

**AN ASSESSMENT OF ENGLISH LANGUAGE ACADEMIC  
PERFORMANCE IN TANZANIAN SECONDARY SCHOOLS:  
A COMPARATIVE STUDY OF STUDENTS FROM ENGLISH  
AND KISWAHILI MEDIUM PRIMARY SCHOOLS IN  
MOROGORO MUNICIPALITY**

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MOROGORO MUNICIPALITY**

**By**

**Viacel Vedasto**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the  
Degree of Master of Arts in Education (M.A.ED) of Mzumbe University**

**2018**

## CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled **An Assessment of English Language Academic Performance in Tanzanian Secondary Schools: A Comparative Study of Students from English and Kiswahili Medium Primary Schools in Morogoro Municipality**, in partial/fulfillment of the requirements for award of the degree of Master of Arts in Education (M.A.E.D) of Mzumbe University.

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## **DECLARATION**

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

Signature \_\_\_\_\_

Date \_\_\_\_\_

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My deep and thorough appreciation should go to my beloved wife Joyce Masebo, my children: Eliya, Goodluck, Lightness and Highness, as they were ready to miss my company during the entire period of the study.

## **DEDICATION**

The production of this dissertation is dedicated to my Almighty God who protected and led me during my two years of Master of Arts in Education programme. Likewise, my relatives for their patience, encouragement and assistance are highly embraced.

## **ABBREVIATIONS AND ACRONYMS**

|       |   |
|-------|---|
| DEO   | District Education Officer                                    |
| DRPS  | Directorate of Research Publications and Postgraduate Studies |
| EMPs  | English Medium Primary Schools                                |
| ESR   | Education for Self-Reliance                                   |
| ETP   | Education and Training Policy                                 |
| HoS   | Heads of Schools  |
| KMPs  | Kiswahili Medium Primary Schools                              |
| LOC   | Language of Communication                                     |
| LOI   | Language of Instruction                                       |
| MEQA  | Municipal Education Quality Assurer                           |
| MoEST | Ministry of Education Science and Technology                  |
| MoEVT | Ministry of Education and Vocational Training                 |
| MSEO  | Municipal Secondary Education Officer                         |
| NECTA | National Examinations Council of Tanzania                     |
| NEF   | National Education Fund                                       |
| PSLE  | Primary School Leaving Examination                            |
| REO   | Regional Education Officer                                    |
| TOEF  | Test of English as Foreign Language                           |
| TOEIC | Test of English for International Communication               |
| URT   | United Republic of Tanzania                                   |
| WEO   | Ward Education Officer  |

## **ABSTRACT**

This study assessed the English language academic performance in secondary schools comparing those students from EMPs and KMPs was conducted in Morogoro Municipality. It adopted a case study research design which focused in attaining qualitative data. Also, structured questionnaires and interviews were administrated to a sample of 60 participants comprising 4 Academic teachers, 8 English language teachers and 48 students from Form III and Form IV.

The findings show that KMPs students have better performance in English subject than EMPs students. The average performance between the two groups (KMPs and EMPs) in all examinations' results from the year 2015 to 2018, have shown that KMPs students have a total average of 54.83% for good academic performance (A and B scores) as per this study. EMPs students own 37.65%. It is missed 7.52% to reach 100%. This missing percentage has been occupied by other students who scored C which was not categorized as high English subject performance by this study.

Moreover, 75% of the teachers revealed that there are several challenges; including differences in students' ability to learn, poor students' classroom participation, shortage of teaching resources and lack of motivation. Finally, the participants gave some means on how to overcome the mentioned problems. These are emphasis on students to build a reading culture, teaching through participatory methods as well as provision of adequate funds for educational financing from the government.

It is concluded that parents and guardians should provide actual support to enhance students' good academic performance in English language subject regardless of their primary schools' backgrounds. There should be a policy stating only one language to be used as the LOI and a subject in all levels of education. Likewise, further studies are recommended on assessing the factors contributing to poor performance of EMPs students in English subject at ordinary secondary schools.

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## **CHAPTER ONE**

### **INTRODUCTION**

This study intended to assess the students' academic performance in English subject for Tanzanian ordinary secondary schools. It is a comparative study which compared the learners' English subject scores with regard to their primary schools' background. Four selected secondary schools in Morogoro municipality namely Bigwa Sisters' seminary, Kigurunyembe, Kola Hill and Lupangawere included whereas students' grades in the subject (English) from Form III to Form IV classes were involved.

The study was therefore interested to find out whether or not the learning of English as a subject and its use as the language of instruction (LOI) from nursery to secondary level helped the students from English medium primary schools (EMPs) to have better grades in secondary schools than those from Kiswahili medium primary schools (KMPs). The data were collected through questionnaires, interviews and documentary review. The findings obtained revealed that KM students perform better in English subject than those who joined secondary education from EMPs in Form III and Form IV.

#### **1.1 Background to the study**

Pre-primary, primary and secondary schools in Tanzania are owned by the government, individual investors, private institutions and other co-operations. Currently, public primary schools use Kiswahili as the language of instruction (LOI) while most of private schools use English in teaching and learning process. Pupils in Kiswahili medium primary schools learn all subjects in Kiswahili except subjects related to a specific language such as English. On the other hand, pupils in English medium schools learn English as a subject and use it as the LOI in all subjects except Kiswahili subject (Rubagumya, 2003).

English language was introduced by the British colonialists in the 19<sup>th</sup> century. But during colonialism Kiswahili was used in trade, in missionaries' education and religious activities by the missionaries (Harmer, 1984). In Tanzania then known as

Tanganyika under the German rule from 1885 to 1918, Kiswahili was used as a LOI from standard one to four.

When the British took over the colony from German (1918-1961), they maintained Kiswahili as the language of instruction (LOI) in the first four years of primary education where by English was taught as a subject from class one to four. In the last four years of primary school (The middle school education; standard V to VIII), English was used as the LOI and continued to be used as LOI at secondary school level while Kiswahili was taught as a subject up to ordinary level of secondary education.

After independence (1961), a language policy was established. There were three choices to make: Kiswahili, vernacular language and English. The government chose English to be the medium of instruction in secondary education and Kiswahili to be medium of instruction at primary level (Richard, 2011).

A language policy was established so as to transform the education system from colonial mentality to national culture under the Ministry of education in the year 1963. The following year, Kiswahili became the LOI in former African schools from standard one to four and English was the LOI from standard five to eight in European schools (Brock-Utne, 2006).

There was policy review and transformation of LOI from English to Kiswahili in primary education which was replaced by the Education for Self-Reliance (ESR) in the Arusha Declaration of 1967. The specific objective was to nationalize the school curriculum together with the LOI. Kiswahili was announced to be the national language in 1964 and in 1967 was effectively registered to be the LOI in Tanzanian primary schools (MoEC, 2002).

The government has been continuing to review and formulate policies focusing on the LOI to be used in the national education system after the Arusha Declaration. These include the Second Five Years Plan (1969-1974) whose objective was to see the effectiveness and efficiency of the policy being implemented and make more improvements.

Another government programme was the Presidential Commission of Education in 1980 commonly known as The Makweta Commission. The Commission was chaired by Hon. Jackson Makweta (MP) and was tasked to assess and provide concrete recommendations on Tanzania's education system. Despite others, The Commission recommended a change from English to Kiswahili as the LOI where English should be taught as the subject in all levels of education (Brock-Utne, 2006).

Furthermore, Tanzania's Education and Training Policy of 1995 directs pre-primary schools, primary schools and Grade IIIA teachers' colleges to use Kiswahili as LOI while in secondary schools as well as tertiary education, learning should be through English language (LOI) and Kiswahili remaining only a subject. This included teaching and learning of other approved languages and Kiswahili shall be a compulsory subject up to Ordinary level (URT, 1995). The 1995 policy that recognizes the use of English as the LOI is still officially practiced in secondary schools and higher learning institutions.

Similarly, English medium primary schools (EMPs) were formalized through the language policy of 1992. The aim was to provide a way for private sectors to establish primary schools where by almost 80% of the schools were opened due to people's needs for quality education through English as the LOI. Also the Education and Training Policy of 1995 promoted the presence of EMP schools due to an emphasis of the Government's policy of liberalization of educational ownership and management (Galabawa, 2005).

Some of the schools were opened for religious education of community members. These schools were Heaven of Peace in Dar es Salaam, St. Georges in Arusha, Masjid Qiblatain English medium school and CCT Holy Trinity (Galabawa and Lwaitama, 2005). The EMP schools' policy considers English as the subject, LOI and LOC to be used in a school contexts whereas Kiswahili is taught as a subject.

Some parents send their children in EMPs with the belief that the best performance in English subject and the educational quality are only acquired in those schools (EMPs). However, most of the pupils and their teachers prefer English to Kiswahili

especially when they are outside the school compound like at play grounds, homes, churches and elsewhere from the classroom (Moshi, 2002).

During ordinary secondary examination results evaluation, it is often observed that students from both EMPs and KMPs perform poorly in English subject. The arguments provided include students' failure to understand English in which questions have been set and hence poor self-expression (Ngaruiya, 2013). Under this circumstance, the study intended to investigate if or not the students who used English as both a subject and the LOI at primary level in EMPs performed better in English subject at ordinary secondary school than those students from KMPs whose LOI was Kiswahili and English was only taught as a subject.

## **1.2 Statement of the problem**

Several comparative studies for students' academic performance in Kiswahili and English as languages of instruction in Tanzanian secondary schools have been conducted by some scholars and Non-governmental organizations (NGOs). Just to mention a few, some of them include the following: Galabawa and Lwaitama (2005), Mwinsheikhe (2003), HAKIELIMU (2008), TWaweza (2012), Rubagumya (2003), Makongolo (2014), Ngaruiya (2013), Soakpa (2015) and Makweta (1982).

The studies aimed at exploring the extent to which learning would be facilitated or hindered by the use of Kiswahili as the LOI in secondary schools compared to the situation where English is currently the LOI.

Inadequate studies on students' academic performance in the subject (English) have inhibited availability of the information on whether or not the learning of English as a subject and its uses as the LOI helped students who used it in EMPs perform better than those students from KMPs in English language subject at secondary school level. Therefore, this study filled the prevailing gap.

### **1.3 Objective of the study**

The general objective of the study was to assess English language subject academic performance in Tanzanian secondary schools. Specifically, the study aimed at:

- a) Comparing English subject academic performance of semesters and national examinations' results between EMPs and KMPs students.
- b) Examining the challenges facing English language teachers when teaching a class of both EMPs and KMPs students.
- c) Exploring the ways used by the teachers in overcoming the occurred challenges.

### **1.4 Research questions**

- a) What are the differences in academic performance of semesters and national examinations' results of English subject between EMPs and KMPs students?
- b) Which challenges do English language teachers face when teaching a class of EMPs and KMPs students?
- c) How do the teachers overcome the occurred challenges?

### **1.5 Significance of the study**

The information from the study is expected to be an added contribution to the present literatures on English subject academic performance in Tanzanian secondary schools. The study could also contribute to show the reality on whether or not the establishment of EMPs helps the students to perform better in English subject at ordinary secondary school level than those students coming from KMPs.

This might also reduce a pressure for parents to send their children in EMPs with expectations of the best performance not only in English subject but also for the rest of other disciplines at secondary level.

Furthermore, the study is expected to facilitate to educational planning, policy making and educational administration process on rethinking for further strategies to be undertaken towards improving the teaching of English subject.

### **1.6 Scope of the study**

The study was conducted in Morogoro Municipal Council. Four secondary schools were used for the study. Two are public schools which were Lupanga and Kola Hill. The other two are private schools which included Kigurunyembe and Bigwa Sisters' seminary.

The schools were chosen to participate in the study because they are surrounded by both English medium and Kiswahili medium primary schools where by most of the pupils who perform better in PSLE are selected to join the mentioned secondary schools hence the comparison was easily done.

The study used three methods for data collection. The methods included questionnaires, interviews and documentary review. These were highly preferred because they facilitated the availability of both quantitative and qualitative data.

### **1.7 Limitation of the study**

Since the study was conducted during school hours, it was difficult for the researcher to meet the participants timely. Also, several examinations' results were not available as soon as they were needed. Number of hours was used to find them in cupboards as some of them were conducted three years ago. However, these limitations did not affect the findings of this study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter consists of paragraphs which defined the concept of academic performance. It also describes the theory that governed together with various studies conducted by other scholars that relate to this study. The studies have been classified into three categories: studies conducted outside Africa, studies conducted in Africa and other studies which were conducted in Tanzania. The reason behind was to see different ideas explored by scholars from different places with heterogeneous educational systems and second language learning in terms of regions and continents.

#### **2.1 The concept of academic performance**

Academic performance refers to the results of education and the extent to which institution, a learner or teachers attain their stated educational objectives. It shows the degree or level to which a student has accomplished the specific goals depending on the basic instructions provided by a school, college, University and the government through MoEST (URT, 2014).

Generally, academic performance can be defined as the students' level of achievements/attainment of knowledge and skills measured in terms of scores compared with others. It shows a position of a student with respect to others with the same level of assessment and evaluation.

A student's academic performance is measured through his or her daily activities in the classroom contexts, continuous assessment (formative evaluation) and summative evaluation through terminal and annual examinations (John and James, 2006). However, the quality and quantity of attaining knowledge, skills and attitudes identify a person's academic performance through grades or marks award. Therefore, the students' performance bases much on their self-determination and the actual support from their parents or guardians, teachers and the government.

As per this study, students' academic performance was measured from the provided grading system by the government under NECTA (2016) whereas good performer students were obtained among the following grades:

75 – 100 = A (Excellent); 65 – 74 = B (Very good) and 45 – 64 = C (Good). Those students scored between 30 - 44 marks (D) are said to have satisfactory points however not indicating good performance. Under performed students were regarded for 0 – 29 scores meaning failures (F). The data above were collected from the first six students in English examinations' results.

According to the study, A and B grades were used to interpret students' good academic performance in English language subject. The C grade was not considered because in normal circumstances most of the students' marks fall in this position which may lead to inappropriate comparison between the two groups (EMPs and KMPs).

## **2.2 Theoretical framework**

A theory can be defined as a reasoned statement or groups of statements, which are supported by evidence, meant to explain phenomena. A theory aims at explaining the relationship between or among phenomena (Richards and Rodgers, 2005).

Theories play a critical role in our understanding and add value to research findings. They help guiding studies to be investigated and predict what will happen under certain conditions and help in interpreting findings. This study was guided by Social learning theory which has been described below.

### **2.2.1 Social Learning Theory**

Social learning theory focuses on the learning that occurs within social contexts. It considers that people can learn any language easily from one another through observation, imitation and modeling (Bandura, 1986). This is facilitated by dialogic interactions in which more capable participants guide the learners in accomplishing tasks. This means that teaching methods should involve social interaction as much as possible between those who know more, either teachers or students and those who know less to enhance learning and development of language.

The theory emphasizes the reciprocal interaction between cognitive, behavioral and environmental determinants of human behavior.

Bandura believed that modeling can have more impacts than direct experience. There are four variables that are involved in modeling. These include attention, retention, reproduction and motivation (Bandura, 1986). One must be paying attention, be capable of retaining what they have observed, able to translate the observation into action and be motivated to imitate the observed action.

Social learning theory insists that for effective language learning, students need to pay attention to avoid negative effects on observational learning. Adequacy in number of teachers, interesting models and good school learning contexts dedicate students' full attention to learn. Retention involves the learners' ability to store information with regard to lexical, semantics, syntactical and phonological themes. This is an important part of language learning process especially when teaching is done by doing. It also becomes more effective when there are plenty of students' text books, teaching and learning materials and less overcrowded classrooms.

Bandura (1986) argues that once students have paid attention to the model and retained information it is the actual time to perform the observed behavior (reproduction). Further practice of the learned behavior leads to improvement and language skills advancement. Finally, for observational language learning to be successful, students have to be motivated to imitate the behavior that has been modeled. A learner should be motivated on what he/she learned in order to understand. Reinforcement and punishment play an important role in motivation.

The described elements above (attention, retention, reproduction and motivation) are more practiced in EMPs than in KMPs. For example, teaching and learning materials, interaction between students and teachers, supportive school environments as well as motivation to both teachers and students are more available in EMPs compared to KMPs. Therefore, the study intended to explore if this background helped the students from EMPs to perform better in English subject compared to KMP schools' students who got it unsatisfactorily.

## **2.3 Empirical studies**

Empirical review refers to the information obtained through actual observation by another person in a form of research or through witness occurrence. The empirical literature entails research reports on dissertations or theses. For this case, a researcher has to present what others did relating to this study, their objectives, methods used, findings and their conclusions. In so doing, the research gaps become well known and addressed in the current study (Gay, 1996).

### **2.3.1 Studies conducted outside Africa**

This part reviewed related literatures to this study that have been conducted outside Africa. The studies were conducted in India, Italy, Japan and Malaysia.

Abedin (2009) conducted a study to investigate some causes that may have influenced the effect of English learning for students in Karnataka Semi urban and rural secondary students specifically in Bangalore region. It was observed that most of rural schools offer education in the local language in teaching and learning process. However English should be taught as a subject in both rural and urban schools to prepare the students for Higher education where English is the LOI.

English has been seen to be more effectively taught in urban schools than in rural areas which create language learning barriers (LLB) especially in Higher learning institutions. This means that students from urban areas like Delhi and Kannada who choose to study in Bangalore do not have much language problems compared to those coming from rural areas (Abedin, 2009:31).

The findings of the study show that most of rural students have problems in oral communication, pronunciation including sounds, stress and intonation. They find also word formation, sentences construction and vocabularies so problematic. Sending and receiving meanings of words, phrases, clauses and sentences hinder the students' oral as well as written communication.

Generally, it is found that rural Indian students' barriers are caused by too much use of respective mother tongue in teaching and learning and their inability to communicate with each other in English and therefore the following were recommended:

- a) Curriculum designers should think about the learners' needs in language learning when they plan to design curriculum.
- b) Students are to be encouraged to practice English language with native speakers in both inside and outside classrooms.
- c) Motivation is very essential to enable students become more confident.
- d) Parents have to encourage and support the students to actively be involved in learning the language at home.

Similarly, Omari (2016) has undertaken a study to assess the factors affecting students' achievements in English language learning in Italy. The main objective was to observe causes which are believed to have a prominent relationship with learning English in Rome (Italy) secondary classrooms. One hundred and forty students from seven secondary schools were asked to respond to a questionnaire consisting of four variables: competence of teachers, frequency of the use of instructional media, frequency of the use of participatory teaching methods and school learning environments.

The results indicated that students studying English were much affected through being taught by incompetent teachers who are not equipped with adequate knowledge and skills; thus students are not properly equipped enough to practice it.

Also teachers do not use variety of teaching methods and aids to influence the learners in their English language lessons. Furthermore, other two factors were identified (i.e. factors inside and outside the school). Factors outside the school include poverty, family and dominant mother tongue used at home. Other factors involved the schools premises were students' records, teaching and learning contexts as well as the school curriculum.

All the stated factors affect the learners' success positively or negatively. Recognizing them may help to identify what problems the success faces, so that solutions could be found and improvements are developed.

In the past, the study of English in Japan has been primarily viewed as a means to learn more about knowledge created in other foreign nations. The main objective behind the study of English has not been to exchange in dialogue with the outside world through the exchange of ideas and opinions, but rather to use English for picking knowledge skills and experiences created outside Japan (Suzuki, 1999).

More Japanese people have not become proficient speakers of English where by those reaching this goal become isolated and being employed in a low – paying job. The performance of Japanese learners across the major English proficiency test justifies this. Scores on the Test of English for International Communication (TOEIC) in 1998 have been lower than those of other Asian countries. E.g. the Japanese TOEFL (The Test of English as Foreign Language) test takers have shown poor ability comparatively to Afghanistan, Laos and Cambodia (Shuji, 1999).

A study on Japanese attitudes to English towards an explanation of poor performance has been done. It was revealed that the people who attain fluency in foreign language are accorded low social status. In terms of civil servants employed in jobs requiring some use of foreign language, their status and pay are comparatively low (Reesor, 2003: 19).

It can be said that the proficient English language speakers face segregation at work place and throughout Japanese society. For instance, students of Japan who are temporarily posted in English speaking countries ( Kaigaishijo) face bullying, slurs and many others on their way back to Japanese schools on account of their English language skills (Shuji, 1999).

The ministry of education has included English as a subject to be studied from secondary onwards, however the number of hours for periods vary over the years.

It is important that policy makers engage in planning about English language and English language learning in Japan.

Negative attitudes surrounding a language planning initiatives should be addressed as well to meet the targeted goals (Reesor, 2003).

Furthermore, it has been observed that many students in Malaysia upon receiving minimum eleven years of English education in schools are still unable to use the language proficiently. The Malaysian Education Blue Print 2013 – 2015 states that education should give every citizen's ability to have good communication with a wide range of people from various backgrounds, religions and ethnicity. Therefore, all children in Malaysia are expected to be proficient in Bahasa Malaysia which is the national language. Even though, English should not be neglected as it is an important language for global interaction and knowledge exchange.

Kaur (2014) conducted a study to examine how an attitude affects English language learning for form two students in Semi – urban schools in Seremban. This area is situated in Santa Singh region in Malaysia. It has been probed that both attitudes and needs contribute a lot to positive or negative language learning “The students are affected by the use of mother tongue when they are at home and communicate with their grandparents and other family members using local language ( Kaur, 2014:39)”

Similarly, the findings show that even those respondents who are proficient in English do not use it due to the fact that they may confuse others who cannot speak the language and also they feel their mother tongues express intimacy within the family domain. Examples, the Chinese use Mandarin or Cantonese when they are at home and the Malay use Malay at home.

A part from attitudes, other factors that could support the students' English learning was motivation from both parents and teachers. Also respondents with more parental support developed a positive attitude towards language learning than those whose parents provide less help (Kaur, 2014: 43).

Competency of teachers, conducive environments for learning, adequate instructional media and readiness of the learners were also observed from the study as the major accompanying elements to students' attitudes of language learning.

As the previous study revealed, Abdul Razak (2014) had an alternative study based on English language learning strategies; Inter – cultural communication in Malaysian secondary schools. The study involved a total of 180 respondents from public secondary schools in Johor. In Malaysia, English is not only the second language in importance but also a school and college subject as well as LOI of mathematics and science.

Language learning strategies (LLS) are used in order to facilitate and enhance learning of the target language. This suggests further that, students' habitual approaches to practicing their capabilities for learning are thought to become necessary in ensuring language competence. This is because LLS are related to language proficiency and that the more the use of different strategies the more the tendency for a second language learner to improve and be more proficient in both his/her oral communication and composition (Abdul Razak, 2014).

LLS that have been identified from the study include cognitive, meta-cognitive, affective, social, memory or compensation strategies. To reduce language discrepancy (LD) between the first language (L1) and the second language (L2), teachers should ensure enough growing awareness among the students in relation to employing learning strategies hence current results reveal the use of LS at a minimum score of 3. 53 mean score (Abdul Razak, 2014:71).

### **2.3.2 Studies conducted in Africa**

Five countries have been studied; Zimbabwe, Kenya, Nigeria, Rwanda and Congo. English is an official and medium of instruction in Zimbabwe. Becoming beneficial of English, the government has established a special programme where by foreign students from both English speaking and non-English speaking countries do come and be enrolled at Solusi University to pursue English courses.

The aim is to increase students' enrolment through preparing the candidates for a university degree where English is used as LOI.

The number of foreign students especially those coming from non - English speaking countries seemed to decrease as the time went on. Even some Zimbabwean students who used Shona and Ndebele as the LOI in their preliminary levels showed negative response during applications (Souriyavongsa and Abidinandi, 2013).

Muchemwa (2014) conducted a study on the factors that could influence learning of English language for academic purpose for foreign students. The study observed that students who learn English as a second language have language problems where by those students coming from non-English speaking countries have paramount language challenges. The majority of foreign students are those whose entry requirements are ordinary level or equivalent qualifications depending on their intended degrees.

Reasons for poor performance in English language included lack of English foundation background, students' lack of confidence in speaking English, poor motivation to students, unsupportive curriculum which does not help the learners to improve their English proficiency and ineffective teaching (Chivhanga and Chimhenga, 2013). It was observed in the interviewed foreign students from non – English speaking countries that the use of technology makes language learning easier and English laboratories should be mandatory in all education and training institutions for the betterment of teaching and learning of English language to all students.

The findings suggested that the achievements in LOI for both teachers and students need collaborative efforts. For instance; all teachers teaching other subjects apart from English should concentrate on both content and language aspects during teaching and learning process. It was also recommended that changing the language of instruction should be the final solution after further studies have been done including learners' attitudes and motivation, English African learners as second language learners, difference in learners and target language cultures.

Moreover, English as a LOI plays a major function in Kenyan schools and higher learning institutions which becomes a determining factor in the students' performance. Kiswahili language is a compulsory subject from pre – primary schools to form IV (Grade 12) as it is the national language in Kenya (Brown, 2008).

Kibui and Athiemoolam (2012) conducted a study in two districts; Kericho and Kikuyu on analysis of Kenyan learners' proficiency in English based on reading comprehension and vocabulary. It was observed that most of the students do not practice English after school hours. They mostly use lingua franca at home which is either Kiswahili or the vernacular (i.e Gikuyu, Kalenjin, Luhya and Kikamba). When students are playing with their friends out of their homes, they speak Pidgin English called sheng. They mix English, Kiswahili and other local languages

Therefore the use of sheng prevents the development and mastery of English despite being the LOI in all school levels. The study recommends that for LOI to grow, become effective and raise the students' performance, the home environments should assist the learners as they struggle to acquire the skills in English communication. Also the classroom should not be the only place where a learner can hear and attempt to speak the language.

Thus the language settings are to be extended and strengthened so that learners have enough opportunities to apply what they study to communicative situations outside the classroom (Kibui and Athiemoolam, 2012:23). Unless all these are adhered, changing of the LOI is useless.

Similarly, Sa'ad (2007) investigated the causes of poor performance in English language among secondary school students in Dutse Metropolis of Jigwa state in Nigeria. Five schools were studied where as 300 students and 79 teachers were the sample. English language is the LOI in post primary institutions, higher learning institutions and the official language of the country (Nigeria). It is argued that poor performance of students in English language not only causes decline in the general academic performance but also the whole national standard of education.

The findings of the study identified that poor performance in English language among Nigerian secondary schools is caused by the dominance of mother tongue particularly speaking of Hausa, Yoruba and Igbo. Nigerian students are surrounded by a complex linguistic situation that forces them to learn their first indigenous language while at the same time they are required to have a good command of the English language.

The Nigerian policy on education has emphasized the use of mother tongue in teaching at primary level. This situation increases to a large extent poor learning of English language from primary schools that extends to secondary classrooms. Other factors have been stated as insufficient competent English language teachers, negative attitudes of students towards English language, improper teaching methods, inadequate teaching and learning materials as well as the absence of language laboratory in teaching English language.

The researcher was of the view that students should be taught much and correct grammar and pronunciation in English language to minimize the influence of the first language on the second. The study also found out that the employment of qualified and competent teachers especially at primary level could improve the students' performance.

Likewise, teachers should be facilitated to attend professional teaching courses, workshops and seminars to update themselves. Instructional materials and facilities should be provided for effective teaching. Most important, students are to be encouraged to have positive determination in English language and be motivated to communicate in English language inside and outside the classroom.

On the other hand, there are four official languages in Rwanda. Kinyarwanda is the national language of Rwanda and the first language of almost the entire population of the country. It, French, English and Kiswahili are the official languages. Kinyarwanda is taught in primary schools from class one to class three.

English language is taught from class four through University and the French is learned as an elective subject whereas Kiswahili is a compulsory subject taught in all levels of education. Since 2008, Rwanda changed its LOI from French to English (Habumulemyi and Sengiyumva, 2010).

However, private primary and secondary schools use either Francophone or Anglophone educational system. This means that the school opts to use English or French as the LOI in teaching and learning process. “The Rwandese is not good at both English and Kiswahili compared to Kinyarwanda which is spoken since one is in the stomach! It could be better if the LOI (English) become familiarized from Kindergarten to grade three to promote the pupils’ mastery of language skills (Sengiyumva, 2010:26)”.

Besides the respective mother tongue of the population Kinyarwanda is a common lingua franca which is more spoken and experienced by the students after school time. Mother tongue and LOI in which a child learns is like a seed and plant whose growth and production depend on each other; and this should be taken into account by any bilingual country (Habumulemyi, 2010).

Perception is an important aspect in learning and it can either hinder or enhance the students' learning. Soakpa (2015) carried out a study on secondary school teachers and students perception towards English as a foreign language in Congo. The study noted that among the factors that influenced students poor performance in Congo was misconception of English subject as being difficult. Both students and communities in which they live perceived English as the subject designed for a certain group of people based on gender(men) or intelligence because of the line of professions it leads into, home backgrounds, undesirable teaching approaches and availability of teaching and learning materials.

The study used interviews and questionnaires to collect data whereby it was found that socio-economic background of learners affected their attitudes towards learning given that they associated it with the rich and poor in the society.

The students' response through interview guides showed that those students who learn English better are those from well families and societies hence they imitate from their brothers and sisters.

“Learning English has nothing to do with poor family children (Soakpa, 2015:16)”. They perceived that unless you expect to be employed, no matter how you are struggling to study English you are wasting your time. Nevertheless, the sample used involved more refugees than the Congolese students.

### **2.3.3 Studies conducted in Tanzania**

Moreover, Mlay (2010) conducted a study on the influence of LOI on students' academic performance in secondary schools. A comparative study based on two selected public secondary schools; one from urban and the other in rural areas of Arusha region. The main objective was to find out the difference and similarities in students' performance between urban and rural secondary schools reflecting the LOI used at primary level.

The students' performance in English language revealed that there was variation between students in rural schools and those found in urban centers. The majority of students' grades ranged between an average pass and below average performance.

The findings showed that 25.4% of urban students got grade C and 40.1% attained grade D. Likewise rural secondary students 59.1% got grade F and 26% of them had D grade. The performance certified that the majority of students performed poorly in English whereas those from rural schools had worse results than those in urban secondary schools.

Teaching and learning contexts in which they take place determined the learners' success or failure to a large extent. Other identified factors were school administration issues, students' personal reasons, availability of competent teachers and family influence. Also the LOI used plays the major function. The researcher could not consider the students' performance in English language according to the historical background of the LOI at primary level were both confident and fluent when speaking English in classroom contexts.

As Silinu (2014) contends in his study, students' English language performance in secondary schools was observed. The study was undertaken in Sumbawanga Town Council in Rukwa region. Students from four schools; Kantalamba, Mazwi, Kizwite and Chemchem were assessed to see whether there were differences in performance regarding the students' LOI used at primary level. It was found out that there were no performance differences not only in English but also in other subjects. English medium primary students were advantageous in oral English usage, confidence and rapid translations compared with those who come from public primary schools with Kiswahili LOI.

Various documents showing examination results had the best students from KMPs and very few in EMPs. For instance, in form four mock examination held in May, 2003, only 3 students out of top ten ones were those who used English as LOI in primary education. Eight parents out of twelve (66.7%) who were interviewed had this to say:

*Tunawapelekawatotowetukwenyeshulezamsingiza English medium iliwajueKiingereza.Lengonikuwasaidiailiwatakapokwendasekondariwaelew evizurimasomoyanayofundishwakwaLughahiyo.Hatahivyohawafanyivizurisa nahasakwenyemasomoyaSayansiukilinganishanawenzaowanaotokakwenyes huleza Kiswahili (Moshi, 2002:27).*

*We send our children to English medium primary schools in order to make them understand English. The purpose is to help them master secondary school subjects which are taught in such Language. Even through, they do not perform better in science subjects compared with their colleagues who are from ordinary primary schools with Kiswahili LOI (My own translation).*

On the other hand, The Makweta Commission (1982) conducted a study on the Tanzania's educational system and provided some of the recommendations on how it could be improved. The assessment involved sixteen Tanzania mainland regions where by different educationists, educational administrators and different individuals were involved in the interviews.

In investigating how education in the country could be facilitated, it was noticed that the issues relating to LOI were inevitable. It was observed that for any country to

develop and make its educational system more effective, it should pay more attention on the use of its national language as the media of education (Tanzania's educational system: Report and Recommendations 1982). It was suggested that the government should change the LOI at post primary level from English to Kiswahili.

Different reasons were provided arguing that Kiswahili is to be used as the LOI in all levels of education and training simply because it is the national language which is understood by the majority of students. Similarly, it was said that most of the students do fail in their examinations as they are unable to express themselves and write properly in English language. Many countries were found out to use their own languages and still have done well; including Japan, Germany, France, China and many others.

Although the government kept quiet on the recommendations, later on it was declared that English Language could continue to be LOI and Kiswahili to be learned as a compulsory subject from primary to ordinary level (Form IV)

Generally, the study did not consider the influence of English medium primary schools in promoting the students' performance in secondary education. Even though, the establishment of English medium policy of 1992 aimed at improving the conceptualization, learning and English language skills among the pupils (Makolesho, 2009). Had the policy existed during the Makweta commission's report, there would have been comparative ideas between those primary schools using either Kiswahili or English as the LOI. It should be remembered that by that time only very few schools using English at primary level established. Therefore the current numbers of primary schools using different languages of instruction necessitate further comparative studies to be conducted.

Similarly, the findings obtained from some studies about classroom interaction and students' language competence showed that in secondary schools there were poor classroom interactions during English lessons.

Almost 57% of English language teachers did not manage to promote students' participation in teaching and learning process. The factors that hinder the effectiveness of teachers and students interaction during English lesson include poor

mastery of the subject content, lack of proper preparation for teachers and poor use of language of instruction to some of the teachers and students.

According to Ngaruiya (2013), his study on the factors that lead to poor performance in secondary schools in Pangani District located in Tanga region indicated that little knowledge in subject contents force English language teachers to employ lecture method instead of participatory ones. The observations and other information obtained from interview guides revealed that overall quality of English teaching was poor.

Most of the classroom teaching was teacher centered. Students sit in regimented rows and little or no interaction with each other occurred. In nearly all classes observed, few questions originated from the teachers and students remained recipients of what a teacher was transmitting. The study indicated that most of students were unable to speak even express their ideas in simple English language (Ngaruiya, 2013:27).

Classroom interaction is often promoted through the effective use of both teaching and learning materials. However the study did not identify the number of English language textbooks which were available in the surveyed schools, when and how teachers use specified teaching aids as well as students' ways of assessment and evaluation. Also issues related to LOI used in primary schools were not observed together with the students' performance comparing those who were using either Kiswahili or English as the LOI at primary level.

In teaching and learning processes, teachers should not dominate the class. There should be a dialogue between teachers and students. Learners need to become more creative than passive. Teachers should apply participatory teaching methods and ensure that there are optimal interactions during teaching and learning process (Ngaruiya, 2013:36).

Through interactions students share experiences with each other and meaningful learning takes place. Definitely learners will perform well in their daily studies and examinations particularly in English subject.

### **2.3.4 Summary**

The studies stated above have indicated how different nations were affected in teaching and learning of the second language (English subject) in secondary schools and at tertiary level. However, most of the findings recommend on changing the language taught from L<sub>2</sub> to L<sub>1</sub> without thorough comparative studies on whether or not the learning of English in EMPs could enable their students perform better than those from KMPs in English subject when entering secondary schools.

For instance, after Japanese have changed their attitude that language learning should be on “transmission” rather than “reception”; it is growing rapidly in English language learning and has shown better performance for their students.

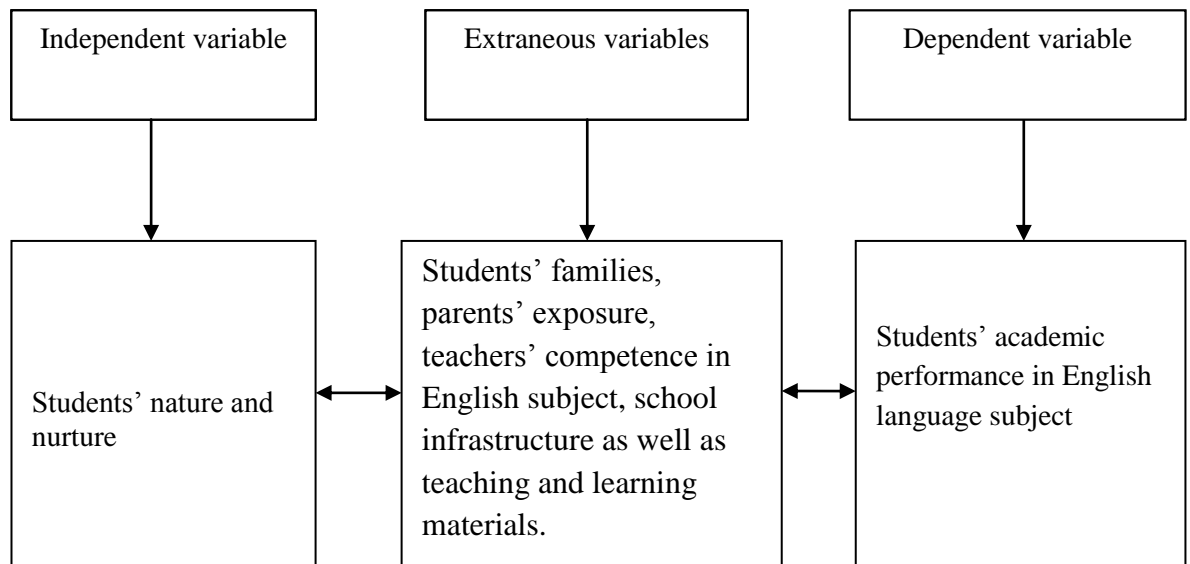
### **2.3.5 Conclusion**

The above reviewed literatures reveal that different studies were conducted in secondary schools; some of them were conducted outside Africa, others in Africa and the rest in Tanzania.

The observation has shown that comparative studies on students’ academic performance in English subject at ordinary secondary school level using EMPs and KMPs have not yet been studied enough. This study is therefore responsible for filling the gap.

## 2.4 Conceptual framework

**Figure 2.1: Students' academic performance in English language subject**



**Source:** Merriam (2009:37)

From the figure above, a student's academic performance in English subject depends on both nature and nurture in which he/she is originated (David 1998). Students' families, parents' exposure and teachers' competence in English language, school infrastructure as well as available language teaching and learning materials also influence their language learning and make them perform either highly or poorly.

Learning contexts interact with learners. This is because learning depends on interaction whereas interaction relies on language. Assessment of these variables has provided adequate information for students' academic performance in English language at ordinary secondary school level.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This section presents and discusses the methodology that was used in conducting the study. Relevant subsections included are research design, area of study, target population, sample size and sampling techniques, data collection techniques, data analysis, validity and reliability of instruments as well as the ethical issues of the research.

#### **3.1 Research design**

According to Kothari (2016), a research design refers to a plan showing approaches of investigation conceived by a researcher in order to obtain relevant data that fulfill the research objectives and answer a set of research questions. This study employed a case study research design, a design that enabled depth exploration of a few cases to provide a snapshot picture of the situation that was analyzed in detail. It also helped in sampling a population of interest and then used the information obtained to generalize the findings.

The study mainly focused at attaining qualitative data. This is to say that qualitative approach was used. The approach was preferred because the study is exploratory in nature, aimed at exploring the feelings and opinions of research participants on English language academic performance in secondary schools.

#### **3.2 Study area**

The study was conducted in Morogoro Municipality. Only four secondary schools were used for conducting the study. These are Lupanga, Kola Hill, Kigurunyembe and Bigwa Sisters' Seminary. The reason behind for selecting the schools was due to availability of English medium primary schools nearby whose pupils are normally selected to join form one with their colleagues who come from public primary schools; hence they provided a reliable sample.

### 3.3 Target population

The term target population involves the expected population of people covered by the study in a specific geographical area such as country, region and town in terms of the age group and gender (Best and Kahn, 2006). The target population for this study included form three and form four students who joined respective secondary schools from English and Kiswahili medium primary schools. This is because the students have already gained self-confidence and determination to learn as they have stayed in schools for at least a long time (3-4 years) and share their experiences. These may have fair competition in learning compared to Form I and Form II students.

In addition, the English language teachers were involved since they are the prominent educational stakeholders in teaching process and analyzing the internal and external exercises, tests and examination results of the students. For that reason, English semesters examinations' results for both Form III and Form IV students were prepared and filled in forms by the subject teachers for the purpose of this study.

Academic teachers were also very essential to be included. This is due to the fact that they have authority to supervise, coordinate and plan on how to implement teaching and learning process in English language subject (Tanzania Institute of Education, 2010:45-72). Also English national examination results for Form II and Form IV students were kept and available in their offices.

**Table 3.1: Target population for the study**

| S/N                | Category                  | Target Population |
|--------------------|---------------------------|-------------------|
| 1                  | Students                  | 48                |
| 2                  | English language teachers | 8                 |
| 3                  | Academic teachers         | 4                 |
| <b>Grand total</b> |                           | <b>60</b>         |

### **3.4 Sample size and Sampling procedures**

#### **3.4.1 Sample Size**

A sample size is defined by Bailey (2007) to refer to the number of representative respondents selected for the study from research population. A small proportion of the small population is selected for observation and analysis such that through observation a researcher makes certain inferences about characteristics of the population from which the research is conducted. The sample size of this study was 60 participants as shown in the table above. This is a qualitative study which requires fewer participants and therefore it does not deal with bigger samples.

#### **3.4.2 Sampling**

The study used both probability and non-probability sampling where by simple random sampling, stratified and purposive sampling techniques were employed.

##### **3.4.2.1 Simple random sampling**

Simple random sampling involves the selection of sample in such a way that every member in a population has an equal chance to be selected (Enon, 1998). Therefore, it was appropriate to be used in this study due to the fact that it used the pure sample of population. All identified participants were involved whereby lottery was conducted in which some papers were written numbers and others were blank. The participants who picked pieces of paper indicated by numbers were taken as the sample participants.

##### **3.4.2.2 Stratified sampling**

Then the Stratified sampling was used as it deals with samples from separate groups. The students from Form III-IV in four schools were classified according to sex and streams. Therefore, the simple random sampling procedure was used to select samples from strata. The sampling frame were boys and girls from form three and form four classes among the selected secondary schools in Morogoro Municipality.

### **3.4.2.3 Purposive sampling**

The researcher also used purposive sampling to select the School academic teachers. The purposive sampling has been selected as it provided a room for the researcher to deal with cases that were rich with the required information related to the objectives of the study. The mentioned participants were involved as they helped in providing the specific and purposeful documents like students' progressive cards and examinations' results.

### **3.5 Data collection methods**

These are the procedures or tools which were used by the researcher to collect information or data. Reliable and valid instruments were selected in order to facilitate availability of the required data from various sources and participants.

In this study qualitative approach was used. This is the approach used for collecting descriptive (non numerical) data. It does not mean that numerals were not used but descriptions were more emphasized. The methods employed in data collection were interviews, questionnaires and documentary review through the existing statistics and other reports.

The three methods were preferred as they were used for a larger number of sample schools for a short time and provided more accurate responses so as to describe the nature of the problem under investigation. Similarly, the use of more methods enabled the researcher to manage and strengthen the data reliability (Fraenkel, 2008). Moreover, using the combination of data collection methods increased the validity as the strength of one method compensated for the weakness of another method.

#### **3.5.1 Questionnaires**

A questionnaire is a list of written down items which the respondents individually respond in writing (Bailey, 2007). The questionnaires used in this study had open – ended and closed ended questions relating to students' performance in English subject for selected secondary schools.

The researcher used them to collect information about thoughts, feelings, attitudes, beliefs and values, perception, personality and behavioral intention of research

participants. Questionnaires were used due to the fact that they helped to avoid biasness that might have resulted from personal characteristics of the interviewer. Also they gave a room to participants to express their feelings freely, without fear and suspense. The questionnaires were distributed to participants as it is shown in the table below:

**Table 3.2: Questionnaires distribution**

| Name of school     | Number and type of participants |                  |                   |
|--------------------|---------------------------------|------------------|-------------------|
|                    | Students                        | English teachers | Academic teachers |
| Bigwa Sisters      | 10                              | 1                | 1                 |
| Lupanga            | 10                              | 1                | 1                 |
| Kigurunyembe       | 10                              | 1                | 1                 |
| Kola Hill          | 10                              | 1                | 1                 |
| <b>Grand total</b> | 40                              | 4                | 4                 |

### 3.5.2 Interviews

This involves the use of oral questionnaires in the subject or interviewees that provide the needed information orally and face to face interaction (Kothari, 2016). The method provides more chances of getting in depth information from participants because it allows the researcher to ask supplementary questions. In this study, interviews involved best students; one from form three and the other representing form four.

Also any other willing English language teachers teaching either form three or form four from selected schools were interviewed as indicated here under. In the study, the reliance was on the interaction between the interviewer and interviewees such that data relating to the topic were produced in a short period of time and to a large amount.

**Table 3.3: Interview guides distribution**

| Name of school     | Number and type of interviewees |                  |                  |
|--------------------|---------------------------------|------------------|------------------|
|                    | Form III students               | Form IV students | English teachers |
| Bigwa Sisters      | 1                               | 1                | 1                |
| Lupanga            | 1                               | 1                | 1                |
| Kigurunyembe       | 1                               | 1                | 1                |
| Kola Hill          | 1                               | 1                | 1                |
| <b>Grand total</b> | 4                               | 4                | 4                |

### **3.5.3 Documentary review**

This involves collection of data from various documents presented on the paper, materials distributed and presented electronically and some on tape or disc (Wysocki, 2007). Among the documents are government's reports, census data, school/college records, prospectuses, diaries, logs and registers.

For the purpose of this study, the important documents were the students' performance progressive cards in English subject, Form II English national examination results (2015 – 2017), Form III English terminal examination results (2017 and 2018), Form III English annual examination results (2017) and Form IV English terminal examination results (2018). Likewise, Form IV English national examination results of February (2018) were explored so as to compare with English national examination results for Form II of the year 2015.

Using various and current national examination results for comparing students from EM and KM primary schools provided more clarification on their English academic performance. The documents were of the greatest role to the study, as they consisted of the students' pass mark grades of the subject.

### **3.6 Validity of findings**

According to Krishnaswami (2003), validity is concerned with establishing whether the right instrument content measures what it intends to measure. It should measure the accurate targeted behavior. Therefore, the validity of findings' content enabled the researcher to determine the extent to which a set of items yielded relevant and representative sample of the domain of task under consideration.

The researcher ensured that the collected data through various research instruments represented the content under the study.

### **3.7 Reliability of findings**

Reliability is perceived as the consistency or stability of a set of test scores over a number of repeated trials. For example, if measuring device used in an Olympic competition always reads 100 meter for every discus throw, this would be an

example of an instrument consistently, yet erroneously, yielding the same result (Krishnaswami, 2003:35).

To ensure the reliability of the study, the appropriate data collection procedures were used. These included the prior preparation of what and when to collect data from the sampled participants. Also, the reliability of data was increased through good rapport building with participants and ensuring them confidentiality towards the given information for the sake of the study.

### **3.8 Data analysis and processing**

As Kothari (2016) argues, data analysis is a process that implies editing, coding, classification and tabulation of the collected data. It involves systematic process of working with data, organizing and examining them for the purpose of making measurement and evaluation. It is therefore an important milestone towards establishing solutions to the problem that is being explored.

Data obtained from participants were analyzed through descriptive and documentary analysis. Qualitative data available from questionnaires were also analyzed through thematic analysis (i.e. analysis of main themes found on the study). Inferential statistics were also used where numerical data were required. The results were then tabulated in frequency tables and interpreted so as to get the intended results from participants. Data from the first 6 students in the examinations' results were used. Therefore, a total of 24 students for each examination from four schools were analyzed as shown in appendix X.

### **3.9 Ethical issues in Data collection**

Bailey (2007) contends that the term ethics in research studies deals with how the respondents are ought to act towards each other and pronounced judgments of values about actions and develop rule to guide ethical choices. Considering ethical issues in any research, protect human rights and privacy. As a result, this study considered all ethical issues all the time.

In ensuring effective processes of data collection procedures hence the production of valid and reliable research report, the research permits were provided through the Directorate of Research Publications and Postgraduate Studies (DRPS) for Mzumbe University under the major supervisor (Mzumbe University, 2010).

Thereafter, Morogoro Municipal Council leaders (i.e. The Municipal Executive Director and Municipal Secondary Education Officer) were consulted and provided a permit again to the researcher that allowed him to visit the study areas. Ward Education officers for Kilakala, Kichangani and Bigwawere met for copies and oral information for the study undertaken in their respective wards.

Heads of Schools were consulted for self-introduction and purposes of the study were conducted in their schools. These coordinated the way and time in which the researcher met the students and teachers for dissemination, organization and collection of research instruments divided among them.

Assurance of privacy and confidentiality were announced and participants were allowed to ask any questions if any. The languages used were both English and Kiswahili since participants were free to choose LOC. However, for students and teachers the use of English language in writing was inevitable as long as the topic is concerned.

The participants were informed on the benefits of giving appropriate information to the study before they started responding to the research instruments. The informants were requested to be free and give out their views relating to the study. Generally, the rights, needs and values were respected together with anonymity.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.0 Introduction**

This chapter presents the findings of the study. The findings are organized in three main themes in response to the research questions. These intend to compare English subject academic performance of semesters and national examinations' results of EMPs and KMPs students. Challenges facing English language teachers were explored as well as the means used to combat them. Data were analyzed through the following questions:

#### **4.1 What are the differences in academic performance of semesters and national examinations' results of English subject between EMPs and KMPs students?**

The researcher wanted to know if students from EM and KM perform differently in English subject as they join ordinary secondary school level especially in Form III and Form IV classes. The study found the following in the selected 4 secondary schools:

##### **4.1.1 The findings from questionnaires and other documents**

The findings obtained in other documents (students' performance progressive cards and examinations results) are included in questionnaires. This is because the required responses were filled in question 3 in appendix I and question 1 in appendices II and III.

##### **4.1.1.1 Bigwa Sisters' seminary**

The questionnaires were given to 10 students to fill in. Reflecting from the question above, 9 of them (90%) argue that neither EM nor KM students perform better than the other. However, it is supported that a student's performance depends on individual's ability to learn influenced by both nature and nurture in which learning takes place. One student added that EMPs students perform better in English subject than KMPs ones particularly in Form I and Form II classes.

Moreover, a Form IV English language teacher supports the students' arguments. It is contrary to the academic teacher who says that those students used English as LOI at primary school level look confident, fluent in speaking and good at self-expression. For the case of classroom academic performance, KM students reveal the best performance as claimed by the academic teacher who says:

*“But this does not help them to perform better than KMPs. Self determination, readiness and more efforts to learn improve a student's performance in English subject and not a kind of primary school where he/she was selected from to join a secondary school”.*

The school academic documents were also reviewed. Different 8 examinations' results comprising the best 6 students for each paper were used. Both semesters and national English subject results reveal that among 48 candidates, there are 30As scored by students from KMPs.

Likewise, there are 17As for the students studied in EMPs. One student, who scored Bin Form II English national examination of November, 2015 belonged to a similar category also. This indicates that 62.5% of the best 6 students who scored grade A in the explored examinations results are from KMPs whereas 37.5% is for EMPs. For further clarification on the students' academic performance, please see appendix VI.

#### **4.1.1.2 Kigurunyembe secondary school**

Similarly, 10 students; 5 from EMPs and the other 5 belonged to KMPs were asked if the learning of English language as a subject and using it as the LOI helped those students from EMPs to perform better than those from KMPs in English subject at secondary level.

This was denied by 3 KMPs students (60%) while 4 EMPs students (80%) opposed also. It is only one student from EMPs who agreed on a given statement. Likewise, the English language teacher was asked on whether there were any differences that students from English and Kiswahili medium primary schools identified in English subject academic performance in his class.

One teacher argues that both EMPs and KMPs students have synonymous academic performance especially in national English examinations. However, the emphasis was that EMPs students are fast learners and curious during English language teaching and learning process in the class.

Apart from that, English subject teachers together with the school academic teacher provided their students' academic performance in English subject examinations' results. As the appendix VII shows, both EM and KM candidates have the same academic performance in different English national examinations results. For example, among the best 6 students from every result, each group has 3 A grades.

On the other hand, the semesters' examinations results consist of 8 out of 24 students with grade A (33.3%) and only 3 B grades (12.5%) from KMPs while 11 A grades (45.8%) come from EMPs accompanied with 2 grade B candidates (8.4%). These findings show that EMPs have better performance in semesters' results compared to KMPs with high performance in national examinations.

#### **4.1.1.3 Kola Hill secondary school**

The findings show that the language used as the medium of instruction in EMPs does not help its students to have better performance than those who did not use it in primary schools. The questionnaires distributed to 10 students reveal better academic performance in English subject for students who used Kiswahili as the LOI at primary level. This is claimed by 8 participants who make 80% of all responses.

In addition, even the English language teacher and the school academic coordinator have supported. This does not imply that all students from KMPs have good performance. However, the best 6 students studied from 8 examinations (48 students) indicate 11 students (22.92%) who scored grade "A" are found from KMPs contrary to 9 (18.75%) allocated in EMPs column (see appendix VIII).

#### **4.1.1.4 Lupanga secondary school**

As the participants say, the school has better performance in English subject particularly for KMPs students. Seven students out of 10 (70%) supported that the students perform differently depending on their self-concentration and discipline to learn. It was also emphasized by 5 EMPs students (100%) that a kind of school where one comes from does not determine one's results. But the efforts made by a student encourage his/her academic achievements.

According to the English subject teacher, the difference between EM and KM students is that: Those students who learned in English medium primary schools are good at speaking though, the spoken language is inappropriate. This is different from students in public primary schools (KM) who are good at writing and competent in grammar. The response is also argued by the school academic teacher.

The reviewed documents reveal that 24 KMPs students (50%) out of 48 have scored A from both semesters and national examinations. This is different from 17 EMPs students (35.4%) who have the same grade (Appendix IX).

#### **4.1.1.5 Summary of questionnaires' findings**

Generally, the obtained findings in 4 schools reveal that students from KM primary schools perform better in English subject than those who joined secondary school from EMPs. However, the students from English medium are normally the champions in Form I and Form II classes due to better language proficiency than students coming from Kiswahili medium primary schools. As they build more experiences, their difference also diminishes.

#### **4.1.2 The findings from interviews**

The interviews were administered to 2 students and 1 English language teacher who teaches either Form III or Form IV classes in every selected school.

For the case of Bigwa Sisters' seminary, it was more confirmed by the interviewees' responses that the students who came from EMPs have more power and confidence due to the fact that they acquired good command of the English language used as LOI when they were in primary schools. Their responses were the following:

For example, one of the participants said:

*“The LOI which I used in EMPs helped me to understand English subject when I joined secondary school. English language helped me mostly in group discussions, on how to answer English language questions and also to understand how to explain other academic issues”.*

In addition, another KMPs student had this to say:

*“When I was in Form I, my academic performance in English subject was not good because the language used was not familiar to me, but now I understand both the subject (English) and the language of learning and my results have been improved”.*

Similarly, one of the interviewed Form III English subject teachers was asked whether or not EM and KM students identify different English language subject results at the end of semesters and national examinations in his class. This is what he said:

*“There is no difference in their academic performance. Sometimes they are the same. The students from Kiswahili medium primary school are not doing well in lower secondary classes, but now they have improved. In this semester (May, 2018), the highest score in my subject was 92% scored by KM student. And among the best 10 students, only 4 were those who used English as a LOI in primary schools”.*

After students have shared experiences and knowledge; they perform the same particularly in Form III and Form IV classes despite the differences in their primary schools' background. Various grades obtained in a subject depend on a student's ability and efforts.

From Kigurunyembe secondary school, 2 interviewed students show that both students from Kiswahili and English medium primary schools have the same level of academic performance in English subject.

*“When we join secondary school we meet good learning environment and many resources are available like textbooks. Also infrastructures are there.*

*What makes you pass is hard-working. We always compete and sometimes perform better than EMPs students”.*

Basing on the students’ arguments, also the English language teacher had similar response by saying: *“There are no any differences that students from English and Kiswahili medium primary schools identify in English academic performance. What matters is own intelligence”.*

It was explored that students from EM and those joined from KM have got little difference in academic performance. Their differences are experienced mostly in primary schools and in the first 2 years of secondary education.

Kola Hill secondary school’s participants (2 students and 1 English teacher) were also interviewed. The difference in academic performance comparing EM and KM students took place. One EM student seems to support speaking rather than other skills in the subject. This was revealed during the interview conducted between 2 students and the researcher.

The researcher: Does the learned English in EMPs help you to perform better in secondary school?

EMPs student: It depends. We can speak but the exams are sometimes bad!

KMPs student: If you listen carefully from the teacher you pass well even if you are KMPs.

The researcher: Are the examinations difficult?

EMPs student: Yes, they are difficult to answer.

KMPs student: If you read, they are simple.

In the interview, the teacher also justified better performance of KMPs in English subject compared to EMPs. Nevertheless KM students have got no opportunity for self-expression and exchange of ideas using English language due to inadequate vocabulary.

On top of that 2 students and 1 teacher who were interviewed from Lupanga secondary school added:

*“English language helped me mostly in group discussion, on how to answer questions and internal examinations”* (EMPs student).

Another KMPs continued:

*“Ability to speak is different from writing and answering questions. We normally perform the same and several times better than them”*.

Furthermore, the English language teacher explained that when they decide to use English throughout the period (40 minutes) some of the students including EM and KM remain silent in the classroom. The teachers are forced to use code-switching so that the students could get the message being conveyed. The teacher said:

*“Sometimes, some of the students totally fail to answer the questions in English and you find them keeping quiet. Having noted that someone has understood but he/she was not raising up his/her hand due to inability to express own ideas, you allow him/her to use code-switching and the answers are always found correct. Then corrections are made in correct English by another student or teacher”*.

#### **4.1.3 Summary of interviews' findings**

Briefly, the findings from interviews reveal that 10 out of 12 interviewees (83.33%) from 4 schools support better performance in English subject for KMPs than EMPs students. However, except for Form I and Form II classes, students from both media do not indicate a difference in common understanding of English language.

Additionally, the students' average results from different examinations are well summarized in the figure 4.1 below.

**Figure 4.1: Examinations’ results summary between EMPs and KMPs students**

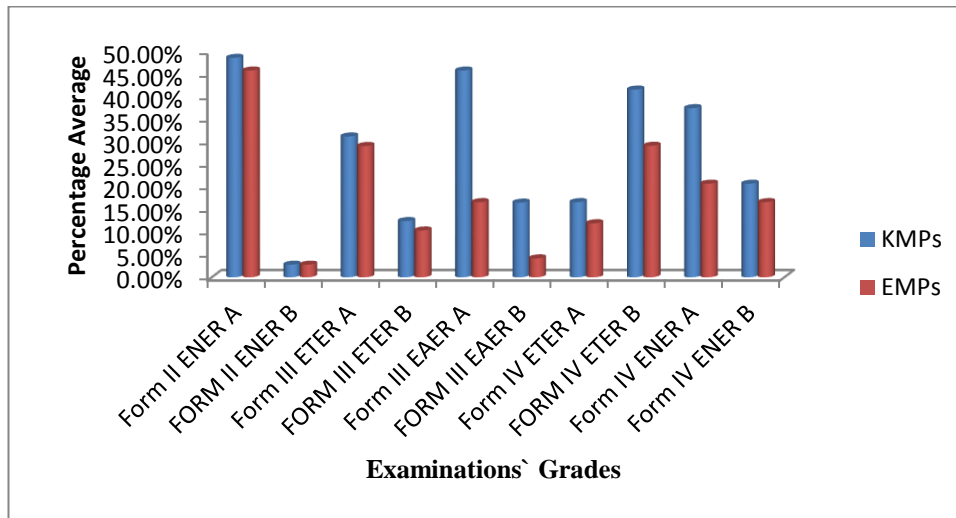


Figure 4.1 above, shows that in Form II English national examination results (ENER) 48.6% of KMPs scored A grade whereas EMPs scored the same grade for only 45.8%. The figure further reveals Form III English terminal examination results (ETER) as follows: KMPs scored grade A for 31.25% whereas the EMPs scored the same grade for 29.15%. The English annual examination results for Form III (EAER) were scored as follows: KMPs scored A grade for 45.8% whereas the EMPs scored the same grade for 16.7%.

Form IV English terminal examination results (ETER) were scored as follows: KMPs scored the A grade for only 16.7% whereas the EMPs scored the same grade for 12%. Lastly, the figure shows that the Form IV English national examination results (ENER) for both KMPs and EMPs are as follows: They scored A grade for 37.5% and 20.8%, respectively. For further clarification, see appendix XI.

#### **4.2 Which challenges do English language teachers face when teaching a class of EMPs and KMPs students?**

These are divided into two categories; challenges facing students and teachers’ related challenges.

#### **4.2.1 Students' questionnaires**

The students responded to a question on the challenges they face regarding EMPs and KMPs in learning English subject in secondary schools. The administered questionnaires revealed that 27 students (Lupanga 9, Kola Hill 7, Kigurunyembe 6 and Bigwa Sisters' seminary 5) out of 40 equals to 67.5% have problems on vocabulary use, poor mastery in English language 'Tenses' and other grammatical forms particularly prepositions.

The challenge on shortage of teaching and learning materials emerged very frequently together with overcrowded classes. The remaining 13 students wrote for irregular changing of English subject textbooks with different authors varying in English exercises (contents).

#### **4.2.2 Teachers' questionnaires**

Below are some of the challenges that face English language teachers from 4 selected schools:

- a) EMPs students seem to learn quickly on what is taught rather than KMPs students especially at the first term of Form III classes.
- b) Most of the students (both EMPs and KMPs) are not familiar with different English vocabularies, hence their classroom participation becomes rare (Teacher -centered learning exists).
- c) Inferiority complex for KMPs students occurs during classroom discussions.
- d) Many students are not aware of English grammatical rules e.g. Tenses, parts of speech and composition writing.
- e) Teachers from private and public schools complained on the majority of students to show "unwillingness" to learn.

#### **4.2.3 Students' interviews**

The total of 8 students; 2 students from every school were interviewed. They were asked to describe the problems which they face in English subject learning. Six interviewees equals to 75% (Lupanga 1, Kola Hill 1, Kigurunyembe 2 and Bigwa Sisters' seminary 2) complained about problems on shyness.

They argued:

*“Improvement in English academic performance is enhanced through speaking which involves discussions with our fellow students. We normally feel shy of speaking broken English since others laugh at us!”*

Furthermore, the problem of many students in a single class was often repeated by 2 interviewees especially those from public secondary schools. This is what was said:

*“The number of students in secondary schools is almost 103 in a single class. That is why it is very difficult for teachers to involve every student to participate completely and understand the English topics being taught”.*

The responses show the real situation on teachers’ poor classroom management. Large amount of students in one class accompanied with few English language textbooks hinder effective language teaching and learning process hence poor performance.

#### **4.2.4 Teachers’ interviews**

The teachers were required to explain the challenges that they face when teaching English subject in a class of EM and KM students at secondary school level. A total of 4 interviewees were involved (1 interviewee from every selected school).

Two of them from public secondary schools (Kola Hill and Lupanga) gave their challenges on lack of pedagogical skills and inadequate teaching and learning resources in their schools.

One of the teachers said:

*“I have been teaching English since 1994. But up to now, I was not given any training based on paradigm shift and participatory approaches of teaching.”*

Additionally, another interviewee complained:

*“A big challenge in public schools is shortage of textbooks. There are many students in a single class, poor facilities like library, language laboratories and absence of teaching and learning resources particularly English textbooks which are not proportional to students’ ratio.”*

The rest of the two teachers from private schools (Bigwa Sisters' seminary and Kigurunyembe) explained poor readiness of students to learn to be their big challenge. Also the in disciplinary cases were mentioned. For the case of other challenges facing English teachers in teaching and learning process from 4 school academic teachers (SAT), almost those challenges mentioned by the teachers were repeatedly argued.

#### **4.3 How do the teachers overcome the occurred challenges?**

It is interesting that students who come from Kiswahili medium primary schools struggle to learn English language (the language of instruction) and use it to learn English subject content at secondary school level. Therefore language support in teaching and learning is very essential from the teachers to their students.

The findings obtained from questionnaires administered to 8 teachers and other 4 interviewees (teachers) reveal various measures taken to help the students from different challenges that they face. Seven teachers (87.5%) in which 2 are from Lupanga, 2 from Bigwa Sisters' seminary, 1 from Kigurunyembe and the other 2 from Kola Hill have given the following ways used by solving students' academic problems in their respective schools:

- a) Encouraging students to build a reading culture by passing through various books.
- b) Dividing and arranging students for group discussions.
- c) Initiating inter schools' English language academic competitions
- d) Teaching through Teacher-student centered approach.
- e) Conducting regular academic advice to enhance students' good behavior.
- f) Improvising teaching and learning materials.
- g) Establishing remedial classes for slow learner students.
- h) Provision of various written drills and quizzes to students.

One interviewed teacher from Kigurunyembe added that code-switching in Tanzanian secondary schools is inevitable to help those students from public primary schools whose LOI was Kiswahili.

*“If a teacher speaks English only in the process of teaching, it is like teaching himself”.*

Other interviewees from the rest of 3 schools insisted on students’ participation in the classroom as a major means to solve their challenges as stated below:

*“The effective involvement of students during English language teaching and learning is an important ingredient as all the attainment of building their academic competence in the subject is the main concern”.*

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.0 Introduction**

This chapter discusses the findings obtained from the field. Seven subsections in this part are covered. The chapter begins by delineating EMPs and KMPs students' English subject academic performance in secondary schools. It then describes the occurring challenges towards English learning process focusing on students' efforts to promote good performance in the subject (English).

English language subject teachers' challenges in teaching EMPs and KMPs students are discussed and the means used for overcoming them. The chapter finally discusses the schools' support provided in improving the students' English subject academic performance. In addition to that, theoretical applications to the findings have been included.

#### **5.1 EMPs and KMPs students' English subject academic performance in secondary schools**

##### **5.1.1 The obtained findings from questionnaires and other documents**

The students' questionnaires have involved 40 students; 20 from EM and the other 20 from KM primary schools. The findings available from the study reveal that there are differences among secondary students' academic performance whereas students who used KM of instruction in primary schools perform better in English subject than those students who come from EMPs (please, see the appendix XI).

The best performance revealed by KMPs students could be the results of Kiswahili learned as a subject and the LOI in primary schools. The transfer of obtained knowledge from Kiswahili to English has enhanced their performance. This is different from EM students who have been learning in foreign language (English) which is neither their mother tongue nor used at home.

These findings are in line with other researchers including Galabawa and Lwaitama (2005). Their study on Comparative analysis of Kiswahili and English learning found that the association of different languages whereby L<sub>1</sub>(Kiswahili) facilitates the learning of L<sub>2</sub>(English); it is meaningful for students' language academic competence.

Teaching from L<sub>2</sub> to L<sub>1</sub> may confuse and contradict the learners in the entire process of imparting knowledge and skills through respective languages. Learning from a well known language brings more achievements and better continuation to another language with similar grammatical rules.

Together, the students supported that a student's performance depends on his/her ability to learn and not a kind of a primary school where he/she came from. In this agreement EMPs had 90% (18 out of 20 supported) whereby KMPs was 80% (16 of 20 supported).

On top of that, the findings have been justified by Silinu (2014). His study on students' English academic performance regarding the LOI used at primary level found that there was no difference in academic performance between students who had used English and those used Kiswahili as the medium of instruction.

Inclusive gathering and sharing between the 2 (EM and KM students) enhance common comprehension. Students are able to discuss, ask and answer questions, ask for clarification and therefore construct and generate knowledge.

Furthermore, 4 English subject teachers and other 4 academic teachers (100%) consisting of one teacher from Bigwa Sisters' seminary, Kigurunyembe, Lupanga and Kola Hill together supported that both EMPs and KMPs students' results tend to be similar in English subject quizzes, tests and examinations. Although they concluded that what makes a student pass are student's own ability to learn and the contexts where learning is taking place.

EMPs students perform well in English subject especially in Form I and Form II classes. This is because of prior experiences gained in EMPs where English was used as LOI and LOC apart from being taught as the subject. Additionally, the students' examination results were used to assess their actual performance.

During the study, it was found that in 1 school there are EM students performing better in semesters than national examinations. For instance, Kigurunyembe secondary school has 11 grade A scores (45.8%) for EM students contrary to 8 scores (33.3%) of KM students among the total of 24 students in different semesters' results.

From the researcher's overview, most of the questions set in the semester examinations are from the specific class and the syllabus taught. They only need experience, students' common sense and the general understanding. For the case of national examinations; questions are constructed from Form I – IV. Memory storage, ability to understand and analyze issues as well as the learners' efforts is highly needed. There could be little concentration in preparations for national examinations for such students.

This study is also supported by Mwinsheikhe (2003). Her findings on students' academic performance in Kiswahili and English as the LOI, revealed that the more the effective students are, the higher their performance. This means that a student as an input is a useful determinant for the output to be achieved (academic results).

Similarly, the students' academic achievements in foreign languages regardless of their historical background in the previous LOI have been revealed by Mlay(2010). The findings indicated that students in urban secondary schools performed better than those students who were in rural schools because of poor learning environments. Lack of awareness from students' families, inadequate support and incompetent teachers also affected their performance.

The researcher argues that the students who learnt in KMPs tend to struggle in learning English, the LOI and at the same time the English subject content.

High confidence and fluency in speaking shown by EMPs students may reduce their efforts and struggles to learn. The best 6 students' results were explored through semesters and national examinations. A total of 192 were studied from 8 examinations results in which each examination included 24 candidates from 4 schools.

#### **5.1.1.1 An overall of questionnaires' findings**

Generally, the obtained findings in appendix XI justify that the students from KMPs have better performance than EMPs students in different terminals, annual and national scores with a pass rate average of 35.97% (A) and 18.86% (B) than EMPs students who possess 24.99% (A) and 12.66% (B).

For instance, in Form II English national examinations' results in four schools; KMPs students had 48.6% of "A" pass rate while 45.8% was for EMPs candidates. This is also verified in semesters' examinations results where by KMPs students seemed to score highly compared with EMPs students.

Reflecting from Form III English terminal examinations; the results were 31.25% "A" pass rate and 12.5% (B) for KMPs students. This is higher than 29.15% (A) and 10.4% (B) scored by EM students. Other examinations' results revealed in appendix XI are also evident.

Moreover, it was observed that the higher the classes students go, the more the improvement KMPs students identify. The statistics given by 4 school academic teachers show that in the year 2015; 22 Form II candidates from their schools scored an "A" grade in English national examinations whereas 11 were from KMPs and other 11 from EMPs.

The same candidates were assessed in CSEE of 2017 and the general average indicates that among 14 students who scored "A", 9 of them (64.2%) were from KMPs while the remaining 5 students (35.8%) belonged to EMPs (please observe appendix X).

However, Athiemoolam and Kibui (2012) support the available facts through their study on Kenyan learners' proficiency in English. They found that the learners perform better in Kiswahili than English which is their LOI and national language.

The reasons given include much use of sheng after school hours. This is a mixture of English and other local languages. Most of the students become eager to learn and understand Kiswahili as a discipline and its technicalities. There is therefore less concentration in studying English which seems to be common in their daily learning contexts.

This is also evident from Omari's (2016) study. The study shows that the students' LOI used in primary school is not as important as the type of teachers and environments that could be used in their secondary education. Competent trainers, learners' abilities and motivational contexts help in improving academic performance.

The responses contained in his study encourage the current findings in which the students' LOI background in primary education is not the case for EM and KM students' English subject academic performance in secondary schools.

### **5.1.2 The obtained findings from interviews**

Each school had 2 interviewees in which 8 students were interviewed. When students were asked on what they did that helped them to score "A" in their examinations, diligence was mostly stated. The 3 interviewed EM students said:

*"We are always working hard at school. But those students from government schools (KMPs) are afraid of failing in English examinations. They are not confident! They try to work diligently so as to compete with us"*

The other 4 interviewees from KMPs students added:

*"More confidence brought by EMPs students from lower classes makes them fail. They think to be better than us because of speaking English. This arrogance makes them fail also. While they were lacking concentration in learning, we concentrated much to defeat them"*

From the interviews above, working hard and more seriousness in English subject make KMPs students perform better than some of EMPs ones who look confident and believe to be more competent in the subject from primary school level. Though, 75% of EMPs students argue that the learning of English language as a subject and using in it as the LOI does not help them perform better in English subject than those students from KMPs. However, the interviewed KMPs students contended that EMPs students become advantageous from their schools' language backgrounds.

This was also supported by a 100% of 4 interviewed English teachers who said that the students' academic performance differences in English subject are not of being either KMPs or EMPs. Students' ability to learn and general English language mastery come to differ in the first two years of secondary education (Form I and II). This is due to the fact that KMPs students are not yet familiar and well influenced enough with the LOI used in the classrooms (English).

The correlating performance between the two (EMPs and KMPs) emerge from Form III classes. The reason behind is that the students have already gained self-confidence and sharing ideas and experience for at least three years of education. The learners' variations in learning are on their Intelligence Quotient (IQ), learning contexts, self-determination and own efforts to learn. These could be the parameters for academic performance disparities and not prior primary schools.

It should also be noted that, speaking English fluently does not mean becoming good at it, since 75% of other skills (reading, listening and writing) are excluded. For the learners' English academic achievements, the actual support from parents/guardians, community members and teachers to a student are inevitable.

### **5.1.3 An overall of interviews' findings**

The interviews responded on by 6 out of 8 interviewees (75%) have revealed lower performance in English subject of the students from EMPs. KMPs students have better academic performance than the mentioned ones. Hardworking and high concentration in learning the subject helped to enhance their results.

## **5.2 Occurring challenges towards English subject learning**

Students were asked on the challenges that they face in learning process of English subject. The total of 67.5% (27 out of 40) student participants in all schools have almost relating challenges as described below:

### **5.2.1 Grammatical problems**

Students have little knowledge in some of grammatical areas which result into poor performance in the subject. The mostly mentioned parts are tenses, prepositions, active and passive forms and conditionals. However, inability to retain English vocabularies has become dominant. It is therefore essential for English language teachers together with the school management to work on them and improve the students' academic betterments.

### **5.2.2 Inferiority complex among students**

Most of the learners feel shy to speak before the mass (students and teachers). This is due to the fact that they become afraid of making errors and mistakes when speaking after others. Much emphasis on listening, reading and writing skills promote competence and fluency among language learners. Likewise group discussions, English language competitions in regard to the respective skills are important as well.

### **5.2.3 Overcrowded classes**

Most of the visited secondary classrooms occupy more students than the normal. This is highly prevailing at Lupanga and Kola Hill secondary schools whose classes have 120 students in one class. Large classes hamper the teaching and learning process in a sense that it is quite difficult for teachers to attend to individual academic demands of students. It also requires more time for management than smaller classes.

## **5.3 Students' efforts to promote good performance in English subject**

Students were asked to describe important measures taken in solving various challenges faced in English learning. These involved EMPs and KMPs Form III and Form IV secondary school classes.

For the case vocabulary problems, 48 students (100%) from both public and private schools said that they normally look for English language dictionaries from school libraries and find the meaning of difficult words.

Also, reading different story books, novels and other supplementary English grammar books help them to improve on both vocabularies and English grammar. Forming classroom discussion groups, participating in English clubs, morning speeches and debates were added by the students. These enable them to promote self-understanding, confidence and therefore becoming less inferior.

It is suggested that the government through the Ministry of Regional Administration and Local Government (RALG) and the Ministry of Education Science and Technology (MoEST) should establish a special National Education Fund (NEF). This could be put aside for solving daily emerging challenges including shortage of classrooms, desks and learning resources.

A special annual budget for specific educational projects is important in developing countries Tanzania being among them. For instance, the 2018/2019 budget could be used for classrooms construction and purchasing students' textbooks. The following 2019/2020 be for building teachers' houses, students' dormitories and the like. Likewise, students' enrolment should base on the number of classrooms available in schools as well as the students and teachers ratio.

#### **5.4 English language subject teachers' challenges in teaching EMPs and KMPs students**

English teachers also encounter several challenges as they teach students who have been selected from primary schools with different LOI. In this subsection, 8 teachers were given questionnaires to fill in and the other 4 were interviewed to describe some of the problems that they face during English subject teaching and learning process. Six surveyed questionnaires (75%) and three interviewed teachers (75%) provided the following challenges:

#### **5.4.1 Differences in students' ability to learn**

Those students from EMPs show quick understanding and retention of imparted knowledge and skills by the teachers. This situation occurs at the beginning of form III classes where KMPs students still have low ability to express concepts and few vocabularies to understand things. As the months go on, their differences also disappear.

#### **5.4.2 Poor students' classroom participation**

The problem is for both EMPs and KMPs students. This is caused by inadequate vocabularies, poor grammatical mastery and lack of knowledge in English "Tenses" use. Then the inferiority complex arises among those students who can not manage to communicate effectively. They become afraid of being laughed due to pronounced broken English. Teacher- centered learning exists as most of the time students listen to teachers instead of discussing with them.

#### **5.4.3 Shortage of teaching resources**

English language is taught through its skills. Therefore more objects are needed than words. There should be plenty of textbooks, electronic materials which enhance listening skills as well as wall charts for preparing aids.

According to English language teachers, most of the schools have 1:5 ratios especially in public secondary school. This means that one English textbook is shared by five students.

#### **5.4.4 Learners' unwillingness to learn**

Readiness is the first law for learning. Unless a student is willing to listen, participate, read and write in English, he/she will not succeed any more.

Teachers complain on students that 40% of them are forced to learn. This becomes a barrier for them to pass their examinations.

On the other hand, truancy, missing of periods, coming late to school and drug abuse affects most of our students academically. For effective success in learning process, a learner should adhere on the laws of learning, namely: law of readiness, law of exercise and the law of effects.

#### **5.4.5 Lack of motivation**

The findings show that the teachers have many challenges in teaching English which could be solved by motivating them. One interviewee complained of not attending any pre-service training course since 1994. Participatory teaching approaches and paradigm shift courses make teachers modern, accurate, confident and happy to their teaching profession. Apart from rewards, recognition and appreciation for teachers whose students perform better in English language are very essential and useful.

#### **5.4.6 Irregular changes of curriculum**

The issue of curriculum change is inevitable though it influences the total change of the current syllabus (English language textbooks) and students' evaluation system. It should be done rarely according to the needs of time and the nation at all. This is contrary to what happens in our country today. For each political leadership regime, the government tends to change the curriculum so as to comply with its ruling party's manifesto and policies.

Up to the year 2015, public primary school pupils learned English from standard one. The 2014 Education and Training Policy which was effectively implemented in 2016, identifies English language subject to be taught from standard three under the fifth government's educational system. The only solution could be the presence of Professionals' Board that will be responsible for regulating the national education system.

#### **5.5 The ways used for overcoming the challenges**

The above discussed challenges by the teachers have been also given several measures in which they are solved in different schools.

About 25% of the teachers (3 out of 12) insisted on motivation to both teachers and students in improving English subject academic performance.

The rest of the findings(75%) provide the following solutions towards the prevailing problems:

- a) Emphasizing students to read different materials especially story books and encouraging them to participate in English clubs and debates.
- b) Forming regular classroom group discussions with EMPs and KMPs students as well as gender balanced.
- c) Establishing English writing and speaking competition programmes; both inter and intra schools.
- d) Teaching through participatory methods
- e) Conducting educational guidance and counseling to students.

Apart from the means used by the teachers in improving English language academic performance in secondary schools, the government also should maximize its budget for educational financing in purchasing adequate English textbooks and other teaching and learning resources according to the students' ratio. Forming effective and stable English language policy to enhance effective language teaching is also important as well as planning for and implementing regular in-service training courses for English language teachers.

### **5.6 The schools support in improving students' English subject academic performance**

Support is any help that a person receives from someone else for improvement. For academic purposes, students' support could be obtained from the parents / guardians, teachers and school management to promote their improvement in academic performance. It is normally beyond the present facilities where by extra resources and efforts become used.

The obtained findings from 12 teachers' responses (100%) indicate that English debate emphasis together with morning speech activities could support the students' performance in the subject (English).

The researcher views all these to be not actual supportive means; rather, the school daily routine activities monitored by the teachers. Firstly there could be English day for both teachers and students where by those best performer students in the subject together with their teachers are recognized and rewarded.

Presence of English language laboratories in schools also identifies an awareness and seriousness on schools' support towards language learning. Unfortunately only science laboratories were found in schools.

Likewise, applicability of "language skills use competitions" especially in reading and writing may enhance students' confidence and sensitiveness hence they become creative and innovative in composing and arguing on various academic matters.

### **5.7 Theoretical applications to the findings**

Social leaning theory insists on conducting teaching process in ensuring attention, retention, reproduction and motivation to students. Since there is effective application of these elements to students, academic performance is promoted. The findings available do justify the validity of the theory as KMPs students have shown better performance in English subject than EMPs despite lacking good English background at primary school level.

Motivational school environments, interaction among the students and ability to retain information stated in the theory have been witnessed through the available findings. These determine academic performance apart from the nature of the previous primary schools attended. The LOI used can not only assist the learners unless nature and nurture where learning takes place are considered.

According to Bandura (1986), students learn language easily by observing, imitating and modeling depending on their own ability to acquire knowledge and skills. After students have studied together and sharing their experiences; they have revealed their linguistic competence regardless of their language historical backgrounds at elementary education (Primary education) being either EMPs or KMPs.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND POLICY IMPLICATIONS**

#### **6.0 Introduction**

This chapter provides a summary of the study highlighting the major findings and drawing conclusions. The chapter also points out the policy implications, recommendations for action and areas for further research.

#### **6.1 Summary**

The study assessed English language academic performance in Tanzanian secondary schools comparing those students from English and Kiswahili medium primary schools. It also found the differences in academic performance of their semesters and national examinations' results in English subject.

The challenges faced by English language subject teachers when teaching EMPs and KMPs students as well as the means for overcoming them were assessed. Moreover, Social learning theory was employed. The study also covered other empirical studies related to the study under investigation.

The study was conducted in Morogoro Municipality. Four secondary schools were involved where by two are public and the other two are private schools. Sixty participants were used in the study including 48 Form III and Form IV students, 8 English language teachers and 4 school academic teachers.

Data were collected using questionnaires with students, English language teachers and school academic teachers. Also interviews were conducted to few students and teachers. Documents showing semesters and national English examinations' results were reviewed to see the students' actual performance in the subject. The study used qualitative approach where by qualitative data were subjected to content analysis. Where quantitative data emerged, they were manually analyzed by calculating frequencies or grand total and percentages. Then they were presented in tables.

This study provides an insight to the parents, communities and other educational stakeholders on the students' performance in English subject. It was discovered that KMPs students perform better in semesters and national English examinations than EMPs students. KMPs students have 35.97% of "A" grade average and 18.86% which stands for grade "B" respectively.

This is higher than 24.99% representing "A" and 12.66% for "B" grade scored by EMPs students. However, EMPs students perform better in Form I and Form II classes. Academic performance between the two (EMPs and KMPs) inter-relate from Form III classes since most of the students have already built confidence and self-awareness to learn.

Good academic performance in the subject indicated by KMPs (as revealed in the above paragraph) students has been confirmed through different examinations' results as revealed in chapters four and five. Also, students' own responses through questionnaires and interviews do justify. KMPs students' better performance than EMPs is different from what the majority of the parents and guardians believe.

It has been found that the students' academic abilities depend on their own determination, efforts and willingness to learn. Though, support from parents, teachers, communities and other educational stakeholders are very essential for our students' learning achievements.

In the study, it was shown by the participants that there were several challenges facing teachers who teach EMPs and KMPs students. These include poor communication between teachers and students, shortage of teaching and learning resources, learners' unwillingness to learn and lack of motivation to both teachers and students.

Some of these challenges are solved by the teachers through encouraging students to build "a reading culture" and participate in English language programmes like joining clubs and debates. Group discussions for students and participatory teaching approaches are also used by the teachers in various secondary schools.

However, conducting educational guidance and counseling to students could be another proper means for students' success in academics.

## **6.2 Conclusion**

The findings show that KMPs students have better performance in English subject than EMPs students. The average performance between the two groups (KMPs and EMPs) in all examinations' results from the year 2015 to 2018, have shown that KMPs students have a total average of 54.83% for good academic performance (A and B scores) as per this study. EMPs students own 37.65%. It is missed 7.52% to reach 100%. This missing percentage has been occupied by other students who scored C which was not categorized as high English subject performance by this study.

Furthermore, occurring problems in teaching and learning process towards EMPs and KMPs students were given by 75% of 12 English language teachers through questionnaires and interviews. These are as described in subsection 6.1.

Students should be sensitized to learn diligently from family to the national levels. Also teachers' empathy, commitment and patriotism in helping the learners to learn are highly needed. Teachers should also be motivated through their professional training and other working incentives. The government also has to ensure adequate availability of school infrastructure as well as teaching and learning materials.

## **6.3 Policy implications**

Basing on the findings of this study, the researcher comes out with two policy implications as follows:

### **6.3.1 Enforcement of bylaws and laws**

It is important for the schools and the government to enforce any existing bylaws, laws and policies that enhance students' academic performance in English subject. This is due to the fact that the subject is so vital not only for being the LOI and subject in secondary schools but also becoming very useful in the world of industrialeconomy.

The government needs to make an ultimate decision and state clearly its statements regarding the LOI which could be used in all levels of education. This is because the 2014 ETP statements 3.2.19 and 3.2.20 have stated that both Kiswahili and English shall be employed as languages of instruction.

Using one LOI and learning it as a subject in all levels of education (from pre-primary school to University) shall make the students more competent, full of knowledge and skills in a particular language.

### **6.3.2 Awareness creation**

The study discovered that some of the educational stakeholders particularly parents do believe that students from EMPs perform better in English language subject in secondary schools than KMPs students. Their hope is due to primary schools' LOI and LOC used (English) contrary to KMPs students whose LOI was Kiswahili.

The study has given conclusive findings as KMPs students have the best academic performers in the subject compared with EMPs at secondary school level. Awareness creation and sensitization to parents/guardians and community members to ensure good learning contexts to their children is important. Thinking of LOI used in EMPs may distort the learners' learning success.

This can be done by the government and other NGOs like HAKIELIMU and TWaweza to the stakeholders such as parents/guardians, students, teachers and other community members through radios, posters, social media, workshops and seminars.

### **6.4 Recommendations**

The recommendations are provided to five groups of educational stakeholders; these are teachers, parents, community members, curriculum developers and the government.

#### **6.4.1 Teachers**

The researcher recommends that English language subject teachers have to use more objects in teaching than words. Promoted by this fact, they should design and engage students in meaningful activities which enhance listening, speaking, reading and writing skills that develop critical thinking, reasoning and problem solving skills.

The teachers ought to use collaborative strategies in English language classroom as they contribute to fostering content, knowledge and skills as well as language development through inter-students communication which improves their language academic performance too. The researcher argues that the language development of students learning a second language in schools has enhanced the importance of an interactive classroom between EMPs and KMPs students (Inclusive learning).

#### **6.4.2 Parents**

They should be aware that students' academic performance in English does not come through the use of English as the LOI and LOC in EMPs. Positive support on teaching and learning resources, school infrastructure, regular guidance and counseling to our children may make them successful. Physiological needs particularly lunch, clothes, clean water and fare for transport are some of the motivational learning agents to students from their parents.

#### **6.4.3 Community members**

Most of ward secondary schools belong to community members in respective wards. Communities have to ensure that their schools have proper environments for teaching and learning process. Those students whose parents are unable to help them, including orphans and vulnerable children should be kept in the hands of communities.

Together, the community members have to cooperate with the teachers to fight against any moral erosion which may affect the students' learning. These include truancy, dropout, drug abuse, early pregnancies, sexual intercourse, child employments and rural-urban migration of children.

Being responsible for the learners' needs will verify the obtained findings that all students are equal at secondary school level in terms of English competence for EMPs and KMPs.

#### **6.4.4 Curriculum developers**

English language curriculum should be stabilized in all levels of education. All textbooks may be authored by Tanzania Institute of Education (TIE) so as to ensure the same content and knowledge being imparted. Similar textbooks in both EMPs and KMPs could promote students' academic mastery in English subject.

#### **6.4.5 The government**

The government has to ensure regular school inspection in both public and private secondary schools. Observing the teaching of authorized national curriculum in English subject, employed licensed teachers in EMPs and implementation of the 2014 Education and Training Policy are the other duties to be accomplished by the government.

#### **6.5 Areas for further research**

The study has revealed that there are few studies on assessing English language academic performance in Tanzanian secondary schools. Several areas are worthy and therefore recommended to be studied in the future.

There is a need to assess the factors contributing to poor performance of EMPs students in English subject at secondary school level. Studies can extend on determining also the English language academic performance in advanced secondary schools and Universities. These are very useful areas to be studied so as to explore the trend and progress of EMPs and KMPs students' academic performance in English subject in different levels of learning.

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## APPENDICES

### APPENDIX I

#### A questionnaire for secondary school students (Form III & IV)

Dear Students,

You have been chosen among hundreds of your friends in your school to give information on assessing students' academic performance in English language subject for your school. Thank you for your willingness to participate in this study. The information obtained will be strictly kept confidential. So feel free to air out your views.

**SCHOOL**\_\_\_\_\_ **SEX** \_\_\_\_\_ **FORM**\_\_\_\_\_

**YEAR: 2018**

**Answer the following questions as instructed.**

1. Which primary school did you study?
  - a) Kiswahili medium primary school (KMPs)
  - b) English medium primary school (EMPs)
2. Circle letters to the appropriate statements reflecting the students' academic performance in English subject at ordinary secondary level:
  - a) Students from EMPs have the same trend of performance as students from KMPs in English subject.
  - b) Students from EMPs perform better than those from KMPs in English subject.
  - c) Student's performance depends on a student him/herself and not a primary school where he/she came from.
  - d) KMPs students perform better than EMPs students in English subject.

3. The table below identifies the differences in academic performance of semesters and national examination results of English subject between EMPs and KMPs students. Fill in a scored grade and put a tick (√) where appropriate between the next two columns.

| Form       | Examination type             | Year      | Score /Grade | KMPs Student | EMPs Student |
|------------|------------------------------|-----------|--------------|--------------|--------------|
| <b>I</b>   | English Terminal Examination | May, 2015 |              |              |              |
|            | English Annual Examination   | Nov. 2015 |              |              |              |
| <b>I</b>   | English Terminal Examination | May,2016  |              |              |              |
|            | English Annual Examination   | Nov.2016  |              |              |              |
| <b>II</b>  | English Terminal Examination | May,2016  |              |              |              |
|            | English National Examination | Nov.2016  |              |              |              |
| <b>II</b>  | English Terminal Examination | May,2017  |              |              |              |
|            | English National Examination | Nov.2017  |              |              |              |
| <b>III</b> | English Terminal Examination | May,2017  |              |              |              |
|            | English Annual Examination   | Nov.2017  |              |              |              |
| <b>III</b> | English Terminal Examination | May,2018  |              |              |              |
| <b>IV</b>  | English Terminal Examination | May,2018  |              |              |              |

4. Which challenges do you face in learning English subject in a class where there are two groups; EMPs and KMPs students?

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.....

5. How do you solve the challenges that you face?

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**THANK YOU FOR YOUR COOPERATION**

## APPENDIX II

### A questionnaire for English language teachers (Form III& IV)

Dear teachers,

This study aims at assessing students' academic performance in English subject in your school. Your ideas are highly required in order to positively achieve the targeted objectives of the study. Thank you for your willingness to participate in this study. All the information will be treated confidentially.

**SCHOOL \_\_\_\_\_ FORM \_\_\_\_\_ SUBJECT: ENGLISH LANGUAGE  
YEAR: 2018**

1. The table below identifies the differences in academic performance of semesters' results of English subject between EMPs and KMPs students. Put a tick (√) in the appropriate column to show their scores/grades in front of a respective examination.

**Note:** Use those data from **the first six** students in the examination results.

| Examination type                                       | Scores/Grades             | KMPs Students | EMPs Students |
|--|---------------------------|---------------|---------------|
| <b>Form III English Terminal Examination: May,2017</b> | Excellent<br>75 – 100 (A) |               |               |
|  | Very Good<br>65 – 74 (B)  |               |               |
| <b>FormIII English Annual Examination: Nov.2017</b>    | Excellent<br>75 – 100 (A) |               |               |
|  | Very Good<br>65 – 74 (B)  |               |               |
| <b>Form III English Terminal Examination: May,2018</b> | Excellent<br>75 – 100 (A) |               |               |
|  | Very Good<br>65 – 74 (B)  |               |               |
| <b>Form IV English Terminal Examination: May,2018</b>  | Excellent<br>75 – 100 (A) |               |               |
|  | Very Good<br>65 – 74 (B)  |               |               |

2. Which challenges do you face when teaching English subject in a class of both EMPs and KMPs students?

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3. How do you overcome the mentioned challenges in question number 2 above?

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4. Circle letters to the appropriate statements reflecting the students' academic performance in English subject at ordinary secondary level:

- a) Students from EMPs have the same trend of performance as students from KMPs in English subject.
- b) Students from EMPs perform better than those from KMPs in English subject.
- c) Student's performance depends on a student him/herself and not a primary school where he/she came from.
- d) KMPs students perform better than EMPs students in English subject.

5. Is there any support from the school that helped to improve students' academic performance in English subject?

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.....

**THANK YOU FOR YOUR COOPERATION**

### APPENDIX III

#### A questionnaire for School academic teachers (SAT)

Dear School leaders,

This study aims at assessing students' academic performance in English subject in your school. Your ideas are highly required in order to positively achieve the targeted objectives of the study. Thank you for your willingness to participate in this study. All the information will be treated confidentially.

**SCHOOL NAME** \_\_\_\_\_ **SUBJECT:** ENGLISH LANGUAGE

**YEAR:** 2018

1. The table below identifies the differences in academic performance of national examination results of English subject between EMPs and KMPs students. Put a tick (√) in the appropriate column to show their scores/grades in front of a respective examination.

**Note:** Use those data from **the first six** students in the examination results.

| Examination type                                      | Scores/Grades             | KMPs Students | EMPs Students |
|---|---------------------------|---------------|---------------|
| <b>Form II English National Examination: Nov.2015</b> | Excellent<br>75 – 100 (A) |               |               |
|   | Very Good<br>65 – 74 (B)  |               |               |
| <b>Form II English National Examination: Nov.2016</b> | Excellent<br>75 – 100 (A) |               |               |
|   | Very Good<br>65 – 74 (B)  |               |               |
| <b>Form II English National Examination: Nov.2017</b> | Excellent<br>75 – 100 (A) |               |               |
|   | Very Good<br>65 – 74 (B)  |               |               |
| <b>Form IV English National Examination: Nov.2017</b> | Excellent<br>75 – 100 (A) |               |               |
|   | Very Good<br>65 – 74 (B)  |               |               |

2. Which challenges do English language subject teachers face when teaching a class that has students from both EM and KM primary schools?

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3. How do the teachers overcome the occurred challenges?

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4. Is there any support from the school that helped to improve students' academic performance in English subject?

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**THANK YOU FOR YOUR COOPERATION**

**APPENDIX IV**

**Interview guide for Students (Form III & IV)**

Dear students,

The objective of this interview guide is to assess students' academic performance in English subject in your school. Your ideas are highly required in order to positively achieve the targeted objectives of the study. So, you will be highly appreciated if you participate in this interview. All the information will be treated confidentially.

**SCHOOLNAME:** \_\_\_\_\_ **SUBJECT:** ENGLISH LANGUAGE

**YEAR:** 2018

1. Which primary school did you study?

- a) Kiswahili medium primary school (KMPs)
- b) English medium primary school (EMPs)

2. a) Does the learning of English language as a subject and using it as the LOI help those students from EMPs perform better than those students from KMPs in English subject at secondary level?

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b) Give reasons for your response.

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3. Which challenges do you face in learning English subject in a class where there are two groups; EMPs and KMPs students?

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4. How do you overcome them (challenges)?

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5. I see that you have scored “A” in your examinations. I would like to know, what did you do that helped you to score that grade?

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6. Is there any support from the school that helped you to have a good performance in English subject?

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**THANK YOU FOR YOUR COOPERATION**

**APPENDIX V**

**Interview guide for English language teachers**

Dear teachers,

The objective of this interview guide is to assess students' academic performance in English subject in your school. Your ideas are highly required in order to positively achieve the targeted objectives of the study. So, you will be highly appreciated if you participate in this interview. All the information will be treated confidentially.

**SCHOOLNAME:** \_\_\_\_\_ **SUBJECT:** ENGLISH LANGUAGE

**YEAR:** 2018

1. Are there any differences that students from English and Kiswahili medium primary schools identify in English subject academic performance in your class?

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.....

2. a) Referring from the students who joined your school from both EMPs and KMPs; which group does normally score highly in English subject examinations?

.....

b) Give reasons for your response.

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.....

3. Which challenges do you face when teaching English subject in a class of both EMPs and KMPs students?

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

4. How do you overcome the occurred challenges?

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

5. For your students who scored “A” in their examinations, do you know what they did that helped them to score that grade?

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

6. Is there any support from the school that helped these students to have a good performance in English subject?

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.....

**THANK YOU FOR YOUR COOPERATION**

## APPENDIX VI

### Students' academic performance for Bigwa Sisters' seminary

#### A. English national examinations results

| Examination type                                      | Scores/Grades             | KMPs Students | EMPs Students |
|---|---------------------------|---------------|---------------|
| <b>Form II English National Examination: Nov.2015</b> | Excellent<br>75 – 100 (A) | 3             | 2             |
|   | Very Good<br>65 – 74 (B)  | 0             | 1             |
| <b>Form II English National Examination: Nov.2016</b> | Excellent<br>75 – 100 (A) | 4             | 2             |
| <b>Form II English National Examination: Nov.2017</b> | Excellent<br>75 – 100 (A) | 2             | 4             |
| <b>Form IV English National Examination: Nov.2017</b> | Excellent<br>75 – 100 (A) | 5             | 1             |

#### B. English semesters' examinations results

| Examination type                                       | Scores/Grades             | KMPs Students | EMPs Students |
|--|---------------------------|---------------|---------------|
| <b>Form III English Terminal Examination: May,2017</b> | Excellent<br>75 – 100 (A) | 3             | 3             |
| <b>Form III English Annual Examination: Nov.2017</b>   | Excellent<br>75 – 100 (A) | 5             | 1             |
| <b>Form III English Terminal Examination: May,2018</b> | Excellent<br>75 – 100 (A) | 4             | 2             |
| <b>Form IV English Terminal Examination: May,2018</b>  | Excellent<br>75 – 100 (A) | 4             | 2             |

## APPENDIX VII

### Students' academic performance for Kigurunyembe secondary school

#### A. English national examinations results

| Examination type                                      | Scores/Grades             | KMPs Students | EMPs Students |
|---|---------------------------|---------------|---------------|
| <b>Form II English National Examination: Nov.2015</b> | Excellent<br>75 – 100 (A) | 3             | 3             |
| <b>Form II English National Examination: Nov.2016</b> | Excellent<br>75 – 100 (A) | 3             | 3             |
| <b>Form II English National Examination: Nov.2017</b> | Excellent<br>75 – 100 (A) | 3             | 3             |
| <b>Form IV English National Examination: Nov.2017</b> | Excellent<br>75 – 100 (A) | 3             | 3             |

#### B. English semesters' examinations results

| Examination type                                       | Scores/Grades             | KMPs Students | EMPs Students |
|--|---------------------------|---------------|---------------|
| <b>Form III English Terminal Examination: May,2017</b> | Excellent<br>75 – 100 (A) | 2             | 4             |
| <b>Form III English Annual Examination: Nov.2017</b>   | Excellent<br>75 – 100 (A) | 1             | 1             |
|  | Very Good<br>65 – 74 (B)  | 3             | 1             |
| <b>Form III English Terminal Examination: May,2018</b> | Excellent<br>75 – 100 (A) | 3             | 2             |
|  | Very Good<br>65 – 74 (B)  | 0             | 1             |
| <b>Form IV English Terminal Examination: May,2018</b>  | Excellent<br>75 – 100 (A) | 2             | 4             |

## APPENDIX VIII

### Students' academic performance for Kola Hill secondary school

#### A. English national examinations results

| Examination type                                      | Scores/Grades             | KMPs Students | EMPs Students |
|---|---------------------------|---------------|---------------|
| <b>Form II English National Examination: Nov.2015</b> | Excellent<br>75 – 100 (A) | 3             | 2             |
|   | Very Good<br>65 – 74 (B)  | 0             | 1             |
| <b>Form II English National Examination: Nov.2016</b> | Excellent<br>75 – 100 (A) | 3             | 2             |
|   | Very Good<br>65 – 74 (B)  | 1             | 0             |
| <b>Form II English National Examination: Nov.2017</b> | Excellent<br>75 – 100 (A) | 3             | 2             |
|   | Very Good<br>65 – 74 (B)  | 1             | 0             |
| <b>Form IV English National Examination: Nov.2017</b> | Excellent<br>75 – 100 (A) | 1             | 1             |
|   | Very Good<br>65 – 74 (B)  | 3             | 1             |

#### B. English semesters' examinations results

| Examination type                                       | Scores/Grades             | KMPs Students | EMPs Students |
|--|---------------------------|---------------|---------------|
| <b>Form III English Terminal Examination: May,2017</b> | Very Good<br>65 – 74 (B)  | 0             | 1             |
| <b>Form III English Annual Examination: Nov.2017</b>   | Excellent<br>75 – 100 (A) | 1             | 0             |
|  | Very Good<br>65 – 74 (B)  | 1             | 0             |
| <b>Form III English Terminal Examination: May,2018</b> | Excellent<br>75 – 100 (A) | 0             | 1             |
|  | Very Good<br>65 – 74 (B)  | 1             | 1             |
| <b>Form IV English Terminal Examination: May,2018</b>  | Excellent<br>75 – 100 (A) | 0             | 1             |
|  | Very Good<br>65 – 74 (B)  | 3             | 2             |

## APPENDIX IX

### Students' academic performance for Lupanga secondary school

#### A. English national examinations' results

| Examination type                                      | Scores/Grades             | KMPs Students | EMPs Students |
|---|---------------------------|---------------|---------------|
| <b>Form II English National Examination: Nov.2015</b> | Excellent<br>75 – 100 (A) | 2             | 4             |
| <b>Form II English National Examination: Nov.2016</b> | Excellent<br>75 – 100 (A) | 2             | 4             |
| <b>Form II English National Examination: Nov.2017</b> | Excellent<br>75 – 100 (A) | 4             | 2             |
| <b>Form IV English National Examination: Nov.2017</b> | VeryGood<br>65 – 74 (B)   | 2             | 3             |

#### B. English semesters' examinations results

| Examination type                                       | Scores/Grades             | KMPs Students | EMPs Students |
|--|---------------------------|---------------|---------------|
| <b>Form III English Terminal Examination: May,2017</b> | Excellent<br>75 – 100 (A) | 3             | 2             |
|  | Very Good<br>65 – 74 (B)  | 0             | 1             |
| <b>FormIII English Annual Examination: Nov.2017</b>    | Excellent<br>75 – 100 (A) | 4             | 2             |
| <b>Form III English Terminal Examination: May,2018</b> | Excellent<br>75 – 100 (A) | 4             | 2             |
| <b>Form IV English Terminal Examination: May,2018</b>  | Excellent<br>75 – 100 (A) | 5             | 1             |

## APPENDIX X

### The analysis of students' academic performance

| Examination type  | Scores/ Grades            | KMPsStudents | EMPsStudents |
|---|---------------------------|--------------|--------------|
| <b>Form II English National Examination: Nov.2015</b>   | Excellent<br>75 – 100 (A) | 11           | 11           |
|   | Very Good<br>65 – 74 (B)  | 0            | 2            |
| <b>Form II English National Examination: Nov.2016</b>   | Excellent<br>75 – 100 (A) | 12           | 11           |
|   | Very Good<br>65 – 74 (B)  | 1            | 0            |
| <b>Form II English National Examination: Nov.2017</b>   | Excellent<br>75 – 100 (A) | 12           | 11           |
|   | Very Good<br>65 – 74 (B)  | 1            | 0            |
| <b>Form III English Terminal Examination: May,2017</b>  | Excellent<br>75 – 100 (A) | 8            | 9            |
|   | Very Good<br>65 – 74 (B)  | 0            | 2            |
| <b>Form III English Annual Examination: Nov. 2017</b>   | Excellent<br>75 – 100 (A) | 11           | 4            |
|   | Very Good<br>65 – 74 (B)  | 4            | 1            |
| <b>Form IV English National Examination: Nov. 2017</b>  | Excellent<br>75 – 100 (A) | 9            | 5            |
|   | Very Good<br>65 – 74 (B)  | 5            | 4            |
| <b>Form III English Terminal Examination: May, 2018</b> | Excellent<br>75 – 100 (A) | 7            | 5            |
|   | Very Good<br>65 – 74 (B)  | 6            | 3            |
| <b>Form IV English Terminal Examination: May, 2018</b>  | Excellent<br>75 – 100 (A) | 4            | 3            |
|   | Very Good<br>65 – 74 (B)  | 10           | 7            |

## APPENDIX XI

### The analysis results of students' academic performance

#### A. Students examinations' results in English subject

| Examination type                                | Candidates | Scores/<br>Grades | KMPs<br>students | %    | EMPs<br>students | %    |
|---|------------|-------------------|------------------|------|------------------|------|
| Form II English National Examination: Nov.2015  | 24         | A                 | 11               | 45.8 | 11               | 45.8 |
|   |            | B                 | 0                | 0    | 2                | 8.4  |
| Form II English National Examination: Nov.2016  | 24         | A                 | 12               | 50   | 11               | 45.8 |
|   |            | B                 | 1                | 4.2  | 0                | 0    |
| Form II English National Examination: Nov. 2017 | 24         | A                 | 12               | 50   | 11               | 45.8 |
|   |            | B                 | 1                | 4.2  | 0                | 0    |
| Form IV English National Examination: Nov. 2017 | 24         | A                 | 9                | 37.5 | 5                | 20.8 |
|   |            | B                 | 5                | 20.8 | 4                | 16.7 |
| Form III English Terminal Examination: May.2017 | 24         | A                 | 8                | 33.3 | 9                | 37.5 |
|   |            | B                 | 0                | 0    | 2                | 8.3  |
| Form III English Annual Examination: Nov.2017   | 24         | A                 | 11               | 45.8 | 4                | 16.7 |
|   |            | B                 | 4                | 16.6 | 1                | 4.2  |
| Form III English Terminal Examination: May.2018 | 24         | A                 | 7                | 29.2 | 5                | 20.8 |
|   |            | B                 | 6                | 25   | 3                | 12.5 |
| Form IV English Terminal Examination: May.2018  | 24         | A                 | 4                | 16.7 | 3                | 12.5 |
|   |            | B                 | 10               | 41.6 | 7                | 29.2 |
| <b>Total scores</b>                             | 192        | A                 | 74               | 38.5 | 59               | 30.8 |
|   |            | B                 | 27               | 14.1 | 19               | 9.9  |

#### B: Examinations' results summary between EMPs and KMPs students

| Examination type                               | Scores/<br>Grades | Percentage average for<br>KMPs students | Percentage average<br>for EMPs students |
|--|-------------------|---|---|
| Form II English National Examinations results  | A                 | 48.6                                    | 45.8                                    |
|  | B                 | 2.8                                     | 2.8                                     |
| Form III English Terminal Examinations results | A                 | 31.25                                   | 29.15                                   |
|  | B                 | 12.5                                    | 10.4                                    |
| Form III English Annual Examinations results   | A                 | 45.8                                    | 16.7                                    |
|  | B                 | 16.6                                    | 4.2                                     |
| Form IV English Terminal Examinations results  | A                 | 16.7                                    | 12                                      |
|  | B                 | 41.6                                    | 29.2                                    |
| Form IV English National Examinations results  | A                 | 37.5                                    | 20.8                                    |
|  | B                 | 20.8                                    | 16.7                                    |
| <b>Overall performance average</b>             | A                 | 35.97                                   | 24.99                                   |
|  | B                 | 18.86                                   | 12.66                                   |