

**ASSESSMENT OF ENGLISH LANGUAGE INPUT IN
TANZANIAN COMMUNITY-BASED SECONDARY SCHOOLS:
THE CASE OF DODOMA REGION**

By

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Master of Linguistics of the University of Dodoma

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the University of Dodoma and approval for its contribution to knowledge dissertation entitled *Assessment of English Language Input in Tanzanian Community-based Secondary Schools: The Case of Dodoma Region* in fulfilment of the requirements for the degree of Master of Arts (Linguistics) of the University of Dodoma.

.....

Dr. R.Y. Sebonde

(Supervisor)

DATE.....

DECLARATION

AND

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I, **Daud Nyinge** declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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Signed.....

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DEDICATION

This study is dedicated to my mother: Elizabeth Vangisada Makendi, my wife: Rehema Yonah Ndubaa, my kids: Doreen, Aloyce and Eugen, my brothers: Aidan, Immanuel, Edwin and Oscar, and to the memory of my late sister: Flora. Special dedication is rendered to my beloved late father: Aloyce Mung'ung'alile Kolelamtwa Nyinge.

ABSTRACT

The present study assessed English language input in Tanzanian Community-based Secondary Schools. Specifically, it sought to examine whether the input is both adequate and accurate. The study was carried out using questionnaires and interview techniques. Observation and documentation techniques were also employed for the same. A total number of 55 form three students and 9 English teachers drawn from Dodoma urban, Bahi, Chamwino, Kongwa and Mpwapwa districts in Dodoma region constituted the sample of the research in question. Data analysis involved descriptive analysis and simple statistics using tables and charts to indicate the frequencies.

The findings revealed problems pertaining to inaccurate English language input in terms of pronunciation, grammar, vocabulary and communicative function (meaning). Similarly, it was also discovered that students are hardly exposed to English input both at school and in the informal setting. Such situations gravely deter the students from mastering the language. To arrest such situations, all educational planners and practitioners have to address such discrepancies with vigour and zeal.

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LIST OF ABBREVIATIONS

ECL Ethnic Community Language

EFL English as a Foreign Language

ELT English Language Teaching

ELTSP English Language Teaching Support Project

ESL English as a Second Language

ESLT English as a Second Language Teaching

LAD Language Acquisition Device

L1 First Language

MOEC Ministry of Education and Culture

MoI Medium of Instruction

PMO Prime Minister's Office

S-S Students to Student

T/L Teaching/Learning

T-S Teachers to Students

T-T Teachers to Teachers

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

English language is spoken in many parts of the world. It links people with diverse linguistic background. Pennycook (1994:7) estimates English language speakers in the world to be between 700 million and one billion people.

In order to acquire/learn ESL, appropriate (adequate and accurate) English language input is very instrumental. Students are expected to get such input from parents, peer group, school notice board, classroom walls, teachers and other adults or adult speech community. They can also access English language input through English television programmes, videos, radio, newspapers and magazine, class readers, dictionaries, internet, computers, school news bulletin and library books.

In a perfect world, every student should have his/her own copy of textbook in the class. Sesnan (1997: 204) asserts that books are very essential in English language proficiency as they provide students adequate exposure to English language. Poor quality books, as discussed by Rubagumya (1997:26), pose a big challenge on English language proficiency to secondary school students.

Activities outside the classroom are also very significant for developing proficiency in English language. Activities such as running English club entailing such activities like essay writing and oral fluency competitions, a journalism club, a reading club, English drama, impromptu speeches, morning/evening organised talks and both intra and inter-school debates are equally important to expose students to English speaking practice. Many scholars regard such activities as co-curricular ones. Exposure to

native speakers of English through to the use of authentic materials such as; audio tapes, video tapes and the like renders a real benefit to the learners of ESL (Crystal, 1997:375).

In Tanzania, there are 4,237 secondary schools, which are categorized into two major types: government schools (3,381) and private secondary schools (856) (PMO, 2010:30). Of great interest in this study, are government schools, which are subdivided into; the traditional national schools and community built schools (MOEC, 2000:12).

Community-based secondary schools in Tanzania, which have been mushrooming in recent years, are the result of the political drive to provide opportunity to many primary school leavers get access to secondary school education. Local communities build them, but they are operated and managed by the government. The aim is to see to it that at least every ward gets a secondary school. Such schools are called *community schools* since they are built by the community members in their respective areas with a support from the government where necessary.

Studies which are more or less related to this research have been conducted by Ano (2005) in Japan, Mahmoud (2005), Tanaka and Stapleton (2007) in Japan, Domician (2008) in Tanzania, Youanaee (2009) in Iran and Guo (2011) in Taiwan.

Generally, most of these studies focused largely on accuracy, and were conducted outside Tanzania. The study by Domician (2008), which was conducted in Tanzania focused mainly on the resources that could facilitate ESL acquisition/Learning. Therefore, this study assesses English language input in terms of both accuracy and adequacy in Tanzanian community-based secondary schools, particularly in Dodoma region.

1.1 Statement of the Problem

Apparently, there has been a flow of warnings from many people on poor mastery of English language and consequent failing in examinations among secondary and post secondary school students in Tanzania.

Allen (2008:3-4)¹ is in line with this assertion when she points out that today there is a striking degradation of the ability to speak English to people below the age of 50 in Tanzania, as they lack good command of both spoken and written English language. Students finish secondary schools without adequate ability to write and communicate in English effectively and efficiently (MOEC, 2000:17 and Rubagumya 1997:24).

Currently, it is common to find secondary school leavers capable of neither uttering nor writing a sentence in English language. Allen (2008:4) points out that, it is impossible to hold a conversation in English with most secondary school leavers. Buwembo (2004:16) in Rugemalira (2005:70)² further remarks, "... it is scary to imagine a Tanzanian school-leaver who can hardly express himself in English...". Rugemalira (2005:80) and Roy-Campbell and Qorro (1997:9) add that teachers' English proficiency levels in Tanzania are very poor,

In addition, Wedin (2009) further commends that in Tanzanian secondary schools, neither students nor teachers master English at a sufficient level. This problem extends to post secondary levels. Dr. Mwakyembe (The MP for Kyela constituency) is in line with this when he had a session in the Parliament on 17th April, 2012 just before the election of Tanzanian members to the East African Legislative Assembly:

¹ www.kiliproject.org retrieved on June 22, 2012 at 13:30pm.

² Sprac.gu.se/digitalAssets/1307/1307693_rugemalira_theoretica--

‘...wengine wanacram tu...tuwaulize maswali...’³ (Some just cram the speech...let us ask them questions...). Therefore, one has to find out as to why students hardly manage to master English language.

1.2 Research Objectives

The main objective of the study was to assess English language input in Tanzanian community-based secondary school. Specifically, the study focused on these two objectives:

- (a) To describe the adequacy of English language input.
- (b) To examine the accuracy of English language input using RP principles.

1.3 Research Questions

The following research questions guided the realization of the mentioned objectives:

- (a) To what extent are students exposed to adequate English language input?
- (b) To what extent is English language input accurate?

1.4 Scope of the Study

This study; *Assessment of English language input in Tanzanian community-based secondary schools: The Case of Dodoma Region* was conducted from 19th January - 5th March 2012.

The researcher used form three students because they were expected to provide informed data, as they had been in their respective schools for relatively long time and they were not under pressure of either mock or national examination. Form three English teachers were also used in this study.

³ TBC1, April 17th, 2012 at 11:33am.

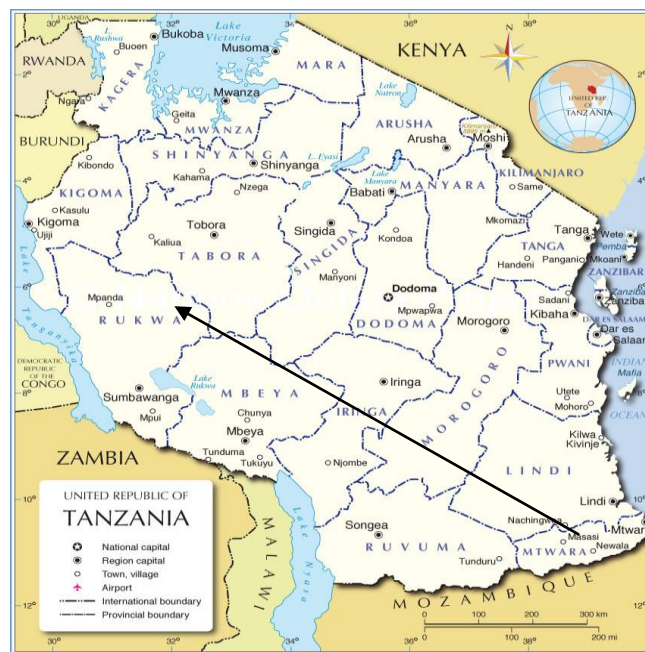
1.5 Area of the Study

The area of the research was Dodoma region. Dodoma region was officially established in 1963. The region lies at 40 to 70 latitude South and 350-370 longitude East. It covers an area of 41,311km rendering 5% of the total area of Tanzania mainland. The region is in the heart of Tanzania. Manyara in the North, Iringa in the South, Morogoro in the East and Singida in the West border the region.

Tanzanian Census conducted from 25th, August to 4th, September, 2002 indicates that the population of Dodoma was 1,692, 025 people. This figure is apparently subject to tremendous increase following massive immigration dictated by the higher learning institutions currently in place.

Specifically, Dodoma urban, Bahi, Chamwino, Mpwapwa, and Kongwa districts constituted the actual area of the study.

Map 1: Administrative Map of Tanzania



Source: www.nationsonline.org/oneworld/map/Tanzania_Political_map.htm

Map 2: A Map of Dodoma showing the location of districts



Source: <http://www.tanzania.go.tz/regions/dodoma⁴/index.html>

1.6 Rationale of the Study

English language is a sole MoI in Tanzanian secondary schools (MOEC, 2000:17, MOEC, 1995:45, Sa, 2005:2&20 and Rubagumya, 1990 &1997:24). All subjects, except Kiswahili, are taught using English language.

English language is essential, as it links Tanzania and the rest of the world through technology, commerce and administration. Currently, English language in Tanzanian Educational system is like the blood veins through which blood passes. Poor mastery of the language in question obviously impedes students in the pursuit of their studies.

The research findings are significant to all educational planners and practitioners because they can be in a position to understand the magnitude of the problem and therefore, identify different ways of helping students to acquire/learn English language well. Teachers may endeavour to teach students appropriately and richly expose students to the accurate English language input.

⁴ Apparently, there are seven districts in Dodoma region. These are Dodoma urban, Bahi, Chamwino, Chemba, Kondoia, Kongwa and Mpwapwa.

The research is also very significant to the government, following the fact that, it is possible to formulate policies that can help in the successful teaching/learning of English language.

1.7 Definitions of Technical Terms

An approach is a way of doing or thinking about something such as a problem or a task. It is a set of correlative assumptions about the nature of language and language learning but does not involve procedure or provide any details about how such assumptions should be translated in the classroom setting⁵.

A method is a plan for presenting a language material to be learned, and should be based upon a selected approach. It is the term describing the way the teaching is carried out. The term method simply implies a detailed, logical ordered plan⁶.

A technique is a very specific, concrete strategy designated to accomplish an immediate objective⁷. It is a specific classroom activity that is consistent with a method (Anthony, 1963 in Hinkel, 2011:560).

Language acquisition is an unconscious, incidental or accidental process of gaining the language (Hutchinson and Waters (1996:49). Compared to learning, acquisition is central while learning is peripheral (Krashen, 1982:20).

Language acquisition device (LAD) denotes the innate capacity that enables children to learn their mother tongue/ L1 (Crystal, 1997: 236&430).

⁵ <http://thesaurus.com/browse/approach>

⁶ www.answers.com/topic/method

⁷ Wikipedia, the free encyclopedia.

Language input. The term *input* may narrowly refer to what you put in. It embodies English language data from the environment surrounding the students. Such environment includes teachers, other students, peers, parents/guardians, other family members and media. The Language Acquisition Device (LAD) subjects such *input* into general English language learning principles. In the context of this research, the phrase *language input* denotes all English language items acquired or learnt by students from both formal and informal settings. Input has to be comprehensible (Yule, 2010:192).

Language learning denotes a relatively permanent change in a behavioural tendency as the result of reinforced practice (Kimble and Garmezy, 1963:133 in Brown, 1987:6).

To draw a line of demarcation between language acquisition and language learning, Hutchinson and Waters (1996:49) define language learning as a conscious process. Yule (2010:187) adds that learning applies conscious process of accumulating knowledge of vocabulary and grammar in an institutional setting.

1.8 Chapter Conclusion

Explicitly speaking, this chapter has surveyed on the general introduction, statement of the problem, research objectives, research questions, the scope of the study, area of the study and the rationale of the study. It has also attempted the definitions of terms frequently used in this research report.

In the following chapter, both literature review and the theoretical framework will form the central concern in the discussion.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

In this chapter, the researcher surveys on the literature relevant to the acquisition/learning of ESL. Thereafter, theoretical framework is presented and discussed.

2.1 Literature Review

In this part, various past studies related to the study in question are discussed. Before digging deeper into the past researches, it is crucially important to start by explaining a bit the reasons dictating the learning of English language.

2.2 Why Learn English Language

To establish the reason as to why we should learn English, one has to consider the functions played by English language. In the simplest sense, the term ‘function’ denotes the word ‘use’. Halliday and Hassan (1990:15) content that when we talk about functions of English language, we mean the way people use it.

English is currently the language of international business, conferences, education and research. It is the language of international communications network and travellers. Kachru (1986) in Hinkel (2011:128) concurs with the global role of English. The language in question permits one to open the linguistic gates to international business, technology, science and travel.

2.2.1 Access to Employment

African countries teach English language to make their citizens get jobs within their nations as well as abroad. Taking example from East African Community member

countries, recently, it has been proposed by member countries that a person from any member country can seek employment in any nation that is a member of the East African Community.

Many parents send their children to English medium primary schools hoping that their children will be competent in English language and therefore compete for employment. Crystal (1997:360) and Buwembo (2004:16) in Rugemalira (2005:70) are in line with the idea that mastery of English language is useful for free movement of labour.

2.2.2 English in Science and Technology

Technological invention has motivated the teaching of English language in Africa. Graddol (1997) argues that English is the world's language of discovery and rapid advances in material science, engineering, manufacturing, and communications. Based on Graddol's ideas, it seems that African countries perceive English as the language of technology.

Many African countries see English as the language that is used in various technological equipments such as computer and as the language of engineering. English and computer have been seen for decades to go together. Computers and the programmes that make them useful were largely the invention of English speaking countries. The hardware and software reflect the need of English language. One of the most important computer related technology to emerge in recent decades with implications for language use, is the internet. In most cases, information in the internet is accessed in English language.

Tardy (2004) in Hinkel (2011:111) points out English is currently used for international scientific communication. More precisely, Crystal (1997:360) puts

forward that 80% of the World's electronic retrieval systems is stored in English. People may access academic information from the internet when they know English language.

2.2.3 English in Various Professions and Institutions

English has been the language that is used in many professions. The use of English language in medicine and court for example, has made it to continue to be taught in African countries.

Maher (1986) as quoted by Pennycook (1994:17) argues that examining the development of English, as an international language of medicine had become not only an international but also an intra-national phenomenon. The use of English in medical terminology, especially in medical prescription is currently a common thing. Instructions on the usage of medicine are in most cases written in English. This requires patients to understand the language.

English is also used for international academic and professional ends (Tarone, 2005:1-20). In addition, the use of English language in courts in Tanzania also dictates the teaching of this language. For example, in high courts all legal documents are written in English, likewise, the conversation between the judge and the accused is carried out in English language.

In the East African Cooperation, English is used for the proceedings. The East African Legislative Council in which its members are drawn from all partner states, English is the sole language of the proceedings. In the case of Tanzania, the members of the Parliament elect such members. When asking for the votes, only English

language is used. All these situations suggest that English is still very important. Consequently, effective teaching must be undertaken.

2.2.4 English in International Organizations and Conferences

English language is used in many international organizations and conferences. Such international organizations are; United Nations (UN), African Union (AU) and Commonwealth. Crystal (1997) estimates that 85% of international organizations now use English as one of their working languages.

English is prerequisite for full mutual understanding and cooperation between and among nations. It is also the sole language in the East African Cooperation (EAC). Since English is highly used in international organizations, the mastery of the language by the Tanzanians is imperative.

2.2.5 English in International Commerce

The use of English language especially in international trade has influenced its teaching in African countries. English facilitates trading between African traders themselves and those of outside Africa. English is now the language of business. Crystal (1997: 373) concludes that success in international world of commerce and industry is becoming more and more dependent on English language. Thomason, (2001:49) is also in line with this international use of English, as she asserts that the language in question is used to carry out most large-scale international business.

2.2.6 English in Mass Media

Hobbs (1983:6) explicitly commends that English language is used in many mass media. In Tanzania, English is currently used in some programmes of the local mass media such as television stations (Rubagumya, 1997:26). A good example of such

programmes is 'This Week in Perspective' through Tanzania Broadcasting Cooperation (TBC).

Crystal (1997:373) asserts that English can enable one to have direct access to the world of foreign cinema, radio, television and vocal music. External media such as; Aljazeera, East African television and British Broadcasting Cooperation (BBC) use English in many of their programmes.

In addition to these, English is currently used in many newspapers such as the Guardian, the Citizen and Daily news, to mention a few. Tanzanians need to have opportunity to access such media; hence, there is a need to master English language.

2.3 Tanzanian Socio-linguistic Profile

Tanzanian is a multilingual society with about 156 Ethnic Community Languages (Muzale and Rugemalira, 2008:79-80). ECLs are mostly spoken at home, for intra-ethnic communication and other informal spheres (Msanjila, 1999 and Mekacha, 2000 in Neke, 2003:23).

Both Kiswahili and English are side-by side official languages (Thomason, 2001:37). Kiswahili is the de facto national language, used for inter-ethnic communication and it is the language of the social and political spheres. It is also used as MoI in primary schools (government administered), training certificate teachers and adult education.

English is more or less used in written form. In the parliament, bills are drafted in English language and members of the parliament are free to use both English and Kiswahili. However, the common practice is to code switch. In many social services and commercial institutions such as banks, post office, insurance, signposts and commercial advertisements, English is used along with Kiswahili.

In many financial institutions, various forms are written in English language. For one to fill such forms, he/she has to know English. In short, English is the language of secondary education, universities, technology, commerce, some government correspondences, media, legal document and ordinances, higher courts of law, international business, and medical diagnosis and dispensing (Neke, 2003:24).

Apparently, the triumph of Kiswahili ‘activists’ endangers the status of English language, as the domains of use which belonged to English language are increasingly being taken by Kiswahili (Rubagumya, 1997:28). Never the less, few Tanzanians are likely to adopt English as a second or even, a first language in the near future following the fact that they pursue their studies from nursery school up to the university in English. In addition, English is their core language of communication at home (Rubagumya, 1997:28).

Having established the reasons dictating the continued learning of English language in the Tanzanian context, the remaining part of literature review is going to discuss English language input.

2.4 English Language Input

In this section, English language input is going to be discussed under issues pertaining to role of the teacher, pedagogy, motivation, attitude, critical period hypothesis and neurological correlates.

2.4.1 Role of the Teacher

The role of English teachers is paramount for the students’ mastery of English language. Faniran (2011) in the study of Pre-Service English Teachers in Nigeria, asserts that English teachers in Nigeria lack proficiency in the language. Therefore, such teachers need to acquire substantial mastery of English morphology, syntax,

lexis, semantics, pragmatics and phonology in order for them to deliver correct English language input to their students.

Youanee (2009) in his study, when he examined English referential and expletive subject pronouns to investigate the efficacy and adequacy of the L2, found out that the kind of instruction in teaching English in Iran is not efficient enough to enable the students master the language.

Katy (2008) in her study on the problems facing teaching English language in primary schools in Tanzania concurs with the idea that English teachers need to have sufficient mastery of all language levels, without which, such teachers are prone to delivering incorrect input.

Teachers are therefore expected to provide accurate input in the course of classroom instruction. They should fulfill various roles, such as being context providers, language development tutors and content providers for language study (Harris & Wilkinson, 1990:172).

Gass and Schachter (1990:56-57) comment that a general deficiency of input accounts for many cases of students' errors. Therefore, language teaching requires a special combination of knowledge and skills (Eskey, 1982:39) in Johnson (1994:92). Skilled teachers are expected to help students learn English successfully (Richards, 1995:12 & Woods, 1996:190-193).

On the importance of accurate input from the teachers, Rubagumya (1997:27) insists that if the input is inaccurate, students' mastery of English language will be inhibited to a great deal.

Crystal (1997:375), in addition, asserts that teachers should be technically competent. They need to keep themselves up-to-date with the latest research into the language in question as well as in ELT techniques. Adekola, (2007) in Faniran (2011) adds that teachers must be groomed in various language teaching methods, selection and use of appropriate instructional materials and language teaching skills.

The above remarks dictate proper training to English teachers. English Language teachers' training includes pre-service and in-service programmes and workshops. In in-service, the focus might be on the use of new techniques, methods, materials or equipment. In some cases, in-service workshops might be integrated to not only upgrade and expand teaching capabilities but also reorient teachers to cope with changing conditions in the respective field.

2.4.2 Pedagogical Issues

Learning and teaching are twin sisters. One can hardly manage to draw a line of demarcation, as they cannot stand in isolation. This necessitates the interest to study the way language teachers use various approaches, methods and techniques to enable students learn English.

Various scholars have written on the approaches, these include; Grammar Translation method (Yule, 1985:193), Audio-lingual approach (Corson, 1990:191 & Odlin, 1994:51), direct method (Odlin, 1994:88) and the Structural Oral approach (Woods, 1996: 4&8).

Corson (1990) and Odlin (194) argue that communicative approach is the best teaching approach/method, especially, where English language is the mother tongue. This approach sprang in the 1960s against the traditional approaches discussed, which stressed the teaching of grammatical forms and paid no or little attention to the

authentic every day notions and functions of language. The main goal of this approach is communicative competence.

Communicative competence denotes the ability to communicate successfully in a language in a range of situations. It deals with actual speech in actual situations, the ability to interact with others, to know what to say, to whom, when, where and how.

Crystal (1997:379) explains communicative approach in terms of notions and functions of the language. The concept 'notion' denotes meanings learners require in order to communicate. Such meanings encompass duration, sequence, motion, time and quantity. On the other hand, the concept 'function' entails; evaluation, persuasion, marking social relation, requesting, asking, complaining, apologizing, giving information and expressing emotions, disagreement or agreement.

Richards and Rodgers (2001:172) in Hinkel (2011:548) point out several principles pertaining to communicative language teaching. These are; learners should learn a language through using it to communicate, authentic and meaningful communication should be the goal of classroom activities, fluency should be an important dimension of communication, communication should involve the integration of different language skills and learning should be a process of creative construction and therefore, should involve trial and error.

In addition, Wesche and Skehan (2002:208) in Hinkel (2011:549) state several qualities of communicative classrooms which include activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems, the use of authentic texts and communication activities linked to "real-world" contexts and approaches that are learner centred. In brief, teachers should strive to deepen the content of communication in the classroom.

This approach to English language teaching encompasses the following advantages: Firstly, the approach is learner-centred and experience-centred rather than being teacher-centred and dominated. Teacher's main tasks are to respond to the language needs of the learners and to facilitate the communication process, acting as an independent participant, need analyst, a counselor and a group process manager. By this, learners are likely to learn easily.

Secondly, learner's creativity is high since the approach emphasizes on effectiveness of communication rather than accuracy of utterances. Learners are able to produce a number of sentences in target language for the purpose of communication, as it focuses on communication proficiency. In this case, language is seen as a system for conveying meaning.

This approach deals with actual speech in actual situations. What matters is the ability to convey meaning. However, other methods should be employed for accuracy of the input and for rhetorical purposes (Rubagumya, 1997:24-26). To the Tanzanian educational context, this approach could be aspired but it is hardly embraced in many schools, as the approach in question presently seems immature.

Sane (2011: 83 and 88), in his study, found out that English language teachers hardly use this approach, as they do not understand it and the learning environment is apparently not friendly in the Tanzanian context. In addition, Wedin (2009) found out that poor teaching methods and any other unfriendly interactional patterns tend to hinder students in learning English.

Moreover, computers can also be employed in teaching English in secondary schools. Chartrand (2004:55-56) in his study in Japan asserts that using a computer in teaching English enables the students to do a lot of tasks even without tiring out their

teachers. In addition to that, learning ESL/EFL using computers exposes students to infinitive practices in the target language, which is very crucial in the whole process of ESL/EFL learning/acquisition.

2.4.3 Motivation and Attitude towards ESL

The term motivation denotes a drive or reason to do something. Brown (1987:114-115) explicitly explains that motivation is an inner drive or stimuli, impulse or desire that moves one to a particular action.

According to Gardner and Lambert (1972), Yule, Krashen (1981:22), Krashen (1982:31), (2000:165) and (2010:192), motivation is classified into integrative and instrumental nature. The former arises when the learner intends to learn English in order to identify himself/herself with English speaking community. In this context, full membership or merely the need to communicate renders driving force for language learning (Thomason, 2001:48).

On the other hand, the latter denotes the drive to learn English so that one can use it for other purposes such as securing job and using it to pursue studies successfully. Corson (1990:209) comments that students may be motivated if they are able to decide for themselves their point of entry for studying the language in question. Clark (1967), Burstall (1975) and Fairbairn & Pegolo (1983) cited in Clark (1991:75) conclude that motivation is best generated by a feeling of successful achievement in the classroom.

In addition, Qashoa (2006:16) in his study contends that ESL learners should be offered the opportunity to be motivated and fulfill their learning orientations through proper teaching methods and learning contexts. Motivation increases when students are allowed to decide themselves when they are ready to produce English utterances.

High motivation is linked with students' understanding of the English learning objectives. In the school setting, motivating students is essential for them in order to develop positive attitude towards learning of English language. It can be done in many ways, for instance, good preparations by the teacher and good pedagogical orientations can motivate the students.

Assessment through tests and examinations can motivate students too. They can make students work very hard (Sesnan, 1997:190). Students must know that opportunities for studying English language will be available in later years. By this, they will be motivated to learn.

Student-centred conversations in the classroom are the best means for stimulating the use of more complex language functions. This is not the case in Tanzania, as the environment does not motivate the students (Sane, 2011:83).

Teaching English extensive reading can equally motivate students in English learning. Plenty of both class readers and class library within the students' linguistic levels greatly maximize their ability in the language.

Domician (2008) in his study concurs with this assertion when he found out that students in the better-resourced secondary schools are likely to increase their English proficiency. In the same vein, Hiroya and Paul (2007) in their study in Japan found out that lack of reading quantity in EFL classrooms is one of the most serious problems facing teachers of English in Japan.

Moreover, in order to inspire the students in English learning and consequently improve their ability, we need to organise and hold different English extra-curricular activities to make the students access an 'authentic' English environment (Guo,

2011). According to him, most students outside classroom in Taiwan are immersed in a first language environment with limited exposure to English. Therefore, this undertaking will help to create an atmosphere around the students in which they will be exposed to English.

The term 'attitude' denotes emotional attachment the students develop towards English language. Batibo (2005: 97) adds that the term 'attitude' denotes a feeling; reaction or emotional disposition towards an idea, concept or phenomenon, and such feelings may be positive, negative or indifferent.

There are no large-scale studies of language attitudes in Tanzania, but Schmied (1985) in Bruthiaux (2000:287) presents a small-scale study in which he surveyed 70 Tanzanians on their attitudes to English. He found that English is useful for getting a better job. His explanation for this is that job offers are often based on certificates of school completion, which indirectly imply some level of English knowledge. Certainly, English language is a valuable resource to the Tanzanians (Bruthiaux, 2000:287).

Thomason, (2001:33) adds that it is highly prestigious for one to know several languages. In the Tanzanian context, English language confers a great deal of prestige and competence in English is equated to education. Bluntly put, its importance renders students' positive attitude towards it.

In addition, both teachers and students should develop interest in ESL. Faniran (2011) points out that both teachers and students need a great deal of interest in English language, since it is only a person who loves the language in question that would go to great lengths to attain mastery. If both teachers and students are

interested in English, it may be possible for them to use it frequently. Consequently, their ability in the language will improve.

2.4.4 Critical Period Hypothesis

Brown (1987:42) defines critical period for language acquisition as a biologically determined point of life when language can be acquired more easily, for beyond it language acquisition is increasingly difficult. This occurs around puberty, when it is relatively possible to acquire a native like accent of the second language.

Basing on this, age of the language acquirer/learner seems to be one of the major issues as far as second language acquisition/learning is concerned. Several studies have been conducted on this issue. Krashen, Long and Scarcella (1979) in Krashen (1982:43), assert that age is a very significant predictor of second language proficiency.

Similarly, studies conducted by Scovel (1988), Long (1990) and Hyltenstam and Abrahamsson (2000) in Hinkel (2011:408-410) concur with the influence of age in L2 acquisition/learning in which after pubertal period, L2 learners/acquirers can hardly master native speakers' phonological, morphological and syntactical levels.

In the same vein, Liu, Bates and Li (1992) in their study of Chinese learners of English, found out that learners who began to learn English after the age of 20 applied Chinese sentence structures to English while learners before the age of 13 managed to master English the way native speakers do (Hinkel, 2011:410).

Krashen (1982:43) remarks: (i) Adults proceed through the early stages of second language development faster than children do (Where time and exposure are held constant). (ii) Older children acquire faster than younger children, time and exposure

held constant. (ii) Acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults.

Crystal (1997:372) advances the debate when he remarks that adults have the ability to memorize, imitate and use dictionaries. They can also read and write. He further asserts that adults have greater exposure to second language situations than children do.

In addition, Brown (1987:54) and Yule (2010:191) add that adult acquirers/learners can benefit from positive transfer of the first language sounds, expressions or structures into the second language through positive transfer.

On the other hand, (Yule, 2010:191) comments on the fact that adult learners are more disadvantaged as far as second language acquisition/learning is concerned. On the issue of motivation, their drive towards second language learning is very minimal, following the fact that they already have 'a full' mastered language. Their motivation might merely be instrumental one.

In addition to that, adults can hardly be free to produce second language constructions, as they are self conscious and afraid to make errors. Consequently, there are serious inhibitions in adult learners. On the contrary, children are less constrained by such problems, as they quickly overcome them when they try to use new words and phrases (Yule, 2010:189). Such inhibitions deprive adult learners from mastering the language in question, since they hardly use it.

Adults are prone to cross-linguistic influence/interference (Yule, 2010:189). They may be distracted by the first language syntax and morphemes. On the other hand, children are less vulnerable to this interference (Brown, 1987:53-54).

Finally, adults are normally not enough exposed to the natural learning environment, as they have less time and their motive behind the second language is in most cases, not integrative.

Arguments in favour of the younger acquirers/learners being more capable of mastering second language than their adult counterparts can best be explained through explaining the development of cerebral maturity and dominance. The contribution of age as far as language input is concerned rests on when teachers should appropriately teach ESL (Crystal, 1997:375 & Brown, 1987:2).

2.4.5 Neurological Correlates

The study of the maturation and function of the brain in the whole process of second language acquisition is paramount in this context. Crystal (1997:263) asserts that neural pathways are very instrumental in the process of speech production, reading aloud and speech comprehension.

Language is gradually lateralized in the left hemisphere from around the age of 2 to sometime around puberty (Crystal 1997:265 and Krashen, 1981:72). From the age of 2 to puberty, there is neural plasticity which makes possible for language acquisition to take place smoothly (Brown, 1987:43). During puberty, the brain attains its full maturation and lateralization gets accomplished.

Yule (2010:188) goes even further asserting that younger learners are both quicker and more effective second language learners, while very few adults are likely to reach native-like proficiency in using second language. This is in line with the saying ‘It is practically very difficult to train old dogs’.

Again, the contribution of age as far as language input is concerned is seen in this context, as neurological development helps to guide English teachers when they should appropriately teach ESL (Crystal, 1997:375 & Brown, 1987:2). We should therefore; integrate biological concerns into L2 acquisition/learning processes (Birdsong, 2006:37 in Hinkel 2011:407).

The above section has surveyed some literature pertaining to this study. The remaining section will establish the theoretical framework, which guides this study. The Monitor model developed by Steven D. Krashen in 1982 will guide the study.

2.5 Theoretical Framework

The Monitor model developed by Krashen (1982) guides this study. This model is all about second learning/acquisition. In this model, Krashen (1982:10-31) discusses five hypotheses, these are Acquisition-Learning hypothesis, the Input hypothesis, the Affective Filter hypothesis, The Natural Order hypothesis and the Monitor hypothesis. Directly related to this study, is the Input hypothesis within which Acquisition/Learning hypothesis is embedded. While acquisition is “picking up” linguistic items informally, learning is “knowing about” a language grammar or rules formally (Brown, 1987:33).

In this study, both formal and informal settings pertaining to English language input have been assessed. Language acquisition/learning proceeds when the students are exposed to adequate and comprehensible input, whether oral or written. Such input can be from the adult and peer linguistic items (Brown, 1987:33).

Students need to be challenged just beyond their current ability, since we acquire only when we understand language that contains structure that is a little beyond where we are now...**i+1** (Krashen, 1982:21).⁸ The **i+1** will be attained only when the input is adequate and understood. The input should equally be accurate. Learners need to be exposed to accurate and comprehensible input.

Accuracy can be judged on the realms of phonology, grammar and communicative competence. Students also need to be exposed to a language-rich environment having radios, television programmes, newspapers and magazines or people around them who speak English language both frequently and accurately. Eventually, students can be in a position to attain fluency in the language.

This hypothesis emphasizes that when teaching English, teachers should replicate in the classroom the way students' first language is acquired. The input from the teachers should be natural, that is to say, it should be in the same way mothers' input is acquired by the child. The hypothesis in question forms the corner stone for both behaviourist and mentalist theories of language learning.

Crystal (1997:376) comments that, in behaviourist model the English input is obtained from controlled formal instructions while in mentalist/cognitive model,

⁸ While **i** denotes current level/stage in ESL mastery, **1** is the new input on the same. If an acquirer is at stage or level **i**, the input he/she understands should contain **i+1**(Krashen, 1981a:100 in Brown, 1987:187).

English input is obtained from the exposure to authentic use of English language in near-natural situations. While the former insists on precise and tight control of the input, the latter views the input as the triggering force, which activates the learners' LAD (Baker & Jones, 1998:637).

In connection with this, is what Krashen (1982:26) calls, 'The Silent Period'. This phenomenon is related to the input hypothesis on the ground that the acquirer becomes competent in the second language through listening and understanding the input. Hakuta (1974) and Ervin-Tripp (1974) in Krashen (1982) are in line with this phenomenon, as they conclude that mastery of the language emerges after enough competence has been developed by listening and understanding.

In accordance with this idea, teachers need to be exposed to enough and accurate input before they are expected to produce English language correctly while carrying out their duties as teachers. If teachers are not fully exposed to such input, it is likely that they will make numerous errors. Krashen (1982:27) is in line with this when he remarks:

Performers who are asked to produce before they are ready will fall back on first language rules...they will use syntactic rules of their first language while speaking the second language.

Closely related to the input hypothesis is the role of conversation from which language output surfaces. Language output greatly contributes to language acquisition, though indirectly. Engaging in conversation prompts the language input, since the more one talks, the more people talk to him/her.

Generally, both formal and informal English language input through the Input hypothesis discussed above is related to the mastery of English language. I will use

the hypothesis in question to examine and describe the issues of both adequacy and accuracy of English language input in Tanzanian community-based secondary schools.

2.6 Chapter Conclusion

From the above discussion, both literature review and the theoretical framework have been provided. On the part of the literature review, the researcher has surveyed on the past literature connected to the topic of the study in question.

Specifically, the chapter has given out reasons dictating the current learning of English language, status of English language in Tanzania, the role of the teacher, pedagogical issues, motivational issues, the attitude towards English language, the critical period hypothesis and neurological matter.

Studies reviewed in this chapter on ESL acquisition/learning have not thoroughly assessed English language input in Tanzanian community-based secondary schools, specifically on the questions pertaining to efficacy and adequacy. In the classroom as in other co-curricular activities, there should be activities that promote the learning/acquisition of English language.

Classrooms should be featured by the use of simple visual aids and teaching aids (Stern, 1983:29). Classrooms should be sites where students are endowed with command of good language skills. Put simply, they should cultivate reading, writing, speaking and listening skills. Achieving a qualification in functional English will show that one has mastered such skills (Pilgrim & Nield, 2008:4). This research therefore seeks to address such deficiencies. In the next chapter, the methodological component of this study is discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes and explains the research design, the target population, sample size and sampling procedures, data collection techniques, research instruments, procedures of data analysis, clearances to conduct research and research ethics.

3.1 Research Design

The term “research design” denotes the arrangement of conditions for collection and analysis of data. Simply speaking the term research design means the conceptual structure for conducting the research.

Adam and Kamuzora (2008) define a research design as the detailed blue print used to guide a research study towards its objectives. According to this definition, a research design is a detailed plan of work to be done to achieve the research objectives. Research design is very crucial, as it facilitates the general smooth undertaking of the research. Kothari (2004:32) concludes that research design renders the research both efficient and reliable.

In this study, the researcher used descriptive design, whereby, thorough description of the state of affairs was dealt with. Here, the researcher noted all the findings pertinent to the research. The fact that mastery of both spoken and written English language has been posing great challenges to secondary school leavers might be related to the kind of the English language input students get both formally and informally.

3.2 Target Population of the Study

Kombo and Tromp (2006:76) define a population as a larger group of individuals, objects or items from which samples are taken. The population of this research was community-based from three secondary school students and their English teachers from Dodoma region, specifically, Dodoma urban, Bahi, Chamwino, Kongwa and Mpwapwa districts.

3.3 Sample Size and Sampling Procedures

The term ‘sampling’ denotes the procedure undertaken by the researcher in selecting a number of individuals or objects from a population such that the selected group contains right representation of the entire population.

Webster (1985) in Kombo and Tromp (2006:76) defines a sample as a finite part of a statistical population whose properties are studied to gain information about the whole. In this context, a sample refers to a set of respondents selected from a larger population.

In this study, 11 schools formed a case study. The researcher used two sampling procedures. Purposive sampling was used to see to it that schools were drawn from urban and rural areas in five selected districts in order to represent regional coverage.

On the other hand, random sampling was used to find students to participate in both interviews and questionnaires. The researcher used one English teacher in all schools, except two schools that had no English teachers. Therefore, 55 students (for questionnaires 50 students were used), and 9 teachers (for both interviews and questionnaires) constituted the sample of the study.

The researcher ensured a more or less, equal participation by both sexes of the respondents, especially the students. The researcher decided to study three schools in Dodoma municipality because the district in question had so many schools compared to the rest, which provided two schools each (See appendix 1).

3.4 Data Collection Techniques

The researcher conducted a mixed methods research, whereby both qualitative and quantitative data were collected (Leech, 2010 in Morse, 2010). Qualitative data were obtained through observation, interviews and documentation techniques while questionnaires were used to collect quantitative ones.

The researcher used focused group discussion with form three students in eleven schools (one focused group comprised of five students in every school) picked at random. In this study, the researcher made use of video and audio recorders, camera, notebooks, pens and laptop as data collection tools. During fieldwork, video clips and audio recordings were made. Photos were also taken.

3.4.1 Questionnaires

With regard to questionnaires, the researcher composed a set of questions intending to investigate the adequacy of English language input. Teachers and students were asked almost similar questions to ensure the validity of the responses.

The researcher sought permission from the head of school to administer the questionnaires to both, form three students and their teachers. Fifty students and nine teachers filled the questionnaires.

Students' questionnaires were administered in ten schools while teachers' ones were administered in nine schools. Questionnaires for both teachers and the students are appended in this report (See appendices 2 and 3 respectively).

Illustration 1: Students Completing Questionnaires



Source: Fieldwork February 2012

3.4.2 Interviews

Interviews were used to gather data addressing the research questions. Consent for participation in interviews and the choice of the language to be used were always adhered to. In all the interviews, both students and teachers chose Kiswahili language to be used. However, in rare cases, teachers turned into code switching. Such interviews were preceded by the questionnaires to check the consistence and validity of the responses. Students were interviewed in focused groups (Consisting of five

each). This was very instrumental to both save time and overcome students' lack of confidence.

All the interviews were audio recorded for keen analysis and interpretation. Such audio-recorded interviews were stored in various storage devices for security. Appendices 4 and 5 provide the interview guiding questions for teachers and students respectively.

3.4.3 Documentation

The researcher used students' notes, syllabus, school action plans, school calendar, school daily routine, school news bulletin, classroom walls, to describe the state of affairs using documentation technique. Striking issues were jotted down in the researcher's notebook.

3.4.4 Observation

Observation was used to address both adequacy and efficacy of English language input in the studied secondary schools. The researcher observed the implementation of daily routine, implementation of the language policy, T-S communication in the course of the classroom instruction and around the school premises and S-S communication in the classroom and around the school premises. In addition to these, T-T communication in the school setting was observed.

Classroom observation was very significant in obtaining data pertaining to the phonological, grammatical and competence-based deviance from the RP principles. The classroom observation was conducted in nine schools. Such observation was audio recorded and immediately stored using various storage devices for both security and retrieval. Observation checklists guided the researcher in the course of observation process. In this report, a few examples of the observed recurrent errors

have been presented and discussed in chapter 4. Classroom observation checklist is appended in this report (See appendix 6).

3.5 Data Analysis and Presentation

Kombo and Tromp (2006:117) define data analysis as the process of examining what has been collected and making deductions and inferences. The researcher coded and transcribed collected data immediately after the fieldwork.

Descriptive analysis was used for qualitative data while simple statistics were used for quantitative ones, whereby percentage analysis was used for the later. Qualitative data were collected through documentation, interview and observation techniques. They have been presented and analysed using descriptive design.

On the other hand, quantitative data were collected through questionnaires. They have been presented and analysed using simple statistics whereby both tables and pie charts have been used.

Tables have been used to present and analyse students' responses on the questionnaires while teachers' responses to the questionnaires have been presented and analysed using pie charts, except the responses on the availability of dictionaries where a table as been used.

3.6 Clearances to Conduct Research

The researcher obtained permission to conduct this research from the University of Dodoma, the Regional Administrative Secretary, the respective District Executive Directors and finally, the school heads.

3.7 Ethical Issues

Feagin, in Chambers, Trudgill and Schilling-Estes (2004:32&33) suggests four main ethical guidelines for collecting data; consent for audio-recording, guaranteed anonymity, voluntary participation and access to research and research findings.

In the course of data collection, all ethical guidelines regarding research were adhered to, these included; ensuring informed consent for participation, rights to withdraw at any time in the course of the research, anonymity and confidentiality. The researcher assured all respondents to be non-traceable and non-maleficent. Then the researcher sought consent for students' participation from both students themselves and their teachers.

3.8 Research Limitation

The researcher expected to use 11 teachers as respondents in this study but only nine teachers were used. In two schools, there were no English teachers since April 2011. In one rural school, one English teacher was posted and ought to report for duty in early February, 2012. Strange as it might seem, the headmaster sadly told the researcher that the teacher in question had been reposted to a town school in the same district.

3.9 Chapter Conclusion

To summarize thus far, the research design, target population, sampling, research methods, data analysis and presentation, clearances and ethical issues have been discussed in this chapter. Having exhausted on the methodological component of the study, the following chapter will focus on data presentation and discussion of the research findings.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.0 Introduction

This chapter will present and analyse data using descriptive approach and simple statistics for qualitative and quantitative data respectively. Thereafter, thorough discussion of the findings will follow. Such discussion will base on two research questions: accuracy and adequacy of English language input.

The question of accuracy is examined according to the principles of the Received Pronunciation (RP) or sometimes called the Received Standard. RP rose in the 15th-16th centuries in the royal family that is why it is sometimes referred to as the King's English or the Queen's English (Crystal, 2002:110). It is posh and non-rhotic. It is generally the accepted variety of spoken standard Southern British English (O'Grady, et al, 1997:33). Moreover, it is regionally neutral, prestige accent of British English (Crystal, 1997:39&435).

Currently in Britain, it is used in the royal family, parliament, the Church of England, the high courts, the British Broadcasting Corporation (that is why sometimes it is called BBC English) and other national institutions. Today RP is an international accent of English. To non-native learners, RP is taught as a second or a foreign language (Maghway, 1996:336).

In this study, the researcher comes out with deviance⁹ from the RP in terms of pronunciation, grammar and communicative competence, which happened to dent

⁹ The term *deviance* denotes failure to conform to the rules of the language yielding a form of language which is unacceptable altogether (Crystal, 2002:395&461).

both teachers' confidence and reputation. Allen (2008:3-4) concludes that poor grasp of the use and usage of English prompts discrepancies of this sort.

4.1 Accuracy of the RP Pronunciation

In this part, various phonological discrepancies obtained through classroom observation, are going to be presented and discussed. Specifically, the assessment of monophthongs and diphthongs, production of unnatural utterances due to failure to produce weak and strong syllables, poor mastery of stress and supra-segmental phonology at large, poor mastery of the post-alveolar approximant, laterals, silent consonant phonemes, velar nasal and inter-dentals. Observation of what transpired in the course of English lesson delivery came out with the data hereunder.

4.1.1 Monophthongs and Diphthongs

In this study, English teachers faced a big problem to draw the line of demarcation between monophthongs and diphthongs. Diphthongs are vowels that exhibit a change in quality due to tongue movement/glide while monophthongs/simple/pure vowels do not show any noticeable change in quality (O'Grady, et al, 1997:36).

While some used monophthongs instead of diphthongs in words like; *ignore and fruit*, others went vice-versa, as they uttered monophthongs for diphthongs in words such as; *make, making, take, face, again, date, indicate and spilling*. Another deviance was seen when some teachers uttered long /i/ before velar nasal /ŋ/ in various words, for example, *laughing* and *seeing*.

In all languages, there are constraints governing the arrangement of the phonemes to form syllables. These constraints are alternatively referred to as phonotactic or phoneme sequence constraints (Walker, Xu and Dell, 2009). According to the RP phonotactic constraints/sequential constraints, velar nasal /ŋ/ can only occur after the short vowel phonemes. Long /i/ preceding velar nasal /ŋ/ is a violation of the RP phonotactic constraints (Harrington, and Cox, 2009).

Other instances pertaining to vowels included; long /u/ for short /ʊ/ in; *good, look* /ɒ/ for /ʌ/ in *son*, /e/ for /ɪ / in *market*, /ɪ / for /e/ in; *spread* and /e/ for /æ/ in *have, hands, land* and *happy*. Poor mastery of such vowels at the college or universities might account for such deviance. In addition, lack of vowels like /ʊ/, /ʌ/ and /ɪ / in the teachers' L1 might explain such discrepancies.

In addition, short /e/ was used for long /ɜ/. In the articulation of the long vowel /ɜ/, all teachers observed used a sort /e/ in words such as; *girl, word, learn, heard* and *first*. The researcher suggests that such an error might be because the long vowel in question is inexistent in the English teachers' L1 (Polome, 1967:46). In addition to that, it seemed such teachers poorly mastered the vowel in question when they undertook their professional courses.

From the findings, the **schwa** was not mastered at all. O'Grady, et al (1997:40) regard the schwa /ə/ phoneme as a reduced vowel. The schwa stands for the unaccented sound. In the study, the following words bear unaccented syllables but such syllables were never articulated; *focus, supposed, tomorrow, today, together, above, hesitate, ago, item and again*. This sound was replaced by the strong forms, which ended up yielding unnatural pronunciation altogether.

4.1.2 Unnatural Pronunciation

All syllables in the words uttered were strong/accented ones. There were 76 noted errors in this context. The following examples illustrate the problem: *today-/tudei/, understand-/andastend/, confident-/konfident/, important-/impotant/, tomorrow-/tumolo/, consider-/konsida/, against-/agenst/, conflict-/konflikt/ and correct-/kolect/.* Instead they should utter as follows; *today-/tə`dev/, understand-/ʼʌndə`stænd/, important-/ɪm`pɔtənt/, tomorrow-/tə`mɒrəʊ/, consider-/kən`sɪdə/, against-/ə`genst/, conflict-/kən`flɪkt/ and correct-/kə`rect/.*

In the same vein, weak forms/unaccented of grammatical words were not mastered at all. To produce somewhat near native speech, one must strive to understand the way such grammatical words are articulated. The following explanation on how to articulate the grammatical words is of great significance.

‘The’= /ðə/ (before consonants) but /ði /- strong (before vowels), ‘a’= /ə/ (before consonants), ‘an’= /ən/ (before vowels), ‘and’= /ənd/ /ən/ (sometimes /n/ after t, d, s and z), ‘but’= /bət/, ‘that’= /ðət/ (only when used in a relative clause, but remains strong when used with a demonstrative sense), ‘than’= /ðən/ ‘them’= ðəm/ and ‘there’= /ðə/ (before consonants) and /ðər/ (before vowels) but strong /ðeə/ (before consonants and /ðeər/ before vowels) in demonstrative sense.

In addition, we use ‘his’= /ɪz/ (before a noun, but not at the beginning of a sentence), ‘him’= /ɪm/, ‘her’- in possessive sense preceding a noun, as an object pronoun or at the end of a sentence= /ə/ (before consonants) or /ər/ (before vowels) but /hə/ in sentence initial and ‘your’= /jə/ (before consonants) while /jər/ (before vowels) (Roach, 1991:102-109, Crystal, 1997:166 and Crystal, 2002: 247).

Others are; as = /əz/, ‘us’ = /əs/ (but strong /æ/ in final position), at = /ət/ (but in word initial it remains strong /æt/), ‘for’ = /fɔ/ (before consonants) and /fɔr/ (before vowels) but in final position it remains strong /fɔ/, ‘from’ = /frɒm/ but in final position it remains strong /frɒm/, ‘of’ = /əv/, /v/ or /ə/ but strong in final position /ɒv/, ‘to’ = /tə/ (before consonants) but strong /tu/ before vowels and in final position and ‘some’ = /səm/ or /sm/ (before uncountable nouns and before other nouns in plural - meaning an unspecified number of),

In addition to these, the following grammatical categories are worthy-noting: ‘can’ = /kən/ but strong /æ/ in final position, ‘could’ /kəd/ but strong /kʊd/ in final position, ‘shall’ /ʃəl/ or /ʃl/ but strong /ʃæl/ in final position, ‘should’ = /ʃəd/ but strong /ʃʊd/ in final position, ‘must’ /məs/ (before consonants) and məst or məs (before vowels) but strong /mʌst/ in final position, ‘have’ = /əv/, /v/ or /ə/ in initial position = /həv/ but strong /hæv/ in final position ‘has’ = /əz/ in initial position = /həz/ but strong /hæz/ in final position, ‘had’ = /əd/ or /d/ in initial position = /həd/ but strong /hæd/ in final position.

Finally, ‘do’ = /də/ (before consonants) and /dʊ/ (before vowels) but strong /du/ in final position ‘does’ = /dəz/ but strong /dʌz/ in final position ‘am’ = /əm/ but strong /æm/ in final position, ‘is’ = /s/ or /z/ ‘are’ = /ə/ (before consonants) and /ər/ (before vowels) but strong /a/ in final position, ‘not’ /nt/ or /n/ = ‘was’ = /wəz/ but strong /wɒz/ in final position ‘were’ = /wə/ (before consonants) and /wər/ (before vowels) but strong /wɜ/ in final position (Roach, 1991:102-109, Crystal, 1997:166 and Crystal, 2002: 247).

4.1.3 Stress Patterns

The term stress denotes the combined efforts of pitch, loudness and length whose result is syllabic segments being prominent. It is the degree of force with which a syllable is uttered. A syllable is a unit in the word, which is capable of receiving an accent or stress. According to Crystal (1997:171&437), RP is a stress-timed language.

From the findings, suffixes *-ary*, *-ory* and *-ery* in word final position were stressed, as in *secondary*, *vocabulary*, *library*, *dictionary*, *stationery*, *introductory*, *literary*, *unnecessary*, *battery* and *obligatory*. RP does not stress the final syllables in words ending in; *-ary*, *-ory*, *-ery* and *-et* (Crystal, 1997:171), as in; *laboratory*, *ballet*, *beret*, *secretary*, *reformatory*, *offertory*, *missionary*, *judiciary*, *visionary*, *dormitory*, *cemetery*, *adversary* and *military*.

Bluntly put, no teachers could demonstrate the knowledge of supra-segmentals altogether. The term supra-segmentals encompass features such as length, tone¹⁰, stress and intonation (Maghway, 1996: 197 and Crystal, 1997:171).

4.1.4 The Post-alveolar Approximant /r/

When unconscious, clear /l/ was used instead of the RP /r/ in words such as; *correct*, *furious*, *corruption*, *arrangement*, *preposition*, *rice*, *tomorrow*, *write*, *marry*, and *playwright*. On the contrary, when English teachers were conscious RP /r/ was realised as a tap or a flap. This was observed when teachers strove to teach the phoneme in question using minimal pairs¹¹, for instance; *lead/read*, *long/wrong* and *wright/light*.

¹⁰ The term *tone* denotes the distinctive pitch level of a syllable. *Intonation* stands for the contrastive use of pitch in speech. *Pitch* is the auditory sensation of the height of a sound.

¹¹ The phrase 'minimal pairs' denotes pairs of words which vary only by the identity of the segment 1 at a single location in the word. They are two words that are identical in every way

Other examples of minimal pairs in which /r/ and /l/ are contrastive included; *rice-lice, raw-law, red-led, read-lead, breed-bleed, pray-play, broom-bloom, crowd-cloud, groom-gloom, arrive-alive, crime-climb and fry-fly*.

In RP, /r/ is generally referred to as a post-alveolar approximant since in its articulation the tip of the tongue is brought close to the area just past the alveolar ridge without making firm contact with the roof of the mouth (O'Grady, et al, 1997:33 and Crystal, 1997:159). This phoneme is generally voiced, but instances of being voiceless may be realised mainly when it appears in consonant clusters as in; pray and tree (Crystal, 1997:159) and Barnard, 1962:182&186).

4.1.5 Laterals (Clear /l/ and Dark [ɫ])

In this study, it was observed that English teachers could not articulate dark [ɫ] in positions it ought to, for example in, *tell, deal, fill, kill, milk, pool and build*. According to RP, the dark allophone (the phonetic variant of a phoneme) [ɫ] only occurs before other consonant sounds and in word final while the clear [l] occurs in all other environment.

Laterals are articulated when the tip of the tongue is raised to the dental or alveolar ridge, at the same time, the air escapes through the mouth along the lowered sides of the tongue (O'Grady, et al, 1997:33). Crystal (1997:159) adds that in the course of the production of laterals, there should be a partial closure at some point in the mouth (certainly, at the alveolar ridge), at the same time, the air is allowed to escape around the sides of the closure.

except for one phoneme which occurs in the same position and which is responsible for the difference in meaning (Crystal, 1997:162).

Dark [ɮ] is an allophone of the lateral /l/ phoneme of RP. To articulate this phoneme, there should be a complete closure at or near the alveolar ridge and the approximation of the sides of the tongue to the hard palate, at the same time velarization, which raises the back of the tongue to the velum, takes place. On the other hand, clear /l/ needs a complete closure at or near the alveolar ridge by the tongue tip, at the same time, allowing air out through the sides of the tongue as in; alive, lead, learn and law.

4.1.6 Silent Consonant Phonemes

Words like; *honour, climb, bomb, thumb, debt, dumb, comb, hour* and *honourable* brought embarrassment to English teachers in the course of this study, as silent **h** and **b** were clearly articulated in such cases contrary to RP principles. Silent letters denote letters that are not pronounced. Such letters (Sesnan 1997:49 and Pollock, Sheridan and Williams, 1969: 454) very often feature English.

4.1.7 The Velar Nasal

The teachers in this study did not master the velar nasal. Instead of /ŋ/, teachers regularly uttered /ŋg/ in words like, *spilling, eating, writing, speaking, visiting and playing*. This velar nasal is articulated when the back of the tongue touches the velum and because of the closure, egressive air stream finds its way only through the nasal cavity.

4.1.8 Inter-dentals/Dental Fricatives

In this study, particularly when the teachers were unconscious, inter-dentals were often realized as /s/ and /z/ respectively as observed in words like; with-/wis/, they-/zeɪ/, this-/zɪs/, other-/aza/, others-/azas/, and then-/zen/.

Dental fricatives are consonants produced with a partial closure between the tip of the tongue and the upper teeth. O’Grady et al (1997:26) add that in order to articulate the dental fricatives, the tongue should get placed against or near the teeth. Here the air stream forces its way out between the tip of the tongue and the upper teeth. RP dental fricatives are; /θ/ (voiceless) and /ð/ (voiced), as seen in path and third respectively (Barnard, 1962:142, 146-147).

4.2 Accuracy of the RP Grammar

Grammar is another branch of linguistics that embarrasses ESLT in Tanzania. Truly speaking, grammar strikes terror into the hearts of many people. The term grammar denotes the group of rules/ hypotheses that describe a language’s syntax. O’Grady, et al (1997:9) add that grammar denotes a subconscious linguistic system of a particular type. Sesnan (1997:54) figuratively remarks, “If a language is a building, the words are the building blocks and the grammar is the architect’s plan”.

4.2.1 Grammatical Concord

Data obtained through classroom observation came out with 68 instances where teachers made erroneous constructions as far as grammatical concord is concerned. These data came from English teachers in the course of the lesson delivery. Through observation, the following examples illustrate such a problem, however; correct versions are provided after each.

4.2.1.1 Singular and Plural Number

Singular subjects agree with singular verbs. The following error illustrates violation of this rule:

1 (a) Another **things** to consider? Correct: Another thing to consider?

On the other hand, plural subjects agree with plural verbs. The following errors illustrate the discrepancies:

(b) What **was** their names...? Correct: what were their names?

(c) Make two **sentence** by using simple present tense. Correct: Make two sentences by using simple present tense.

(d) There **is** some conditions... Correct: There are some conditions...

(e) There **is** some meanings... Correct: There are some meanings...

4.2.1.2 Indefinite Pronouns

Some common words are singular. Examples of such words include each, neither, one, everyone, everybody and somebody (Warriner and Laws, 128). In this study, English teachers made several errors on this. The example hereunder illustrates the case:

2 (a) **Another** uses of rice? Correct: What are the other uses of rice?

On the other hand, some common words are plural. Examples of such words include both, few, many and several (Ibid: 129). Violation of this rule is indicated in the following example:

(b) In the next period, we shall study other **tense**. Correct: ...in the next period, we shall study other tenses.

4.2.1.3 Third Person Singular

3 (a) Present tense is an action, which **happen** now... Correct: Present tense is action, which happens now...

(b)...Wanjilo **need** to wear... Correct: ...Wanjilo needs to wear...

(c) ...an action which **have** started but... Correct...an action which has started but...

These data provide evidence on poor mastery of grammatical concord by the English teachers. Grammatical concord means that certain grammatical items agree with each other. It therefore denotes agreement (Leech and Svartvik, 2004:250). Yule (2010:84) categorizes subject-verb agreement in terms of number, person, tense and gender.

The term *subject* in this sense denotes that part in the sentence about which something is being said (Warriner and Laws, 1973:7&56). Crystal (2002:470) defines a verb as a word class displaying such contrasts as tense, aspect, voice and mood, and typically used to express an action, event, or state. The number of the verb must always agree with the number of its subject. When a word refers to one person or thing, it is singular in number, but when a word refers to more than one, it is plural in number (Zandvoort, R.W and Van Ek, J.A, 1975:80). Closer analysis of the above errors suggests poor mastery of English grammar by the teachers.

4.2.2 Double Subjects

Findings through observation came out with 32 cases where English teachers made errors pertaining to the use of two subjects in a single construction. All data came from English teachers in the course of the lesson delivery. The following examples illustrate such a problem. Correct versions are provided after each.

- 4 (a) Others **they** were not serious, others **they** were not following... Correct:
Some were not serious, others were not following...
- (b) When others **they** are emphasizing... Correct: When others are
emphasizing...
- (c) These people **they**... Correct: These people...
- (d) Blacks **they** are against whom? Correct: Blacks are against whom?

Either lack of competence or interlingual transfer might attribute such a problem. Negative transfer of Kiswahili structures might account for the anomalous English constructions (Yule, 2010:191) in the above instances.

4.2.3 Word Classes

Through classroom observation technique, 20 cases of incorrect use of the parts of speech were observed. Specifically, adjective and noun classes happened to form recurrent errors. The following examples illustrate the problem:

- 5 (a) You write like a China. Correct: You write like a Chinese.

Indefinite article *a* can never be placed before the name of the country, and the country can never write. Therefore, the context dictates the use of a person instead of the country. Other instances include:

- (b) Be **attention**. Correct: Be attentive.
- (c) Be **confidence**. Correct: Be confident.
- (d) ...how they are **ignorance**. Correct: ...how ignorant they are.
- (e) Make a sentence to show your **affectionate** to someone. Correct: Make a sentence to show your affection to someone.

4.2.4 The Concession

When giving out the rule, one teacher told the students that *despite* goes with noun or pronoun. *Sometimes you add of. It is the same with in spite of.* Such a generalized rule is not correct, since *despite* does not take *of*. In another school, the teacher provided this example:

6 Despite her **beautness** she didn't marry. (Despite her beauty, she couldn't marry).

To use such a concession correctly, one may:

(a) Insert the words 'the fact that' soon after the concession, *despite*, for example:

Juma is intelligent but he fails the examination= Despite the fact that Juma is intelligent, he failed the examination.

(b) Insert the word 'being' soon after the concession *despite*, for example: *Although she is blind, she walks all the way to town= Despite being blind, she walks all the way to town.*

(c) Use nouns or noun phrases after the concession, *despite*, for example: *It was raining heavily but we continued digging= Despite the heavy rain, we continued digging. He is very poor but he affords to pay the tuition fees for his children= He affords to pay the tuition fees for his children despite his poverty.*

In the alternative (c) above, one may be compelled to change the adjective into an abstract noun. Many adjectives are changed into abstract nouns by using a suffix-*ness*, like; *kind-kindness, polite-politeness, blind-blindness, ill-illness* and *happy-happiness* (Pollock, et al, 1969:237), but there are some adjectives which do not accept the suffix-*ness* as they have their own irregular forms, for example *beautiful-*

beauty, poor- poverty, cruel-cruelty, childish-childhood, coward-cowardice, intelligent-intelligence, ignorant-ignorance, abundant-abundance, brilliant-brilliance, lenient-leniency or lenience, superior-superiority, scarce-scarcity and brave-bravery.

In addition to that, in a sentence, *despite* can never be used with other concession such as, *although, though, but, still, even though, however, notwithstanding* and *yet* (Templer, 1976:40).

4.2.5 Articles

Data obtained through observation technique came out with 16 errors pertaining to the use of articles. The following examples of errors made by the teacher when correcting student's exercise on articles, illustrate the case.

7 (a) **A** gold is...

In the above instance, the use of 'zero article' before gold could provide correct sentence (Douglas, 1987:179, Templer, 1976:8 and Sesnan, 1997:62-63). Definite article can also be used in the above case (*the gold...*), because definite article is used to express definiteness for all kinds of nouns (except proper nouns, which do not take an article). The noun: *gold* illustrated above is a mass noun (Leech and Svartvik, 2004:250). Incorrect insertion of definite article was also seen in this sentence:

(b) This is **the** one of the best... in Tanzania.

In this sentence, the use of definite article *the* before *one* turns the sentence grammatically wrong. To correct it one should delete the article before *one*.

4.2.6 Question Formation

The following data illustrate the research findings on deviance from the RP grammar. After each, correct linguistic form is provided.

- 8 (a) Who remember what is a plot? Correct: Who remembers what a plot is?
- (b) Who can express what is present tense? Correct: Who can express what present tense is?
- (c) What are the other things have you studied? Correct: What are the other things you have studied?
- (d) Laughing to who? Correct: Whom are they laughing to?
- (e) People are in conflict why? Correct: Why are people in conflict?

In English grammar, questions are mainly categorized into two groups. These are Wh-interrogative questions and Yes/No questions. A Wh-question calls for the answer that will provide a piece of information (Sesnan, 1997:82). On the other hand, A 'yes or no' question does not have a specific question word at the beginning; but an auxiliary verb is used. This type of question calls for the answer 'yes', 'no' or 'may be'.

A sentence can never entail both types of question. This means that one can never have both Wh-interrogative question and Yes/No question in one sentence. In the same vein, to form Wh-interrogative questions, using more than one *Wh/How* is completely incorrect. Apart from such problem, in many schools, many teachers formed Wh-questions in a very strange way; *Wh* forms were in sentence final positions. In forming Wh-interrogative questions, usually the *Wh* should be placed in the sentence initial position.

4.2.7 Auxiliary Verb ‘Do’

Teachers made 23 errors on the use of auxiliary verb ‘Did’. The problem made sentences feature *did+-ed* in single construction. The data below illustrate the magnitude of the problem; however, the correct linguistic form is given after each.

- 9 (a) Those who **didn’t paid** for the journey stood... Correct: Those who didn’t pay for the journey stood...
- (b) ...who **didn’t paid** for the... entered the bus? Correct...who didn’t pay for the...entered the bus?
- (c) What **did** Juma **wondered**? Correct: What did Juma wonder?
- (d) Those who **didn’t paid** were happy... Correct: Those who didn’t pay were happy...

Auxiliary verbs are ‘helping verbs’. They include primary auxiliaries (*be, have* and *do*) and modal auxiliaries such as *can, could, will, would, shall, should, may, might, used to, dare, need* and *must ought to* (Leech and Svartvik, 2004:254).

There are three forms of auxiliary verb *do*, these are *do, does* and *did*. *Does* is used for present third person singular, *do* is used for present tense and *did* is restricted to the past tense (Zandvoort, R.W and Van Ek, J.A, 1975:80).

Overgeneralization of English grammar might account for such a problem (Yule, 2010:191). In other words, one might conclude that they were making sentences using *double past* since *did* indicates past tense and *ed* indicates the same. Explicitly, using *did* as helping verb, should precede the plain infinitive form of a verb (lemma), for example; eat, pay, wonder and write.

4.2.8 Omission of Auxiliary Verb ‘to be’

Data obtained through observation revealed fifteen instances in which teachers carelessly omitted auxiliary verbs ‘to be’ and ‘to do’ in their written constructions.

10 (a) Am going to school. Correct: I am going to school.

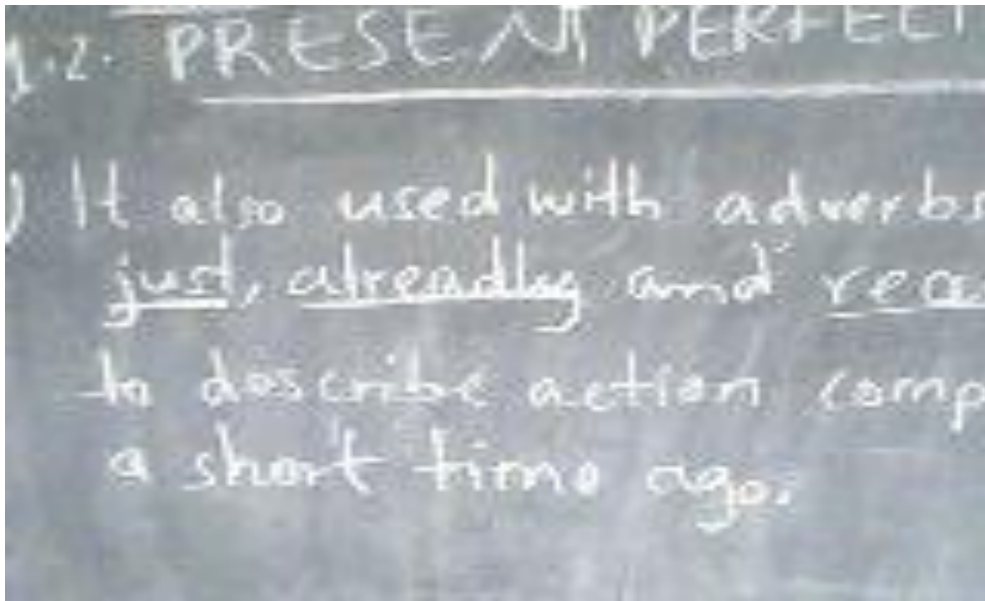
(b) She speaking English. Correct: She is speaking English.

(c) You supposed to look... Correct: You are supposed to look...

(d) ... *boys not come to school*... Correct: ... boys don't come to school...

(e) She eating ugali. Correct: She is/was eating ugali.

Illustration 2: Careless Omission of Auxiliary Verb 'be'



Source: Fieldwork January 2012

In the above illustrations, it is obvious that omission of the auxiliary verbs turned the constructions extremely awkward. More detrimental was the fact that students were asked to copy such notes for future use. All these data reveal that English teachers were either incompetent or just careless in following the principles of RP grammar.

4.2.9 Present Continuous for Simple Present Tense

In this study, 11 cases were observed. The following three sentences illustrate the magnitude of the problem.

- 11 (a) Juma is going to church every Sunday.
 (b) Amina is washing the clothes every weekend.
 (c) They are coming to school every day.

Usually, *present progressive tense* indicates an action, state, or process that has begun and is still going on, but may be expected to finish within the near future. Have a look on these sentences: *He is shouting* and *They are running*. Here, it is not expected that he will shout or they will continue running forever. Such an action, state or process will not continue forever.

On the other hand, *simple present tense* is used for an action, state or process that is more or less permanent-something expected to continue indefinitely (Grieve, 1961: 205). All the above sentences entail permanence in them because of the word *every*. Therefore, they ought to be in *simple present tense*: '*Juma goes to church every Sunday*', '*Amina washes the clothes every weekend*' and '*They come to school every day*' respectively.

4.2.10 Subject-Verb Inversion

The following data illustrate failure to use subject-verb inversion. However, correct inverted forms are provided after each.

- 12 (a) Not only teacher is clever but also is wise. *Correct inversion*: Not only is the teacher clever but also wise.
 (b) He had finished breaking the window the police arrived = hardly he had finished to broke the window when the police arrived. *Correct inversion*: Hardly had he finished breaking the window when the police arrived
 (c) We had arrived home when it started rained = scarcely we had arrived home when it started rained. *Correct inversion*: Scarcely had we arrived home when it started raining.

(d) I can't speak Japanese. I can't speak French. *Correct inversion:* I can neither speak Japanese nor French.

In the study, besides making ungrammatical sentences, none of the teachers could provide correct instances of the inversion. To be able to make subject-verb inversion, one must understand the auxiliary verbs. In order for the inversion to take place, the auxiliary verb has to precede the subject when making statements.

4.2.11 Conditional Sentences

Data obtained through observation revealed that teachers make errors pertaining to conditional sentences. In the study, it was observed that some English teachers do not know how conditional sentences are formed. The following sentences exemplify the case:

13 (a) He will say sorry if he **will** come late to school.

(b) I will correct your exercise if you will punctually bring them in my office.

The errors above are without any doubt due to cross-linguistic influence/interference (Yule, 2010:191, Douglas, 1987:177& Polome, 1967:163) of Kiswahili structure **Ataomba msamaha endapo atachelewa kufika shuleni** and **Nitasahisha zoezi lenu endapo mtaleta ofisini kwangu kwa wakati** respectively. In Kiswahili, both main clause and embedded one indicate tense/time. In English language, to form a likely condition, the main verb in the embedded clause must be in the infinitive form, and without any auxiliary before it. On the other hand, the main clause should indicate the future time.

The conditional sentence given by the teacher can get corrected to become, *He will say sorry* (main clause) *if he comes late to school* (imbedded clause). Apart from *if*,

the embedded clauses may be introduced using; *in case, on condition that, provided, even if, only if, if at all, as long as, so long, until and until when.*

Usually, conditionals are categorized into likely (type one), unlikely (type two) and unfulfilled (type three) ones. In the first type, the subordinate clause is in present tense while the main clause is in future time:

If...*present tense*... +*will/shall*+ *infinitive verb*, for example, *If you read* (present tense) *many English story books, you will master the language.* In the second type, the subordinate clause is in simple past tense while the main clause is in *conditional form*: *If...simple past*...+*would/should* + *infinitive verb*, for example, *If you read* (simple past tense) *many English story books, you would master the language.*

In the third type, the subordinate clause is in past perfect tense while the main clause is in *conditional perfect*: *If... past perfect*...+*would have/should have/might have* +-*en*, for example, *If you had read* (past perfect tense) *many English story books, you would have mastered the language.*

4.2.12 Orthographical Errors

In the course of classroom presentations, there were 19 orthographical errors committed by the English teachers. Examples of the irregularities observed were; the careless separation of words, as in

14 (a) I will leave tomorrow despite the **rain fall** whereby, the noun rainfall is treated as two separate words *rain* and *fall*. Careless skipping of some words and wrong spelling of words as indicated in the linguistic items below equally embarrassed English teachers. However, their correct forms are given after each.

- (b) Present **continuos** tense- *correct form*: Present continuous tense.
- (c) She is the **pretties** in the class-*correct form*: She is the prettiest girl in the class.
- (d) He is not only a **coucher** but also a team manager, *correct form*: He is not only a coach but also a team manager.
- (e) Examples of present **continue** tense-*correct*: Examples of present Continuous tense.

Strange as it could seem, such teachers demanded their students to copy such wrongly written notes. Such anomalous constructions suggest that English teachers were either incompetent or merely careless in adhering to the grammatical principles of the RP. Spelling errors done by the teachers tend to demotivate their students as far as ESL learning is concerned.

4.3 Accuracy in terms of Communicative Competence

English teachers made 17 errors pertaining to communicative competence in the course of classroom presentations. Such findings came about through observation of the lesson delivery. Here are some examples on the topic: *Prepositions*.

- 15 (a) Don't jump above this level.
- (b) The mango is above the tree.
- (c) The dog is behind our toilet.
- (d) Juma is eating ugali.
- (e) We are playing football.
- (f) I am dancing the music.
- (g) John and Deus are playing football now.

All these sentences are correct in the realm of grammar, but as far as effective communication (Communicative Competence) is concerned, such sentences are meaningless and merely abstract. The phrase 'Communicative Competence' denotes

the general ability to use language accurately, appropriately and flexibly (Yule, 2010:194).

Any language is basically, geared towards meaningful communication. The teaching of language should therefore, aim at both developing grammatically correct sentences and such sentences must achieve some kind of communicative purpose (Widdowson, 1997:3 and Crystal, 1997:251).

In the first sentence, illustrations were not provided to engage students into meaningful context. Pictures could save this end. In the second example, the mango tree was not planted inside the classroom.

Students could see neither actual mango tree nor a picture of the same. In the same vein, the observer could never see the dog behind the classroom. Pictures of both the classroom and the dog could achieve the communicative purpose.

The following examples were also provided in the course of the classroom presentation on the topic: *Present Progressive Tense*.

- 16 (a) Juma is eating ugali.
- (b) We are playing football.
- (c) John and Deus are playing football now.

Normally *present progressive tense* is used to denote actions, which are going on at the time of speaking (Grieve, 1961:204). In the classroom setting, the observer could never witness Juma eating ugali and John and Deus playing football while such sentences were uttered. After all, John and Deus were not members of the class in question. Miming and pictures could at least establish meanings for such sentences.

In the case of (b) above, both the teacher and the students were in the classroom. The teacher was teaching while the students learning. The later were busy copying notes. No one was playing football in the classroom; after all, the observer could not see even a ball inside that classroom. Probably such a sentence could be meaningful at the football pitch.

Such meaningless contexts increasingly render students' deficiency in the ability to use English for real life communication despite being taught the language in question for many years (Widdowson, 1972 in Hinkel, 2011:545).

4.4 Adequacy of the Input

Both exposure and practice in ESL are very significant in increasing students' ability in the language in question. If students are fully exposed to English and are subjected to plenty of practice, they will be in a position to increase the quantity of the input. Participation in conversation is responsible for language acquisition. Krashen (1982:60) is in line with this idea when he asserts that:

The more you talk, the more people will talk to you. Actual speaking on the part of the acquirer will thus affect the quantity of the input people direct at you.

The use of English language for communication among teachers while they are at the school premises helps to expose the students to the language, as the later are likely to hear their teachers and they will be exemplary on speaking English around the school premises. This will automatically provide the model for the students to emulate.

This section will assess English on school notes boards, English around the school premises, teacher-student communication in the classroom, exposure to English in

leisure time, English teaching/learning materials, extra-curricular activities, coverage of instruction time and status of English at home.

4.4.1 English on School Notes Boards

Data obtained through documentation technique indicate that only school general teaching timetables, examination timetables and examination results are written in English language. In few schools, the researcher happened to see school vision, mission and motto written in English language on such boards.

In all schools, students' news bulletin boards where various stories, poems, essays, students' affairs and the like could be displayed for all students to access were inexistent. Generally, students were denied of full exposure to English language input through school notes boards. English language items on the school notes boards are very significant in exposing students to the English language input (Sesnan, 1997).

4.4.2 English Around the School Premises

The following data reveal the linguistic situation around the school premises.

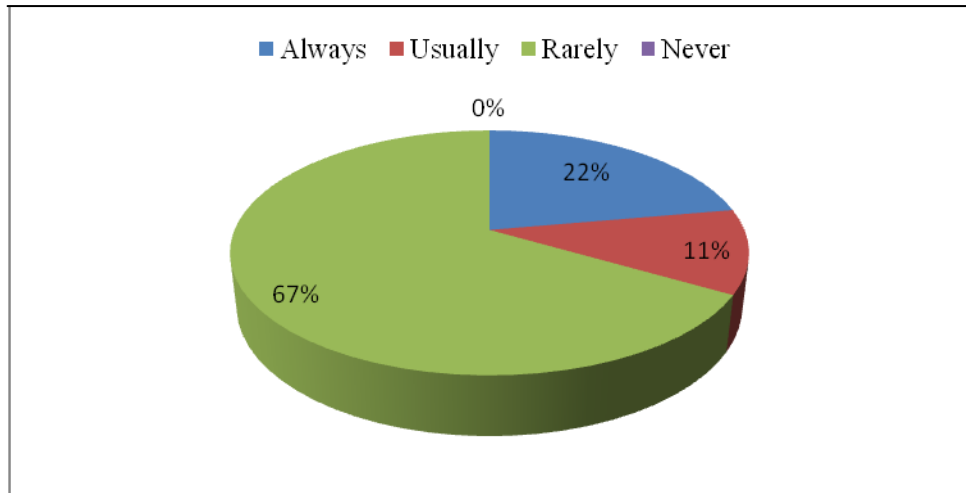
Table 1: Students' Responses on T-S Communication Outside the Classroom

RESPONSE	N	%
Always	6	12
Often	8	16
Usually	13	26
Rarely	19	38
Never	4	8
Total	50	100

Source: Research Questionnaires (2012)

The above table indicates students' responses on the use of English language in T-S communication outside the classroom. Of all the respondents, 12% responded that English is always in use, 16% indicated that English is in often use, 26% responded that English is usually used, 38% confirmed that English is in rare use while 8% concluded that the language in question is never used. The chart below further indicates teachers' response on the same issue.

Chart 1: Teachers Responses on T-S English Communication Outside Classroom



Source: Research Questionnaires (2012)

The above chart indicates that 22% of all teachers responded that English language is always in use, 11% responded that it is usually used, 67% responded that the language is rarely used while 0% responded that the language is not used at all.

From these data, it is obvious that English is almost not used. The fact that Kiswahili is spoken all the time is also evidenced by all students in all 11 schools during the interview:

Interviewer: *Je uongozi wa shule unahamasisha wanafunzi kuongea Kingereza?* (Does the school administration motivate students to speak English?).

Students: *Ah! Hakuna hata kidogo!* (Ah! definitely no!).

Student: *Mkuu wa shule hajawahi kuongea Kingereza hata siku moja.* (The headmaster has never spoken English at all).

Student: *“Barua zote za kiofisi ni kiswahili...ruhusa zote kiswahili...hapa ni kiswahili tu”* (All official letters...all permission slips are in Kiswahili).

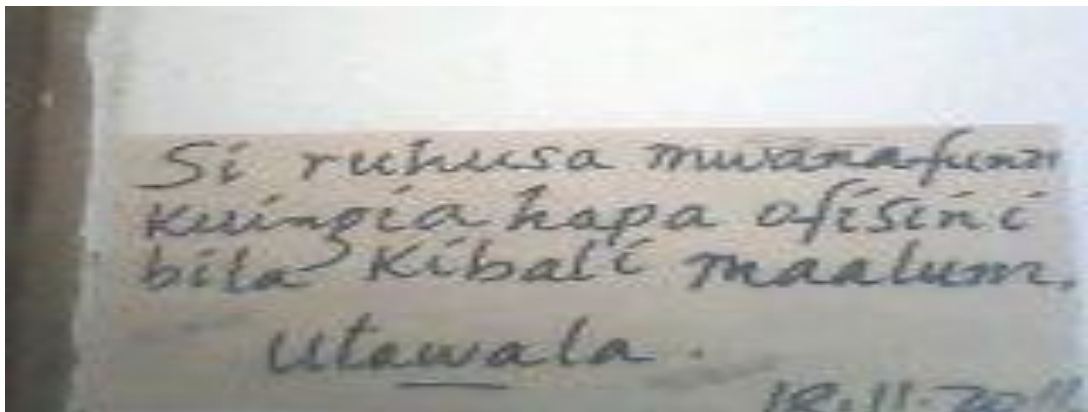
When it came to the interview with English teachers, more or less similar responses were noted. The following interview with one teacher illustrates the case:

Interviewer: *Je uongozi wa shule unahamasisha wanafunzi kuongea Kingereza?*
(Does the school administration motivate students to speak English?).

Teacher: *Hakuna! hakuna!* (No! no!).

Source: Fieldwork Audio-recorded Interviews (2012)

Illustration 3: Announcement at the Headmaster's Office



Source: Research Fieldwork February 2012

The above data evidence that the school administration in each school hardly supports speak English programmes.

Another premise where English language can be acquired in the school setting is at the parade where both teachers and school prefects ought to deliver various announcements in English. The following data reveal the actual situation-taking place in secondary schools regarding the use of English language at the parade.

Table 2: Students' Response on Teachers' Use of English at the Parade

RESPONSE	N	%
Always	13	26
Often	13	26
Usually	22	44
Rarely	2	4
Never	0	0
Total	50	100

Source: Research Questionnaires (2012)

In accordance with the use of English by the teachers, 26% responded that English is always in use, 26% indicated that English is in often use, 44% responded that English is usually used, 4% confirmed that English is in rare use while 0% concluded that the language in question is never used.

On the side of the prefects, it is more or less like teachers. The following table provides detailed analysis.

Table 3: Students' Response on Prefects' Use of English at the Parade

RESPONSE	N	%
Always	11	22
Often	10	20
Usually	9	18
Rarely	14	28
Never	6	12
Total	50	100

Source: Research Questionnaires (2012)

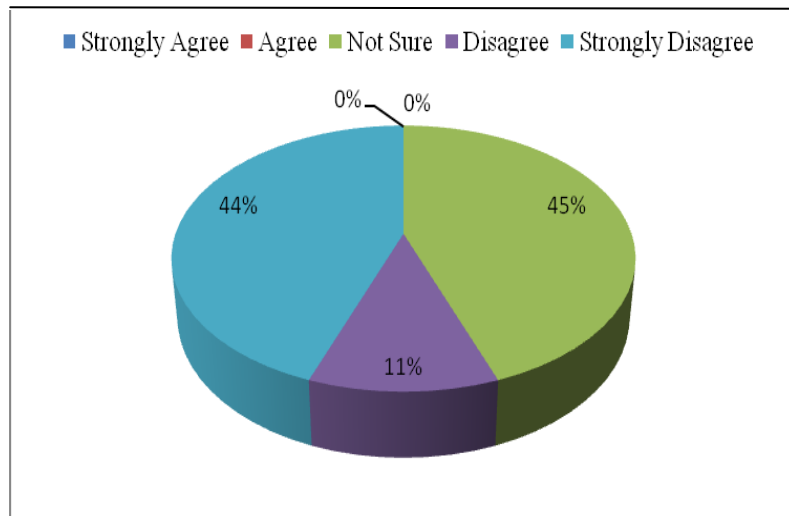
The above table indicates that 22% of the students responded that English is always in use, 20% indicated that English is in often use, 18% responded that English is usually used, 28% confirmed that English is in rare use while 12% concluded that the language in question is never used. From these findings, it is obvious that the language in question is not used all the time at the parade.

4.4.3 Teacher-Student Communication in the Classroom

In the course of classroom instruction, both Kiswahili and English are used in many schools. In one school, the researcher happened to witness one teacher teaching the play *Three Suitors One Husband* using Kiswahili throughout the lesson except when mentioning the title.

Data obtained through questionnaires yielded almost the same findings. Consider the chart below.

Chart 2: Teacher's Responses on English in the Classroom



Source: Research Questionnaires (2012)

In the above chart, the findings indicate that 0% of the teachers strongly agreed that they use English only. Other responses are; 0% of them agree, 45% are indifferent, 11% disagree while 44% strongly disagree. These data evidence that teachers tend to use both Kiswahili and English as media of instruction. Wedin (2009) contends that teachers use Kiswahili for instruction in secondary schools because they hardly master English, therefore, one can categorically conclude that such anomalous situation is due to inaptitude on the part of the teachers, as far as English language is concerned.

4.4.4 Exposure to English in Leisure Time

English language input from the native speakers is very instrumental in making sure that non-native learners master the language in question. The data below indicate the extent to which the students are exposed to the native speakers' input.

Table 4: Students' Response on Reading English Novels, Poems and Plays

ITEM	N	%
Always	4	8
Often	7	14
Usually	14	28
Rarely	11	22
Never	14	28
Total	50	100

Source: Research Questionnaires (2012)

On the issue of reading novels, poems and plays written by English native speakers, it has been noted that of all the respondents, 8% responded that they always read such books, 14% indicated that they often read, 28% responded that they usually read, 22% confirmed that they rarely read and 28% concluded that they never read such books.

These data clearly indicate that students hardly access native speakers' novels, poems and play books.

Regarding the tradition of reading English newspapers and magazine, the following data obtained through questionnaires illustrate the situation:

|

Table 5: Students' Response on Reading English Newspapers/Magazine

RESPONSES	N	%
Always	0	0
Often	12	24
Usually	26	52
Rarely	8	16
Never	4	8
Total	50	100

Source: Research Questionnaires (2012)

The above table indicates that of all the respondents, 0% responded that they always read such newspapers and magazine, 24% indicated that they often read, 52% responded that they usually read, 16% confirmed that they rarely read and 8% concluded that they never read such newspapers and magazine. These findings show that students almost do not access such potential English input.

On the issue of exposing students to English videos and television programmes, the following data were found:

|

Table 6: Students' Response on Exposure to English Videos and Television

RESPONSE	N	%
Always	9	18
Often	4	8
Usually	16	32
Rarely	12	24
No reply	1	2
Never	8	16

Source: Research Questionnaires (2012)

The above table indicates that of all the respondents, 18% responded that they are always exposed to such English videos and television programmes, 8% are often exposed, 32% are usually exposed, 24% are rarely exposed, 2% are indifferent and 16% are never exposed to such input.

During the fieldwork, it was observed that three schools out of nine had electricity, and the researcher happened to see television sets in two schools but teachers never exposed their students to the native speakers' input. This suggests that such teachers are not creative at all. Similarly, students' access to English language through computer and internet is of great interest in this study. The following table provides detailed information of the findings:

Table 7: Students' Response on Exposure to English Computers and Internet

RESPONSES	N	%
Always	1	2
Often	2	4
Usually	6	12
Rarely	4	8
Never	37	74
Total	50	100

Source: Research Questionnaires (2012)

The above table indicates that of all the respondents, 2% responded that they always access English computers and internet, 4% indicated that they often access, 12% seem to usually access them, 8% confirmed to access rarely and 74% concluded that they never access them. From these findings, one can confidently conclude that students almost never access such input.

4.4.5 English Teaching/Learning Materials

Concerning English teaching/learning materials, the following interview illustrates the case.

Interviewer: *Mlipokuwa form one na form two, mlisoma vitabu gani?* (What did you read in form one and form two?).

Student: *Mabala the Farmer alikuanacho mwalimu tu.* (Mabala the Farmer-only one teacher's copy).

On the part of the teachers, there were more or less similar responses. The following interview illustrates this situation:

Interviewer: *Unaweza kusema nini kuhusu uwepo wa vitabu?* (What can you Comment on the availability of books?).

Teacher...*unaweza ukawa na vitabu 4 kwa wanafunzi 50.* (One may have only four books for 50 students).

Teacher: *Tulipewa juzi laki mbili kwa ajili ya kununua vitabu...unanunua vingapi!* (We were given two hundred thousand recently for books...how many books one can purchase!).

Source: Fieldwork Audio-recorded Interviews (2012)

Through questionnaires, the following chart further illustrates the case.

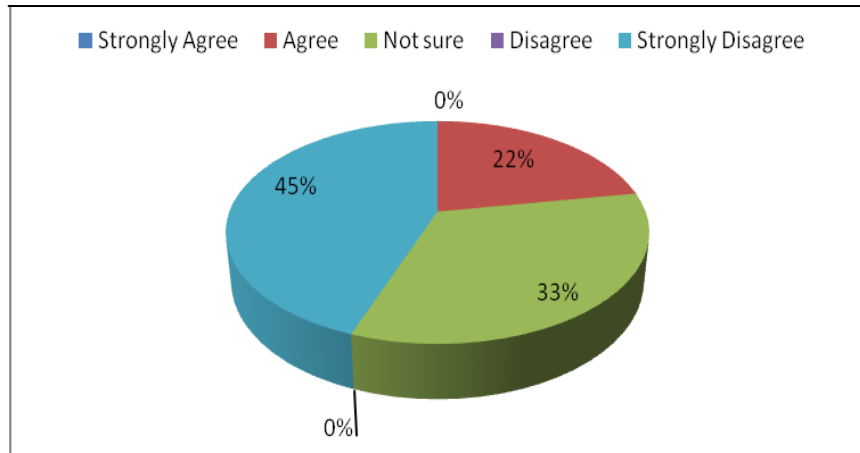
Chart 3: Teachers Responses on Availability of English Textbooks



Source: Research Questionnaires (2012)

In the above chart, the findings indicate that of the teachers, 22% are not satisfied at all on the availability of English textbooks, 56% are not satisfied, 22% are satisfied while none is highly satisfied. On the question of the class readers and class library, the trend is almost the same.

Chart 4: Teacher's Responses on Availability of Class Readers and Class Library

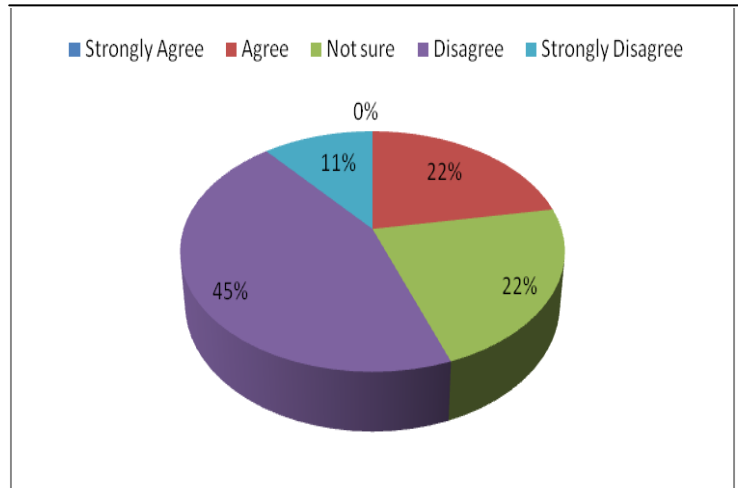


Source: Research Questionnaires (2012)

The above chart indicates that none of the respondents strongly accedes to the fact that their schools have enough class readers and class library. On the other hand, 22% agree, 33% are indifferent while 45% seem to disagree altogether.

From all these data, one can conclude that English books are never enough for the students to get adequate input. Regarding the coverage and understanding of the class readers and class library, the following chart details the real situation.

Chart 5: Teacher's Responses on Coverage and Comprehension of Class Readers and Class Library

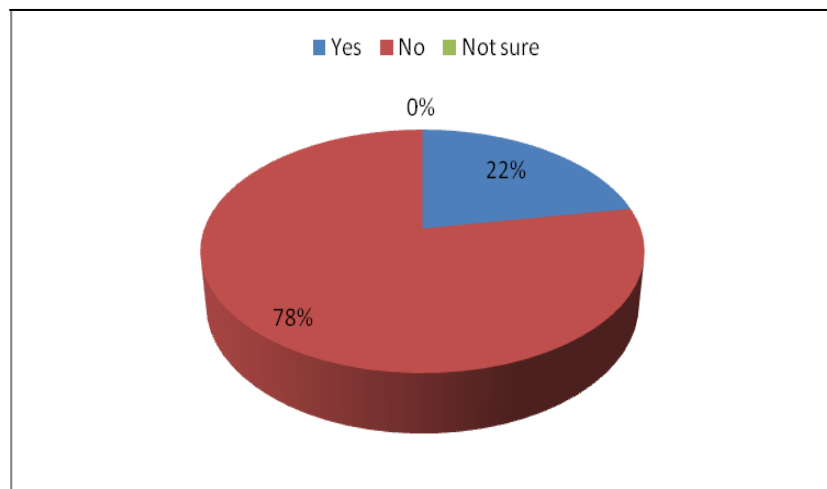


Source: Research Questionnaires (2012)

In the above chart, the findings indicate, none of the respondents strongly agrees that students read and understood all the required class readers and class library, 22% agree, 22% are indifferent, 45% disagree and 11% highly disagree.

These findings reveal that students are never exposed to adequate English language input. Similarly, the issue of the availability of novels, poems and plays drew attention of the researcher. Consider the following chart:

Chart 6: Teachers' Responses on Availability of English Novels, Poems and Plays



Source: Research Questionnaires (2012)

In the above chart, the findings indicate that of the teachers, 22% agree that there are abundant novels, poems and plays in their schools, 78% disagree and 0% are indifferent.

Again, these findings reveal that students are never exposed to adequate English language input. In some schools, it is very common to witness 6-13 grouped students reading one book during the reading programme. In cases where there is only one copy, teachers have to read while the students are reduced to passive listeners. In case of other textbooks, there is only one book of the sort in many schools, ideally, for the teachers. Generally, lack of ESL teaching/learning materials impedes students' ability in English (Chanda, 2008:11&21).

On the part of school dictionaries, the findings presented in the following table reveal the situation.

Table 8: Teachers' Response on Availability of School Dictionaries

RESPONSE	ENG-ENG		ENG-KISW		KISW-ENG	
	N	%	N	%	N	%
Highly satisfactory	0	0	0	0	0	0
Satisfactory	1	11.1	1	11.1	0	0
Not satisfactory	5	55.6	2	22.2	3	33.3
Not satisfactory at all	3	33.3	6	66.7	6	66.7
Total	9	100	9	100	9	100

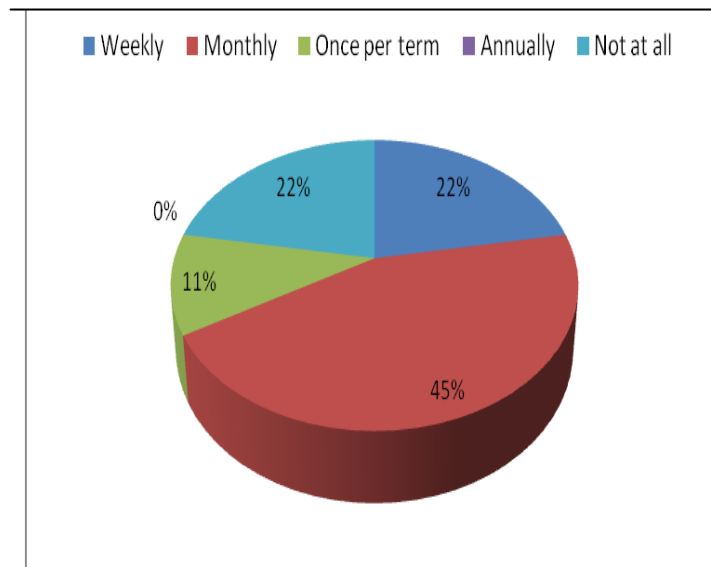
Source: Research Questionnaires (2012)

In the above table, the findings indicate that none of the teachers is highly satisfied that there are abundant dictionaries in their schools, 11.1% are satisfied on the availability of English-English and English–Kiswahili dictionaries and none of is satisfied on the availability of Kiswahili-English ones.

55.6% are not satisfied on the availability of English-English dictionaries, 22.2% on English-Kiswahili and 33.3% on Kiswahili-English are not satisfied on the same. 33.3% are not satisfied at all on the availability of English-English, 66.7% on Kiswahili-English and 66.7 on Kiswahili-English dictionaries.

These data reveal that even dictionaries are not adequately available for the students to master English. Opulence of school owned dictionaries greatly helps the students to master English language.

Chart 7: Teacher's Responses on Intra-School Debates



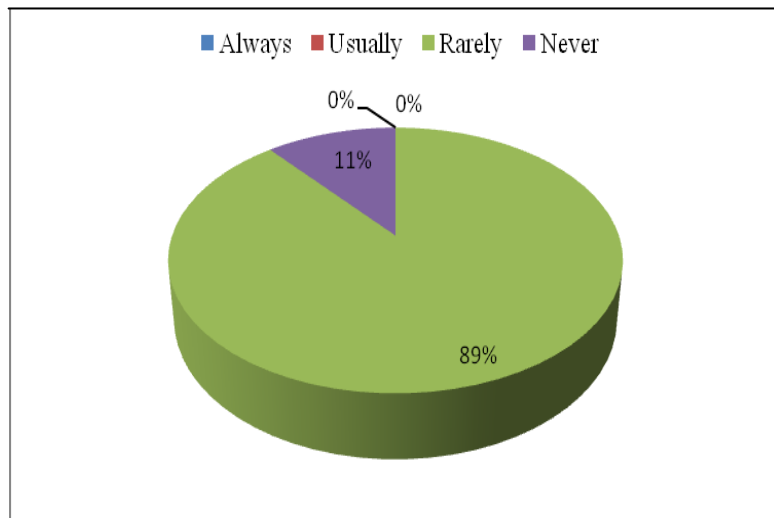
Source: Research Questionnaires (2012)

In the above chart, 22% responded that intra-school debates are weekly conducted, 45% responded that they are monthly conducted, 11% responded that they are conducted once per term, none of the respondents responded that they are annually conducted and 22% responded that they never conduct such debates.

From these data, it is evident that English debates are not emphasized in secondary schools. Consequently, the students are being denied of such potential activities to master English.

Regarding the conduct of English drama, the following chart presents the frequency of conducting them.

Chart 8: Teacher's Responses on English Drama



Source: Research Questionnaires (2012)

In the above chart, the findings indicate that none of the teachers responded that the schools always conduct English drama, none of them responded that schools usually conduct them, 89% responded that they rarely conduct such drama and 11% reported never to conduct them.

From these data, it is evident that the conduct of English drama in secondary schools is never the priority of such schools, and it seems such schools are not interested on the same. On the question of conducting English festivals, the interview with students hereunder, illustrates the situation:

Interviewer: *Mmewahi kufanya tamasha lolote la Kingereza?* (Have you ever conducted any English festivals?)

Student: *Hatujawahi kusikia.* (we have never heard about that).

On the side of English teachers, all teachers gave the same responses. The following interview justifies this:

Interviewer: *Mmewahi kufanya tamasha lolote la Kingereza?* (Have you ever conducted any English festivals?)

Teacher: *Hatujawahi, ila tunaweza...* (No, but we can...).

Source: Fieldwork Audio-recorded Interviews (2012)

In addition to these findings, the following data obtained through questionnaires further detail the situation:

Table 10: Students' Response on English Festivals

RESPONSES	N	%
Yes	2	4
No	42	84
Not sure	5	10
No reply	1	2
Total	50	100

Source: Research Questionnaires (2012)

The above table indicates that 4% of the respondents responded that they conduct English festivals, 84% indicated that they never conduct such festivals, 10% are not sure and 2% are indifferent. These data indicate that English festivals are almost not in place in secondary schools.

Concerning English morning speeches, the interview hereunder provides illustration of the situation:

Interviewer: *Je mambo gani mnazungumzia kwenye hizo morning talks?* (What is the focus of those talks?)

Student: *Mwingine anaweza kuongea 'Dan is a star' basi.* (One may just speak 'Dan is a star').

Teachers' responses in all schools were more or less similar; the following interview justifies the case:

Interviewer: *Je mambo gani wanazungumzia kwenye hizo morning talks?* (What is the focus of those talks?).

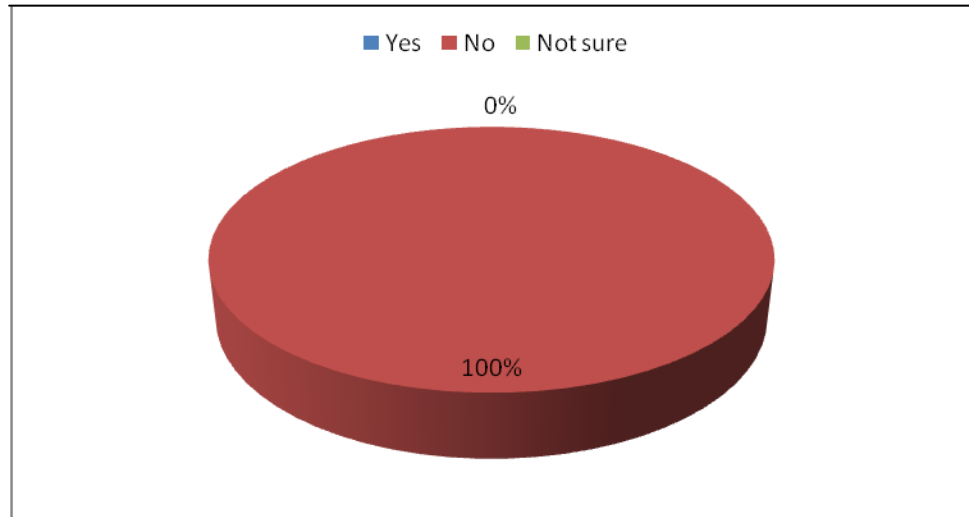
Teacher...*anaweza kuja na kusema:* "Good morning school! My morning talk today is about Biology. Biology is a study of living" things' (...one may say "Good morning school! My morning talk is Biology. Biology is a study of living things").

Source: Fieldwork Audio-recorded Interviews (2012)

Data obtained through observation technique reveal that the talks in question are all about memorized academic texts. Students use 0-2 minutes giving out the crammed texts. In the daily routine, time allocated for morning parade is 15-20 minutes. About 5 minutes time is spent in assembling the students. Therefore, only about 10-15 minutes time is used for announcements and the morning talks. From these findings, it is obvious that the way such talks are being conducted hardly helps the students to master English.

Regarding the question of journalism club, data through the questionnaires have these to present:

Chart 9: Teacher's Responses on English Journalism Club



Source: Research Questionnaires (2012)

In the above chart, the findings indicate that none of the teachers responded that the schools have English journalism clubs. Other responses are; 100% of them, who responded that such clubs, were not in place while none of them happened to be indifferent. From these data, it is clear that such clubs are never in existence in Tanzanian community-based secondary schools.

In general, schools turn quiescent towards conducting extra-curricular activities. Some extra-curricular activities are not even in place altogether. English learning should not be confined in the classroom. Students should learn English beyond the classroom for real life applications, which expose them to authentic language usage and autonomy.

4.4.7 Coverage of Instruction Time

The following interview illustrates the extent to which coverage of instruction time is accomplished:

Interviewer: *Tarehe 9 January masomo yalianza?* (Did you start classes on 9 January?).

Teacher: *Hapana...utafundishaje watu watatu au kumi kati ya watu 60?* (No ... how can you teach three or ten students out of sixty?).

Source: Fieldwork Audio-recorded Interviews (2012)

Basing on the data obtained through documentation and observation, schools ought to resume classes after December holiday on January 9, 2012 but the trend was to enter classes for the first time only because the researcher wanted to observe them teaching. It was common to witness the teaching starting six weeks after opening the school.

4.4.8 Status of English at Home

Definitely, parents/guardians are very instrumental in the success of the students' academic pursuit, the mastery of English as L2 by the students being inclusive. The following interview illustrates the status of English at home:

Interviewer: *Mkiwa nyumbani lugha gani hutumika?* (Which language is used at home?).

Student: *Kiswahili na kigogo* (Kiswahili and Cigogo).

Interviewer: *Hamtumii Kingereza hata kidogo?* (Don't you use English at all?).

Student ... *Mzee akilewa huongea Kingereza.* (...when my father is drunk, he speaks English).

Source: Fieldwork Audio-recorded Interviews (2012)

These data indicate that parents do not expose their children to English language input despite the fact that some of them know the language.

4.5 Chapter Conclusion

The foregoing discussion has discussed various issues pertaining to accuracy and adequacy of English language input. On the question of accuracy of the input, this research reveals that during the classroom instruction, secondary school students are exposed to inaccurate English language input in terms of pronunciation, grammar, vocabulary and communicative function (meaning).

In the realm of pronunciation, teachers face serious problems in the articulation of vowels and consonants, for example, dark[ɪ], inter-dentals, post-alveolar approximant [r], silent letters, [æ], [ɜ] and a schwa [ə]. Though it is somewhat very difficult to produce a native-like accent, it is possible to have a near-native accent. The study witnessed all the teachers completely incapable of using the weak forms, especially when it came to the grammatical words. Teachers can never demonstrate any mastery of the supra-segmentals.

On the part of grammar, it is also discovered that students are exposed to incorrect grammar. Several grammatical errors are observed. Some are incorrect subject-verb agreement pertaining to the number, the use of two subjects in one sentence, absence of compulsory subjects, subject complements and auxiliary verbs in certain sentences.

The research also reveals incorrect usage of articles, concessions, subject-verb inversion and the likely conditional sentences. In addition to these, incorrect use and usage of the simple present tense, the present continuous tense, incorrect Wh-

interrogative and yes/no questions, word formation and orthography seriously affect the students.

In the realm of communicative competence, the competence in question is never attained following both meaningless and abstract examples that are provided by the teachers in the course of the classroom instruction.

In the same vein, the study reveals inadequate English language input. Students are seriously denied of the access towards the input. This is evidenced by absence of English written items on the school notes boards. In addition, English is hardly used by the teachers outside the class when talking to the students and to their fellow teachers. Likewise, students both in and around the school premises do not use English.

Acute shortage of teaching/learning materials is the norm of the day. Schools face serious shortage of class readers, class libraries, dictionaries, textbooks and other reference books. In addition, in all schools studied, day one teaching culture is never in place. The teaching may start about three weeks or so after opening the schools.

With regard to extra-curricular activities, teachers are inactive to see to it that such activities are effectively undertaken. Except for the morning talks, which embody a great deal of discrepancies in the way such talks are conducted, debates are hardly conducted. Other extra-curricular activities are even not in place. Outside the school premises, students are hardly exposed to the English input. All education planners and practitioners must rectify such discrepancies. Everyone should play part in solving such challenges.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, summary and general conclusion will be provided. Moreover, general recommendations on how to tackle the challenges impeding the students' mastery of English language are given. Finally, suggestions for further researches are provided.

5.1 Summary

This study, has surveyed English language input delivered to form three students in Tanzanian community-based secondary schools. Chapter 1 has discussed the research background. In this chapter, general introduction, statement of the problem, research objectives, research questions, scope of the study, significance of the study and area of the study have been explained.

Chapter 2 has discussed literature review and theoretical framework. In this chapter, the researcher surveyed on various literature relevant to the study. Theoretical framework, on the other hand, guided the study in question.

Chapter 3 has discussed research methodology. In this chapter, research design, target population, sample size and sampling procedures have been addressed. In this study, 11 schools were chosen whereby 55 students (questionnaire technique used 50 students and interview technique used 55) and nine teachers (both questionnaires and interviews) constituted the sample of this study. This chapter has also addressed data collection techniques where, four research techniques were employed to collect data, these were questionnaires, interviews, observation and documentation. In addition,

this chapter discussed data analysis and presentation, clearances to conduct the research and ethical issues.

Chapter 4 has presented and analysed data. On the part of accuracy of English input, RP pronunciation, grammar and communicative competence have been discussed. On the other hand, the question of the adequacy of English language input has been discussed through tracking: English language on the school notes boards, T-S communication around the school premises, T-S communication in the classroom, S-S communication around the school premises and T-T communication around the school premises.

In addition, intolerable shortage of English T/L materials, limited exposure to the native input, limited extracurricular activities, partial coverage of instruction hours and absence of exposure to English language at home equally contribute to the difficulties facing the students on their way towards mastering English.

5.2 Conclusion

From these findings, it is obvious that English language input in Tanzanian community-based secondary schools is both inaccurate and inadequate. The question of inaccuracy of the input is seen in the deviance from RP pronunciation, particularly on vowel phonemes, stress patterns, the post-alveolar approximant, laterals, silent consonant phonemes, velar nasal and the inter-dentals. It is also seen in the deviance from RP grammar, specifically on grammatical concord, double subjects, word classes, concession, articles, question formation, primary auxiliaries, subject-verb inversion, conditional sentences and orthographical errors. Moreover, communicative competence errors account for inaccurate English input.

In the same vein, the question of inadequate English input is seen in limited English input on the school notes boards, limited T-S, S-S and T-T English communication around the school premises, acute shortage of English T/L materials, absence of exposure to English at home, limited exposure to the native speakers' input, limited extra-curricular activities and partial coverage of instruction hours.

5.3 Recommendations

The mastery of English language by secondary school students encounters a very big challenge, following the fact that Kiswahili has deeper roots in terms of the domains of use in the Tanzanian context. Kleifgen and Bond (2009:70), Roy-Campbell and Qorro (1997:104) and Fasanmi (2010) remark that about 90% of the Tanzanian population speaks Kiswahili. To get rid of this trend, the following recommendations should seriously be taken into consideration by all education practitioners.

5.3.1 Provision of Adequate English Language Input

Teachers must strictly adhere to the set timetable. They should cultivate day-one teaching culture at all costs. In the course of the classroom instruction, they should be extra creative in using task-based materials; they should provide more oral activities than written ones. They should also see to it that students are given as many home works as possible to drive the later to read many English books.

Students may be given such opportunities like; looking for something in a local English newspaper, writing articles in local English newspaper, video comprehension, surfing the internet, emailing and making radio programs in English (Mushi, 1997:140, Pegrum, 2000 and Schuller).¹²

¹² Jason Schuller (Retrieved from designerlessons.org on 22nd June, 2012 at 15:15pm.)

On the question of English teaching/learning materials, efforts should be undertaken to build, stock school libraries with up to date and relevant books (MOEC, 2000:19). The community, at large, should be sensitized to build community libraries at the ward level in order to cultivate reading culture. Writers should be motivated to write as many English books, novels, and magazine as possible to stock such libraries.

In addition, the government should see to it that all community secondary schools are supplied with enough electronic devices for teaching and learning English. This issue demands that electricity should be installed in all secondary schools and basic computer skills should be taught to both teachers and students. The use of computers in ESL learning/acquisition should currently be emphasized (Chartrand, (2004:56).

Several English clubs should be established, for example, journalism and reading/literature clubs. Teachers should also establish debating, essay writing, storytelling and drama clubs (Sesnan, 1997:219 and Mushi, 1997:134).

Subjecting students to a variety of games plays donkeywork towards students' mastery of English. Teachers are therefore, argued to subject their students to several games, such as picture games, psychological games, magic games, word games, sound games, Q & A games, caring & sharing games and true/false games (Wright, et al, 1994 in Mushi, 1997:134 and Crystal, 2002:396-399). Moreover, there should be regular English festivals. Such festivals should be coordinated at school, district, regional, zonal and national levels.

5.3.2 Ensuring Accuracy of the English Language Input

To rid teachers of both pronunciation and grammatical errors, basic pronunciation and grammar courses should thoroughly be taught in both teacher training colleges and Universities. At the level of the university, one course for pronunciation/grammar should be taught as a core course to all prospective teachers in all semesters irrespective of their areas of specializations.

On the part of pronunciation, there should be language laboratories in all teacher training colleges and universities in order to learn and practice the RP accent. In addition, pronunciation dictionaries should be plenty. Krashen (1982:91) is in line with this when he comments that language laboratories do supply comprehensible input.

5.4 Suggestions for Further Research

This study has been carried out through two research objectives: Adequacy and Accuracy of English input in Tanzanian community-based secondary schools. Researchers may carry out studies on the same in English medium pre-primary and primary schools, in other public secondary schools, in private secondary schools and in seminaries. In addition, similar researches may be conducted in Advanced level secondary schools of all sorts. Moreover, similar researches may be conducted in teacher training colleges and universities in order to find out whether teachers' incompetence is due to inaccurate and inadequate English language input in the colleges and Universities in question or not.

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APPENDICES

1. SAMPLED SECONDARY SCHOOLS

S/N	DISTRICT	URBAN SCHOOLS	RURAL SCHOOL
1	Bahi	Bahi secondary school	Zanka secondary school
2	Chamwino	Chamwino secondary school	Mvumi makulu secondary school
3	Dodoma Urban	Kikuyu and Viwandani secondary schools	Ihumwa secondary school
4	Kongwa	Mnyakongo secondary school	Sejeli secondary school
5	Mpwapwa	Ihala secondary school	Chunyu secondary school

2. TEACHERS' QUESTIONNAIRE

Dear respondent,

I, Daud Nyinge-The academic staff and the student of M.A (Linguistics) of the University of Dodoma am conducting a study on 'Assessment of English Language Input in Tanzanian Community-based Secondary Schools'.

The research findings will be significant to all educational practitioners because they will be in a position to understand the magnitude of the problem and therefore, strive to identify different ways of helping students to master English language. Teachers will endeavour to teach students appropriately and strive to expose students to English language. The research will also be very significant to the government; because it will be possible to formulate policies that will help in the successful teaching/learning of English language.

I therefore, kindly request you to complete this questionnaire. The questionnaire will take roughly 20 minutes to complete. This research follows all the requisite ethical considerations. Your participation is voluntary. You are free to stop completing the questionnaire at any time, though I will deeply appreciate if you complete the whole lot.

For further information use: 0787892617/0718893202 or email address:
nyinged@yahoo.com

I count on your devoted cooperation,

Daud Nyinge (The investigator).

PART I: Respondents' Background

1. Age [] (Please mention years)
2. Sex (please circle the relevant answer) (a) Male (b) Female
3. Nationality (Please, mention your nationality).....
4. Institution (Please give the name of your school).....
5. Do you hold any leadership position at your school? (a) Yes [] (b) No [] (Put a tick (√))
6. If the answer above is YES, name it.....
7. Current Level of education (Please circle the right choice) (a) Form six (b) Diploma (c) Degree (d) Masters degree
8. Please, mention your academic discipline (eg. English, Biology, etc).....
9. In which Form do you teach? (Mention)...
10. For how long have you been teaching English subject? (Please, circle the relevant option) (a) Less than 5 years (b) 5-9 years (c) 10-15 years (d) More than 15 years

PART II: Class Readers and Class Library

Please, circle the number that represents how you feel about class readers and class library on a scale from A to E. A is STRONGLY AGREE, B is AGREE, C is NOT SURE, D is DISAGREE and E is STRONGLY DISAGREE.

11. I am satisfied with the available class readers and class library in this school.

A B C D E

12. Students read and understood all the required class readers and class library when they were in Form one and Form two? A B C D E

PART III: Text and Reference Books

Put a tick (√) in the right choice

13. Is there a library in the school premises? (a)Yes [] (b) No []

14. Does your school have enough required novels, poems and plays? (a) Yes []
(b) No [] (c) Not sure []

15. Please, rate the availability of dictionaries in your school:

Type of dictionaries	very satisfactory	Satisfactory	not satisfactory	not satisfactory at all
English to English				
English to Kiswahili				
Kiswahili to English				

16. Please, rate the availability of English language textbooks. (a) Not satisfactory at all [] (b) Not satisfactory [] (c) Satisfactory [] (d) Highly satisfactory []

17. Are the students allowed to borrow English books and read them at home? (a)Yes [] (b) No [] (c) Sometimes [] (d) Not sure []

18. If the answer in 17 above is YES, for how long can students stay with such books?

(a) Two days [] (b) Three days [] (c) A week [] (d) More than a week []

PART IV: Classroom Instruction

Please circle the number that represents how you feel about English language teaching/learning on a scale from A to E. A is STRONGLY AGREE, B is AGREE, C is NOT SURE, D is DISAGREE and E is STRONGLY DISAGREE.

19. You enjoy teaching English subject. A B C D E
20. Students express genuine interest in learning English language. A B C D E
21. Except for Kiswahili teacher, all teachers teach all the time using English language. A B C D E
22. You always check students' notes. A B C D E

PART V: Co-curricular Activities in the School Setting

Put a tick (✓) in the right choice

23. How often do you conduct English debates in your school? (a) Weekly [] (b) Monthly [] (c) Once per term [] (d) Annually [] (e) Not at all []
24. Does your school conduct/participate in English-language essay writing competitions? (a) Yes [] (b) No [] (c) Sometimes [] (d) Not sure []
25. How often does your school conduct morning/ afternoon talks at the parade? (a) Never [] (b) Hardly [] (b) Usually [] (c) Always []
26. Have you ever had any inter school English debate competition in the past 18 months? (a) Yes [] (b) No [] (c) Not sure []
27. How often do you organise English drama in your school? (a) Always [] (b) Usually [] (c) Rarely [] (d) Never []
28. Does your school have an English journalism club? (a) Yes [] (b) No [] (c) Not sure []
29. How often does your school conduct English festivals? (a) Never [] (b) Annually [] (c) Twice a year [] (d) Monthly []
30. How often do you talk with students in English language outside classrooms?

(a) Always [] (b) Usually [] (c) Rarely [] (d) Never []

31. Are the texts on the classroom walls and the school news bulletin boards, written in English language? (a) Yes [] (b) No [] (c) Sometimes []

32. How satisfied are you with the efforts by the school head in promoting English in your school? (a) Very satisfied [] (b) Satisfied [] (c) Not satisfied [] (d) Not satisfied at all []

PART VI: Miscellaneous

33. Are there any serious and achievable plans/strategies to promote English language at school? (a) Yes (b) No (Please circle the right choice)

34. If there are serious and achievable plans/strategies to promote English language, explain them

.....
.....

35. Give any other suggestions that can be helpful in enabling secondary school students' mastery of English Language.

(a)-----

(b)-----

(c)-----

(d)-----

Thank you for your demonstrated cooperation.

3. STUDENTS' QUESTIONNAIRE (DODOSO KWA WANAFUNZI)

Mimi, Daud Nyinge-mwalimu na mwanafunzi wa shahada ya uzamili katika chuo kikuu Dodoma, nafanya utafiti kuhusu 'The Assessment of English Language Input in Tanzanian Community-based Secondary Schools'.

Matokeo ya utafiti huu yatasaidia wadau wote wa Elimu nchini kuelewa ukubwa wa tatizo na hatimaye kuweza kuainisha mbinu mbalimbali za kuwasaidia wanafunzi waweze kuwa mahiri katika lugha ya Kingereza. Walimu wataweza kuwafundisha wanafunzi wao ipasavyo na kuwawezesha kuelewa lugha ya Kingereza. Vilevile, utafiti huu utakuwa muhimu kwa serikali kwani utaiwezesha kupanga mipango thabiti itakayowawezesha wanafunzi kuwa mahiri katika lugha ya Kingereza.

Hivyo basi, nakuomba ujaze dodoso hii. Utatumia takribani dakika 20 kukamilisha ujazaji. Utafiti huu unafwaata maadili yote stahiki katika kufanya utafiti. Ushiriki wako katika utafiti huu ni wa hiari, unaweza kuacha kujaza dodoso hii muda wowote. Hata hivyo, nitafurahi sana endapo utajaza dodoso hii yote kwa umakini mkubwa.

Kwa mawasiliano zaidi, tumia: 0787892617/0718893202 au barua pepe:

nyinged@yahoo.com

Natanguliza shukrani zangu za dhati,

Daud Nyinge

(Mtafiti).

SEHEMU YA I: Taarifa Binafsi

1. Umri wako ni miaka..... (Tafadhari taja miaka)
2. Jinsi yako (a) Mwanaume [] (b) Mwanamke [] (Weka alama ya vema √)
3. Utaifa wako ni..... (Taja)
4. Jina la shule yako ni..... (Taja)
5. Unasoma katika kidato cha... (Taja)
6. Je, ulipokuwa shule ya msingi ulipata fursa ya kusoma katika shule ya mchepuo wa Kingereza? (a)Ndiyo [] (b) Hapana [] (Weka alama ya vema √)

SEHEMU II: Vitabu vya Kingereza vya Kiada na Ziada

Tafadhali zungushia chaguo sahihi kuhusu mtazamo wako juu ya vitabu vya Kingereza katika shule yako. Tumia herufi A hadi E. Herufi A ni NAKUBALI KWA DHATI, B ni NAKUBALI, C ni SINA UHAKIKA, D SIKUBALI na herufi E inamaanisha SIKUBALI HATA KIDOGO.

7. Naridhishwa na uwepo wa vitabu vya kufundishia na vya rejea vya Kingereza katika shule yangu. A B C D E
8. Nilipokuwa kidato cha kwanza na kidato cha pili, nilisoma na kuvielewa vitabu vyote vya hadithi vya lugha ya Kingereza tulivyopewa na mwalimu tusome. A B C D E

Tafadhali weka alama ya vema (√) katika kibanduku cha jibu unalochagua.

9. Je shuleni kwako kuna maktaba? (a) Ndiyo [] (b) Hapana [] (c) Sijui []
10. Kama jibu la swali hapo juu ni HAPANA, Je kuna maktaba yeyote karibu na shule/ makazi yako? (a) Ndiyo [] (b) Hapana [] (c) Sijui []

11. Tafadhali toa maoni yako kuhusu uwepo wa kamusi za kujifunzia Kingereza katika shule yako.

Aina ya kamusi	Naridhika sana	Naridhika	Siridhiki	Siridhiki hata kidogo
English– English				
English- Kiswahili				
Kiswahili- English				

12. Je wanafunzi wanaruhusiwa kuazima vitabu vya Kingereza ili wajisomee wakiwa nyumbani? (a) Ndiyo [] (b) Hapana [] (c) Sijui []. Kama jibu la swali hapo juu ni NDIYO, wanafunzi wanaazimwa vitabu kwa muda gani? (a) Siku mbili [] (b) Siku tatu [] (c) Wiki moja [] (d) Zaidi ya wiki moja []

SEHEMU YA III: Ufundishwaji Darasani

Tafadhali zungushia chaguo sahihi kuhusu mtazamo wako juu ya vitabu vya Kingereza katika shule yako. Tumia herufi A hadi E. Herufi A ni NAKUBALI KWA DHATI, B ni NAKUBALI, C ni SINA UHAKIKA, D SIKUBALI na herufi E inamaanisha SIKUBALI HATA KIDOGO.

13. Napenda sana kujifunza lugha ya Kingereza A B C D E

14. Mwalimu/Walimu huonesha nia thabiti katika kuwasaidia wanafunzi kujifunza lugha ya Kingereza. A B C D E

15. Mwalimu/Walimu wetu hupenda sana lugha ya Kingereza. A B C D E

16. Mwalimu/ Walimu wetu huzungumza lugha ya Kingereza kwa umahiri mkubwa mara zote. A B C D E

17. Isipokuwa somo la Kiswahili, masomo yote hufundishwa kwa Kingereza muda wote wa kipindi. A B C D E

18. Walimu wetu huwa hawatamii ukali/hasira wakati wa kufundisha lugha ya Kingereza. A B C D E

19. Mwalimu/Walimu wetu huwa wanakagua madaftari yetu mara kwa mara. A B C D E

20. Mwalimu/walimu wetu hufundisha lugha ya Kingereza kwa kutumia radio/video za watu wanaozungumza Kingereza kama lugha yao ya asili. A B C D E

SEHEMU YA IV: Shughuli Mbalimbali Shuleni Zenye Lengo la Kusaidia Wanafunzi kuwa Mahiri katika Lugha ya Kingereza.

Tafadhali weka alama ya vema (✓) katika kisanduku cha jibu unalochagua.

21. Je, ni mara ngapi huwa kunakuwa na mazungumzo ya asubuhi/ mchana kwa lugha ya Kingereza pendi? (a) Kila siku [] (b) Mara nyingi [] (c) Mara chache [] (d) Mara chache sana [] (e) Hakuna kabisa []

22. Je, ni mara ngapi walimu hutoa matangazo yao pendi kwa kutumia lugha ya Kingereza?

(a) Kila siku [] (b) Mara nyingi [] (c) Mara chache [] (d) Mara chache sana [] (e) Hakuna kabisa []

23. Je, ni mara ngapi viranja hutoa matangazo yao pendi kwa kutumia lugha ya Kingereza?

(a) Kila siku [] (b) Mara nyingi [] (c) Mara chache [] (d) Mara chache sana [] (e) Hakuna kabisa []

24. Je, shule yenu imefanya midahalo ya ndani kwa lugha ya Kingereza mara ngapi katika kipindi cha miezi 18 iliyopita? (a) Kila wiki [] (b) Mara mbili kila mwezi [] (c) kila mwezi [] (d) kila muhula [] (e) Mara moja [] (f) Hakuna []

25. Je, ni mara ngapi shule yenu imeshiriki katika mashindano ya midahalo kwa kutumia lugha ya Kingereza na shule nyingine katika kipindi cha miezi 18 iliyopita?

(a) Mara nyingi sana [] (b) Mara nyingi [] (c) Mara chache [] (d) Mara chache sana [] (e) Hakuna kabisa []

26. Je, ni mara ngapi shule yenu imeendesha michezo ya kuigiza kwa kutumia lugha ya Kingereza Katika kipindi cha miezi 18 iliyopita? (a) Mara nyingi sana [] (b) Mara nyingi [] (c) Mara chache [] (d) Mara chache sana [] (e) Hakuna kabisa []

27. Je, shule yenu inakikundi cha uandishi wa habari kwa kutumia lugha ya Kingereza? (a) Ndiyo [] (b) Hapana [] (c) Sijui []

28. Je, ni mara ngapi shule yenu imeendesha/imeshiriki kikamilifu katika mashindano ya uandishi wa insha kwa kutumia lugha ya Kingereza katika kipindi cha miezi 18 iliyopita? (a) Mara nyingi sana [] (b) Mara nyingi [] (c) Mara chache [] (d) Mara chache sana [] (e) Hakuna kabisa []

29. Je, shule yenu imewahi kuandaa tamasha lolote la lugha ya Kingereza katika kipindi cha miezi 18 iliyopita? (a) Ndiyo [] (b) Hapana [] (c) Sijui []

30. Endapo jibu la swali hapo juu ni NDIYO, hilo tamasha lilikuwa na mambo gani?

.....

SEHEMU YA V: Kujifunza Lugha ya Kingereza katika Maeneo Yasiyo Rasmi

31. Je ni mara ngapi huwa unasoma magazeti/ majarida yaliyoandikwa kwa lugha ya Kingereza? (a) Kila siku [] (b) Mara nyingi [] (c) Mara chache [] (d) Mara chache sana [] (e) Sijawahi soma []

32. Endapo jibu la swali hapo juu siyo (e), Taja majina ya magazeti/ majarida angalau matatu

33. Je, umewahi kupata msaada wowote toka kwa wazazi/walezi wako wa kukuwezesha kujifunza lugha ya Kingereza kaitika kipindi cha miezi 18 iliyopita? (a) Ndiyo [] (b) Hapana [] (c) Sijui []

34. Endapo jibu la swali hapo juu ni NDIYO, taja:

.....

35. Je ni kwa kiasi gani husikiliza luninga/video/muziki/nyimbo za Kingereza toka kwa watu wanaozungumza Kingereza kama lugha yao ya asili? (a) Mara nyingi sana [] (b) Mara nyingi [] (c) Mara chache [] (d) Mara chache sana [] (e) Sijawahi kusikiliza []

36. Endapo jibu la swali hapo juu siyo (e), Taja majina ya video/chaneli za luninga/miziki/ nyimbo hizo

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37. Je, ni kwa kiasi gani huwa unatumia kompyuta na kutembelea intaneti? (a) Mara nyingi sana [] (b) Mara nyingi [] (c) Mara chache [] (d) Mara chache sana [] (e) Sijawahi []

38. Je ni mara ngapi huwa unasoma riwaya, mashairi na tamthiliya mbalimbali zilizoandikwa kwa lugha ya Kingereza katika muda wako nje ya shule? (a) Mara nyingi sana [] (b) Mara nyingi [] (c) Mara chache [] (d) Mara chache sana [] (e) Sijawahi []

PART VI: Mengineyo

39. Je, ni kwa kiasi gani walimu huwa wanazungumza na wanaafunzi nje ya darasa kwa kutumia lugha ya Kingereza katika shule yenu? (a) Kila mara [] (b) Mara nyingi [] (c) Mara chache [] (d) Mara chache sana [] (e) Hawazungumzi kabisa []

40. Tumia nafasi hii kutoa mapendekezo ya mambo ambayo yakifanyika yatakufanya uwe mahiri katika lugha ya Kingereza

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Nakushukuru sana kwa ushirikiano wako.

4. INTERVIEW QUESTIONS FOR TEACHERS

1. What is the students' attitude towards English language in general?
2. Are there any extra-curricular activities that promote students' mastery of English?
If YES, to what extent are they implemented?
3. To what extent do you employ task-based materials and techniques in teaching?
4. What do you think are the challenges that hinder students' mastery of the English?
5. Give your comments on what should be done to facilitate students' mastery of English.

5. INTERVIEW QUESTIONS FOR STUDENTS

1. Which language do your teachers use for morning/afternoon parade?
2. Which language do your prefects use for morning/afternoon parade?
3. Do you like English language? Why?
4. Do your teachers use English throughout the lesson (except Kiswahili lesson), when teaching?
6. Are there any extra-curricular activities that promote students' mastery of English in your school? If YES, to what extent are they implemented?
7. What are the challenges that hinder students' mastery of the English language?
8. Give your comments on what should be done to facilitate students' mastery of English.

6. CLASSROOM OBSERVATION CHECKLIST

Name of the school observed.....

Sex..... Class..... Date..... Duration.....

- 1. The teacher usually uses authentic teaching materials eg newspapers, magazines, radio cassette etc. YES [] NO []
- 2. The teacher prepares and uses lesson plans. YES [] NO []
- 3. The teacher helps students in smaller groups (teaching individuals). YES [] NO []
- 4. The teacher uses English throughout the lesson time. YES [] NO []
- 5. The learning materials eg books are enough for the students. YES [] NO []
- 6. Teacher's experience and level of education in the second language

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7. i. Syntactical Errors

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ii. Lexical Errors

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iii. Pronunciation Errors

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iv. Communicative Competence Errors

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