers (Brock-Utne & Holmarsdottir, 2004).

The study by Mwakapina, Mhandeni, & Nyinondi, (2016) indicated that students at secondary school level were facing difficulty in learning English language. The difficulty in English speaking skill faced by secondary school students in Tanzania has a connection with other language skills (Mous & Qorro, 2009). This difficulty has been affecting the performance of students in English language at ordinary level secondary schools. For instance, the National Examinations Council of Tanzania (NECTA) indicated that the performance of students in English language at ordinary level had been very low for four consecutive years. Table 1.1 presents the percentage

Table 1: Students Who Failed by Scoring F Grade in English Language National examination 2013-2016

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students scored F</td>
<td>118,922</td>
<td>117,844</td>
<td>116,242</td>
<td>117,568</td>
</tr>
<tr>
<td>Percentage of students who scored F grade</td>
<td>37.8</td>
<td>39.4</td>
<td>30.7</td>
<td>32.12</td>
</tr>
</tbody>
</table>

Source: NECTA 2017

Results from Table 1.1 above indicate that the performance of ordinary level students in English language subject has been very low for over three years. This low performance of students in English language subject has been evidenced from the fact that since 2013-2016 over 30% of the candidates who sat for form four national examinations scored F. In connection to this, Qorro (2013) argues that, if the problem of difficulty in speaking would not be addressed, the gap in understanding the content taught and performance among students would continue to exist. In turn, the dream of Sustainable Development Goals (SDG) to ensure quality education and promote lifelong learning opportunities for all could not be achieved (United Nations General Assembly, 2015). Some studies on the factors hindering the development of language speaking skills have been conducted worldwide. For example, a study conducted by Benson et al (2018) on the factors hindering the development of language speaking skills in Pakistan revealed that motivation, intelligence, age, cognitive style aptitude, personality and attitude were the factors identified to hinder second language development including speaking skills.

Similarly, a study by Latu (1994) in Australia revealed that language shocks, culture shocks, attitude, ego permeability and motivation were among the factors hindering the development of second language speaking skills. Another study conducted by Reinfried, Aeschbacher, Kienzler, and Tempelmann (2015) in Botswana indicated that the use of Setswana at lower level of education has profound negative impact on ethnically lower level of education on students learning in English language. Another study conducted in Tanzania by Elibariki (2017) revealed that secondary school
students in Tanzania are facing difficulty in developing English language speaking skills. Paschal (2017) conducted a study on communication approach strategies to English language in Tanzania and found that there was a need of commitment and strategies to improve English language communication skills.

Studies such as those conducted by Benson et al., (2018); Elibariki, (2017); Reinfried et al., (2015); Qorro, (2013) and Borg & Burns, (2008) on challenges the English language learners face have revealed some socio-cultural factors hindering the development of second language speaking skills and challenges facing secondary school teachers and students in teaching and learning English language speaking skills in different parts of the World including Tanzania. Although a number of studies were conducted in different countries on the factors affecting English language, to the knowledge of the researcher, little has been done on the factors hindering English language speaking skill in Tanzania. This situation created a need to conduct a study on this phenomenon in order to fill the gap on factors hindering English language speaking skills in Tanzania.

1.3 Statement of the Problem

Despite the fact that many initiatives have been put in place to help students develop English language speaking skills, students in Tanzanian secondary schools are still facing difficulty in improving English speaking skills. Studies conducted in some countries by Benson et al., (2018); Reinfried, Aeschbacher, Kienzler, and Tempelmann (2015); Borg and Burns, (2008) found that among the factors affecting the speaking skills included historical factors, motivation, intelligence, age, cognitive style, greatly influence, aptitude, personality, attitude, lack of commitment, language shocks, culture and the use of bilingual. However, in Tanzania, the factors hindering English-speaking skills among secondary school students were not so much clear. It was not known whether the factors hindering English language speaking skills in other countries were similar to those factors hindering English language speaking skills in Tanzania. Most of the studies also focussed much on the factors hindering the development of English language speaking skills. The studies said little on the strategies for combating the challenges. Therefore, this study was conducted focusing on finding out the factors hindering English language speaking
skills among secondary school students in Tanzania and the strategies as a way to bridge this knowledge gap.

1.4 Objectives of the Study

1.4.1 General Objectives

The general objective of this study was to investigate factors hindering the development of English language speaking skills among secondary school students in Tanzania.

1.4.2 Specific Objectives

This study was guided by the following specific objectives, namely to:

1. Investigate factors hindering the development of English Language Speaking skills among secondary school students;

2. Establish the challenges facing secondary school teachers in teaching English language speaking skills; and

3. Assess the strategies used to improve the teaching and learning of English language speaking skills in secondary schools in Tanzania

1.5 Research Questions

1. What are the factors which hinder secondary school students from developing English Language Speaking Skills?

2. What are the challenges facing secondary school teachers in teaching English language speaking skills in Tanzania?

3. What are the strategies used to improve the teaching and learning of English language speaking skills in secondary schools in Tanzania?

1.6 Significance of the Study

This study is expected to offer theoretical knowledge on the factors hindering English language speaking skills in Tanzania. It is expected to give awareness to the government on factors hindering English language speaking skills among secondary school students and take action or measures. Through the Ministry of Education
Science and Technology (MoEST) the government may set strategies and measures for dealing with these factors.

Similarly, the study is expected to inform secondary school students and teachers in Tanzania on factors hindering English language speaking skill. Through improvisation, the study is expected to enable teachers and students to find solutions to improve the teaching and learning of English language speaking specifically knowledge on strategies to improve the teaching and learning of English language speaking skills in secondary schools.

Also, the study is expected to inform educational stakeholders (curriculum developers, teachers, students, parents and private and government institutions) and the entire society of Tanzania on the magnitude of the problem of English language speaking skill to secondary school students. All these are expected to give way forward to improve English language speaking skill in Tanzania.

1.7 Scope of the Study

The study was conducted to secondary schools in Ileje District Council, in Songwe Region, Tanzania to assess the factors hindering the development of English language speaking skills, the challenges that the English language teachers face during the process of enhancing development of English language speaking skills. The study also assessed the strategies used to improve English language speaking skills. Semi-structured interview, participatory observation, Focus Group Discussion and documentary review methods were employed during data generation and the process was done within three weeks.

1.8 Definition of Key Terms

**Acquisition of speaking skills**

It refers to using language for real communication. In the context of this study, it refers to the ability of learning English language and using it fluently in daily conversations at school and outside school compounds.

**Classroom Interaction**
It describes the form and content of behaviour or social interaction in the classroom that enhances the development of speaking and listening skills among learners. It focuses on how competent the learners are interacting by using English language.

**Fluency**

It is the ability of having appropriate things to say in a wide range of contexts such that one does not miss words should a situation arise. In this study, context fluency refers to how orderly the learners construct appropriate sentences during conversation.

**Language Laboratory**

It is a special room used to teach speaking proficiency (English) using English models therein. This special room works as a place where the students can practise their speaking skills like pronunciation, stressing, intonation and the like so as to develop English language speaking skills.

**Native Language**

This refers to the first language (L1) that a person has been exposed to from birth or within the critical period (mother tongue). In this study, Kindali and Kilambya are considered to be the students’ native languages.

**Target Language**

It is a language learners are expected to use when speaking. In this study, the target language is English which all secondary school students need to learn and develop for the aim of mastering it.

**Attitude**

It refers to the students’ willingness to learn the target language. It can be students either positive or negative readiness to learn English language.

**1.9 Limitation of the Study**

Limitations of the study are the challenges that the researcher encountered during collection of data in the field. This study faced the following challenges:
First, although the researcher asked consent from the respondents and was given a date to visit the site, some teachers were not ready to be interviewed because of the preparation of re-opening school after being closed by the government due to eruption of COVID 19. This made the researcher delay in collecting data from some of the schools. As part of solution, the researcher had to wait until teachers were ready to be interviewed and then he started collecting the data. However, the delaying of the researcher from collecting data did not affect the findings except that it prolonged the time for data collection.

Secondly, some teachers were not ready to be recorded when they were being interviewed. To address this, the researcher assured them with high degree of confidentiality that the information they would provide would be used for the purpose of this study only.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature related to the study. It presents the theoretical framework that guided the study and its empirical related studies. The summary of the reviewed literature, knowledge gap and conceptual framework are also presented.

2.2 Empirical Review

This section focuses on empirical literature relevant to the current study. The researcher reviewed the studies on the factors hindering the development of English language speaking skills including studies from both developed and developing countries. The reviewed studies were tailored around each of the study objectives.

Nguyen and Fehring (2014) conducted a study on factors affecting English language teaching and learning in higher education. The study findings show that the factors that hinder the quality of English teaching and learning include uninteresting teaching style, insufficient time for communicative activities, grammar-driven teaching, large class sizes, teachers’ limited use of aids and technology and students’ lack of confidence in using oral English in classroom activities. Much as informative as it was, the study did not show the way forward on how to tackle those factors which hinder the development of English Language speaking skills. This gave the gap for the researcher to conduct a study on the factors hindering the development of English language speaking skills.

Abede & Davidson (2012) conducted a study to assess the role of visual teaching materials in teaching English vocabulary in India. The study findings revealed that the use of teaching materials has major impact on the activities of language teaching. Also, they pointed out that students were eager to learn vocabulary with the assistance of visual materials and that the use of visual materials improved the students’ ability and opportunity to use language to express their ideas and feelings. Moreover, they found that, teachers rarely use visual materials such as cards, charts, and real objects in teaching, despite the majority of teachers and students admitting that visual materials help students to learn language effectively. Similarly to that
Mathew & Alidmat (2013) conducted a study on the usefulness of audio-visual aids in English as a foreign language in classroom and its implications for effective instruction. It was revealed that teachers’ use of audio-visual aids helped students to understand lessons more and therefore improved their English language skills, such as pronunciation skills or conversation skills, through listening to native speakers. Also, the use of audio–visual materials helped to make classroom activities more interesting and helped the students to remember the lessons they had learnt much longer.

Additionally, Mai & Iwashita (2012) did a study on a comparison of learners’ and teachers’ attitudes towards communicative language teaching in Vietnam. Through classroom observation, it was revealed that students were not totally passive. The study raised some interesting discussions about the role of learners in English classes. This confirmed previous studies which found that Vietnamese learners were no longer completely passive, rather, they preferred to participate in communicative activities, but some de-motivating factors were prevented them from being active in English classes. The first reason given behind this was that students lacked confidence in using English language thus affecting their proficiency in it. Other factors such as exam-oriented teaching and crowded classes with unequal students’ English levels were suspected to hinder the application of learners centered in English classes. The researchers recommended that the learner centered approach be implemented in teaching and learning the speaking skills.

Within the context of Ethiopia, Tiruneh (2017) did a study to explore the factors impeding the Education College students’ speaking skills in English. The study result revealed that some challenges facing students in learning English language speaking skills included poor background in English from the lower levels. This was found to be the case because these were using mother tongue and English was given as foreign language, not a medium of instruction. It was also noted that the use of local language by students and teachers where some English teachers using local language in classroom sessions affected the students’ speaking skills in English language. Likewise, the study noted poor motivation from teachers and peers which aggravated the already poor speaking skills they had in English. Moreover, lack of opportunity to use English language outside the classroom and real life situation was noted to be
a contributing factor to poor speaking skills of the students. It was found that teachers were speaking most of the time and students would simply listen to them for fear of making mistakes. There was no extra or traditional support out of the classroom lessons to make these learners practice their speaking skills.

A study conducted by Castro, Páez, Dickinson, and Frede, (2011) in Netherlands revealed that most of the students were facing challenges in developing speaking skills in English language. In Bangladesh, a study was conducted on developing English language speaking skills to students at BRAC University. The study revealed that developing teaching in classroom was important in enhancing students’ performance in the BRAC University.

Kisaka, (2015) conducted the study on cultural factors hindering mastery of English language in primary and secondary schools in Kenya. The study findings showed some challenges that were hindering learners in the mastery of English language as follows: frequent use of Kiswahili and mother tongue at home, many people declaring that English is a foreign language, community belief that use of English at home is a sign of pride and disrespect living and learning in the same division at all levels of schooling (from nursery to college). The researcher try to show the factors which hinder the mastery of English language and show the strategies to overcome those challenges such as the use of role play when teaching English language, the government to increase the number of textbooks, there should be the practice of explaining vocabulary, teachers should give more English conversations among students and English language should be spoken regularly in different contexts. The findings of this study gave impetus to the researcher of the current study to undergo this study within the Tanzanian context based on almost the same environment of learning English language speaking skills which many of the Tanzanian learners are exposed to.

In Tanzania, Makewa, Role & Tuguta (2013) conducted a study in Dodoma, where they revealed that attitude, motivation; classroom activities, classroom environment and learning resources influence the learning of spoken English. It was also revealed that a positive attitude towards English was a good start to learning the language. Furthermore, it was noted that when learners are motivated, they internalize the need for learning and develop a self-urge towards learning. The researchers revealed that,
engaging students in classroom activities is a way of retaining their interests in the lesson, thus, motivating them to learn the target language.

Mosha (2014) conducted a study in Zanzibar where he noted that incompetent teachers, absence of in-service training to teachers, under qualified teachers, untrained teachers, shortage of teachers, overloaded teaching periods, unfriendly classroom environment, teachers’ responsibilities, lack of teaching facilities like textbooks and absence of school debates were among factors hindering English learning and performance.

Leong and Ahmadi (2017) from Malaysia conducted a research on the analysis of factors influencing learners’ English speaking skills. The result of the study revealed that some teachers ignored to teach English speaking skill in their classes. They argue that when they talk about speaking they do not mean just saying the words through mouth. It means conveying the message through the words of mouth. Learners do not have enough opportunity either in their classes or outside to speak English. Also, they noted that speaking is not an important part of teachers’ exams but learners need a lot of practice to learn to speak. Also, the research conducted by Bashir, Azeem & Dogar (2011) on factors affecting students English speaking skills. The study findings noted that, learners can improve their speaking skills through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their shyness. Teachers can use short questions and short dialogues in the classroom to develop their students’ speaking skills.

Copland, Garton, and Burns (2019) conducted a study on challenges in teaching English to young learners: global perspectives and local realities in England. The results of the study indicated that teacher’s attitude was inclined to have more hours of English. It shows that similar attitudes to better access to new technologies, ranking it second or third for very different reasons; better access to resources such as textbooks and materials was similarly ranked to global responses. It was revealed that large classes were very common and resources were limited especially in state and rural schools and it was revealed that there was lack of training partly by lack of knowledge; teachers own skills and confidence in English, thus, affecting students’ speaking skills.
Dincer and Yesilyurt (2013) conducted a research on pre-service English teachers’ belief on speaking skills based on motivational orientations. The results of their study indicated that the teachers had negative opinions about speaking instruction though they believed that it was of great significance in speaking skills. The result also revealed that the teachers felt unskilled in oral communication though they had various motivational orientations towards speaking English. Also, learners had different opinions about the significance of speaking skills in English language and this difference was related with learners’ motivational orientations and their feelings on their incompetency in speaking skills.

Moreover, Mazouzi (2013) conducted a study on analysis of some factors affecting learners’ oral performance in speaking skills in Algeria. The result findings revealed that teachers were facing some problems in helping students to speak English in the classroom included lack of topical knowledge, low participation and use of mother-tongue and inhibition to practise speaking skills. Inhibition is the first problem that when they want to say something in the classroom they are sometimes inhibited. It was revealed that, learners were worried about making mistakes and were fearful of criticism. It was also revealed that learners were ashamed of other students’ attention towards themselves. Mazouzi (2013) also conducted the study on factors affecting students speaking performance. The study noted that, speaking ability was the problem when some learners shared the same mother-tongue. It was revealed that such learners would try to use it in the speaking class because it was very easy for them. It was revealed that such learners’ participation in speaking was very low. In class with large number of students, each student had very little time for talking because just one student would talk at a time and other students would try to hear what that student had spoken. It was also found that in speaking class some learners dominated the whole class while others talked very little never spoke.

Furthermore, Gao (2012) conducted a study on digital technologies and English instruction in China’s higher education system. The study found that, teachers lacked confidence in the English classes They did not know how to apply it effectively. The researcher recommended that, to motivate teachers to use teaching aids in classes, the teachers’ workload should be reduced so that they will have more time to invest in
preparing, quality teaching materials for their lessons. Also, there should be programs that train teachers in the use of technical aids.

Tushar (2018), in Jordan, conducted a study to improve students’ speaking skills in English language to Ajloun National University Students. The results revealed that the students of Ajloun National University Students were facing a number of problems related to speaking skill (Zoubi, Al-khasawneh, Sobh, & Eiadeh, 2016). These findings revealed that the issue of difficulty in developing English language speaking skill was a big problem even in other parts of the world. The findings were further supported by another study conducted in Ethiopia which revealed that teaching speaking skills in classroom was a necessary component in developing the English language speaking skills (Hussain, 2017).

In Kenya, a study was conducted to find out the classroom activities used by secondary school teachers to promote learners’ active participation in speaking skills in Eldoret Municipality. The study also found that during classroom discussions, students’ code switched to Kiswahili or Sheng due to low oral skills ability and teachers did not integrate various classroom activities in one lesson thus depriving learner the chances of using authentic language in context. The study recommended the students to be given chances to practise using authentic English language in context. Similarly, the study found that teachers were supposed to integrate various activities in a lesson to meet learners’ needs (Gudu, 2015).

Correspondingly, in Tanzania, a study conducted by Mosha (2014), on factors affecting students’ performance in English language in Zanzibar Rural and Urban secondary schools came up with the following findings as challenges facing teachers in teaching English language speaking skills. Some of the teachers did not manage to achieve the stated objectives in the lesson plans as some students are slow-learners, some teachers were not able to speak English fluently throughout their teaching, overloaded periods which discourage the teachers to mark and correct students’ work for feedback, some teachers are assigned administrative responsibilities thus forcing them to play part in partial teaching. This was compounded by students’ low understanding of English language as they had weak foundation in the language thus making students fail to muster the English language speaking skills.
Mahripah (2014) explored factors affecting English as a Foreign Language (EFL) learners speaking performance; from theories into practice in Indonesia. The findings revealed that speaking skill were affected by some linguistic components of language like phonology, syntax, vocabulary and psychological factors such as motivations and personality. Also, it was revealed that, problems for non-native speakers of English included getting confused at times in producing the English words. To address the problem the study recommended that, learners should comprehend how words are divided into different sounds and how sentences are stressed in specific ways.

Additionally, a study conducted by Boonkit (2010) on enhancing the development of speaking skills for non-native speakers of English revealed that the use of appropriate activities for speaking skills can be a good strategy to decrease speakers’ anxiety. The result also, revealed that the freedom of topic choice was said by the participants to make them feel comfortable, persuaded to speak English and their speaking confidence in the English language increased.

Also, Efrizal (2012), did a study on how to improve English speaking skills through communicative language teaching method in Indonesia. The findings revealed that, learners’ activities should be designed based on equivalence and accuracy achievements. The study noted that both fluency and accuracy were important elements of communicative approach in teaching and learning speaking skills in English language. The study argued that classroom practice could help learners in developing their communicative competence. So, they should know how the language system works. So they should know how the language system works.

Another study conducted by Kisaka (2015), on cultural factors hindering mastery of English language in primary and secondary schools in Kenya. The suggestions from students and teachers were as follows: there is a need of increasing of English lessons per week, students need to be given more English assignments, English should be the official language of instruction right from class one, English should be emphasized in the curriculum and communication skills as a common course should be emphasized and effectively taught.
In the same vein, Nyamubi (2016), assessed students’ attitudes and English language performance in Tanzania secondary schools. The findings brought the following suggestions: English should be taught by well knowledgeable teachers, the teachers should be provided with in-service training and seminars, there is a need to improve the teaching of English in secondary schools, capitalizing on the strong positive attitudes towards it and the high motivation of learners for learning the language, care should be taken in any attempt to change English as a medium of instruction in secondary schools as students favoured it as the language of communication in secondary schools.

2.2 Theoretical Framework

The study was guided by Social Constructivism Theory (SCT). SCT was advanced from constructivist theory by Vygotsky's in 1978. Vygotsky's (1978) argued that knowledge is constructed by people in a social context and then it is internalized and used by individuals. In connection to this, Leeds-Hurwitz, (2009) contended that in SCT meaning, understanding and significance are developed by individuals in groups. The most significant elements of SCT are (a) the assumption that justification of experience is always done by human being when creating a model of social world and way that model functions is established and, (b) the belief in language is the most essential system through which human beings construct reality (Leeds-Hurwitz, 2009). Correspondingly, Kim (2001) pointed out that social constructivism focuses precisely on assumptions about knowledge, reality and learning. According to Coller & Scott, (2009) and Gardner et al., (2014), the designed learning environment should influence and challenge the ability of the learner to think. SCT makes a learner become an effective thinker. Likewise, SCT advocates offering the learner with ownership of learning related problem and its solution. The use of SCT inspires cultism and dogmatic of approach in teaching and learning process hence rejects changes because it regards truth as social contract. SCT guided the researcher to observe using checklist to study the learning environment of students in selected secondary schools in Tanzania. By referring to SCT, the researcher developed and used observation checklist to observe the learning environment of students in the selected secondary schools.
Figure 1: Conceptual Framework for Developing Children’s Creativity

Source: The Researcher’s Conceptualisation, 2019

2.2.1 Competent Teachers

A teacher is a crucial and responsible person in enhancing teaching and learning process. This is a person who organizes the teaching content, teaching and learning materials, plans suitable strategies and methods of delivering the required skill. To accomplish all these, a professional teacher who has undergone specific professional training, well knowledgeable, committed, responsible, and effective and updated one is needed. In short, the person or teacher of this kind deserves to be a competent teacher and is the one required for enhancing English language speaking skill. This teacher is aware of the importance of using appropriate teaching and learning materials, how to develop a positive attitude towards English language and the importance of involving parents in students’ academic affairs. By all these, he or she enhances the development of English language speaking skills.
2.2.2 Teaching and Learning Materials

This refers to anything tangible and non-human material that is used for facilitating the development of English language speaking skill among secondary school students. These materials including others are: text books, desks, tables, science apparatuses; and teaching and learning facilities like English language laboratory. The availability of these materials in connection with the teacher who is able to use them during teaching and learning process will help students develop their English language speaking skills.

2.2.3 Students’ Attitude

Attitude can shortly be defined as the readiness or implicit pre-dispositions that exert some general or consistent influence on a fairly large class. This attitude may be either positive or negative. In academic arena, a student needs to have positive attitude towards instructed knowledge in order to attain the set goals including developing English language speaking skills. This attitude can be facilitated by competent teachers who can well utilize the teaching and learning materials as well as the parental involvement to support them.

2.2.4 Parents’ Involvement

Parents being among the learners’ educational stakeholders need to engage in the students’ academic progress. They also need to provide close support to their children. This may be academic, financial as well as moral support. If parents actively engage in students’ academic businesses, we expect promising outcomes of the students academically; hence, where possible, teachers need to involve the parents in students’ academic matters.

2.3 Synthesis and Knowledge Gap

Through reviewed studies (Castro, Páez, Dickinson, & Frede, 2011; Gudu, 2015; Zoubi, Al-khasawneh, Sobh, & Eiadeh, 2016; Hussain, 2017; Tushar, 2018; Komba 2018; Mligo & Mitchel, 2016; Aminolroaya et al., 2015; Cremin et al., 2015; Mosha, 2014; Kisaka, 2015; Gao, 2012; Bashin, Azeem & Dogar, 2011; Mazouzi, 2013; Mai & Tuan, 2015) and others, it was revealed that there were a number of studies conducted on factors hindering English language speaking skill among secondary school students in different parts of the world. However, in Tanzania, little is known
on the factors hindering English language speaking skill among secondary school students. This situation motivated the researcher to conduct this study on factors hindering English language speaking skill among secondary school students in Tanzania.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the methodology of the study. It covers research approach, research design, location and population of the study sample size and sampling techniques, data collection methods, data analysis plan, trustworthiness of the study and ethical issues.

3.2 Research Approach
This study employed a qualitative approach to investigate factors hindering English language speaking skills among secondary school students in Tanzania. Qualitative approach is a type of research method that aims to explore and understand the meaning of individual and group ascribed to social or human behaviour. It involves collections of non-numeral data but through the use of open-ended questions. Creswell (2014) explains that, qualitative methods allow the researcher to obtain deeper and clear understanding of individual’s knowledge, practice, experience and feelings. The study adopted qualitative approach in order to gain deeper and clear understanding of the factors hindering English language speaking skills among secondary school students in Tanzania where the judgment of data was based on quality.

3.3 Research Design
This study employed a phenomenological design. Phenomenological design is the qualitative study design aiming at discovering qualitatively different ways in which people experience, conceptualize, realize and understand various aspects of phenomena in the world around them (Kennedy, 2012). The design is good at surfacing deep issues and making voices heard. In this, there is an ethical issue about misrepresenting, distorting or deleting findings which have been provided in good faith by participants (Lester, 1999). Therefore, this design seemed to fit the study as it played part in seeking students and teachers’ perceptions on the factors hindering English language speaking skills among secondary school students in Tanzania.
3.4 Location of the Study

This study was conducted in Ileje District. The district lies between latitudes $9^\circ 14'1$ and $9^\circ 37'$ and longitudes $32^\circ 80'$ and $33^\circ 45'$ in East. It is bordered by Kyela District in East, Rungwe District in the North-West and Mbeya District in the North. The Songwe River in the South marks the boundary of the district with the Republic of Malawi (Mbele, 2013).

Ileje District covers an area of 1,908km$^2$ and is divided into two divisions: Bulambya and Bundali, further sub-divided into 18 wards, 71 villages and 317 Hamlets. As per local government reforms, the district is governed through District Council, established in 1984 by local government Act No. 7 (District Authorities) of 1984. The Council’s headquarters are in Itumba, located about 147 kilometres from Mbeya City (Mbelle, 2013).

**Figure 2: Ileje District Map**

![Ileje District Map](Figure2.png)

**Source: Mbelle 2013**

The intention behind choosing Ileje district was that, for four consecutive years (2013-2016) the district experienced poor performance in certificate secondary examinations compared to other districts in Songwe region. This created an imprint...
that English language was among the poorly performed subject. The district was also experiencing the problem of low communicative competence of Form four graduates compared to other parts of Tanzania (Komba & Mwandaji, 2015).

3.5 Population of the Study

The population for this study was public English language secondary school teachers and secondary school students. The choice of the target population was inspired by a study by Mapunda (2013) who found that, during classroom discussion, students code switched to Kiswahili due to low oral skill ability and teachers did not integrate various classroom activities in one lesson; thus depriving learners of the chances to use authentic language in contexts. Six (6) experienced English language secondary school teachers were selected because they are the ones who implement the secondary school curriculum and thirty two (32) students (form one and form four) were involved because they are the direct consumers of the curriculum. The form one students because have less experience in using English language as a medium of communication while form four students are enough experienced compared to form one. Moreover, English language teachers were included as they had knowledge on language speaking skill, thus they could be good informants regarding the focus of the study. The students would provide required data as they were the ones to improve and practise English language speaking skill.

3.6 Sample Size and Sampling Techniques

Table 2: Participants who were Involved in the Study

<table>
<thead>
<tr>
<th>Schools</th>
<th>Teachers</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>32</td>
<td>38</td>
</tr>
</tbody>
</table>
3.6.1 Selection of Secondary Schools

Purposive sampling technique was employed to select four secondary schools with least performance of their students in Form Four National Examinations for two consecutive years (2016-2017). Other factors that were considered in the selection of schools included willingness of the school authority to participate in the study, cooperation and commitment of English teachers to participate fully in the study.

3.6.2 Selection of Experienced English Subject Teachers

From each school two experienced English language teachers were selected to participate in the study. The experience required was at least five years of working and above. Their roles were to give their views on factors hindering English language speaking skill among secondary school students in their schools. If the school had more than two English subject teachers, then purposive sampling was used to select two teachers based on their experience in teaching English language subject.

3.6.3 Selection of Students

From each school, a group of students was formed for the purpose of this study where each group contained eight students. Each group of students was made by eight participants where four of them were boys and other four were girls. Therefore, the total number of informants was 32 students. For this case, purposive sampling was used to select two boys and two girls from form one and two girls and two boys from form four to make a total of eight students from each school in order to get opinions from both categories. Form four students were involved because they had enough experience in using English language while form one students were just novice in using English language as a means of communication in secondary school.

3.7 Data Collection Methods

Although Khan and Madden (2014) point out that interview is the major method of data collection in phenomenological study, this study used participatory observation, semi-structured interview, Focus Group Discussion (FGD) and documentary review during data collection process. Creswell (2014) points out that, the most common
methods of data collection in qualitative research are interviews, observations, and review of documents.

3.7.1 Participant Observation

Observation is a basic technique used in almost all qualitative researches as the researcher is the most essential sensor or instrument (Aks cyn et al., 1988). It is the process of gathering first-hand information from the field by using senses of organ such as eyes and ears (Creswell, 2012). In this study, an observation checklist was used to observe and report the teaching and learning approaches used by teachers and students as well as availability of teaching and learning materials such as text books. Classroom observation was important in this study as it observed the problem directly from natural setting.

3.7.2 Semi-Structured Interview

Semi-structured interviews are in-depth individual interviews where the informants have to answer pre-set open ended questions (Iqbal et al., 2014). This study used semi-structured interview to experienced secondary school English language teachers to obtain their conceptions about factors hindering English language speaking skill among secondary school students in Tanzania.

3.7.3 Focus Group Discussion

FGD is a form of qualitative research approach that involves gathering people from similar backgrounds or experiences together for the purpose of discussing a specific topic of interest (Rana & Muhammad, 2013). FGD guide was used as a tool for generating qualitative data from students. Each FGD for this study involved 8 students from each school of which four of them were form one students and the rest four were form four students. Four schools were assessed hence making a total of 32 participants for the purpose of the study. Focus Group Discussion seemed to fit as different experiences were needed.

3.7.4 Documentary Review

This is the qualitative method or procedure used to analyze or evaluate documents whether printed or electronic. It requires data to be examined and interpreted for the
aim of eliciting the meaning, gaining understanding as well as developing empirical knowledge (Bowen, 2009).

The researcher reviewed store ledgers so as to see the purchased English books used for facilitating teaching sessions. Attendance registers were reviewed for the aim of assessing how serious the problem of truancy of students was. By reviewing these documents, the researcher was in a position to complement the generated findings from other research tools like semi-interview, observation and FGD; hence minimizing biasness in the study findings.

3.8 Data Analysis Procedure

Data analysis is the process of examining what has been collected from the study and making decisions and inferences to the study (Kang, Francis & Indoshi, 2012). It is also the process of creating meaning from the raw data. It is the process of obtaining raw data and converting them into information useful for decision-making by users (Christensen & Johnston, 2017). The generated data were analyzed by using content analysis. Content analysis is a process of organizing, accounting for and explaining the data. It includes making sense of the data in terms of the participants’ definition of the situations, noting patterns, themes, categories and regularities (Cohen, Manion, & Morrison, 2007). Therefore, the content analysis was used to classify signs and words from the participants according to meaning (Mkalagale, 2013). The data that were obtained through semi-structured interview and FGD were coded for purposes of themes and sub-themes.

The following steps were used to analyze qualitative data generated from the field: the transcription and translation of the raw data generated from the interviews and FGD which is also of group interview was done first. All the interview responses were recorded; notes were taken as well as audios during the interview.

Secondly, was coding of data: this involved tagging of important key concepts like content that answers the research question and the relevant information that showed similarity or difference in the schools involved in the study.

Thirdly, categorization of coded data: this was done during interpretation of the data to see existing differences and similarities and their relevance in relation to
answering the research questions. The main point was to figure out possible categories and themes which are known as open coding (Patton, 2002).

Fourthly, was editing the analyzed data to find out grammatical and verbal errors. Lastly, presentation and discussion of the data in writing the report was done. All the findings were presented thematically based on the specific objectives of the study and the emerging sub-themes. These themes were formed as a result of additional information that was given by the participants in relation to the research questions.

3.9 Trustworthiness

A researcher considers the issue of trustworthiness as a way to convince himself and readers that his study findings were worthy of attention (Hyde, Howlett, Brady & Drennan, 2005). In order to ensure trustworthiness of qualitative research, the researcher must consider four criteria: credibility, dependability, transferability and conformability.

3.9.1 Credibility

Credibility is the situation whereby the researcher establishes confidence that the results from the participants are true, credible and believable (Forero et al, 2018). In other words, credibility seeks to ensure that the study measures what is actually intended (Kennedy-Clark, 2012). In this study, credibility was ensured through persistent observation to see how teachers were facilitating English language speaking skill in secondary schools.

3.9.2 Dependability

This refers to the stability of the data over time and over the conditions of the study (Polit & Beck, 2014). On the other hand, dependability can be defined as the situation where when a research work is repeated in the same context with similar methods and participants, it will produce similar results. It means that consistency of the research data is realized when the inquiry is repeated to similar participants and contexts. The dependability of this study was ensured through rich description of the research methods in order to allow the study to be repeated and produce the same results.
3.9.3 Conformability

It is the action of extending the confidence that the results would be conformed or collaborated by other researchers (Forero et al, 2018). According to Kennedy-Clark, (2012), conformability seeks to ensure that the findings of the research are a result of ideas and experiences of the participants rather than the researcher’s own ideas. In this study, conformability was ensured through triangulation strategy whereby the researcher employed different methods in the data generation process like FGD, semi-structured interview, documentary review and participatory observation. All these assisted the researcher to be free from subjectivity as the findings obtained were the results of experiences, perceptions and attitudes of the study participants.

3.9.4 Transferability

Transferability is the extent to which the results can be generalized or transferred to other contexts (Forero et al, 2018). It is also the situation whereby the results at hand can be applied to another situation (Shenton, 2004). In this study, transferability was ensured through the use of purposive sampling in order to obtain participants who had the required information. This helped the researcher to produce results that could be understood and transferred to the contexts of particular characteristics. Furthermore, the researcher ensured transferability by providing background data to establish the context of the study and giving detailed description of the phenomena being studied.

3.10 Ethical Considerations

Ethics refers to the appropriateness of the researcher’s behaviour corresponding to the rights, integrity and privacy of the participants in his or her study (Walker & Lowe, 2007). To consider the issue of ethics, the researcher ensured that the study was conducted in accordance with the ethical standards which underscore scientific validity, fair participants selection, favourable risk-benefit ratio, independent review, informed consent and respect for subjects (Cresswell et al., 2015). Further, the researcher observed the Statistics Act of 2015 on research ethics. Conforming to the above procedures, the researcher requested a permission letter from the Vice-Chancellor, the University of Dodoma (UDOM). The permission letter obtained from UDOM was submitted to the Regional Administrative Secretary (RAS) of Songwe
region to process the ethical clearance letter. This letter served as a permission to carry out data collection in the sampled schools. Before embarking on data collection exercise, respondents were requested to give their consent to participate in the research after assuring them that the information was to be used for research purposes only.

The researcher also established and maintained rapport and friendship with the respondents for the purpose of assuring that respondents’ confidentiality was observed in the sense that their official names were not included from the process of data collection to thesis report writing. Furthermore, all respondents were asked to give their consent prior to their participating in the information sharing. The reason of informing the participants in the undertaking was to observe the research principle that the participants had a right to withdraw from participating in the process (Walker & Lowe, 2007).
CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

The main purpose of this chapter is to present the findings of the study and discussion. The presentation and discussion of the findings is done by focusing on the three specific objectives of the study namely to: investigate the factors hindering the acquisition of English language speaking skill among secondary school students, to establish the challenges facing secondary school teachers in teaching English language speaking skill and assessing the strategies used to improve the teaching and learning English language speaking skill.

4.2 Characteristics of the Participants

The study was designed to employ a sample of at least 60 participants of which 48 were students and 12 were English language teachers. However, out of the targeted sample, 6 teachers and 32 students were involved in the study. Of them, 50 per cent of the students were girls and the rest 50 per cent were boys. Of the teachers, 60 percent were males while 40 percent were females. The age of the teachers ranged between 28 and 41 years old, while students’ age ranged between 14 and 19 years old. Table 4.1 illustrates the participants involved in the study.

Table 3: Number of Participants who participated in the Study

<table>
<thead>
<tr>
<th>School</th>
<th>No of teachers selected</th>
<th>No of student selected</th>
<th>Total no of participants selected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>A</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>2</td>
<td>16</td>
</tr>
</tbody>
</table>

Source; Field Data (2020)
4.3 Study Findings

Through FGD with students and semi-structured interview with English language teachers, the investigator obtained different responses in relation to all three study objectives. These responses guided the investigator to come up with five themes that were the bases for data analysis and discussion. The informants whose perceptions and experiences were different responded differently to the research questions whereby from their responses, the following themes were developed: the effect of vernacular language, the influence of Kiswahili in secondary education, shortage of learning materials and negative attitude towards the English language.

4.3.1: The Factors Hindering Development of English Language Speaking Skills

The first objective was to investigate the factors hindering the development of English language speaking skills. This objective was guided by the research question: what are the factors hindering English language speaking skills among secondary school students? After reading and re-reading and analyzing data, four themes were developed that guided the discussions of the findings as shown in Table 4.2;
Table 4: Factors Hindering Development of English Language Speaking Skills

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number of participants</th>
<th>Sub-theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>The effect of vernacular language</td>
<td>28/32</td>
<td>Poor support from parents and society</td>
</tr>
<tr>
<td></td>
<td>25/32</td>
<td>no positive support from the peer groups</td>
</tr>
<tr>
<td></td>
<td>30/32</td>
<td>no cooperation among students</td>
</tr>
<tr>
<td></td>
<td>24/32</td>
<td>no enough chance to practise speaking skill</td>
</tr>
<tr>
<td></td>
<td>26/32</td>
<td>lack of competition on English language speaking skill among students</td>
</tr>
<tr>
<td>The influence of Kiswahili in secondary education</td>
<td>05/06</td>
<td>students lack confidence</td>
</tr>
<tr>
<td></td>
<td>04/32</td>
<td>students lack support from English language teachers</td>
</tr>
<tr>
<td></td>
<td>15/32</td>
<td>shortage of competent English language teachers</td>
</tr>
<tr>
<td></td>
<td>03/06</td>
<td>teachers use Kiswahili when teaching other subjects</td>
</tr>
<tr>
<td>Shortage of learning materials</td>
<td>27/38</td>
<td>shortage of text books or course books and dictionary</td>
</tr>
<tr>
<td></td>
<td>5/6</td>
<td>lack of English language laboratory</td>
</tr>
<tr>
<td>Negative attitude towards English language</td>
<td>29/36</td>
<td>believing that English language is difficult</td>
</tr>
<tr>
<td></td>
<td>25/36</td>
<td>discrimination from the society</td>
</tr>
<tr>
<td></td>
<td>25/36</td>
<td>limited knowledge about the importance of English</td>
</tr>
</tbody>
</table>

**Source:** Field Data (2020)

Table 4.2 shows different themes and sub-themes that emerged following reading and re-reading of data from the study participants.
4.3.2 The Effect of Vernacular Language

With regard to this, 28 out of 38 participants who are equivalent to 73.7 percent had the following responses: poor support from parents and society who could neither speak English with their children nor support them with learning materials, poor support from peer groups who always laughed at students that tried to speak English, limited chances for these students to practise English speaking skill as the society around them normally spoke Kindali and Kilambya and lack of competitions on English language speaking skill among students due to the fact they had no inter-school English debating competitions.

This meant that Kindali and Kilambya greatly affected the development of English language speaking skills due to the fact that most students used these languages in school surroundings instead of English. This resulted to deprive the efforts on enhancing the development of English language speaking skills. It was revealed that in order to develop a second language successful, the environment should be enabling in order to lessen difficulties that could hinder achievement of reasonable competence in the language.

4.3.2.1 Poor Support from Parents and Society

The study findings indicated that 22 out of 32 students who are equivalent to 68.8 percent commented that their parents and society at large did not support them in their bid to develop their English Language speaking skills. The findings through FGD with students revealed that most of the parents did not involve themselves in their children’s education. The findings from students’ responses in Table 4.2 indicated that majority of the students agreed that vernacular language influenced development of English speaking skills. The society also had no support in development of English language speaking skill to their secondary school children. This was reported by one student during FGD:

My parents speak Kindali and Kilambya when we are at home. They cannot speak English because they have not gone to school and they do not see the need to speak that Whiteman’s language (Student from School B 2020).
In the same vein, another student had these to say:

We cannot speak English at this school because we always use Kiswahili in daily communication. And outside the school we communicate using Kindali or Kilambya (Student, School B 2020).

In relation to that, the teacher from school A had the following to say:

We are trying to take different measures so that our students can develop their English language speaking skills. Their parents seem to be less concerned with this issue. I once requested parents during one of the parents’ meetings to buy dictionaries for their children. Till today, no one has responded positively (ET School A 2020).

The students’ and teachers’ views revealed that, most parents did not support their children in speaking the English language. The society also had no support in developing English language speaking skills to their secondary school children because they did not speak English instead they spoke Kindali and Kilambya. The study revealed that in order to develop speaking skills one needs people who always speak the target language to them. They could at least support them by providing them with learning materials like dictionaries.

Despite the fact that students revealed to have interest in speaking English, they reported that their parents were not supporting them much in speaking English language at home. During FGD with the students, the study noted some reasons as to why parents failed to support their children in speaking English language. Among the noted reasons included parents’ discouragement as they thought that speaking English language was prestige. The parents also had limited knowledge about the importance of English language internationally.

4.3.2.2 Limited Support from their Peer Groups

The findings of the study indicated that 25 out of 32 respondents students who are equivalent to 78.1 percent reported that they were encountering the challenge of limited support from their fellow students. They said that they were being laughed at by fellow students when they spoke incorrect English sentences hence feeling ashamed to perpetuate the culture of speaking the English language throughout.
From the above findings through FGD with students, it was revealed that most of the peer groups did not support their friends’ development of speaking English language. Findings from students’ responses as presented in Table 4.2 indicate that majority of the students agreed that peer groups influenced development in speaking English language. The peer groups also had no support in developing English language speaking skill to their secondary school fellows. This was reported by one student during FGD:

We don’t discuss in English rather than in Kiswahili and sometimes in our mother tongue (Student School C 2020).

In the same opinion, another student from school A expressed that:

I normally get disappointed because I don’t get support from my fellow student instead they laugh at me (Student from School A 2020).

The views of students revealed that they lacked the support from their peers in developing English language speaking skills because they used Kiswahili and their mother tongue in their discussions. Also, other friends discriminated them if they spoke English. This seemed to be a big factor which hindered the acquisition of English language speaking skill. The study noted that the friends had limited understanding on the importance of English language in their studies and other business internationally.

4.3.2.3 No Cooperation among Students

In this point, 30 out of 32 students who are equivalent to 93.8 percent reported to lack cooperation. This was revealed during FGD with secondary school students. There was no cooperation among students during learning because others were laughing at when one spoke English wrongly which created fear. This was noted during the FGD where students commented that:

Whenever we try to speak English, our colleagues use to laugh at us as a result we get fear and stay quiet (Student School B 2020).
During FGD another student in response to the research question had these to say:

There is lack of cooperation from my fellows in speaking English even after school timetable. (Student in FGD, School A 2020).

The study noted that, there was lack of cooperation among students at school and home environment. It was revealed that in order to develop English language speaking skill some students needed friends to speak to them. The study noted that lack of cooperation among students was among the factors that hindered English language speaking skill.

In relation to that, the researcher conducted the classroom observation and observed English teacher teaching poetic theme analysis in form four class as shown and clarified in Table 4.3 below.

**Table 5: Classroom Observation**

<table>
<thead>
<tr>
<th>Class</th>
<th>Observed item</th>
<th>Teachers activity</th>
<th>Student activity</th>
<th>Developed skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form four</td>
<td>Poetic theme analysis</td>
<td>Introduced the lesson by asking oral question about poetic work</td>
<td>Answered the question orally</td>
<td>Improved speaking skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guided the students to read a poem, one student after another</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guided the students to list down the themes found in the poem</td>
<td>Mentioned the themes found in the poem ‘let them eat brother’</td>
<td>Increased new vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lead the students to discuss the themes found in the poem</td>
<td>Discussed in groups different themes found in the poem</td>
<td>Improved grammatical sentences</td>
</tr>
</tbody>
</table>

**Source:** Field Data (2020)
Table 4.3 above indicates that, there were few teachers who were making efforts to develop English language speaking skill. The researcher conducted the classroom observation and observed one teacher enhancing speaking skill using two books whereby one book was owned by the teacher and the other was passing from one student to another in groups. This situation led to less possibility of cooperation among students during teaching and learning sessions. Furthermore, it was revealed that the students were very reluctant to discuss the themes; hence the teacher became the main speaker.

4.3.2.4 Lack of Competition on English Language Speaking Skill among Students

It was noted that 26 out of 32 students who are equal to 81.3 percent reported to lack competition on English language speaking skill among students during learning because there was no debate competitions. This was noted during the FGD where one student commented that:

There is no inter-school debate competition. In our school timetable we have only one hour in a week for school debate (Student in FGD, School D 2020).

The student’s views show that through competition, one would become eager to demonstrate his or her ability to express oneself before others, using verbal action. The study noted that students understood the importance of debates in improving English language speaking skill. Moreover, there was a need of debate competition among schools in developing English language speaking skill to students. This was noted during FGD with students in school C where one student had these to say:

When we demand the inter-school debate competitions, we are told that there is shortage of time as the teachers have a lot to do for preparing us for the examinations. Moreover, debates have nothing to contribute in the examinations (Student in FGD, School C 2020).

To the view of that quotation, the students did not get permit when they needed inter schools debate competitions. The school administration demanded that there were many topics to be covered before examinations. It also proved that the teachers weighed debates less important compared to English speaking skill. Therefore, they
did not think debate had a lot to contribute in improving English language speaking skills while the students did.

4.3.3 The Influence of Kiswahili in Secondary School Education

With reference to influence of Kiswahili, 34 out of 38 participants who are equivalent to 89.5 percent had the following responses: lack of confidence among students, lack of support from teachers and shortage of competent English language teachers.

Basing on this, it meant that Kiswahili highly affects the development of English language speaking skills. It was revealed that in order to develop a second language successfully, it should be given enough supportive consideration.

4.3.3.1 Lack of Confidence among Students

In respect to the study discussion with students, 26 out of 32 which are equal to 81.3 percent participants declared that they lacked confidence when communication in English language was compared to Kiswahili language. Through FGD, it was revealed that most students did not have confidence during speaking English language. Also, this implied that students were anxious when speaking in English fearing to be corrected and embarrassed in public because of Kiswahili accent in English. It was found that Kiswahili was hindering students from developing English language speaking skills. On this, one student said these during FGD.

We are not confident when using English language because it is a foreign language. But we are confident when we speak Kiswahili as we used in primary school (Student in FGD, School C July 2020).

In the views of the student, it was noted that the students lacked confidence due to the use of Kiswahili in other activities. The findings revealed that students needed to have confidence during speaking English language in any environment. This seemed that they understood the importance of English language speaking skill to their education.
Another student during FGD was quoted as saying:

We fail to communicate in English language because we fear and we lack confidence (Student in FGD, School B July 2020).

In the view of the students, the researcher noted that the students were failing in studies due to lack of confidence while communicating in English language during their discussions. The study revealed that students had fear to speak English because of the use of Kiswahili in the daily activities so they lacked confidence to speak English language in front of other people.

4.3.3.2 Shortage of Competent English Language Teachers

It was noted that 18 out of 32 students who are equal to 56.3 percent said that some teachers lacked ability to assist them in developing their English language speaking skills. This also implied that teachers were not competent in teaching English language speaking skills. It was found that shortage of competent English language teachers hindered students from excelling in English language speaking skill. The study also noted that, in order to acquire a second language successfully, there should be teachers with English language speaking skill competence. During FGD, one student observed:

In our school, we face a problem of having English language teachers who fail to assist us in improving our English language speaking skills. This results into lacking confidence before other people (Student in FGD, School D July 2020).

The quote above reveals that there was lack of English teachers in teaching English speaking skills. This implies that in order to improve English language, possession of speaking skills to teachers, plays an important role.

On the other hand, it was noted that although some teachers were able to speak the English language proficiently throughout when teaching, students failed to understand them because they were not able to follow what they were saying. Vividly concerned, one student had these to say on the matter:

My English teachers teach us using English. They don’t consider whether we can reply in English or not. What they consider most is
the accomplishment of their teaching tasks (Student in FGD, School A July 2020).

From the quotes noted during FGD, it was revealed that shortage of competent English language teachers was a big factor that was hindering the development of English language speaking skills. This was seen when the students argued that they did not understand what they were taught in the classroom. It was noted that teachers were unable to deliver the materials when teaching. To accommodate this factor, teachers should be trained on how they should teach students English language speaking skills.

4.3.3.3 Lack of Support from Teachers

Through FGD, 22 out of 38 participants who are equal to 68.8 percent revealed that most of the students lacked support from other teachers to improve their English language speaking skills. This implied that teachers were not able to support students in speaking English language. It was found that shortage of support from other teachers hindered students from developing English language speaking skills. The study also noted that, in order to improve English language speaking skills successfully, there should be support from all teachers regarding the same. During FGD, one student from school D had this to say:

Our school has two English language teachers and eight other subject teachers, making a total of ten teachers. It is only these English language teachers that rarely try to speak English within the school compound. But the other teachers always speak Kiswahili which cannot help us improve the English language speaking skills (Student in FGD, School D July 2020).

Additionally, during FGD, another student from school B had this to say:

We wish our teachers to punish students who speak Kiswahili because this will make us fear to speak Kiswahili at school. But other teachers do not punish us and we speak Kiswahili to them freely (Student in FGD, School A July 2020).
The quotes above show that there was a great challenge standing in the way of improving English language speaking skills due to poor support from other teachers. It was found that there were some teachers who were speaking Kiswahili throughout at school which contributed much to the hindrance of improving English language speaking skills. It was found that teachers did not punish students who were usually speaking Kiswahili. It was revealed that students needed support from other teachers in order to speak English. It seemed that students knew the importance of the support and anticipated it from other teachers in the improving English language speaking skill.

On the other hand, another student from school C was quoted as saying:

> Our teachers do not motivate us by giving us some gifts when we try speaking English. I am sure that if teachers gave us these gifts when we speak English, we would be encouraged to go on speaking even wrong English sentences. (Student in FGD, School B July 2020).

The above quote indicates that students needed encouragement from teachers in order to speak English. However, it was revealed that some students were trying to speak English but no one cared to support them and made them discouraged and hence making them take it easy. Moreover, teachers had to support students by giving material or moral motivation so as to enhance English language speaking skill.

4.3.4 Shortage of Teaching and Learning Materials

This theme was developed from the first objective which demanded the factors hindering English language speaking skills. After participants had been interviewed, 32 out of 38 commented that their schools extremely lacked teaching and learning materials. This meant that shortage of teaching and learning materials greatly affected English language speaking skills. It was revealed that in order to improve language speaking skill successfully, there should be enough teaching and learning materials. After reading and analyzing the data, two sub-themes emerged that guided the discussion of the findings as shown in Table 4.8 below.
Table 6: Sub-theme of the Shortage of Learning Materials

<table>
<thead>
<tr>
<th>Sub-theme</th>
<th>Number of Participants</th>
<th>Representative quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortage of text books</td>
<td>27/38</td>
<td>There is lack of books like English text book and dictionary (Student school D July 2020)</td>
</tr>
<tr>
<td>Lack of English language laboratory</td>
<td>5/6</td>
<td>In order to learn speaking skill there should be language laboratories, but in our schools there is no English language laboratory (ET school C July 2020)</td>
</tr>
</tbody>
</table>

Source: Field Data (2020)

4.3.4.1 Shortage of Text Books

This sub-theme was developed from theme number three. The data on this were collected through interview, focus group discussion and documentary review. It was revealed that 27 out of 38 participants that is equivalent to 71.1 percent admitted that their schools were experiencing this problem. Through participants, the findings indicated that shortage of text books was among the factors that were hindering English language speaking skill. Regarding this, one student from school B lamented that:

We like to read English books. But when we go to our English teachers to borrow them, we are always told that there are no enough books. Sometimes 15 students share one book. In this way, we cannot develop our English language speaking skills (Student in FGD, School B 2020).

In relation to that, another student from school C explained this:

How can we develop English language speaking skills while one book is shared by twenty students? In addition to this, we fail to increase vocabularies in our English because no enough books. (Student from School C July 2020)
Additionally, one English teacher (ET) from school A during interview with the researcher expressed the following:

The serious factor which hinders our students from improving English language speaking skills is the lack of books and other learning materials like dictionaries. If students would have enough books, they would be likely to improve their English language speaking skills (ET from school A 2020).

The above quotes from students and teacher show that there was shortage of books in those schools which was among the factors that were hindering the improvement of English language speaking skill.

It should be noted that in order for the students to improve their English language speaking skill, there should be English books for them to increase vocabulary items. Opportunity of using those books was important for them to learn speaking skills. It was noted that these students needed to borrow different books for improving English language and speaking skill but they missed them as they were scarce. It was also found that the reading materials were likely to enhance English language speaking skill.

On the same point, another teacher admitted that, they were facing a serious problem of shortage of course books. One secondary teacher from school D explained this during interview session:

In this school, the shortage of text books is a big problem. Some students come to borrow books but we fail to lend them as they are not enough. Two years ago, at least we had TIE which helped our students. But now we are suffering from this shortage because the books had been collected by the government demanding that they are below standard (ET School D July 2020).

From the above view, the shortage of text books had a great impact on English language speaking skills. It was also noted that the availability of enough text books enhanced English language speaking skills and the vice versa was true.
On the other hand, in order to triangulate the data in relation to shortage of text books, the researcher employed documentary review to review different documents. The researcher reviewed the number of books in each school. Table 4.9 below shows the presentation of data obtained from documentary review.

**Table 7: Presentation of Data from Documentary Review**

<table>
<thead>
<tr>
<th>School</th>
<th>Class</th>
<th>Number of students</th>
<th>Number of books</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Form I</td>
<td>59</td>
<td>12</td>
<td>1:5</td>
</tr>
<tr>
<td></td>
<td>Form IV</td>
<td>48</td>
<td>10</td>
<td>1:5</td>
</tr>
<tr>
<td>B</td>
<td>Form I</td>
<td>57</td>
<td>3</td>
<td>1:19</td>
</tr>
<tr>
<td></td>
<td>Form IV</td>
<td>43</td>
<td>2</td>
<td>1:22</td>
</tr>
<tr>
<td>C</td>
<td>Form I</td>
<td>91</td>
<td>8</td>
<td>1:11</td>
</tr>
<tr>
<td></td>
<td>Form IV</td>
<td>82</td>
<td>7</td>
<td>1:12</td>
</tr>
<tr>
<td>D</td>
<td>Form I</td>
<td>68</td>
<td>8</td>
<td>1:9</td>
</tr>
<tr>
<td></td>
<td>Form IV</td>
<td>38</td>
<td>10</td>
<td>1:4</td>
</tr>
</tbody>
</table>

**Source:** Field Data (2020)

As shown in Table 4.9 above, the assessed schools were experiencing the shortage of books. It was noted that the situation was serious to the point that in some of those schools ten students shared a single book. The researcher noted that this was among the factors that were hindering the development of English language speaking skill to the secondary students.

**4.3.4.2 Lack of English Language Laboratory**

This sub-theme emerged from theme number three. The data were collected through interview with English subject teachers. Through interview, 5 out of 6 involved English language teachers equal to 83.3 percent reported that there was lack of English Language Laboratory. The research findings from interview with teachers explained that lack of English language laboratory was among the factors that were hindering English language speaking skills from being fully expressed. On this, one teacher from school A expressed his concern that;

> The school does not have an English language laboratory where students could get a lot of practice of English language speaking
skill. Now as it is, students depend on the teachers’ experiences only. (ET School A 2020).

In relation to the quote above, it was publicized that students needed a specific place (English language laboratory) for them to be exposed to the speaking skills. This also would assist those schools with shortage of English teachers because the language laboratory could serve the teachers’ purpose. During interview, one English teacher from school D explained that:

The government and other stakeholders have been putting their efforts in other buildings like classrooms, science laboratories, hostels, staff houses and others to fulfil the secondary school needed buildings. However, they do not consider English language laboratory as important as it is (ET School D July 2020).

The above quote indicates that, the lack of English language laboratory was hindering the acquisition of English language speaking skills to secondary school students. It was well known that in order to acquire English language speaking skill, there should be English language laboratories in schools.

4.3.5 Negative Attitude towards English Language

This theme was developed from the first objective which required the factors hindering the development of English language speaking skills. On this, 29 participants out of 38 which is equal to 76.3 percent commented that most students had negative attitude towards English Language something that was affecting the development of English language speaking skills. It was discovered that in order to develop English language speaking skills successfully, there should be positive attitude towards English language. The data on this were collected through interview with teachers, FGD with students and documentary review. After reading and analyzing the data, the following sub-themes emerged: believing that English is difficult, discrimination from the society and limited knowledge about the importance of English. These subthemes guided the discussion of the findings.
4.3.5.1 Believing that English is Difficult

This sub-theme emerged from theme number four. The data on this were collected through interview with English language teachers and FGD with students. It was revealed that 29 out of 38 participants who are equal to 76.3 percent said that English was difficult which but was a wrong belief. The research findings from these participants exposed that the belief was among the factors that were hindering English language speaking skills. Regarding this, one student from school D explained that;

English language is more difficult than Kiswahili language. It is spoken only at some environment like in schools while Kiswahili is spoken anywhere. This is because it is very simple and therefore, anyone can speak it. (Student in FGD, School D July 2020).

With emphasis on this, one student from school B was quoted as saying:

I cannot speak English because it is a foreign language from white men countries. It is also very difficult to learn compared to Kiswahili language which is from Tanzania. (Student in FGD, School B July 2020).

The two quotes above show that, the two students from different schools had wrong concept or belief that a foreign language could not be learnt and mastered. These students had to be enlightened that any language can be learnt and mastered through practice and by having positive attitude towards a language which would help the learner develop language speaking skills.

Additionally, another student in one of the schools expressed her concern:

English language is difficult that is why many students fail during different examinations. To prove that it is difficult, the English language teachers in secondary school are fewer than the teachers of Kiswahili (Student, in FGD, school C July 2020).

The study revealed that English speaking skills were difficult. This implies that majority of the students had negative attitude towards speaking English. It was noted that, productive skills like speaking and reading are very important in our day to day
life but were not popular. It was noted that speaking involves many language features that influence oral testing, where listening and speaking are inseparable hence difficult to know the specific skills being tested of the two skills. Also, it was noted that, testing English language speaking was cumbersome especially with large classes especially when testing accuracy/pronunciation.

It was noted that as speaking and listening skills in some aspect of oral language increase, they help development in reading, and as a person improves his reading skills, that improvement seems to enhance further improvement on the spoken language. It was also noted that, there was direct relationship between listening and speaking skills in a communication process. That is speaking and listening are reciprocal activities with both playing different roles.

4.3.5.2 Discrimination from the Society

This sub-theme emerged from theme number four. The data on this were collected through interview and focus group discussion. It was revealed that 25 out of 32 students who are equal to 69.4 percent said that there was discrimination to those who were speaking English language in the society. The research findings from FGD with students explained that discrimination from the society was among the factors hindering English language speaking skills. Regarding this, one student from school B explained that:

Frankly speaking, our fellow students discourage us from speaking English. They normally do not want to listen to a student who speaks English. If it happens so, they move away. They normally say, ‘you think you are more educated than we are; okay, talk to yourself! (Student in FGD, School B July 2020).

On the same point, another student from school C responded by saying:

During group works two groups do emerge. One group comprises of students who try to speak English language and the other who do not want to use it. Those who do not want to use English language despise their fellows and discriminate them (Student in FGD, School C July 2020).
The findings showed that, some students discriminated those who wished to practise English language speaking skill. It was singled out that, this was a major factor which was hindering the development of English language speaking skill to secondary school students.

4.3.5.3 Limited Knowledge about the Importance of English

This sub-theme emerged from theme number four. The data on this were collected through focus group discussion. Among 32 students who were involved in the discussion, 28 students which is corresponding to 87.5 percent revealed that there was limited knowledge about the importance of speaking English language in the society. The research findings proved that most students did not know the importance of English due to ignorance among them and from the society was among the factors that were delaying the improvement of English language speaking skills. One student from school D explained that:

I wish to be a farmer after secondary school life. So, I do not see any use of English language after here at school. Moreover, English will end up during national examinations. (Student in FGD, School D, July 2020).

The quote above notes that students were not aware of the prominence of English language speaking skills in their life. Also, it was exposed that most of the students were ignorant about the essentials of English language speaking skills in their life at all because they thought they could continue with life without knowing English.

4.3.6 Discussion of the Findings

Through teachers and students, the study found major findings in relation to the factors hindering English language speaking skills to secondary school students. The current study revealed that, most of the parents did not engage in their children’s education, they did not support their children in speaking English as they only spoke Kindali. Moreover, the society did not support them as they thought speaking English was only a language used for prestige. Students agreed that, the Kindali, their vernacular language influenced development of proficiency in speaking English. It was revealed that students lacked support from their peers because they were using Kiswahili in their discussions due to lack of understanding on the
importance of English language. The study also noted that there was lack of cooperation among students as they would laugh at each other which created fear of freely and openly using the English language among them. Furthermore, the students lacked chance to practise speaking English at home as well as at school. The study revealed that the failure to achieve fluency in speaking skills was attributed to lack of practice in English language speaking skills as they were much using the vernacular language in everyday activities. The current study also revealed that, most students lacked competition among them, due to the absence of debate for students to improve their English speaking skill.

Additionally, the study noted that the use of Kiswahili as a medium of instruction in primary schools was a big factor that hindered the acquisition of English language speaking skills. It was revealed that, students did not have confidence when speaking English. This implies that students were anxious when speaking in English fearing to be corrected and mocked in public due to manifestation of Kiswahili accent in their English. It was also revealed that there were teachers who were generally speaking Kiswahili at school. These were a deterrence to the success of students getting English speaking skills because they did not punish students who were speaking Kiswahili at schools. It was also noted that to excel in the English speaking skills, students needed support from teachers who would better provide them with materials or moral motivation so as to facilitate English language speaking skills.

It was asserted that some English subject teachers and other secondary school teachers were using Kiswahili while presenting their lessons hence negatively affecting the English language speaking skills. It was noted that among the factors hindering the acquisition of English language speaking skills was the shortage of textbooks which could help students to improve their speaking skills. This was seen in some schools where the student-book ratio was 1:10. That is, one book for ten students. The current study also asserted that there was lack of English language laboratory in secondary schools which was a big obstacle in the acquisition of English language speaking skills. Negative attitude towards English language speaking skills was also among the factors that were hindering English language speaking skills. Some students believed that English was difficult and they could
continue with other issues without English in their life. This implied the limited knowledge they had about the importance of English language speaking skills.

The study findings in relation to factors hindering the acquisition of English language speaking skill are in line with the study conducted by Mosha, (2014), who conducted the study on factors affecting students’ performance in English language in Zanzibar rural and urban secondary schools. The results from the study indicated that students had problems in responding correctly to the questions given in the class in English. As a result, they keep silent or passive in responding to the teacher’s conversations. The study also disclosed that there was lack of teaching materials particularly textbooks that would support students to master the basis of the language thus contribute to effective teaching, hence, high performance. It was revealed that teachers had difficulties in getting the supported teaching and learning materials shown in the syllabus at their schools, and they did not only enhance the learning process but also the effectiveness of teaching, lowered motivation, hence, students’ low performance in the subject. The study was also in line with the current study on the absence of intra debate or inter school debates which due to their absence, they denied students of the opportunity to acquire English language skills such as spelling, tenses, and verbs patterns that would help them maintain their command of the language, hence good performance in the English examination. English clubs which could also enable the students to be familiar with each other and build a certain kind of self-confidence were not active.

Moreover, Mapunda, (2013) conducted the study on Ngoni people’s attitudes towards the use of Kingoni in beginner classes. It was noted that attitudes have a positive correlation with success in learning a second language; the learner’s favourable attitude to the language as she/he is learning would facilitate success in it. Tahairuh, & Daana, (2013) also conducted the study on Jordanian undergraduates’ motivation and attitudes towards learning English in English as a Foreign Language (EFL) context. The study noted that, personal beliefs about ones capabilities and positive attitudes towards what one is learning positively influence learning. It was revealed that, learners’ positive attitudes to the language they are learning could help them to master the language, thus leading to success in their performance at a school and after school especially with regard to linguistic needs in real daily-life situations.
Moreover, it was noted that attitudes towards a language are an important element in improving language learning. On the same regard, Mapunda, (2013) also argues that positive attitudes provide a good basis for sustaining students’ interest in learning English as they act as an input for students to benefit from the instruction. These attitudes can be exploited to enhance the learning of the language.

The studies by Tahairuh, & Daana, (2013) and by Mapunda (2013) concur with the report from TIE (2010) on the curriculum for ordinary level secondary education. The report says that, teaching and learning materials are the most resources needed at classroom level. If the curriculum is to succeed, the preparation and production of teaching and learning materials must be handled with utmost care. The Ministry of Education and Vocational Training (MoEVT) (as it was called at that time) shall be evaluating and ensuring that only quality teaching and learning materials will be selected to support the curriculum in the classroom. These materials include textual materials like textbooks, non-textual materials like laboratory apparatus, and teaching facilities like classrooms, laboratories and geography room.

In relation to the current study the National Five Year Development Plan for Tanzania (NFYDP) 2016/2017-2020/21 points out the successful implementation of the plan is hinged on timely availability of adequate human resources having the right mix and quality. The plan further noted that human resources remain the primary challenge hindering achievement in the provision of social services including education. The current study noted that there was shortage of teachers and the plan pointed out that in implementation of it, there should be availability of adequate human resource.

Theoretically, the study findings coincide with Vygotsky’s (1978) theory of social constructivism which believed that children are constantly trying to extract meaning from the social interaction. Vygotsky argued that knowledge is constructed by people in a social context then it is internalized and used by individuals. The current study revealed that there should be positive attitude and social interaction so to make the learners acquire the English language speaking skill. Therefore the theory is in line with need to acquire the English language speaking skill.
Conceptually, the current findings of the study support the theoretical framework that guided it. Involvement of the parents in the acquisition of English language speaking skill as it is shown in the current study was among the hindering factors of the acquisition of English language speaking skill. Students’ attitude also is another issue in the conceptual framework and occurs in the findings of the current study where most of the students had negative attitude on English language speaking skill. It was noted that students had negative attitudes towards English language speaking skill because they had limited understanding on the importance of English language in their academic progress.

4.4 The Challenges Facing Secondary School Teachers in Teaching English Language Speaking Skills

The second objective was to establish the challenges that secondary school teachers face in teaching English language speaking skills. This objective was guided by the research question: what are the challenges facing secondary school teachers in teaching English language speaking skills? After reading and analyzing the data, three themes were developed that guided the discussions of the findings as shown in Table 4.11 below.

**Table 8: Challenges Facing Secondary School Teachers in Teaching English Language Speaking Skills**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of participants</th>
<th>Sub-themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor teaching environment</td>
<td>4/6</td>
<td>-limited responses from students when teaching</td>
</tr>
<tr>
<td>Poor support from parents</td>
<td>5/6</td>
<td>-poor support from fellow teachers</td>
</tr>
<tr>
<td></td>
<td>4/6</td>
<td>-availability of truants/dodgers</td>
</tr>
<tr>
<td>Incompetent English teachers</td>
<td>5/6</td>
<td>-Availability of irresponsible students</td>
</tr>
<tr>
<td></td>
<td>5/6</td>
<td>-No language speaking skill courses in colleges and universities</td>
</tr>
<tr>
<td></td>
<td>5/6</td>
<td>-No in-service training and seminars to English language teachers</td>
</tr>
</tbody>
</table>

*Source: Field Data (2020)*
Table 4.11 shows different themes and sub-themes that emerged following reading and re-reading of data from the study participants from objective number two.

4.4.1 Poor Teaching Environment

This theme was developed from the second objective which aimed to assess the challenges teachers face when teaching English language speaking skill. The data for this theme were collected through documentary, interview with ET and classroom observation. It was revealed that poor teaching environment was among the biggest challenges that teachers were facing when teaching English language speaking skill. After reading and analyzing the data, two sub-themes were developed namely: limited responses from students when teaching and limited support from peers that guided the discussion of the findings.

4.4.1.2 Limited Responses from Students when Teaching

The data in this sub-theme were collected through interview and classroom observation. This sub-theme was developed from the objective number two which intended to assess the challenges teachers were facing when teaching English language speaking skills. These data were collected from the 6 interviewed teachers, 5 teachers which is equivalent to 83.3 percent revealed the responses from students that when teaching, students did not give the teachers the opportunity in helping them to express themselves orally and in writing. The findings noted that, due to the importance of conversation between students and teachers during teaching, teachers mentioned their names so as for them to engage in teaching and learning. This was revealed by one ET from school C said:

    My students keep quiet when I ask them questions in the class. Even if I ask by mentioning their names, very few of them answer my questions. I don’t know if they fear me or they do not know the answers. (ET school C July 2020).

Likewise, other teachers decided to use lecture method in teaching due to limited responses from students when teaching. This was expressed by ET from school A, who had these to say:
When I teach my students, I always use lecture method. I decide to do so because they just look at me and time is not waiting for me. There are many topics to be covered before examinations come (ET school A July 2020).

The quotes above show the difficulties teachers were facing when teaching English language speaking skill. It was revealed that, students did not want to engage themselves in learning when teachers were teaching in classroom. On the other hand, the students did not have interest in reading books in classroom. This was seen when one ET from school B shared this with the researcher during interview:

The students of this school do not read English books. I once asked them to read some chapters in the students’ English books. When I later asked them to tell me what the chapter was about, they said they did not read. As a consolation, at least five students were able to say something about the chapter. (ET school B July 2020).

The preceding quote from ET from school B shows that, there were limited responses from students when teaching. This also acted as an obstacle for teachers to facilitate English language speaking skill. It was also revealed that students could not read English books due to limited number of responses when teaching.

However, in order to triangulate the data in relation to limited responses from students when teachers are teaching, the researcher conducted the classroom observation to observe different activities done by teachers and students during teaching and learning session. The researcher observed the lack of interest in reading English books during classroom observation. Table 4.13 below shows the classroom observation in school B;
Table 9: Classroom Observation

<table>
<thead>
<tr>
<th>Topic</th>
<th>Class</th>
<th>Teacher activities</th>
<th>Students’ activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skills</td>
<td>Form one</td>
<td>introduced the lesson by explaining the importance of reading skills</td>
<td>Listened to the teachers introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guided the students to open the book on page twenty one</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guided the students to read the story one student after another loudly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guided students and mention the names of some students to read loudly</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data (2020)

Table 4.13 above indicates that, there were few students who were making efforts in reading and speaking in classroom but most of them had limited responses to their teachers during teaching and learning sessions. The researcher conducted classroom observation and observed that most students were not willing to read English books and speaking anything about those books. Students were arranged in groups and asked to read by using two books for all groups. In addition to that, the teacher did not wait for them to volunteer but mentioned their names so as to make them read because of shortage of time.

The findings from the classroom observation revealed that despite the fact that there were limited responses from students in teaching and learning, most of the teachers were not engaging the students in the process of learning.

4.4.1.3 Limited Support from Fellow Teachers

The data in this sub-theme were collected through interview which was developed from the objective number two which intended to assess the challenges teachers were facing when teaching English language speaking skills. Among 6 teachers, 4 of them
who are equal to 66.7 percent revealed that limited support from other teachers did not help the teachers to enhance English language speaking skills. The findings noted that there was a need for teachers to support each other in the teaching career. One ET from school B proved this by saying:

It is very surprising when you ask your fellow teacher to assist you teach a topic that you are not very competent and the teacher refuses. You know sir we have come from different colleges. For example, I have never been trained to teach speaking skills. When I request my fellow teacher to help me, he says I do not share with him my salary and why should he help me? (ET school B July 2020).

On the same opinion, another ET from school B explained that:

One day I saw my colleague with a very nice book which could assist me for teaching a certain topic. When I asked him to borrow me; he said No, buy yours. I felt very shameful for the answer (ET school B July 2020).

From the quotes above noted during interview, it is revealed that limited support from other teachers to enhance English language speaking skills was a challenge. The study findings reveal that English teachers had limited support from other teachers at school, which stood as a challenge to English teachers. To accommodate this challenge, teachers should be informed on the importance of supporting each other in the process of teaching English language speaking skills.

4.4.2 Poor Support from Parents

This theme was developed from the second objective which aimed to assess the challenges teachers face when enhancing English language speaking skills. The data for this theme were collected through documentary review, interview with teachers and classroom observation. It was revealed that poor support from parents was among the biggest challenges that teachers were facing when enhancing English language speaking skills. After reading and analyzing the data, two sub-themes were developed that guided the discussion of the findings.
4.4.2.1 Presence of Truants/Dodgers

The data in this sub-theme were collected through interview and documentary review. It was developed from the objective number two which intended to assess the challenges teachers were facing when teaching English language speaking skills. It was noted that 5 out of 6 teachers who are equal to 83.3 percent revealed that presence of truants in secondary schools was a big challenge to teachers who were teaching English language speaking skills. The researcher noted that most of the students were dodgers which became a challenge in facilitating English language speaking skill to secondary school students. This was expressed by one ET from school D who said:

These years there are no school fees. I wonder why some students do not come to school two or three days in a week. When you make follow-up, you get no strong reasons from the parents as to why their children do not come to school. This is a big challenge in teaching because I have to start a new concept everyday (ET school D July 2020).

The same opinion was also reflected in the interview with teachers. One ET stressed that:

I tried to scrutinize my students’ performance in last year’s form two national assessments. I came to realize that most students who scored F grade in English subject and other subjects were the ones who were always dodging the school or lessons. This reference is used when I urge my students to attend all lessons for their academic success. I do this also to the parents who are not aware how truancy leads to poor academic performance (ET school B July 2020).

From the quotes noted during interview, it was revealed that truancy to students was a big challenge to teachers who were teaching English language subject because they had to re-teach the same lesson every day in the bid to accommodate dodgers in the classroom.
Moreover, in order to triangulate the data in relation to truancy of the students, the researcher employed documentary review where he reviewed the attendance registers of the form four and form one students. Table 4.9 below presents the data obtained from documentary review.

Table 4.9: Total Number of Truants in a Week

<table>
<thead>
<tr>
<th>School</th>
<th>Class</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>form one</td>
<td>17/95</td>
<td>14/59</td>
<td>18/59</td>
<td>18/59</td>
<td>10/59</td>
</tr>
<tr>
<td></td>
<td>form four</td>
<td>04/48</td>
<td>05/48</td>
<td>05/48</td>
<td>03/48</td>
<td>01/48</td>
</tr>
<tr>
<td>B</td>
<td>Form one</td>
<td>09/57</td>
<td>09/57</td>
<td>04/57</td>
<td>02/57</td>
<td>04/57</td>
</tr>
<tr>
<td></td>
<td>Form four</td>
<td>04/91</td>
<td>03/91</td>
<td>-</td>
<td>01/91</td>
<td>01/91</td>
</tr>
<tr>
<td>C</td>
<td>Form one</td>
<td>02/43</td>
<td>03/43</td>
<td>02/43</td>
<td>02/43</td>
<td>05/43</td>
</tr>
<tr>
<td></td>
<td>Form four</td>
<td>03/82</td>
<td>02/82</td>
<td>05/82</td>
<td>03/82</td>
<td>10/82</td>
</tr>
</tbody>
</table>

Source: Field Data (2020)

Table 4.15 above shows that truancy was among the factors that were hindering the development of English language speaking skill. This was due to the fact that all the assessed schools seemed to experience it although at different levels.

4.4.2.2 Presence of Irresponsible Students

This sub-theme was developed from objective number two whose data were collected through interview and documentary review. It was developed from the objective number two which intended to assess the challenges teachers were facing when teaching English language speaking skills. It was revealed that 4 out 6 teachers who are equal to 66.7 percent reported that presence of irresponsible secondary school students was a big challenge to teachers who were teaching English language speaking skill. The researcher noted that most students were careless in doing their classroom activities which became a challenge in teaching English language speaking skills to secondary teachers. One ET from school D explained that:

For years now, I have experienced that some students of this school think that they come to school for growing up only. You give them academic tasks, they do or they don’t. We normally use punishment as extra force to make them do those academic tasks. (ET school D July 2020).
On the same observation, another ET from school C had these to say:

Sir, last year I had a student who was actually intelligent but over time started to slow down academically. When I asked him, he had no strong reasons as to why he was decelerating academically. My close follow up made him behave accordingly (ET school C July 2020).

The quotes above indicate that most students were careless in doing their academic activities and even their parents knew nothing due to lack of understanding of the importance of speaking skills to their children. Moreover, it was noted that teachers needed to use motivation to help students to reach their English speaking skills ability. It was revealed that most of the students had poor background of education in their families which made them not responsible for their education at all.

Generally, English language speaking skills seemed to have many challenges to teachers like having irresponsible students when teaching. To overcome these challenges, teachers had to use more techniques in order to achieve their goals. Moreover, teachers had to use their money so as to motivate students demonstrate speaking skills.

4.4.3 Incompetent English Language Teachers

This theme was developed from the second objective which aimed to assess the challenges teachers face when teaching English language speaking skills. The data for this theme were collected through interview with teachers. It was revealed that incompetent English language teachers were among the biggest challenges that teachers were facing when teaching English language speaking skills. After reading and analyzing the data, two sub-themes which are; no training of speaking skills in colleges and lack of in-service training and seminars to English language teachers were developed to guide the discussion of the findings.

4.4.3.1 No Training of Speaking Skills at Colleges

This sub-theme was developed from theme number three whose data were collected through interview. It was developed from the objective number two which intended to assess the challenges teachers were facing when teaching English language
speaking skills. From among 6 teachers, 5 of them which is equivalent to 83.3 were concerned that absence of training of speaking skill at colleges was a big challenge to teachers who were teaching English subject. The study revealed that most teachers who were teaching English subject had never been trained on speaking skills something which as a result, made them experience a big challenge to them in teaching English language speaking skill. On this, One ET from school A during interview session explained that:

I am a graduate teacher from a recognized university. Although I am a degree holder, to be honest, I have never been trained on how to facilitate English speaking skill to my students. So, I just use my initiatives to help them (ET school A July 2020).

In relation to that, another ET from school D stressed that;

You know sir; I think the problem is with our curriculum. In our curriculum we concentrate much on passing the examinations. We do not put much effort on English speaking skills that is why no trainings are available on how to enhance English language speaking skills. (ET school D July 2020).

The above quotes verify how important the speaking skill is.

4.4.3.2 Lack of In-service Training and Seminars to English Language Teachers

This sub-theme was developed from theme number three. Data for this were collected through interview. It was intended to assess the challenges teachers face when teaching English language speaking skills. It was revealed that 5 out of 6 teachers reported that lack of in-service training and seminars to English subject teachers was a big challenge to teachers who were teaching English subject. The study revealed that most of the teachers who were teaching English subject had never attended any seminar and in-service training on speaking skills which was a big challenge to them in teaching English language speaking skills. One ET from school C during interview session expressed that:

I suggest that, it is important to help English language teachers by brushing them on some issues like how to facilitate English
language speaking skills. Sharing experiences can be one of the means to minimize the hindrance to the teaching of English speaking skill to learners (ET school C July 2020).

On the same opinion, another ET from school B said:

Dear researcher, we don’t give enough weight to English speaking skills. Reading and writing skills are given enough weight compared to speaking skills. That is why we do not care if we see students do not succeed in improving their speaking skills. By so doing, I think we are destroying our students. We also have no in-service training for improving our teaching something which is a challenge to us (ET school B July 2020).

The above quotes imply that the challenge of lack of in-service training to English subject teachers not only was hindering teachers from teaching English but also students did not get the opportunity of learning English speaking skill since they believed that they had incompetent teachers.

4.4.4 Discussion of the Findings

In this objective the researcher sought to establish the challenges facing English language teachers in teaching English language speaking skill.

The current study findings noted that, most of the English teachers experienced shortage of books. To address this challenge, some teachers were using their creativity like buying text books to enhance teaching programmes. It was revealed that, there were limited responses from the students during teaching sessions hence the teachers were resorting to lecture method when teaching. It was revealed that, there was limited support among teachers in teaching English subject. The researcher found that, teachers were worried to teach English language speaking skills because they had been teaching other topics not English speaking skills. The current study found that the presence of truants made English teachers resort to repetition of the same lesson as a mechanism to help the students who were playing truancy from school. When parents were asked to go to school to establish the reasons of truancy they didn’t respond which became one of the factors hindering English language speaking skills.
Furthermore, the study findings showed that, most of the students were careless in doing their academic activities and their parents knew nothing about children’s progress. As a result, teachers were using motivation to help these students develop English language speaking skill. It was noted that, most of the teachers lacked training on how to facilitate English language speaking skill and there were limited opportunities to attend professional development programmes on English language speaking skill.

The current study findings noted that there was limited response from students because the teachers were using lecture method when teaching which resulted to the limited acquisition of English language speaking skills. It was revealed that most of the students were hesitating to contribute anything during teaching and learning sessions. The findings of the current study are in line with the study conducted by Mosha (2014) on the factors affecting students’ performance in English language in Zanzibar rural and urban secondary schools. The study noted that learners and teachers may have difficulties in using the language with adequate proficiency at secondary schools. This is because lecture method dominates the teaching and learning process which leads to passive learning. As it was revealed, some teachers were contributing to students’ failure in English speaking skills because they were unable to speak English fluently throughout their teaching.

Moreover, there was poor support from parents to contribute to the acquisition of English language speaking skill, when teachers summoned the parents for the academic issues they ignored to come. The findings of this study concur with the study conducted by Mosha (2014) on factors affecting students’ performance in English language in Zanzibar rural and urban secondary school. The study noted that parents had not gone to schools and it was difficult for them to support their children when asked for help at home. Most parents were unable to help their children at home when doing homework. Since homework is one of the ways that contribute to students performance at school; lack of parents support would hinder the learning process and performance, hence failure. Furthermore, the absence of teachers’ in-service training to raise the quality of teaching was also contributing to the students’ failure in the subject. This noted that teachers were not frequently being trained in order to cope with recent methods of teaching English that would also improve
students’ performance. Having teachers who had not received in-service trainings for many years since their initial training was contributing to learning that was ineffective hence, students’ low performance in Zanzibar schools.

Furthermore, the current study findings found that there was availability of truancy among the student involved in the study, and when parents were asked to come they refuse to cooperate with teachers. It was noted that parents had limited understanding on the importance of follow up of their children’s academic progress. The current study is supported by the report from BEST, (2019) on the national data, that dropout on lower level secondary was higher than upper level secondary school. The major reason for dropout was truancy (88.8%). Enrolled students in government secondary schools in 2018 dropped out of schools due to truancy. BEST reports the status of truancy in Songwe region as follows; male students were 1086, female students were 905 and the total was 1991. It was noted that the presence of truancy could cause the dropout to students.

It was revealed that English language teachers lacked in-service training as a factor that was hindering the acquisition of English language speaking skill. The current study was in line with NFYDP (2016/17-2020/21) that pointed out that, consideration also needed to be given to development of a language stream, as it exists in many other countries because the teaching of English remains at a low standard and yet acquisition of English is very important since it is the language of instruction in all other education sub-sectors including lower secondary.

The Education and Training Policy (TIE), describes the main purpose of secondary education as to provide opportunities for learners to acquire essential knowledge, skills and attitudes so that graduates can join professional training and institution of higher education. One of the objectives of secondary school education is to promote the development of competences in linguistic ability an effective use of communication skills in Kiswahili and in at least one foreign language in order to enable the nation to effectively complete in the global arena. Also to provide opportunity for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of the study as a means towards poverty reduction. The current study revealed that, most students had negative attitude towards English language which became a challenge facing teachers in teaching English language
speaking skill. The report from TIE contradicts with the current study’s findings where the participants had negative attitudes and had limited understanding on the importance of English language speaking skill.

Conceptually, the findings from the current study support the theoretical framework that guided the study. The study noted that, the teacher is a crucial and responsible person in enhancing teaching and learning process. A teacher is a person who organizes the teaching content, teaching and learning materials, plans suitable strategies and methods of delivering the required skill. The conceptual framework also, shows the importance of competent teachers in the acquisition of English language speaking skill to secondary school students.

4.5 The Strategies Used to Improve the Teaching and Learning English Language Speaking Skills

The third objective was to assess the strategies used to improve the teaching and learning English language speaking skills. The aim was to assess the plans used to improve the teaching and learning English language speaking skills. This objective was guided by the research question: what has been done to improve teaching and learning English language speaking skills? After reading and analyzing the data, two themes were developed that guided the discussion of the findings as shown in Table 4.17 below.

Table 11: The Strategies Used to Improve the Teaching and Learning English Language Speaking Skills

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of participants</th>
<th>Sub-themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment to English language</td>
<td>03/06</td>
<td>-Mentoring English language teachers</td>
</tr>
<tr>
<td>teachers</td>
<td>14/38</td>
<td>-enlightening the importance of English speaking skill</td>
</tr>
<tr>
<td></td>
<td>14/38</td>
<td>-introducing English debate clubs</td>
</tr>
<tr>
<td></td>
<td>30/38</td>
<td>-Punishing Kiswahili or local language speakers</td>
</tr>
<tr>
<td>Supplying teaching and learning</td>
<td>31/38</td>
<td>The government supplied some text books</td>
</tr>
<tr>
<td>materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data (2020)
4.5.1 Employment to English Language Teachers

This theme was developed from objective number three; which needed assessment of the plans used to improve the teaching and learning English language speaking skills and data were collected through interview. It was intended to assess the plans used to improve the teaching and learning English language speaking skills. It was noted that employment of English language teachers was among the plans that were used to improve the teaching and learning English language speaking skills. The study revealed that some teachers who were employed were those who were teaching English subject and speaking skills to secondary school students. After reading and analyzing the data, three sub-themes namely; mentoring English language teachers, introducing English debate clubs and punishing Kiswahili/ vernacular speakers emerged and guided the discussion of the findings.

4.5.1.1 Mentoring English Language Teachers

This sub-theme was developed from theme number one whose data were collected through interview. It was intended to assess the plans used to improve the teaching and learning English language speaking skills. It was revealed that 4 out of 6 teachers which is equivalent to 66.7 percent reported that mentoring English language teachers who were teaching English subject was one of plans to improve the teaching and learning speaking language skills. The study revealed that most of teachers differed in ability of teaching. So, they used long serving teachers. One of ET from school C during interview session expressed that:

We differ in ability of teaching and level of knowledge. I admit that there are things that I do not know in my career. Gradually, I used to ask my fellow teachers who had been in this career for a long time. I am sure that long serving English teachers know more than I do. So I get experience from them (ET school C July 2020).

It was revealed that some experienced teachers used to mentor novice teachers in teaching English subject. It was noted that most English teachers used to ask their fellows who had stayed long in the career of teaching. However, it was revealed that some headmasters came with plans of sharing experiences between teachers with
complicated topics so as to sit together and discuss. This helped teachers to improve the teaching and learning English language speaking skills.

4.5.1.2 Introduction of English Debate Clubs

This sub-theme was developed from theme number one and the data were collected through interview with teachers and FGD with secondary school students. It was intended to assess the plans used to improve the teaching and learning English language speaking skill. It was found that 32 out of 38 participants who are equivalent to 84.2 percent noted that introduction of English debate clubs was among the plans for improving the teaching and learning speaking language skills. The study revealed that most students who dared to speak English in debates had development in their speaking skills. This was expressed by one ET from school C during interview:

My students use debating clubs as a platform to practise their competence in speaking skills. Some of them hesitate to demonstrate English speaking skills before their fellow students, and some dare to speak. I have made follow up and recognized that those who always involve in speaking during debates tend to develop their language month after month (ET school C July 2020).

This also was expressed by students during FGD session in school B. One student from school B said the following:

We normally use English debates to practise our speaking skills. Although it is once in a week; to me this is the only place where I am free to demonstrate my ability on speaking English. (Student school B July 2020).

The above quotes indicate that, through the use of debate, clubs the students were helped to improve the English speaking skills. English teachers also used debate as a platform for students to improve their English language speaking skills. Moreover, the researcher revealed that employed teachers seemed to develop the speaking skill to secondary school students. It was also found that students engaging in debate clubs were likely to develop their English language speaking skills.
4.5.1.3 Punishment to Kiswahili or Local Language Speakers

This sub-theme was developed from theme number one and the data were collected through interview with teachers and FGD with secondary school students. It was intended to assess the plans used to improve the teaching and learning English language speaking skills. It was revealed that 30 out of 38 participants which is 78.9 percent reported that punishment to Kiswahili or local language speakers was among the plans to improve the teaching and learning speaking language skills. The study revealed that most of the students agreed on the use of punishment to Kiswahili speakers because it was helping them to speak English even if it was broken. This was expressed by one student from school D during FGD:

Our teachers insist us to use English language in our daily communication. Those who use other languages are punished resulting into less use of local languages. To be open, I beg my teachers to go on with punishment because it will help us in improving speaking skill. (Student school D July 2020).

In relation to that, during interview with teachers, one ET from school A had this to say:

We try to enforce our students who speak English language by providing with them little gifts and sometimes we punish those who speak local languages especially when they are at school surroundings. We have noted that by so doing, most students are trying to speak English though not so correctly (ET school A July 2020).

The two quotes above indicate that, there was use of punishment to students who were speaking Kiswahili at school. It was noted that, the students supported the use of punishment and that it should be continuously administered. Moreover, it was noted that punishment had brought positive impact towards English speaking skill. The findings indicated that, teachers administered both rewards and punishment for facilitating English language speaking skills. From these views, it was revealed that both punishment and rewards might enhance learners’ ability to develop English language speaking skills.
4.5.2 Supplying Teaching and Learning Materials

This theme was developed from objective number three; which required assessment of the plans used to improve the teaching and learning English language speaking skills and data were collected through interview with teachers and FGD with students. It was intended to assess the plans used to improve the teaching and learning English language speaking skills. It was noted that the government had supplied some text books which was among the plans that were used to improve the teaching and learning English language speaking skills. The study revealed that the government was trying to supply some text books to help teachers who were employed to teach English language speaking skills to secondary school students. After reading and analyzing the data the following sub-theme emerged and which guided the discussion of the findings.

4.5.2.1 The Government Supplied Some Text Books

This sub-theme was developed from theme number one while the data were collected through interview with teachers and FGD with secondary school students. It was intended to assess the plans used to improve the teaching and learning English language speaking skills. It was revealed that 31 out of 38 participants who were equal to 81.6 percent agreed that among the plans to improve the teaching and learning speaking language skills, the government aimed to supply some text books to help teachers in teaching English. The study revealed that most teachers thanked the government for supplying them with text books which helped them and their learners to learn the English subject. This was expressed by one ET from school C during interview that had these to say:

We thank the Tanzania government for supplying us with some books which have minimized the shortage of books. At least the ratio has slowed down from 1:10 to 1:2; and this has enabled students to have the reading materials which have facilitated development of English speaking skills. (ET school C July 2020).

On the same opinion, one student from school B had said that:

I cannot speak good English but every day I am trying to improve it. I use to read books which came from the government where I
increase new vocabularies and improve my English speaking skills.

(Student school B July 2020).

With reference to the above two quotes, the researcher identified that the students had reading materials like books. It was revealed that these books facilitated a lot to students’ effort on improving English language speaking skills. Moreover, the teachers and students appreciated the government for supplying them with the text books. The students had a notion that the books would assist their vocabulary items to increase and finally improving the English language speaking skills.

4.5.3 Discussion of the Findings

This objective sought to assess the plans used to improve the teaching and learning English language speaking skills to secondary school students. A researcher also probed research participants to suggest some plans to use so as to improve English language speaking skills.

It was revealed that, the government employed English teachers to address shortage of teachers. However those novice teachers used to ask assistance from experienced teachers on complicated topics. Furthermore, it was revealed that there was departmental discussion between long serving teachers and novice teachers. It was revealed that some teachers were encouraging students to use English in their daily activities so as to develop the acquisition of English language speaking skills. It was revealed that the use of debate was helping students in developing their acquisition of English language speaking skills. For that, debate is a platform for students to practise English language speaking skills. The current study revealed that most students agreed that punishment to those who were speaking Kiswahili helped them to have positive impact towards English language speaking skills. It was noted that, the government had supplied some English text books which enhanced the students’ effort on acquiring English language speaking skills. Finally, the books had assisted students increase their vocabulary items which resulted into development of the English language speaking skills.

With regard to the plans to be done so as to improve the acquisition of English language speaking skill to secondary school students, the study found that there should be enough emphasis on debate because it will help students develop the
acquisition of English language speaking skills. The current study was in line with the study conducted by Mekonge (2017) on factors affecting students’ acquisition of speaking skill in English among secondary schools in Turkana East District. The study revealed that, in addition to debate and discussions; teachers were required to incorporate other learner-centred strategies like storytelling, role play and dialogue. These strategies would help in boosting students’ confidence and minimize mother tongue use. The study also suggested that teacher should enable students to be proficient in English language by using the language in the context. All teachers in schools ought to serve as role models in speaking English and using English while teaching (except for Kiswahili).

The current study noted that, students were not using English in their communications in daily activities. The current study is in line with Curriculum for Ordinary level Secondary Education (TIE, 2010). Some of the competences of secondary education, the curriculum demonstrates in linguistic-ability aspects are effective use of communication skills in English, Kiswahili and in at least one other foreign language. Moreover, the curriculum demonstrates ability for self-study, self-confidence and self-advancement in new frontiers of science and technology academic and occupational knowledge and skills. Language is the tool to enable learners to communicate effectively orally and in writing including Kiswahili, English, French and Arabic.

The NFYDP (2016/17-2020/21) pointed much progress that has been made on improving the qualification of teachers. The ESDP now focuses on several next steps, quality assurance progresses in particular through regular evaluation of schools and through the development of a national system for assessment of learning achievement. In order for these progresses to have a positive impact on the education system, specific attention is being given in the ESDP to the feedback on their findings to all stakeholders from communities to teachers to policy makers.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter gives the summary, conclusions, limitations and recommendations made by the study. It begins by showing out the major findings of the study followed by conclusions drawn with a focus on the objectives of the study. Finally, it gives the recommendations for action and for further research based on the study findings.

5.2 Summary of the Study
This study investigated the factors hindering the development of English language speaking skills among secondary school students. The study was guided by three objectives: to investigate factors hindering the development of English language speaking skills, to establish the challenges facing secondary school teachers in teaching English language speaking skills and assessment of the strategies to improve the teaching and learning English language speaking skills in secondary schools.

The study was conducted in Songwe region in Ileje district. The total sample population of the study was 38 respondents; out of which 32 were secondary students and 6 English language teachers from four selected secondary schools. The study employed qualitative research approach. Data were collected through interview, observation, documentary reviews and FGD. All data collection methods involved note-taking, tape records and transcribing them into themes and sub-themes before drawing conclusions.

5.2.1 Factors Hindering the Development of English Language Speaking Skills among Secondary School Students
The study findings show that, most secondary school students in Ileje district were aware of the factors that were hindering them from development of English language speaking skill. It was revealed that most parents did not engage in the children’s education. Therefore, students had limited support from parents and their peer group in the acquisition of English language speaking skills. Moreover, it was revealed that, students lacked chance to practise speaking English at home as well at school instead
they used to speak local languages in everyday activities. It was noted that, students lacked competition among themselves during speaking as others laughed at their peers when they poke wrong sentences.

Furthermore, it was revealed that, some teachers were unable to deliver the lesson when teaching due to incompetence in teaching English language speaking skills. It was noted that the use of Kiswahili as a medium of instruction in primary school was a big factor that hindered the acquisition of English language speaking skills which would have helped learners much more. It was noted that students lacked confidence during speaking English. This implied that students were anxious when speaking in English with fear of being corrected and embarrassed in public due to the use of Kindali and Kiswahili accent. It was also noted that, negative attitude towards English language was one of the factors that were hindering the acquisition of English language speaking skill.

5.2.2 Challenges Facing Secondary School Teachers in Teaching English Language Speaking Skills

The study findings noted that, there were limited responses from students during teaching and learning sessions hence most teachers were using lecture method when teaching. Shortage of books was also observed by the researcher where the ratio of student- book was 1:10 which made the teachers buy books by using their money to overcome this challenge in the development of English language speaking skills. Through documentary review it was found that there was truancy among students which could lead to dropouts, hence becoming a big challenge in the development of English language speaking skills. The study also noted that, English teachers were worried to teach English language speaking skills because they had been teaching other topics not English language speaking skills. Most teachers lacked opportunity to attend professional development programmes concerning English language speaking skills.

5.2.3 Strategies Used to Improve the Teaching and Learning English Language Speaking Skills

It was revealed that, the use of debate was helping students in developing their acquisition of English language speaking skills. It was revealed that most of the
students were using debate as a platform in helping them to acquire speaking skills. Punishment to Kiswahili speakers at school was also a good plan which was agreed by the students to be enough to improve the acquisition of English language speaking skills. Encouraging students was also another plan to support teachers to deliver their lesson. Teachers were using their creative and money to encourage their students who were speaking English language. Moreover, the government had employed English language teachers to fill in gap of shortage of teachers.

5.3 Conclusion

Basing on the study objectives, findings and discussion, the following conclusions are made basing on the objectives of the study versus the findings. Therefore, the study established the following conclusions; firstly, since the study found that parents did not engage themselves in their children’s education because of limited understanding due to poor education background and lack of experience in education issues, the study establishes that there should be parents’ capacity building projects and workshops on the English language and the importance of involvement of parents in the children’s academic issues. This would help to capacitate many parents to take their role as key actors in supporting the development of English language speaking skills.

Secondly, as it was revealed that majority of teachers were incompetent in enhancing English language speaking skills, therefore, teachers should be given enough in-service training, workshops, seminars, proper guidance and support pertaining to the acquisition of English language speaking skills. The government should start the projects for English teachers for them to learn how to teach speaking skills. Moreover, English teachers should be encouraged and motivated to teach English speaking skills.

Thirdly, in order to improve the English language speaking skills, the government should make effort to review the curriculum and syllabus in lower secondary schools to make it conform to real practices. Again, the government through its responsible ministry and policy planners should review if the content delivered from different levels is allocated or given enough time as it is required.
5.4 Recommendations

Depending on the analysis and discussion of the findings, the study makes two types of recommendations: recommendations for action, and recommendations for further research.

5.4.1 Recommendations for Action

The current study recommends the following actions to support development of English language speaking skills to secondary school students. It is recommended that:

i. English language should be taught by teachers who are well qualified to teach that subject. It was found that some English teachers did not have enough qualifications that could improve students’ development of English speaking skills. The government should make sure that the teachers to teach secondary school education are those well equipped with knowledge of teaching speaking skills so as to enhance students’ development of speaking skills.

ii. It is important to conduct workshops on effective and efficient teaching and learning materials to English teachers from time to time. The seminars will remind teachers on the changes happening in the process of teaching and learning English language. Therefore, it is significant to curriculum developers that whenever the curriculum changes have been carried out, also teachers should be exposed to the training seminars.

iii. It was found that most teachers had the notion that the emphases of assessments at secondary schools helped students to master certain knowledge. Hence educational policy makers should declare that oral English language assessment at secondary schools be effectively and efficiently carried out.

iv. Teaching and learning methodologies as well as motivations as observed in this study are necessary for students to acquire English language speaking skills. Therefore, teachers are supposed to observe teaching and learning materials that are very significant to the acquisition of English language speaking skills. In addition to that, regarding the motivation of oral English
speaking skills, teachers should not only encourage students by giving rewards and punishment, but also should analyse their psychological needs. This will help even those who do not follow physical motivation to learn more effectively.

5.4.2 Recommendation for Further Research

v. This study is limited to secondary school in Ileje district. Upcoming study may cover other secondary schools in other regions to refute or verify the findings of this study. This can help to give out the coherent picture of what happens in other secondary schools in Tanzania as a complete set.

vi. Comparative studies need to be done in relation to other countries that use English language effectively and efficiently as the language of instruction in secondary schools. This would help the educational policy makers and the community in general to learn what is going on in other countries and thus take on some of the issues raised by other countries and apply them in our system of education for the needs of improving the acquisition of oral English language speaking skill.
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Appendix I: Interview Guide for Teacher

1. What are the factors that hinder the development of English Language Speaking skills to your students?
2. ‘Do you have English language laboratory at your school?
3. Are there enough English language text books at your school?
4. Do you have any exposure relating to your teaching professional development?
5. Do you speak English language all the time at the school compound?
6. Do you assist your students on English language speaking skills development?
7. Do you involve the parents in their children’s academic progress?
8. What are the strategies to develop students’ English language speaking skills?
9. What are you opinions as far as teaching career is concerned in developing English language speaking skills?
10. Can you tell me about your personal information on the following: age, name, working experience and level of education?

Thank you for your participation!
Appendix II: Focus group discussion questions for students

. What are the factors that hinder you from developing English Language Speaking skills?

1. Do you speak English language at home?
2. Do you communicate with your fellow students in English?
3. Do you engage in speaking English with other people?
4. Do your English language teachers and other teachers help you in developing English language speaking skills?
5. Which languages do you speak fluently?
6. What is done by different people in helping you develop English language speaking skills?
7. Do you read English books?
8. Do you like speaking English language?
9. What are the plans towards improving your English language speaking skills?

Thank you for your participation!
Appendix III: Checklist Form

Name of school __________________ class __________________________

Date _____________________ time……………………

<table>
<thead>
<tr>
<th>Item/Approach</th>
<th>Available/Is used/Good/Seen</th>
<th>Not available/Is not used/Not good/Not seen</th>
<th>Available but not sufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Enjoyment of the lesson to students</td>
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<tr>
<td>2 Scheme of work</td>
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<td>3 Lesson plan</td>
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<td>4 Lesson notes</td>
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<td>4 Classroom arrangement</td>
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<tr>
<td>5 Teaching aids</td>
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<tr>
<td>6 Participatory teaching approach</td>
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<td>7 Course books</td>
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<tr>
<td>8 Teacher code-mixing</td>
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<tr>
<td>9 Teacher translate while teaching</td>
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<tr>
<td>10 Teachers’ code-switching.</td>
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<tr>
<td>11 Students use English outside the classroom all the time</td>
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<tr>
<td>12 Students use English</td>
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<tr>
<td></td>
<td>language as a media of communication inside the classroom</td>
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<td>----------------------------------------------------------</td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>Do students use mother tongue language in the school environment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Do all the students take notes while teacher is teaching?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE UNIVERSITY OF DODOMA
OFFICE OF THE DEPUTY VICE CHANCELLOR - ARC
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Ref: UDOM/DRP/134/VOL VII/ 06 April 2020

To: SIAME PETRO
The University of Dodoma

RE: REQUEST FOR ETHICAL CLEARANCE

This is to inform you that the proposal titled “Factors Hindering English Language Speaking Skill among Secondary School Students in Tanzania” has been granted ethical clearance subject to the fact that you should comply with UDOM format on writing proposal.

However, the Principal Investigator of the study must ensure that the following conditions are fulfilled:

- Progress report is submitted to the University of Dodoma.
- Permission to publish the results is obtained from the University of Dodoma.
- Copies of final publications are made available to the University of Dodoma.
- Sites: Ileje District

Approval is valid for a duration provided for under clause five (5) of the Ethical Clearance Form.

Best Regards,

Dr. Alex Mongi
For Chairperson- Institutional Research Review Committee (IRRC)

C: C: Deputy Vice Chancellor-Academic, Research and Consultancy
Ref. No. MA.84/261/02/52

Regional Administrative Secretary
Songwe Region

Director
Ileje District

RE: REQUEST FOR RESEARCH CLEARANCE

The purpose of this letter is to introduce to you Mr. Siame, Petro with Reg. No. HD/UDOM/00581/T.2018 who is a bonafide student of the University of Dodoma and who is at the moment required to conduct research. Our students undertake research activities as part of his study programmes.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980, the Vice-Chancellor of the University is empowered to issue research clearances to staff members and students of the University on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to the student listed above.

I therefore, kindly request you to grant him any help that may enable him to achieve his research objectives. Specifically, we request your permission for him to work at Ileje District to meet with English language teachers and Students in connection with his research.

The title of his research is "Factors Hindering English Language Speaking Skill Among Secondary School Students In Tanzania".

The period of his research is from April to July, 2020 and it will cover Planned Schools in Ileje District in Songwe Region.

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Publication and Consultancy. P.O Box 251, Dodoma. Tel. No. + (255) 262310301 Email: research@udom.ac.tz

Yours Sincerely,

Prof. Faustine K. Bee
VICE CHANCELLOR

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Kumb. Na.EA:244/268/01/116
Mkurugenzi Mtendaji,
Halmashauri ya Wilaya,
S.L.P.2,
ILEJE

30/06/2020

YAH: UTAMBULISHO WA NDUGU SIAME, PETRO

Husika na mada tajwa hapo juu.


Kiny: KATIBU TAWALA MKO A
SONGWE

Nakala: Katibu Tawala wa Mkoa SONGWE
" Katibu Tawala Wilaya ILEJE
" Siame, Petro

SONGWE

- Alone kwennye Jalada
- kwa taarifa
JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS

TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA WILAYA YA ILEJE

Simu Na. 25 – 2570056
Faksi Na. 25 – 2570042
Unapojibu tafadhali taja

Kumb. Na. HWI/P.10/13/59
16/07/2020

Wakuu wa shule,
Shule za sekondari za Mbebe,
Kakoma, Mlale, Msomba,
Stiven Kibona na Ikinga
Halmashauri ya Wilaya ya Ileje.

YAH: KUMTAMBULISHA MWALIMU SIAME, Petro

Tafadhali, rejea soma tajwa hapo juu.

1. Ofisi imepokea barua yenye Kumb. Na.EA.244/268/01/116 ya tarehe 30.06.2020
kutoka kwa Katiibu Tawala (M) inayohusiana na Mada tajwa hapo juu.

2. Mtajwa hapo juu ni mwanachuo kutoka Chuo kikiu cha Dodoma mwenye namba
ya usajili HD/UDOM/00561/T 2018, 'ambaye kwa sasa anatarajia kufanya utafiti
unaohusu “Factors Hindering English Language Speaking Skill Among
Secondary Students in Tanzania” kwa kipindi cha Julai hadi Septemba, 2020
katika shule za sekondari kama zilivyo ainishwa hapo juu.

3. Kwa bara hii mnajulishwa kuwa mnatakiwa kumpa ushirikiano atakaohitaji kwa
wakati wote atakapo kuwa shuleni kwako.


John Mbele
Kny: Mkurugenzi Mtendaji (W)
ILEJE

Nakala: Mkurugenzi Mtendaji (W)
S. L.P. 02
ILEJE

Aine kwenyewa Jatada

:Siame, Petro.