

# Original Research Article

## **English Baseline Course: It's Role in Fostering English Language Proficiency among Students at Community Secondary Schools in Kinondoni Municipality, Tanzania**

### **Abstract**

This study assessed the role of Baseline Orientation Course for Students in Mastering English Language Proficiency at Community Secondary Schools in Kinondoni Municipality. The objectives included are to identify the strategies used during the baseline course, and to explore the challenges associated with the Baseline course offered to students at community secondary schools in Kinondoni Municipality. It used a mixed research approach and cross-sectional research design. The study used a sample size of 306 participants which included 6 heads of schools, 8 teachers and 292 students. Both probability and non-probability techniques were used to sample the participants. Research instruments included interviews, a questionnaire, an observation guide, and a documentary analysis guide. Validity and reliability of instruments results were ensured through content validation, member checking, and methodical triangulation, credibility, and dependability. Qualitative data were analyzed thematically while descriptive statistics were used for quantitative data. The study ensured ethical issues through anonymity, confidentiality and participants' consent forms. It was revealed that the best strategies on implementing Baseline Course were; peer tutoring, positive interaction between teachers and students, and student support. Additionally, it was discovered that teachers faced many challenges in implementing the Baseline Course. These included limited timeframe, code-switching, inadequate teaching materials, and negative attitudes of students towards Baseline Course. Therefore, there is a need to review the general curriculum for Baseline course so as to align it with the contemporary needs of the teaching and learning process.

**Keywords:** *Baseline Course, English, Fostering, Proficiency, Language, form one, community secondary schools, Tanzania.*

### **1. INTRODUCTION**

English language is essential for international communication and for the country's economy, according to a Euromonitor International analysis (Ngussa, 2017). Additionally, it is said that government agencies and metropolitan regions use English extensively. Furthermore, it is thought that people should be proficient in English. Globally, in countries such as Malaysia, India, and Singapore, English language has been used as their second language. In Singapore for example, the citizens speak English language since, among other languages spoken in their country like Tamil, Malay, and Mandarin, English is widely utilized as their means of communication. Besides, Suryanto (2014) noted "English has a means of communication, English language has been adopted as an academic subject as reported by Changing Academic Profession (CAP) survey reported that 51 per cent of institutions use English language for researches and 30 per cent for teaching".

In Indonesia even though English is an international language, students still have many problems with learning it, and one of the common problems is speaking it. Sawir (2005) mentioned that “students are not confident enough about English language. For example when they were asked to present in front of their classmates they were always not sure about their pronunciation or performance. Another problem comes from teachers in teaching the English language at school as they do not familiarize student to have a chance to perform conversation inside a classroom”.

In other parts of the globe like Thailand, general competency in English among students over recent years has been having mixed results. A 2015 worldwide ranking of English as Foreign Language (EFL) proficiency undertaken by Education First (EF), placed Thailand at number 62 out of 70. Other countries in the region rated were: Singapore 12, Malaysia 14, Vietnam 29, Indonesia 32 and Cambodia 69. Clearly, Thailand is lagging behind in its EFL proficiency as all university students in Thailand are required to undertake a foundation EFL course in order to provide a basic competency in the language. It is recognized that the non-English major students are generally less competent in English than English major students and that they face different issues in studying EFL relating to study background.

The initial grade to begin teaching of English language differs from one country to another. In Iran they start at the age of 11, first grade at junior high schools and it continues up to the University levels. In spite of studying English for a long period of time at schools (almost 7 years), students are not able to communicate in English in the real contexts. As a result, the authorities and researchers have tried to investigate the reasons why, despite all the money and time spent and efforts taken, Iranian students are not as successful in learning English as they are expected.

“In Africa the situation is far worse as not only students but even teachers are struggling to communicate in English language. The Progress in International Reading Literacy Study (PIRLS) of 2006 which is conducted every five years and 40 reported that in South Africa approximately 30,000 Grade 4 and 5 learners were assessed and come up with alarming findings. South Africa’s Grade 4 and 5 learners achieved the lowest mean scores compared to the other participating countries” (Pirls, 2006). Fleisch (2008) states that “shifting from mother-tongue instruction in reading, writing and numeracy in the first two to three years of schooling to a second language (L2) in Grade 4, where the learner is expected to be proficient in reading across the curriculum, is problematic”.

### *Conceptual Orientation*

According to Richards (2018), language proficiency refers to one’s ability to use language for a variety of communicative purposes. Proficient users are said to have a good command of the language, i.e., they can understand the language without difficulty, express a range of ideas clearly in speech and writing, and interact with other speakers comfortably. Five performance indicators are usually used to assess language proficiency such as: accuracy, fluency, complexity, appropriate and capacity.

As far as the importance of language proficiency to form one student is concerned, it is clear that there are many benefits to English proficiency for students and other scholars around the world. Firstly, English is the language of business. This is clear and everybody knows about this,

economic growth and prosperity in the world has also contributed to the knowledge of the English language. English language is also important to the achievement of educational goals for students since almost all lessons in secondary schools are taught in English.

Furthermore, English language plays an important role in our lives as it helps in communication. Students must know this language in order to develop their ability to communicate with the people not belonging to their native languages. English language is an important step for students to place themselves in a world where this language is used more and it is the language of business, education, administration and with an international reputation. As such, English is important for Kinondoni District students as it expands their minds, develops emotional skills, and improves their life by providing job opportunities.

The Baseline Orientation Course (BOC) is a six-week programme for Form One students established by the Ministry of Education to enhance their proficiency of English language. For the case of Tanzania Islands, as Said (2003) writes, the same course is called Orientation Secondary Course (OSC). In Zanzibar, it is a one year programme between primary and secondary school being offered to help the not-so-high achieving students to master studying through English medium in secondary school. However, Said further explains that those high-achieving students transit direct from primary to secondary school without undertaking the course. Both the BOC and OSC programmes are aimed at strengthening students' proficiency of English to make them able to learn in the English-medium schooling in secondary education.

#### *Contextual orientation*

In Tanzania, it is revealed that Basic English literacy skills are a fundamental problem facing Tanzanian secondary schools. This is because students in public secondary schools have to make a rapid transition from Kiswahili medium to English medium education without necessary English language proficiency. As reported by UWEZO (2010), “English is by far the hardest subject for children. It was found that, many children reach Standard 7 without any English skills at all; only one in six passed the English test (16%)”.

According to UWEZO (2014), secondary school students in Tanzania need a new kind of textbooks that are easy to read and support them to learn English. Therefore, secondary school textbooks across all subjects should be language accessible, easy to read, and language supportive. The Baseline Orientation Course (BOC) program in secondary schools, if well implemented, will improve the English language proficiency among learners in secondary schools in Kinondoni Municipality. “The main objective of the BOC is to enable students to communicate effectively in English. This includes students ability to listen and respond to information on variety of subject, speak fluently and effectively to express their opinion, read and comprehend a variety of literary and non – literary text, express themselves effectively in written and spoken, convey information, instruction, ideas and feelings appropriately and effectively in a range of different social cultural context, among others” (TIE, 2014).

According to Rwezaura (2016), “in Kinondoni Municipality the teaching of English language had been facing challenges from primary school level. The findings revealed that pupils did not understand English language as a subject because they perceived it to be difficult. The teaching and learning method mostly used in teaching English language was the lecture method. Text

books were inadequate compared to big class sizes. Many teachers were unwilling to teach the subject because they considered themselves to be incompetent. Other challenges encountered in the teaching of English subject included; inadequacy of teaching and learning materials, incompetent teachers and congestion of pupils in one class”.

The other study conducted by Anatory (2018) in Kinondoni revealed that Tanzanian teachers used traditional approaches of teaching English by using the black board (28.8%), paper handouts (21.6%), and photographs (14.4%). Due to lack of facilities in teaching profession, they find themselves using what was available in school environment. Additionally, teachers relied basically on traditional method of teaching, meaning on direct instruction via lectures to provide skills and knowledge. This situation may be due to the result of insufficient training rooted on multimodality. Sometimes it is due to the lack of resources and laziness that force teachers to embark on the traditional approaches of teaching and learning.

## 2. LITERATURE REVIEW

### *Teaching and Learning Strategies*

When speaking of second language teaching and learning, a distinction between these terms is needed. Brown (2014) defines “the term learning by stating that it means acquiring knowledge of a subject or a skill by study, experience, or instruction. He defines teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.

Learning English as a second language (L 2) may be difficult and there are various aspects which need to be considered when striving to become a fluent L2 speaker. Brown (2014) “lists some of these facets, emphasizing that fluency does not happen overnight and that learning an L2 also involves learning a second culture. He also states that the learning process may include a whole new way of thinking, feeling, and acting. In addition to these features, commitment, motivation, serious effort, and social interaction in meaningful contexts are also involved in the learning process”.

“Equity pedagogy exists when teachers use techniques and methods that facilitate the academic achievement of students from diverse racial, ethnic, and social-class groups” (Banks, 2004). One of the most difficult obstacles in unlocking the English language for students is the issue of their individual backgrounds and cultures. August and Calderón (2006) insisted that “effective teachers have high expectations for students and they value cultural differences. It is important for teachers to learn the backgrounds of their students and the function of language and literacy in their native culture”.

Bursali and Oz (2017) listed “27 activities and their effects on motivation concerning the willingness to communicate in English inside the L2 classroom. The top five motivational activities listed in the study are: understanding an English movie, reading letters from a pen pal written in native English, writing down the instructions for your favorite hobby, reading reviews for popular movies, and talking to a friend while waiting in line”.

The bottom five activities that Bursali and Oz (2017) listed included “writing a newspaper article, being an actor in a play, reading an article in a paper, writing an advertisement to sell an old bike and writing down a list of things one must do tomorrow. However, the results shown in this study may differ from class to class depending on what type of personalities that are present. Therefore, it is important that teachers attempt to understand by what specific activities, strategies, and methods their pupils are motivated”.

The other strategy is Code-switching, which is an action of switching between two or more languages or varieties of language. The amount of English used by the teacher and the pupils may differ from class to class, since teachers lack guidelines about this. According to Hinke (2014), “some schools adapt to a transitional bilingual education, which is a model where the students’ native language is used to provide access to the subject matter for a limited time while the students learn enough English to transition to all-English instruction”.

Watching films and TV programs in English and listening to radio, news, and songs in English in order to practice proficiency are common activities for second language (L2) learners both in and outside school. In a study about vocabulary learning strategies (Alharbi, 2015) “listening to real conversations and media to learn pronunciation of new words is listed as one of four variables for listening and pronunciation strategies. In conclusion, the strategies mentioned should be introduced by teachers and facilitators who work with ESL students on a regular basis”.

“Learning strategy is specific actions, behaviors, steps, or techniques such as seeking out conversation pattern, or giving oneself encouragement to tackle a difficulty language task used by the students to enhance their own learning” (Murcia, 2001). “Learning strategies are task specific tactics or techniques, observable or no observable that an individual uses to comprehend, store, retrieve and use information or to plan, regulate, or assess learning” (Hardley, 2001). The performance of these strategies could possibly be observed.

Another important factor which also influences the students’ ability in learning to speak English is teachers’ techniques in teaching students to speak English. A professional teacher of English should consider appropriate strategies in teaching speaking. He must recognize his students’ strategies and help them to develop their strength in order to improve his students’ oral production. It requires not only the ability to create a warm and humanistic classroom atmosphere, but also provides opportunities for his students to speak or take part in class interaction.

“Richards & Renandya explain that some considerations in the form of test of a technique’s potential for creating or sustaining intrinsic motivation of which represents a facet of principle of intrinsic motivation” (Richards and Jack, 2002). For instance, the technique should appeal to the genuine interests of the students, the technique should be presented in a positive, enthusiastic manner and the students are clearly aware of the purpose of the technique.

Furthermore, they add that the teachers should consider whether the technique encourages students to discover for themselves certain principles or rules rather than simply being ‘told’ and whether it also encourage students in some ways to develop or use effective strategies learning and communication. There are some techniques that can be applied by teachers in teaching their students to speak English. These include role play (with one student-taking the role of a

foreigner), native-speaker visitor answer questions in specific topics, pen friends, group presentation, interclass debate, speech competitions, concerts.

### *Attitude of teachers and students towards English Language*

According to Munir (2010), “an attitude is an emotional and neutral state of readiness, organized through experience, applying a directive or active impact upon the individual response to all matters and situations with which it is related. Garrett also adds that, attitudes are more highly related to achievement than others especially when the perceptions of attitudes towards learning a second language are itself complex”. Shams (2008) suggested that “for teaching a foreign language, it can be facilitated if the teacher adopts positive and constructive attitudes towards that language. This implies that if the attitude is positive, learners’ language acquisition will be high; but if the attitude is negative, learners’ language acquisition will be low”.

As far as the attitude of teachers and students towards English as a second language is concerned, various studies suggest different findings. For example, Massri (2020) assessed “the teacher’s attitudes towards English as a foreign language and their influence on students attitudes and English learning. The findings suggested teachers help in developing a learning mindset; they try to increase the ability of students and help them to overcome foreign language acquisition anxiety. Teachers also understand the attitudinal dispositions and various barriers such as cultural, religious and family, and help the students to overcome them. The study also found that teachers' attitudes towards English, teaching and towards students were positive. This positive attitude created a positive influence on students, and they have a positive attitude towards learning and towards their teachers.

In another study, Green and Shimizu (2002) explored “the attitudes of 250 second language teachers toward Kanji and their choices of instructional strategies for teaching. Their analysis shows that teacher attitudes toward teaching and learning were critical in determining the types of strategies used for teaching foreign languages and second languages. They added that as numerous approaches to teaching language have developed, it has become increasingly important to understand how beliefs and attitudes of individual language teachers toward the target language shape instructional strategies. This fact is important because the particular style of language instruction used by a teacher may significantly impact the choices that students make in their efforts to develop effective learning strategies”.

In addition to that, Tóth (2011) argues that “foreign language acquisition (FLA) tends to create a fear psychosis among teachers and students about the ability to pronounce English words correctly and the negative evaluation of teachers. As a result, learning English invokes a feeling of inferiority and a lowering of the values among peers. Arab and Middle East students have a problem since they have a different accent that is tuned to Arabic words. Liu (2009) points out that public conversations where the students are expected to speak in English in the classroom tend to cause anxiety and distress. Teachers' attitudes and approaches towards error correction go a long way to help students overcome their timidity”.

Attitude towards the teaching and learning of English language is also found to be influenced by gender. Female learners are more prone to developing anxiety while speaking English. Teachers' attitudes and expectations towards second language (L2) proficiency, less fluency, reaction time,

comprehension, quality of expression, and inaccuracies tend to influence learning efficiency. Theories and research studies show differences between male and female attitudes toward English language teaching. Appleby (2014) states that “patterns of gender are clearly an affective part of the educational construction, as gender has always been associated with language teaching and learning She adds that the importance of gender lies in the knowledge that gender is connected directly with different opportunities and barriers which shape the composition of the language teachers”.

Besides, Manjari (2005) found out “female teachers' attitude was higher than males' attitude. Hence, the teachers' gender and its influences emerged as an issue that not only affects teaching methods and the learning process, but also affected teachers and students' attitudes and learning assumptions. Consequently, Kobayashi's (2010) investigation came up with gender differences in attitude toward English language teaching He added that positive attitude for females was affected by the social elements in achieving better lives and their freedom from their society”.

Gömleksiz (2010) is of the opinion that the age, “socio-economic status, methods and strategies of teaching, the learning attitude, and expected benefits in learning, influence teachers' approaches and students' attitudes towards learning a foreign language. The social and business outlook in the community has a significant effect on teaching and learning. Students and teachers are a part of their community and culture”.

“When the culture, attitude of elders, business and employment opportunities support learning English, then teachers and students are motivated to gain proficiency” (Gömleksiz, 2010). However, if the attitude in the community is skeptical of the benefits, then the learning of English becomes a chore and teachers try to complete the curriculum and students take minimal efforts to get a passing grade. As such, this study seeks to explore the teachers' and students' epistemological and cognitive competencies with regards to teaching and learning English.

Al Hosni (2014) researched “speaking difficulties of EFL students in Oman. The author carried out a qualitative study with semi-structured interviews as well as observations with teachers and students. The author reported that students and teachers faced three problems: the mother tongue use, linguistic difficulties and inhibition. Teachers' attitudes, beliefs and perceptions in teaching English the teaching methods and strategies, curriculum activities, assessment evaluation, play a significant role in the challenges that students face”.

Al-Jamal & Al-Jamal (2014) conducted “a mixed-method study by administering a mixed-method study with 566 Jordan students and 66 interviews to understand ESL learning difficulties. The findings indicated that respondents had low proficiency in speaking, and the causal factors were classroom population, less time for study, and lower teachers' interactions with students. While the teachers were interested, the large classroom size made close interactions difficult, leading to a reduced attitude of teachers and students in English”.

Chaney & Burk (1998) argue that “speaking in a foreign language is about developing and conveying meaning with verbal and non-verbal symbols in different contexts and expressing ideas, thoughts, and the ability to recognize and interpret different meanings. Four factors cause difficulties in learning and speaking, and these are inhibition, low participation, having nothing to say or not having any motivation to speak. Mother tongue use is a common problem for

students of English as a Second Language (ESL), and it indicates that the speakers use the same pronunciation, dialect, tones, and mix words when speaking in English. This habit can create a problem, and it is difficult to correct, requiring long hours of practice, listening, and speaking with native speakers”.

### *Challenges faced by teachers in implementing BOC Program*

Before starting teaching, teachers should take theoretical and practical courses, as well as strengthen the English language. Teacher training sessions aimed at improving teacher knowledge of English and teaching methods. Numan (2003) noted that however, “many things sometimes cause teacher skills to be lacking and this lack of employment can be attributed to a number of factors. These include wages, working conditions, lack of support, lack of independence, and curricular changes. For these reasons, the lack of teachers will inevitably lead to the deterioration of educational standards”.

Language textbooks seem to play a pivotal role in educational system of every country. At secondary schools, ELT textbooks are used widely and serve as syllabus and main guideline for teachers. The textbooks taught are designed and prepared by the Ministry of Education. Based on the textbook content, the students are evaluated formatively and summatively. A big problem in language teaching that our students encounter is that the tasks included in their textbooks do not give them enough practice in the skills they need. In short, the textbooks somehow lack the variety of communication tasks which can motivate and give learners a purpose for doing them. According to Jahangard (2007), students’ aural and oral skills are not emphasized in prescribed EFL textbooks.

“There are many types of educational resources that can help teachers deliver lessons in a better way. Some examples of resources commonly available for English teachers include: Wi-Fi, projector, copier, textbooks, whiteboards, and computers, other technologies (such as CD players), art supplies, and educational posters. Teachers may find themselves completely without these resources, or they may end up in a situation where supply is limited or not working properly and this lack of equipment hinder teachers to embody an effective teaching process” (Fatoro, 2015). “Language facilitates knowledge, improves communication and helps the cognitive learning”. Qorro (2006) emphasizes that “only when teachers and students understand the language of instruction are they able to discuss, debate, ask and answer questions, ask for clarification and therefore construct and generate knowledge that bring about quality sustainable development”.

There are various studies that have been conducted on the issue of challenges faced by teachers in the teaching of English. For example, Tang (2020) investigated “the views of lecturers regarding the challenges of teaching English as a medium of instruction (EMI) and its important impact on Thailand International College. The results revealed that there are four categories of challenges, namely, linguistic, cultural, structural, and identity-related (institutional) challenges and four important aspects of EMI implementation, namely, importance for language improvement, subject matter learning, career prospects, and internationalization strategy”.

Tang (2020) also observed that, “lecturers found that their students could take notes, read academic texts, interact, and listen through EMI instruction. Taking all of this into consideration, this study provides suggestions for EMI to develop further in Thailand’s higher education institutions as all the lecturers had voiced similar positive points on the importance of EMI implementation”.

In the same vein, Karvonen (2017) takes “English as a Medium of Instruction focusing on the benefits and challenges as viewed by founders of international schools in Ethiopia. The results showed that the main benefits of using English as a medium of instruction as identified by the founders were: better accessibility of English materials as well as the existence of better curricula, better job and career development opportunities, a positive influence on the wider community and wider chances for communication. The main challenges of using English as a medium of instruction as identified by the founders were: teachers’ lack of proficiency both in the English language and in teaching in English, lack of parental involvement, loss of mother tongue or culture and lack of support from the government”.

Karvonen (2017) also found that “the benefits identified could be achieved even if English is taught as a second language as long as better materials and curricula were developed in the local language and culture. Most importantly, according to earlier research the challenges identified could largely be overcome by using the mother tongue as the medium of instruction. This area should definitely be researched further and more widely to identify the underlying factors regarding the choice of the medium of instruction. However, Karvonen relied only on the questionnaires. The current study involves other data collection tools to strengthen the quality of findings”.

Another study on challenges of teaching English was done by Vuzo (2010). “The study commented that if learners and teachers had difficulties in using the language of instruction with adequate proficiency, consequently, they could fail to answer questions well, simply because they fail to understand the question, not because they did not know the answer. Language can affect the learner’s ability to interpret instructions and questions. It can also lead to failure to express their ideas appropriately, hence poor academic performance”.

In an African context, Obiegeli (2013) conducted “an experimental study in two schools in Nigeria and revealed that students taught in Igbo language performed better than the students taught in English language. Based on this result, the researcher recommended the use of Igbo in teaching Basic Science, which seemed to help to relate the subject to the immediate environment on the learners”. The finding of this study is also supported by the scholars such as Ojetunde (2012) who were of the opinion that “mother-tongue should serve as a medium of instruction in the formative years (1-12) and that this should extend to as late a stage as possible. This, according to them, will offer the child opportunity to explore his/her natural environment, develop curiosity, communicate in the natural language, develop reasoning ability and engender self-confidence”.

In Tanzania, Hakielimu (2008) raised “a concern that while children’s Kiswahili language competencies were generally well developed, English language competencies were poorly developed in both primary and secondary schools of Tanzania. It was found that students had difficulty in reading, writing and translating the language. On entering secondary schools, children not only had to

relearn all the terms and concepts in a new language but also take on a more difficult set of subjects. If the majority of the students in secondary schools are unable to read and understand the language in which they are taught then it is difficult to see how their learning can be enhanced”.

Another study in Tanzania was Mwinsheikhe (2002) that focused “on the extent to which Kiswahili is used by both students and teachers in the teaching of science in Tanzanian secondary schools, where English is officially the language of instruction. The study showed that majority of the teachers interviewed in the study acknowledged the existence of a language problem in the teaching and learning of science at the secondary school level and admitted that they used Kiswahili regularly to ensure that the students understood the material. This implies that, when teachers use English only during teaching and learning process, students fail to understand the concepts hence poor academic performance. English as the language of instruction need to be improved to allow effective classroom interaction”.

Ngussa (2017) also assessed “the opinion of teachers, students and parents on the impact of English language of instruction on students’ understanding during instruction in Tanzania and came up with mixed findings. The study pointed out that majority of teachers and parents preferred the use of English as medium of instruction even though teachers considered English language as a setback to students’ academic performance and majority of students could not understand”. On the contrary Lupongo (2014) suggested “the use of Kiswahili as a language of instruction at Tanzanian secondary schools and tertiary institutions. Language of instruction had to be harmonized to minimize confusion for the better performance of students in secondary schools in Tanzania”.

In the recent study, Byabato and Onyango (2022) focused on highlighting challenges facing pupils in learning English as a subject at Public Primary schools in Nyamanga. The study revealed that pupils didn’t enjoy learning English subject, pupils did not understand English subject, and pupil’s ability to speak English language also pronunciation was the challenge facing pupils in learning English language as well as the communication language among pupils with their teachers is a challenge faced by pupils in learning English language.

Based on the findings and the conclusions drawn, Byabato and Onyango (2022) study recommend that teachers should guide and encourage pupils to perceive English language positively and seek more avenues where they can be practicing the language for better fluency and vocabulary development. Such avenues include socializing with other pupils from private schools who are fluent in the English language, overcoming the fear of making errors in speaking and writing English language and actively seeking help to correct errors and mistakes.

In Tanzania, some reports suggest that students after BOC program are still experience difficult in understanding what they are taught in class and performing poor in their subjects. The teaching and learning process has been progressively failing in community secondary schools in Tanzania due to the English language communication barrier. Students and teachers have a hard time in understanding each other during teaching process. If these not well dealt with; the students will be on disadvantages in their learning process.

Through implementation of the BOC at the secondary school levels it may bring about effective transition from primary to secondary schools and helps students to settle for continued learning.

Form one students in Kinondoni Municipality have poor performance in English Language as the records shows that after finishing the Base line Orientation course of six weeks, the average of performance is below 50%. According to Bataza (2015), poor performance of English language to secondary students is the outcome of inadequate of lower preparation of Baseline orientation course following lack of teaching and learning materials as well as trained teachers. To the very best knowledge of the researcher, there is no up to date data on assessment of Baseline orientation course implementation in form one students in mastering Language proficiency particularly in Kinondoni Municipality.

### 3. RESEARCH METHODOLOGY

The study used a mixed research approach whereby both qualitative and quantitative approaches were involved. The use of mixed approach provided the improvement by combining the strengths of one type of approach and neutralizing the weaknesses of the other approach (Creswell, 2012). Cross-sectional research design was used under mixed research approach. The study used a sample size of 306 participants which included 6 head of schools, 8 teachers and 292 students. Both probability and non-probability techniques were used to sample the participants. Research instruments included interviews, questionnaire, observation guide, and documentary analysis guide. Validity and reliability of instruments results were ensured through content validation, member checking, and methodical triangulation, credibility, and dependability. Qualitative data was analyzed thematically while descriptive statistics was used for quantitative data. The study ensured ethical issues through anonymity, confidentiality and participants consent form.

### 4. RESULTS AND DISCUSSION

#### 4.1 Strategies used during the implementation of the Baseline Course

This area intended to reveal the teaching and learning practices in implementation of Baseline Course (BOC) among form one students. The study first sought to describe the opinions of participants on various practices in implementation of BOC. The students in visited secondary schools were requested to rate 7 provided practices from Strongly Agree (SA) to Strongly Disagree (SD) as presented in table 1.

**Table 1: Opinions of Students in Various Practices in Implementation of BOC**

The influence of teachers in implementing the BOC program			SA	A	N	D	SD	TOTAL
1	I understand the teacher who varies his or her teaching style during the BOC program	F	220	8	0	6	2	236
		%	93.2	3.4	0	2.5	0.8	100
2	There is positive interaction with our teachers inside and outside the classroom	F	3	7	0	118	108	236
		%	1.3	3.0	0.0	50.0	45.8	100
3	Teachers support during the BOC program	F	2	6	0	118	110	236

	enabled me to be good in English language proficiency	%	0.8	2.5	0.0	50.0	46.6	100
4	The teachers always write notes on the board and lecturing	F	218	9	2	4	3	236
		%	92.4	3.8	0.8	1.7	1.3	100
5	I like peer tutoring during the BOC lesson	F	204	7	0	6	19	236
		%	86.4	3.0	0.0	2.5	8.1	100
6	Different teaching methods used by teachers help me to be good in English language proficiency	F	12	7	13	118	86	236
		%	5.1	3.0	5.5	50.0	36.4	100
7	It became harder to me to understand the subject when teachers use English as a medium of instruction	F	206	12	0	10	8	236
		%	87.3	5.1	0.0	4.2	3.4	100

**Source: Field Data (2022)**

The findings from table 1 revealed that 93.2 percent strongly agreed with the statement that I understand the teacher who varies his or her teaching style during the BOC program. In addition, 3.4 percent agreed with the statement, 2.5 disagreed and 0.8 percent strongly disagree with the statement. The same table 1 shows that, 1.3 percent of students strongly disagree with the statement that, there is positive interaction with our teachers inside and outside the classroom. 3 percent of students agreed with the statement, 50 percent disagreed, and 46.6 strongly disagreed with the statement. Furthermore the findings indicated that, 0.8 percent of students strongly agreed that, teachers support during the BOC program enabled me to be good in English language proficiency. 2.5 percent agreed, 50 percent disagreed, and 46.6 percent strongly disagreed with the statement.

The table 1 further revealed that 92.4 percent of students strongly agreed that, teachers always write notes on the board and lecturing; 3.8 percent agree, 0.8 percent were neutral, 1.7 percent disagreed, and 1.3 percent strongly disagreed with the statement. In addition, 86.4 percent of students strongly agreed that they liked peer tutoring during the BOC lesson. 3 percent agreed, 0 percent were neutral, 2.5 percent disagreed, and 8.1 percent strongly disagreed with the statement.

The same table 1 shows that 5.1 percent of students strongly agreed that, different teaching methods used by teachers helped me to be good in English language proficiency. 3 percent agreed, 5.5 percent were neutral, 50 percent disagreed, and 36.4 percent strongly disagreed with the statement. In addition, 86.4 percent of students strongly agreed that, I like peer tutoring during the BOC lesson. 3 percent agreed, 0 percent were neutral, 2.5 percent disagreed, and 8.1 percent strongly disagreed with the statement. The above findings are similar to what Osaki (2014) noted in Baseline Report, that students needed to be involved in teaching as teaching is a two way traffic.

One among visited teacher of English said that; in our school peer tutoring is not used at all. This is due to nature of our students. The reality is, some of form one students are even struggling to read and write. In Such Situation, how Comes these students can coach each other then it is impossible (Interview, 2022). The last item was on how harder the students understand the subject when teachers use English as a medium of instruction. 87.3 percent of students strongly

agreed with the statement. 5.1 percent agreed, 0 percent were neutral, 4.2 percent disagreed, and 3.4 percent strongly disagreed with the statement.

In addition, the interviewed head of department said that;

In our School English is a medium of instruction. But this is only theoretical but in practical this is impossible. Even teachers who teach English they mix English and Kiswahili during learning process. And if the teacher decides to Speak English Simultaneously the students cannot understand the Lesson (Interview, 2022).

The findings from table 1 presented major areas affecting students during implementation of BOC. Those areas including the use of various teaching methods, interaction between teachers and students, support from teachers, peer tutoring, and the use of English as medium of discussion. The findings from Likert scale supported by unstructured interview among heads of departments in visited secondary school. On the issue of using of various teaching methods the head of English department of school A said that:

It is believed that students comprehend better when the teacher tries to use different methods in the classroom. For example, he can assign work to groups and lead them to discuss, he is thinking of organizing a study tour or even using drama during teaching. But now teachers are failing because we don't have enough time. In teaching this initial course we have been given only eight weeks after which regular lessons should start. So the issue of time is the challenge (Interview, 2022).

The findings from two quotations revealed two challenges in implication of various teaching methods. These was time limitation and shortage of training on how to implement the 8 week of BOC. These findings concur with the study conducted by Faustine (2004) on the impact of pre form one orientation course in enhancing students learning in secondary schools. He found that, teachers was teaching baseline without any training and schools did not take any creativities to train teachers for skills development.

This finding implies that, teachers in secondary schools was not trained on how to implement BOC program. From visited secondary schools BOC is implanted by teachers of all subjects and not only English. This situation makes other teachers to focus on contents of listed topics and not competence in English language. If this situation persist the form one students won't be able to cope with English as a medium of instruction in secondary schools. Sawir (2005) in his study conducted in Indonesia he found the same result as that; students are not confident with English language. For example, when they were asked to present in front of their classmates, they were always not sure about their pronunciation or performance. Another problem comes from teachers in teaching the English language at school as they do not familiarize student to have a chance to perform conversation inside a classroom.

The findings from the same table 1 show that, there is no maximum interaction among students and teachers either in or outside of classroom. The head of school D had the following to say:

Conversational interaction in the English language is still limited. There are times when the first form students fail to express themselves but there are also times when the teachers are the first to start a conversation in the Kiswahili language. But also the

biggest challenge is the current use of the English language itself. That is, here the issue of teaching English to students and even teachers has become a punishment. A person speaks only because of following the procedure and not because of free will or love (Interview, 2022).

The findings from quotation revealed that, teachers and students are not willing to communicate in English. They speak English at certain times but it is not due to their willingness but it is something like compulsion. This finding is in contrast with Vygotsky theory of Constructivism as used to guide this study. The theory approach sees learners as active and capable hence, it focus encourages learners to learn by doing. Therefore the teachers of English language had to make sure that they interact with students by using English as medium of communication and instruction. If the teachers are reluctant to do this, the form one students will finish the BOC program without being able even to introduce themselves in English.

The question asked to heads of departments was on the support students get from their teachers during difficulties they face in learning. One among head of English department said that:

Here in our school, teachers are ready to help students. Perhaps the challenge that I see is the willingness of the students themselves to ask for help. For example, here we have signs written "no English no service", so a student who has a problem and cannot speak English cannot even approach the teacher (Interview, 2022).

The quotation above revealed that students in visited secondary schools are losing confidence when it comes on the issue of speaking English. In some cases they fail even to ask for support from their teachers. The study established that the learning and teaching strategies used by teachers in visited secondary schools does not offer an opportunity to students to be active. The study also revealed that teachers fail to consider learners as active and capable hence they have to guide them instead of undermining. It is necessary for teachers who teach English language to discover the capability of students and making them active through the lesson. This is what insisted by Constructivist theory as, teachers are always help the students to construct meaningful learning while utilize the learning environment.

In the case of writing notes on board and lecturing one among of head of department said that:

The method of lecturing is not a good way of teaching form one students, however most of teachers prefer this method. The reason behind is time limit, where by only 8 weeks are given to teach or implement BOC program. When lecturing method used during teaching, the teachers are going faster and finish the program on time. But when other methods like collaborative are used the program Might take even more than 10 weeks (Interview, 2022).

The quotation from respondent above revealed that teachers in visited secondary schools preferred to use lecture method for the purpose of finishing the program early. The study established that the teachers who teach English in form one their major focus is on performance of students in examinations and not competence in using English as language in communication.

This finding is in line with Ghorbani (2009) who argued that “a large number of teachers help students cope with examinations in order to preserve their reputation as good teachers. Teachers’

fear and the associated guilt, shame or embarrassment of poor results because of their students' performance in public examinations might lead teachers to teach English for testing purposes only. This tendency of teaching for examination makes students to claim and not understanding. It is better now for teacher to focus on English language as a means of communication rather than focusing only on examinations”.

The study also sought to investigate the attitude of students on various strategies used by teachers in implementation of BOC. The areas of interest included the use of various teaching styles during the BOC program, positive interaction with teachers inside and outside the classroom, and teacher's support during the BOC program. Other areas included the writing of notes on the board and lecturing, peer tutoring during the BOC lesson, and the use of English as a medium of instruction. Therefore, the responses are presented in table 2.

**Table 2: Opinions of Students on Strategies used in implementing BOC Program**

<b>Variable</b>	<b>F</b>	<b>Percent</b>
The use of various teaching style during the BOC program	228	97%
Positive interaction with teachers inside and outside the classroom	223	94%
Teachers support during the BOC program	217	92%
The writing of notes on the board and lecturing	76	32%
Peer tutoring during the BOC lesson	203	86%
The use of English as a medium of instruction	68	29%

**Source: Field Data (2022)**

### **i. The use of various teaching style during the BOC program**

During the study 97 percent of visited students had positive attitude towards the use of various teaching styles during the implementation of BOC. The study established that, the students understood well when the teachers varies their teaching methodology. Through semi structured interview the students agree on the importance of various teaching methods such as the use of pictures, storytelling and drama encourage positive participation of students in the lesson. For example, during an interview one among the student said that:

The lesson is very attractive when the teacher uses various teaching methods. For example, in some of the lessons our teacher used to tell us a short story which followed by questions; this is among of the parts we enjoyed mostly. Even though it's hard to understand in English, our teacher try to translate in some part of the story and we enjoyed a lot (Interview, 2022).

The quotation from the student indicated that, when the teacher tries to use various teaching methods the students enjoyed the lesson. It can be established that, the teachers have to try on their best level to create attractive stories which can make students active during the lesson.

## **ii. Positive interaction with teachers inside and outside the classroom**

The findings from table 2 revealed that 94 percent of visited students in Kinondoni municipality prefer positive interaction with teachers as among of strategy in implementing of BOC program. The study established that, teachers need to interact with students in a positive way. Increasing positive interactions like praise statements and decreasing negative interactions improves the classroom climate as well as student academic and behavioral outcomes.

In general, a positive relationship with teachers boosts student motivation and cooperation. Interacting with students in a positive way teaches students valuable interpersonal skills as well. Increasing praise statements to acknowledge appropriate behaviors, using error correction procedures to address misbehavior, and practicing active supervision are strategies teachers can employ to improve student-teacher interactions. Providing choices can also help to improve relationships with students as it gives students a sense of control and may stop challenging behaviors.

## **iii. Teachers support during the BOC program**

From table 2 above the findings revealed that, 92 percent of visited students in Kinondoni municipality had opinion on support from teachers in implementing BOC program. During semi structured interview the visited students had opinion that the English teachers had to provide support through offering an opportunity among learners. Students cannot learn to speak English without opportunities to practice speaking English. Providing students with opportunities to interact with other students will naturally enhance English language development while also providing the scaffolding needed to them achieve in the content areas. Here were a few suggestions from the visited students: teachers to use adequate wait time to help students formulate a correct response answer in a large group context. The use a think, pair, share strategy where students first think about a question for themselves, then talk about the question with a partner, and finally share their thoughts with the larger group and the use of polite language (please, thank you, excuse me...).

The study further established that, it is beneficial for teachers to get to know all the students in their classes as much as possible, but there may be extra factors to explore students from other cultural backgrounds. Teachers need to get to know as much of the students' cultures as possible through reading about their culture may help first, to notice the differences among learners and two to provide supporting according to individual needs.

## **iv. The writing of notes on the board and lecturing**

The findings from table 2 revealed that, 32 percent of students prefer writing of notes and lecturing method in teaching English. Most of visited students (68 percent) in Kinondoni municipality did not prefer this method. During an interview with students one of them said that;

This method is not good at all because when teacher come to class he ended writing a lot of notes on board and we just copied with little understandings. Sometimes teachers

asked other students to write notes on board and we copy without understanding. This happen mostly when teachers are busy and provide us with notes without coming in the class. The following day the teacher come and try to lecture what we have been written on our exercise books (Interview, 2022).

The findings from the quotation above revealed that the students are not interested with teachers who write notes on board and lecturing during the lesson. The study established that, this method does not offer an opportunity among learners to actively participate in the lesson. Suryantu,2014), assert that, in Indonesia English Language is now an important subject to all lower-class students as to prepare them to be competence world. In Tanzania English is taken as media of instruction in Education despite the government effort in making Kiswahili as official language but still English is used in all important core and occasion in Tanzania.

The study further revealed the opinions of the teachers on the various methods used in implementing the BOC in visited secondary schools. The response of teachers in questionnaire presented in table 3.

**Table 3: The opinions of the teachers on various methods used in implementing BOC**

<b>Variable</b>	<b>F</b>	<b>Percent</b>
The use of various teaching style during the BOC program	6	75%
Positive interaction with teachers inside and outside the Classroom	7	88%
Teachers support during the BOC program	5	63%
The writing of notes on the board and lecturing	2	25%
Peer tutoring during the BOC lesson	8	100%
The use of English as a medium of instruction	6	75%

**Source: Field Data (2022)**

The findings from table 3 revealed that 75 percent of visited teachers had opinion on the use of various teaching style as it help to implement BOC program. From the same table, 88 percent of the teachers prefer positive interaction as one of best strategy of teaching English language. Additionally, 63 percent of teachers had opinion on supporting the learners during the implementation of BOC program. Further, only 25 percent of visited teachers prefer writing of notes on board. All teachers (100 percent) expressed their opinions on peer tutoring and 75 percent prefer the use of English as medium of instruction. Through semi structured interview the teachers had opinions on some of the presented methods as discussed in the following subtitle.

**i. The use of various teaching style during the BOC program**

Most of sampled teachers had positive opinion on the use of various teaching methods in implementing BOC program. One among the visited teachers said that;

When the teacher uses various teaching styles it influences interest among the learners towards the lesson. In my class I tried to use various styles such as storytelling, songs and group discussion and make the students active. But, sometime the learning resources like books limit the use of various learning styles in our school (Interview, 2022).

On the basis of the quotation above from the visited teacher revealed that teachers acknowledge the use of various teaching style but they are limited by shortage of resources. The study established that the teachers needed to be creative in the use of local material available materials around the school which can enhance the active participation of students during the lesson. When the teacher applies various styles, the students will be bored during teaching and learning process.

#### **ii. Positive interaction with teachers inside and outside the classroom**

The visited teachers in Kinondoni municipality had an opportunity to provide their opinions on positive interaction between teachers and students inside and outside the classroom. One among the visited teachers said that;

This is among the best teaching method in implementing BOC program. When the teachers and students are positively interacting inside and outside the class it creates an opportunity among learners to practice the language. The interaction is very necessary not only inside classroom but even outside the class. The positive interaction helps in overcoming fear in using English as a second language (Interview, 2022).

The quotation above revealed that teachers in secondary schools n Kinondoni municipality had positive opinions on the positive interaction between teachers and students. The study also established that the positive interaction helps to create conducive learning environment and students will be able to develop in language, cognition and social emotional skills. This finding is supported by the theory of constructivism cited by Hartfield (2019) who assert that, knowledge is acquired through involvement in learning.

#### **iii. The writing of notes on the board and lecturing**

The study was further offering the opportunity among the visited teachers to air their opinions on the writing of notes on board and lecturing during the implementation of BOC. One among the teachers in visited secondary schools said that;

The writing of notes and lecturing method is not a good way of teaching form one students. Meanwhile, in some situations I have been forced to use this method. Sometimes I have other duties assigned by head of school then I decided to provide notes to students. In other time you may find that the time for orientation is almost over and some of topics are not covered then, I decide to use this method (Interview, 2022).

The quotation from the visited teacher shows that most of visited teachers they were just used this method but it's not their preference. They used it when there is time limit to apply other methods.

#### **iv. The use of English as a medium of instruction**

During the study, the study sought to collect data on the teachers' opinions regarding the use of English language as medium of instruction. On among the visited teachers said that;

In secondary school English is a medium of instruction. But in reality this is only theoretically but not practically. The teachers and students are not using English language as medium of instruction effectively. The competency of teachers to command students in English is low and the same to students they are not able to communicate in English (Interview, 2022).

The quotation above implies that the sampled secondary schools teachers and students are not able to use English language as medium of instruction. The inability of teachers and students to use English language as medium of instruction limits them in their implementation of the objectives of BOC program in Kinondoni municipality. This is similar to what Osaki(2014) noted in Baseline Report, he argue that most of teacher in used lecturing method and ignore other methods of teaching as to make students interact with teaching strategic for making them understand and not creaming, he revealed that students where using illustration and pictures to understand the concept rather than language instructed.

Additionally, the study posed a question on how teachers employ different methods in implementing baseline orientation course to form one.

**Table 4: Strategies used by teachers in implementing baseline orientation course**

Strategy	Response	Percent
Speaking	1	16.7
Writing	2	33.3
Reading	1	16.7
Listening	1	16.7
Brainstorming	1	16.7
<b>Total</b>	<b>6</b>	<b>100%</b>

**Source: Field Data, 2022.**

Table 4 shows that the majority (33%) of teachers used writing methods in implementing baseline orientation course while reading, speaking, listening and brainstorming is ranking to 17% , this implies that teachers are likely giving notes to students rather than interacting with them for better knowledge acquisition as proposed by Vygotsky theory of Constructivism as cited by Tam (2018) that knowledge should be shared between learns and teachers through interaction , also finding are similar to what Ghorban (2020) reported that, class interaction makes students to be free to cooperate and gain new knowledge in a way that everyone shares what he knew.

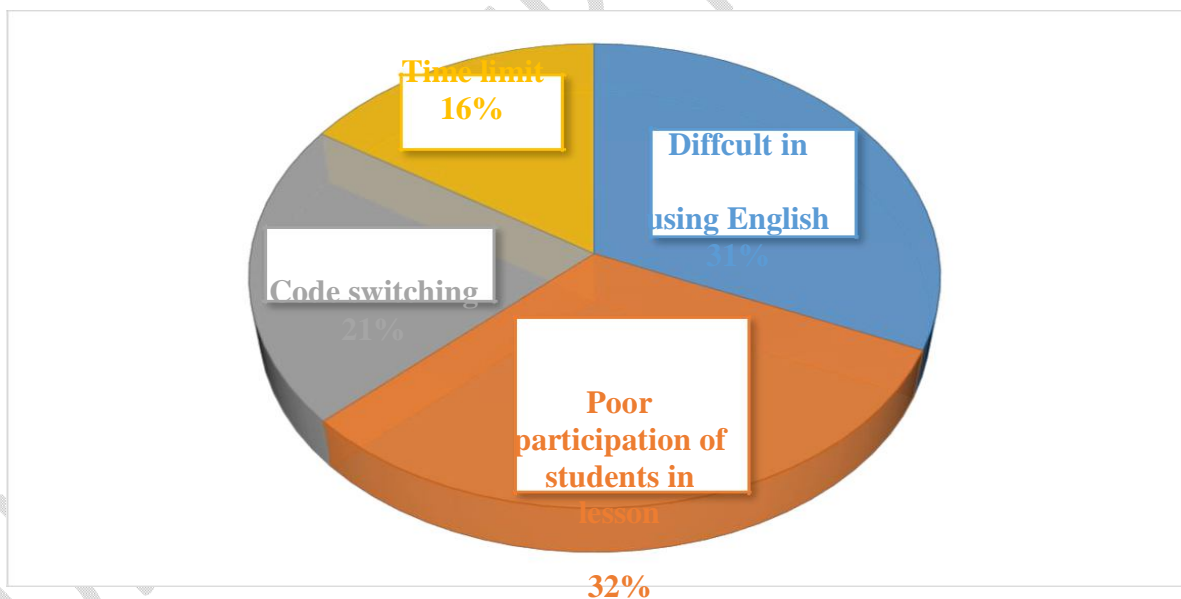
The quotation revealed that, students in visited secondary schools are losing confidence when it comes to speaking English. In some cases, they fail even to ask for support from their teachers. Suryantu,2014), assert that, in Indonesia English Language is now an important subject to all

lower class students as to prepare them to be competent in the world. In Tanzania English is taken as media of instruction in Education despite the government effort in making Kiswahili as official language but still English is used in all important core and occasion in Tanzania.

#### 4.2 Challenges associated with the Baseline course

The researcher also sought to establish what could be the challenges associated with the Baseline course offered to form one student in community secondary schools in Kinondoni District. The findings presented in figure 1.

**Figure 1: The challenges associated with Implementation of BOC program**



**Source: Field Data (2022)**

The findings from figure 1 indicated that, 31 percent of teachers they faced challenges in teaching using English as language of Instruction. This implies that majority of teachers in public secondary schools in Kinondoni municipality agreed that they faced challenges in teaching using the language of instruction. The most common challenge mentioned through open-ended data from the questionnaire was learners' limited competence in Language of Instruction.

One teacher, for instance, commented that the issue of using two different languages; one at primary schools and another in secondary schools lowers the students' ability to master either of the two languages hence they cannot understand and apply what is being taught. Another teacher complained that students are not able to answer essay questions because they lack English vocabularies for presenting their ideas.

This finding implies that language of instruction in secondary schools is a barrier to in communication between teachers and students. This finding concur with work done by Ewie (2015) who proved that students lack proficiency in the use of English language in the school premises and outside can hinder their academic achievement.

The study revealed that one of the biggest challenges in implementing BOC is misunderstand between teachers and form one students. From the interviews with the teachers, it was found out that they were aware of the use of English as medium of instruction in secondary school. They explained that form one students to form six are supposed to use English, but given the fact that their students do not understand and comprehend English vocabulary; they are compelled to use Kiswahili for clarity to the learners. One among visited English teachers stated that:

Well, the policy tells me to teach in English and examinations are set in English, but students understand better when I clarify in Kiswahili. Our language is very rich; a student understands fully if he/she is taught in his/her own language. English is hard, so sometimes we translate into Kiswahili for them to understand better. (Interview, 2022).

From the researchers' observation, teachers were not following the official medium of instruction policy as stipulated by the education policy on the language of instruction, even though some teachers expressed their support for the policy. This was also seen by their own explanation concerning the reasons as to why they used Kiswahili to communicate with students. Some teachers said that they used English as a medium of instruction during classroom lessons and Kiswahili out of classroom instruction. However, their statements were found to be in contradiction to what has been observed where the class lessons were mostly taught with a mix of Kiswahili.

This is a strategy teachers use due to the fact that students do not understand concepts in English before translation, while also the teachers themselves do not feel free to use English. According to what has been observed, when English was used during some class lessons students did not understand what was being taught, and teachers' instructions were not clearly stated, implying that both teachers and students were not used to English as a medium of instruction. It can be established that, the problem of medium of instruction begins from teachers' training colleges because the teachers also go through the same experience of combining languages because even the tutors who train them went through the same education system.

The other challenge observed during the study is difficulties faced by form one students in participating in lesson. This challenge was mentioned by 32 percent of visited teachers. In interview students expressed their dissatisfaction that when the language of instruction is English, their learning is troubled. They claimed that when teaching is done in English, their participation in the learning process is quite limited or completely non-existent. This means that

using a foreign language as medium of instruction, prevented the students from asking and answering questions during their lessons.

When asked about student's participation in the classroom, all the teachers agreed that they do not respond in class if the teacher uses English, but they do participate if the teaching is somehow mixed with Kiswahili. One among visited form one teacher said that:

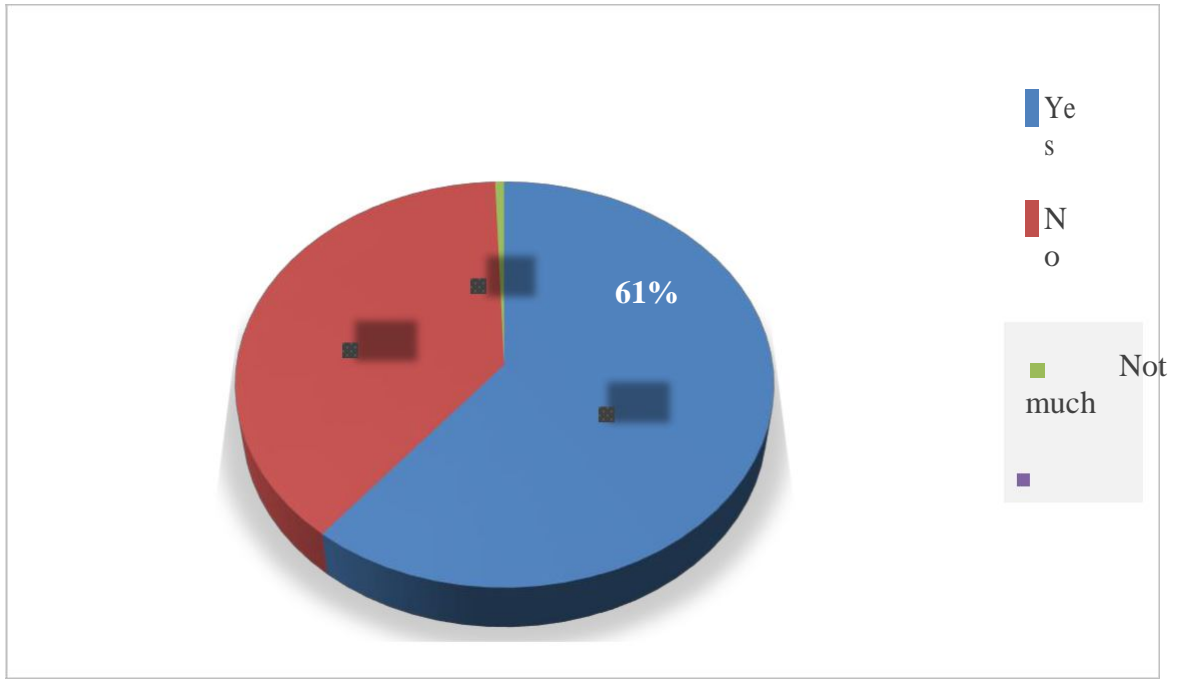
Students do not speak in class, they just keep quiet throughout the lesson and when they go out of class during break time they converse and play in Kiswahili. On students' participation in class, one among of head teacher confirmed teachers' and students' responses that students keep quiet in class because they cannot express their ideas in English. And if they are compelled to use English, they hate the school and even some drop out, since they find the use of the foreign language as the medium of instruction a problem. Responses from students supported the findings concerning the influence of English as a language of instruction on the learner's participation in class. It was found out that teaching and learning in a foreign language (English) creates a teacher-dominated classroom, where talking and chalking replaces genuine teaching and learning. (Interview, 2022)

All teachers and the head teachers agreed that students do not participate in the class lessons because they do not understand and comprehend what is being taught effectively and attributed this problem to the medium of instruction used (English) being a barrier to learning. These findings concur with the view of (Brock-Utne 2000) who confirm that, "education and restoration of the African children, of which Tanzanians are inclusive, is handicapped through ambiguous language policies which emphasize colonial languages as media of instruction". Furthermore, Qorro (2006) emphasizes that "only when teachers and students understand the language of instruction are, they able to discuss, debate, ask and answer questions and ask for clarification and therefore construct and generate knowledge that brings about quality sustainable development".

The study also looked at whether foreign language used as medium of instruction, prevented the students from asking and answering questions during their lessons. The results show that most of students were not comfortable in using English Language in asking and answering questions during class hours. In the study 61% of students strongly agree that using English is a bit problem in active participation and interaction during class hours as figure 2 justified.

### **Figure 2 Students attitude towards foreign language in teaching**

**Is using foreign language in learning makes  
you uncomfortable**



**Source: Field Data,2022.**

The data in figure 2 shows that, about 61% of all respondents (students) agreed that, they feel uncomfortable in asking and answering questions during class sessions by using foreign language as they feel good and free when they are using Swahili Language in answering and asking question in Swahili language. They claimed that when teaching is done in English, their participation in the learning process is quite limited or completely non-existent. This means that using a foreign language as medium of instruction, prevented the students from asking and answering questions during their lessons.

**Table 5. Language used by teachers in teaching Baseline Orientation Course.**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
English Language	92	31.50	31.50	31.50685
Swahili	55	18.83	18.83	18.83562
Code-switching	145	49.65	49.65	49.65753
<b>Total</b>	<b>292</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Source; Data Survey, 2022.**

Table 5 shows that teachers are likely using Code-switching in teaching Baseline Orientation Course rather than English Language in Kinondoni Municipality. This implies that teaching by using English language as media of instruction is a little bit challenge to both students and teachers. Using bilingual language in teaching supports the students and teacher to communicate well and comfortable, thus teaching become easier to all teachers and students.

This finding is supported by Constructivism theory and the study conducted by Garate (2012) when he argued that, bilingual language skills development and confidence, in order to benefit from cognitive advantage in bilingual skills, all of his or her development skilled depend on all social and academic interaction with others because the main goal of bilingual is to promote proficiencies in two languages.

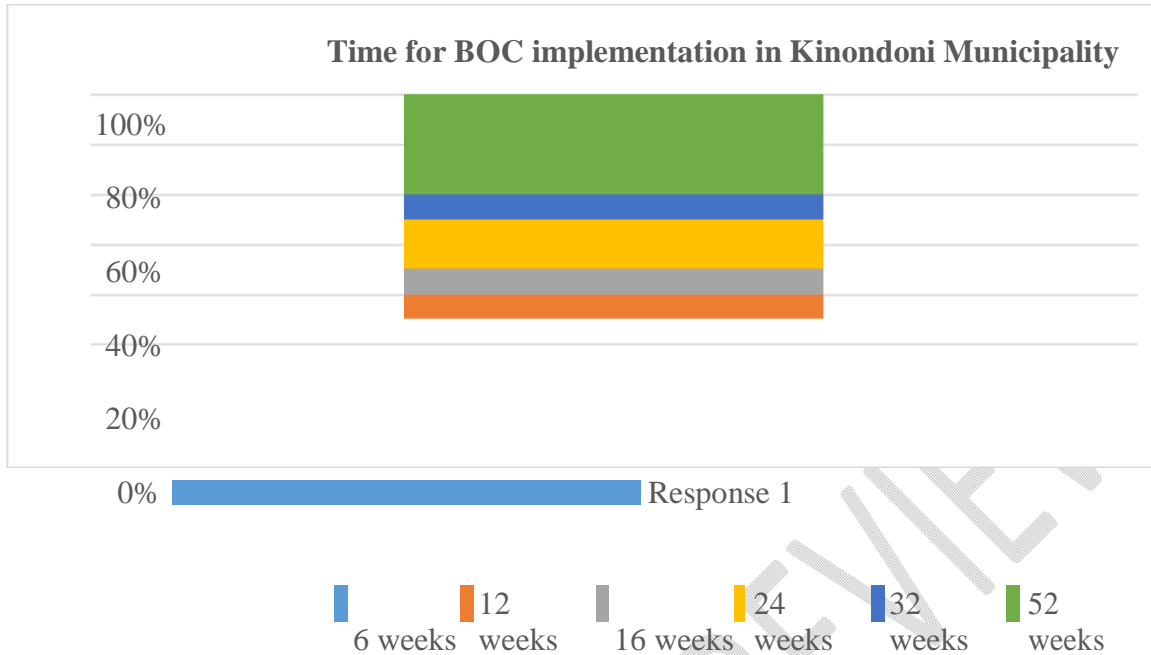
When teachers where asked about the language they use in teaching students in secondary schools' classes, all of them said they use two languages that is, Kiswahili and English. In justification of this one among of secondary teacher said that:

Students in primary school are taught in Kiswahili all subjects except for one Kiswahili subject. Then, when they enter secondary school, all subjects should be taught in English except for one subject in Kiswahili. This situation really confuses the students and even the teachers too and that is why there are times when teachers decide to mix Kiswahili and English while teaching (Interview, 2022).

From the quotation of subject teacher it can be established that certain teachers mix English and Kiswahili during the teaching of form one students. They explained that, the reason behind of code-mixing is to make clarification for clear understanding. These findings concur with the study of Hinkel (2014) who argued that, "Code-switching is an action of switching between two or more languages or varieties of language. The extent to which a teacher and the pupils use English may differ from class to class, since teachers lack guidelines about this. Some schools adapt to a transitional bilingual education, which is a model where the students' native language is used to provide access to the subject matter for a limited time while the students learn enough English to transition to all-English instruction".

The study also intended to find out if the time of Implementing BOC in form one is enough to cover all topics and makes the students competence. The findings show that time for implementing BOC is too short compared to nature of students, teaching and learning facilities and goal oriented by Tanzania Institute of Education (TIE). Figure 3 proved that, teachers and students need much time of BOC implementation so as to compete with other students in private owned schools who used about 32 weeks in learning BOC in their school.

**Figure 3: Time proposed by teachers in BOC to attain the TIE goals.**



**Source: Filed Data, 2022.**

Data presented in figure 3 reveals that time factor is another issue which observed as challenge in implementation of BOC. The figure shows that a total of 60% percent from figure 3 are in need of time to be expanded from six weeks planned by TIE to 52 weeks as Private schools owned by Catholic schools did. The study exposed that the conducted time of the BOC was not efficiency because the course was taught within 6 (six) weeks as directed by the Tanzania Institute of Education (2014). The visited secondary schools conducted this course within the first six weeks from January to February after opening the school. Most of teacher argued that the duration time allocated for conducting the program was too short for form one students to develop their English language proficiency because most of learners were joined form one with extremely poor background of English language.

The study further exposed that the conducted time of the BOC was not efficiency because the course was taught within six (six) weeks as directed by the Tanzania Institute of Education (2014). The visited secondary schools conducted this course within the first six weeks from January to February after opening the school. Most of teacher argued that the duration time allocated for conducting the program was too short for form one students to develop their English language proficiency because most of learners were joined form one with extremely poor background of English language.

One among the teachers argued that:

The time we are given to prepare the students and especially to change them from using Kiswahili as the language of instruction to English is not enough. I think the right time

would probably be one year instead of the six weeks planned by the Ministry of Education. Because these students have come from a primary school where all subjects are taught in Kiswahili except English (Interview, 2022).

From the teachers' quotation it can be established that the time planned for the implementation of BOC is not enough. Teachers demand more time than what is planned. As observed during the study teachers demand a time of one year for implementation of BOC. The study established that, one month is not enough to translate a learner from one language to another. Therefore, there is a need of changing a time of implementing program in order to offer more opportunity for form one students to practice English language and become competent.

This findings supports the idea of Nunan,(2003), Jahangard,(2007),Fatiloro,(2015),Brown (2014) that, good strategic/pedagogical approach in learning English can be used in academic setting to promote students engagement and facilitate better student learning, because students engagement represent the time and effort that students invest in collaborative and educational activities, it is also linked with the achievement of positive students learning outcome, such as critical thinking and individual student development. Surprisingly, these findings go against the idea of Toth (211), Liu (2009), Green and Shimizu (2002) and August (2006) who assert that making English as major language creates fear and enslaves because it distracts other culture and led people to quest for identity.

## **5. CONCLUSION AND RECOMMENDATIONS**

### **Conclusions**

Based on the study's findings, it has been concluded that Baseline English Orientation Course implementation is ineffectual. Both teachers and students are reluctant to speak English with one another. The absence of seminars and training on how to implement the Baseline English Orientation Course is another issue raised by teachers. This is made worse by a number of difficulties, including time constraints, code switching, misunderstandings, and students' unfavourable attitudes toward the Baseline Orientation Course. In truth, if these challenges continue, Baseline English Orientation Course's targeted objective won't be accomplished.

### **Recommendations**

According to the study, teachers of English language subjects should substitute additional teaching aids for verbal instruction. This fact encourages them to create activities that foster students' speaking, listening, reading, and writing abilities as well as their critical thinking, reasoning, and problem-solving abilities. In order to stimulate language development through student-to-student conversation, teachers in English language classrooms need to employ collaborative tactics. This will also increase the students' academic achievement in the language. There is also a need to review the general curriculum for Baseline course so as to align it with the contemporary needs of the teaching and learning process.

**Ethical Approval:**

As per international standard or university standard written ethical approval has been collected and preserved by the author(s).

**Consent**

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

UNDER PEER REVIEW

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