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### Challenges Encountered by Secondary School Teachers in Teaching English Language: The Case of Micheweni District

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This study investigated challenges encountered by secondary school teachers in teaching English in public secondary schools of Micheweni District. The study was guided by three specific objectives; to explore challenges related to English language instructional materials, to investigate pedagogical challenges in teaching English, and to examine challenges related to the nature of the students in learning English. A qualitative research approach under a multiple case study design was employed with 36 participants. Focus Group Discussion and interviews were used in data collection. Data were analyzed through content and thematic analysis and presented through quotations and narrations. The findings revealed that the major challenges related to English language instructional materials were shortcomings of English language curriculum content, poor access to ICT facilities which include absence/scarcity of ICT tools, and lack of skills to access ICT tools as well as absence/scarcity of instructional materials. Pedagogical challenges in teaching English were ineffective teaching/learning environment, students' low level of English Language Proficiency, high teaching load among English language teachers and students' negative attitude towards learning English. Also, the study found that the nature of students affects teaching/learning English language therefore, teachers should be very careful to find the best teaching strategies regarding individual learning styles. The study concluded that if these challenges were dealt with, English language teachers would teach effectively and students would perform better in their examinations.

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## INTRODUCTION

English language is spoken worldwide (Barber, 1999). It has established itself as a lingua franca and become the language of worldwide communication in media (Francisconi, 2012). English is a language of business, technology, science, internet, entertainment, and international sports, (Nunan, 2003). In the world of globalization, English language is an important factor in globalizing the world. The dominance of English language in the world and Tanzania in particular has created a great demand for its teaching and learning. In educational matters, English language has positioned itself as a worldly important medium of instruction and/or subject which is taught at different levels of education (Macedo, 2019). Teaching of English language should align with the national demand, national development as well as should be directed into facing 21st-century challenges by producing competent, skillful and proficient graduates. This implies that, there is a need for teaching and learning English to develop language proficiency for the learners. This is because English Language Proficiency contributes towards access to higher education, science and technology, research, employment opportunities, business, academia, politics, traveling widely, and even a better life in general (Nunan, 2003; Francisconi, 2012; Pathan, 2016).

In Tanzania, English language syllabus for ordinary-level secondary schools has stated class-level competencies and objectives. The general competencies that are required to be met by students are; by the end of Form four, the student is expected to use appropriate English to communicate in a variety of settings. Also, the student is expected to use English to achieve all content areas. The objectives of teaching English language in Tanzanian secondary schools are to enable the students to: express themselves in both spoken and written English; to read widely for pleasure and information; to perform a variety of

writing tasks according to the required conventions; to use one's knowledge of English to demonstrate awareness and consciousness of basics of society; to use one's knowledge of English in furthering one's education; and to communicate effectively with other speakers of English both inside and outside the country (URT, 2005).

Many English language subject teachers in Tanzania suffer from incompetence in disseminating linguistic competence to their learners because of lacking content knowledge and teaching methodologies (Lwaitama & Galabawa, 2007). The researchers such as (Batibo (1990) and Rugemalira (2005), confirmed that most teachers who teach English are unable to use the language inside and outside the classroom environment and they lack exposure to language teaching methodologies. Research and students' performance in national examinations suggests that there are challenges in teaching and learning English language in the country. Consequently, many school leavers are unable to express themselves well in English language because their mastery of grammatical elements and English tenses is low (Kikoti, 2004; Mosha, 2014; Mussa, 2015). In addition, Makewa *et al.* (2013), revealed that the students' perceived level of proficiency in spoken English is average. In their study, the findings indicated a significant positive correlation between perceived proficiency and attitude toward the English language, classroom activities, teachers' motivation and classroom environment.

Snoeyink & Ertmer (2001) stated that teachers face challenges due to the barriers that exist. These barriers have been classified as external and internal barriers. External barriers are those that can be caused by external influences or factors while, internal barriers are the ones that can be found inside the school environment. These barriers are the challenges encountered by teachers in teaching English. These challenges

affect the whole process of teaching/learning English language and therefore, contribute to poor achievement for the learners. As a result, English language in Tanzanian public secondary schools experienced poor performance in every examination result in each year (Mwakinyolobi, 2013; Mosha, 2014; Mussa, 2015; Keenja *et al.* 2022).

Moreover, Wilson and Komba (2012), in terms of academic achievements, revealed that, there is a significant weak positive relationship between English Language Proficiency and students' academic achievement in English rather than in other subjects which were investigated in their study. This implies that students in Tanzanian public schools perceive poor achievement in English language. The situation of teaching English in Tanzania highlights the need for interventions in teachers' training in content knowledge and pedagogical skills. This would facilitate effective teaching and improve students' academic achievement in English language subjects.

This study investigated challenges encountered by secondary school teachers in teaching English in public secondary schools of Micheweni District. The study was guided by three specific objectives; to explore challenges related to English language instructional materials, to investigate pedagogical challenges in teaching English, and to examine challenges related to the nature of the students in learning English. The persistence of poor performance in English language in Micheweni District and Tanzanian public secondary schools in general, is a sign of having many challenges that face English language teachers in their teaching process. The district percentage of performance in English language subject becomes worse still. The trends show that there is always low performance in English language each year. For example; table 1.2: shows the trends whereby in 2015 the percentage of performance in English language subject in Micheweni District was 27%, in 2016 was 25%, in 2017 was 21%, in 2018 was 25%, in 2019 was 24%, 2020 was 23%, 2021 was 55% and in 2022 was 41% as shown:

**Table 1.2: CSEE Percentage of Performance Trends and Grades in English Language Subject from 2015 to 2022 in Micheweni District.**

Year	Percentage of Performance	Grade
2015	27%	F
2016	25%	F
2017	21%	F
2018	25%	F
2019	24%	F
2020	23%	F
2021	55%	C
2022	41%	D

**Source:** NECTA (2015-2022).

With this evidence, the situation of teaching English language in Micheweni District becomes an educational research problem. On that basis, it calls for the need to have a systematic investigation of challenges encountered by secondary school teachers in teaching English language within Micheweni District.

## METHODOLOGY

This study employed a qualitative research approach under multiple case study design to investigate challenges encountered by secondary school teachers in teaching English language in

public secondary schools of Micheweni District. A purposive sampling technique was used to select a sample of 36 total participants from seven public secondary schools within Micheweni District. Focus Group Discussion and interview were used in data collection. Data were analyzed through content and thematic analysis and presented through quotations and narrations. This was very appropriate to convey challenges encountered by secondary school teachers in teaching English in public secondary schools of Micheweni District.

**Table 2.2: Shows the Study Sample, Number of Participants, Sampling Techniques and Data Collection Tools**

Study Sample	Participants	Technique	Data Collection Tool
English Language Teachers	23	Purposive Sampling	FGD
Quality Assurance Officer	01	Purposive Sampling	Interview
English Language Advisors	01	Purposive Sampling	Interview
District Hub Directors	02	Purposive Sampling	Interview
District Academic Officer	01	Purposive Sampling	Interview
District Education Officer	01	Purposive Sampling	Interview
Heads Schools	07	Purposive Sampling	Interview
<b>TOTAL</b>	<b>36</b>		

## FINDINGS AND ANALYSIS

### Pedagogical Challenges in Teaching English Language in Public Secondary Schools.

The objective of this research which seeks to explore the pedagogical challenges that teachers face in teaching English language in public secondary schools of Micheweni District. Using Focus Group Discussions (FGD) and interview, all participants were involved in providing information on this objective. During Focus Group Discussion (FGD) with English language teachers, the following question was posed: What pedagogical challenges do you face in teaching English language in this school? The following were the findings based on this objective:

#### Ineffective Teaching/Learning Environment

During Focus Group Discussion (FGD) the data indicated that, seventeen (17) respondents out of twenty-three (23) English language teacher respondents outlined the challenge of ineffective teaching/learning environment attributed to poor teaching and learning English language in public secondary schools of Micheweni District. The responses from English language teacher respondents showed that the teaching/learning environment for English language subject in most of the public secondary schools of Micheweni District is not conducive. For example; one of the English language teacher respondents from School 2 said that:

*“Our school has inadequate teaching and learning facilities such as books, teaching aids, dictionaries, desks, chairs and*

*classrooms” (One of the English language teacher respondents from S2. June, 2023)*

Another English language teacher emphasized that:

*“You see, these classrooms are not well ventilated. They create difficulty in teaching English language because they allow external interferences. They are not conducive for language teaching/learning” (One of the English language teacher respondents from S3. June, 2023)*

In S4, one of the English language teacher respondents commented that:

*“Classrooms for teaching English should be very good enough to attract various methods of teaching the language. These classrooms are not the same. Look at these blackboards, chairs, tables and large number of students in one class” (One of the English language teacher respondents from S3. June, 2023)*

Also, one of the English language teachers from school 7 provided his opinion that:

*“You know language teaching needs the best approaches in teaching it well. For example, some topics require audio-lingual method but we cannot apply it in these classrooms since the classrooms are not supportive of that method” (One of the English language teacher respondents from S7. June, 2023)*

The data from the interview showed that seven (07) interviewees out of thirteen (13) interviewed respondents implied that many public secondary schools in Micheweni District experienced poor teaching/learning environment that affect



effective teaching of English language subject. For instance one of the heads of schools said:

*“Our school has poor teaching/learning environment for teaching English language that is why, we used to bring our students to the district hubs. At the hubs there are special rooms (language labs) for language teaching/learning” (Interview session with the head of S3. June, 2023)*

On the same vein, Quality Assurance Officer didn't hesitate to say something, he commented that:

*“Some of our teachers teach English language subject in a difficult time since the environment are not supportive for language teaching. Some classes are not designed for language teaching/learning” (Interview session with QAO. June, 2023)*

On the other hand, the District Hub Director insisted that:

*“We insist English language teachers to bring their students and use these hubs in language teaching/learning. Here at the hub, we have special rooms (language labs) for language teaching/learning. We are here to help them” (Interview session with DHD1. June, 2023)*

Also, the District Education Officer underscore this challenge by saying that:

*“It is true that some of our schools have poor classroom environment but the government is in the process of making sure that each school in Zanzibar will have good, enough and modern classes that will attract teaching/learning of all subjects” (Interview session with DEO. June, 2023)*

The data from FGD and Interview indicated that most of the respondents, twenty-four (24) respondents out of thirty-six (36) interviewees agreed that there is a challenge of poor teaching/learning environment in most of the secondary schools of Micheweni District. Failure to have a conducive environment and good facilities may foster boredom to English language teachers and their students in teaching/learning

English language. In that sense, a conducive environment should be ensured to facilitate effective teaching/learning English.

### **Students' Low Levels of English Language Proficiency (ELP)**

The data from Focus Group Discussion (FGD) indicated that, twenty-two (22) English language teachers out of twenty-three (23) English language teacher respondents outlined the challenge of students' low level of English Language Proficiency. The responses from the English language teacher respondents showed that the level of English Language Proficiency for most of the students in public secondary schools of Micheweni District is very low. For example; one of the English language teachers from secondary school 1 commented that:

*“We suffered with low level of English Language Proficiency to our students due to language background. This made our students feel shy in speaking English language. Therefore, we face it difficult to implement Communicative Language Teaching especially in the use of learner-centered methods within the classroom” (One of the English language teachers from S1. June, 2023)*

From school 2, one of the English language teachers commented that:

*“Our students can't communicate in English language because of low level of English Language Proficiency. This made us use code mixing and code switching when we teach English” (One of the English language teachers from S2. June, 2023)*

The data during the interview also showed that eleven (11) interviewees out of thirteen (13) interviewed respondents implied that many students in public secondary schools of Micheweni District have low level of English Language Proficiency. For instance, one of the heads of schools said:

*“It is true that most of our students cannot communicate in English. When we want to ask*

*them something, we must use Kiswahili, otherwise communication cannot take place” (Interview session with the head of S5. June, 2023)*

In S3, the headmaster asserted that:

*“The students’ ability to use English language in normal conversation is very low. I think this is the reason why collaborative methods of teaching English language failed” (Interview session with the head of S3. June, 2023)*

In the same vein, the District Quality Assurance officer said:

*“Many students fail their examinations due to poor ELP. They fail to conceptualize the questions asked in their examinations. Teachers should use the methods of teaching that will build the learners’ ability to communicate effectively in English language” (Interview session with QAO. June, 2023)*

The data from Focus Group Discussion (FGD) and Interview made the researcher conclude that most of the respondents, thirty-three (33) respondents out of thirty-six (36) interviewed, agreed that there is a challenge of low level of English Language Proficiency to most of the students in public secondary schools of Micheweni District. Students are not active in classroom lessons due to poor communicative competence in English language something that impedes effective teaching/learning English language. ELSTs should encourage their students to use English as it is the medium of communication in Tanzanian secondary education.

### **High Teaching Work-Load among English Language Subject Teachers (ELSTs)**

The data from Focus Group Discussion (FGD) indicated that, all twenty-three (23) English language teacher respondents outlined the challenge of high teaching workload among English language teachers. The responses from the English language teacher respondents showed

that English Language Subject Teachers in most of the public secondary schools of Micheweni District are overloaded due to the fact that they are very few in number. For example; one of the English language teacher respondents from secondary school 6 commented that:

*“We are very few, we are only two in this school. It is very difficult to use participatory methods of teaching as well as to make follow up because we have many periods in other classes” (One of the English language teachers from S6. June, 2023)*

Another English language teacher from school 2 asserted that:

*“It’s very difficult for two English language teachers to teach all students in this school. We have more than seven hundred students here, sometimes we need to use lecture method in order to cub the situation” (One of the English language teachers from S2. June, 2023)*

The findings during the interview also showed that nine (09) interviewees out of thirteen (13) interviewed respondents implied that English language teachers in public secondary schools of Micheweni District are fully occupied due to their scarcity. For instance, one of the heads of schools confirmed that:

*“We have only two English language teachers in this school. They are very few compared to the number of students we have. This hinders them from teaching English language in a collaborative method” (Interview session with the head of S2. June, 2023)*

Another head of school was quoted saying:

*“I try my best to insist and to make follow up in the best teaching of English language subject in my school but I don’t have enough English language teachers. This is why our students experienced failure” (Interview session with the head of S3. June, 2023)*

In supporting of this challenge, the Quality Assurance Officer provided his opinion that:

*“The massive shortage of English language teachers in this District contributes to massive failure in English language subject” (Interview session with QAO. June, 2023)*

On the other hand, the District Education Officer had this to say:

*“It is true that we have few English language teachers in this district. We have only 32 male and 09 female teachers distributed in all 15 public secondary schools of Micheweni District. It should be noted that, shortage of English language teachers is a problem to many public secondary schools throughout the country” (Interview session with DEO. June, 2023)*

The data from Focus Group Discussion (FGD) and Interview concluded that most of the respondents, thirty-two (32) respondents out of thirty-six (36) interviewed agreed that English language teachers in public secondary schools of Micheweni District have high teaching work-load due to their scarcity. This is because they are very few compared to the number of students they have. The shortage of teachers in public secondary schools of Micheweni District hindered the effective use of best approaches (learner-centered approach) in teaching/learning English language. As a result, students get poor performance in English language subject in Micheweni District.

### **Students’ Negative Attitude towards Learning English Language**

The data from Focus Group Discussion (FGD) confirmed that, sixteen (16) English language teacher respondents verified that most of the students in public secondary schools in Micheweni District have negative attitude towards learning English language subject. For example; one of the English language teacher respondents from secondary school 5 provided his opinion that:

*“Our students believe that English language is a tough subject which needs much effort to master it compared to other subjects they learn at school” (One of the English language teachers from S5. June, 2023)*

Another respondent from school 2 emphasized that:

*“Participatory methods of teaching English language often fail because our learners believe that English is a foreign language and therefore, it is not familiar to them. This is the reason behind their poor performance in English language subject each year” (One of the English language teachers from S2. June, 2023)*

Another English language teacher from school 4 was quoted saying that:

*“We try to use different approaches in teaching English language but our students don’t want to learn the language since it is a difficult subject to understand” (One of the English language teachers from S4. June, 2023)*

Also, one of the English language teachers from school 1 aired out that:

*“Our students don’t want to participate in debate, they don’t want to demonstrate and they don’t want to sing or to perform drama in the stage or to participate in the debates. Remember these are the best methods of learning the language well. When it comes, we have to enforce them” (One of the English language teachers from S1. June, 2023)*

The data during the interview also showed that seven (07) interviewees out of thirteen (13) interviewed respondents implied that students in public secondary schools of Micheweni District have negative attitudes towards learning English language. For example, one of the heads of schools said:

*“Among the challenges in teaching English is poor participation of our learners to teaching/learning activities. This is because our learners perceive English language as a very tough subject to perform, hence they dislike to learn it” (Interview session with the head of S5. June, 2023)*

In addition, the District Quality Assurance Officer provided his opinion on this:

*“You know, nowadays students prefer to learn science subjects compared to languages or social subjects. They don’t want to learn subjects such as English language. They have developed negative attitude on it” (Interview session with QAO. June, 2023)*

The data from Focus Group Discussion and Interview signified that most of the respondents, twenty-three (23) out of thirty-six (36) interviewed commented that some students in public secondary schools of Micheweni District have negative attitudes toward learning English language. This challenge creates pedagogical difficulties in teaching/learning English. It also stimulated these students to a low level of English Language Proficiency and therefore, leads them to poor performance in their examinations.

## DISCUSSION OF THE FINDINGS

### Pedagogical Challenges in Teaching English Language in Public Secondary Schools.

#### Ineffective Teaching/Learning Environment

The study found that teaching/learning environment for English language subject in public secondary schools of Micheweni District was not conducive due to the fact that there were inadequate teaching/learning facilities such as classrooms, desks, chairs as well as English Language Instructional Materials. Always, good infrastructures motivate both students and teachers to work hard. Hence, it creates a good teaching/learning environment that facilitates students’ performance in their studies. Most of the classrooms in many public secondary schools of Micheweni District were not well supportive in teaching/learning English language. The findings are in line with those of Mwakinyolobi (2013), Wayimba (2016), Elibariki (2017), and Byabato (2022). For example: Elibariki (2017) found that there were poor teaching facilities and lack of specialist teachers to teach English language. Mwakinyolobi (2013) added that many teachers teach English using code switching and code mixing due to poor teaching/learning environment. Also, Solak & Bayar (2015) explained that English lessons are generally

teacher-centered and are mostly theory-based rather than practical-based and there was no conducive and supportive environment for teaching/learning a foreign language. This is because students do not have supplementary materials for learning English language. Mayaru (2015) noted that teaching and learning environment has a strong relationship as variables in students’ low English language performance in public secondary schools.

#### Students’ Low Levels of English Language Proficiency (ELP)

The study revealed that ELSTs said that the students’ low level of English Language Proficiency is another challenge that hindered the implementation of Communicative Language Teaching (CLT) in the classrooms. It was reported by most of the respondents that it is very difficult to engage secondary school students in communicative language teaching activities which includes; debates, group discussions, role plays, demonstration, dialogues, communicative games and others due to their low level of English Language Proficiency. The study found that this circumstance is caused by fear and shyness where most of the students in public secondary schools of Micheweni District feel shy to speak English. This is because they feel embarrassed and teased by their fellow students when they construct ungrammatical sentences in their speaking. English Language Proficiency (ELP), according to Rao (2016), is the ability to speak or express the language with sufficient structural accuracy and vocabulary as well as the ability to participate smoothly and effectively in most formal and informal conversations on practical, social, and professional topics. The findings concur with Weimann (1996); Li (1998); Chang (2010); Chishipula (2016); Elibariki (2017); Halahala (2022). For example, Chishipula (2016) found that students’ low level of English Language Proficiency negatively affects the implementation of Communicative Language Teaching in teaching English language. According to Chang (2010) many researchers conducted extensive studies on Asian students learning and revealed



that most Asian students have limited English language vocabulary necessary for communicative activities. Elibariki (2017) revealed that learning of language is more effective when the language is spoken and taught. Quorro (2014) insisted that learning English is affected by dialect, mother tongue and major spoken languages. In Micheweni District, Kiswahili is the major spoken language at school and home, thus it is the first language for almost all students from this area.

### **High Teaching Work-Load among English Language Subject Teachers**

The responses from most of the respondents of this study showed that ELSTs in public secondary schools of Micheweni District have a high teaching workload due to the fact that they were very few in number. English language teachers in this study aired out that they were always fully occupied with many periods in different classes due to their scarcity. Most English language teachers explained that they have more than 40 periods per week which is beyond the standard teaching load. According to District Education Officer, Micheweni District had only 41 English Language Subject Teachers distributed in all fifteen (15) public secondary schools. Having few teachers created difficulty in implementing Competent Based Teaching including application of Communicative Language Teaching in teaching English. The challenge, later on hindered the effectiveness of teaching the language in public secondary schools of Micheweni District. This study concurs with the study conducted by Mwakinyolobi (2013) in Rungwe District where among the factors affecting effective teaching and learning of English language in ward-based community secondary schools in Tanzania was lack of English language teachers. He found that there were only two English language teachers at 'B' ward-based community secondary school who were supposed to teach 476 students from form I to form IV. This made teachers to be very busy something that made it difficult for them to initiate effective methods and strategies in teaching English language. Also, Charles and Mkulu

(2020) identified various difficulties teachers face in managing overcrowded classes due to a lack of time, lack of cooperation, slow learners, inadequate assessment, inadequate teaching/learning materials and difficulty in completing a given subject syllabus.

### **Negative Attitude towards Learning English Language**

The findings in this study verified that students in public secondary schools of Micheweni District have negative attitude towards learning English language subject. This challenge created pedagogical difficulties in teaching/learning English which later on led to students' low level of English Language Proficiency and therefore, led to poor performance in English language. Negative attitudes in learning English are because it's a foreign language therefore, it is not familiar to the native Tanzanian students. English language teachers claimed that students believed that English is a complicated language to them. Because of this perception, these learners always fail to communicate in English with their teachers, something that leads them to low English Language Proficiency. During the examinations, most of the learners are unable to understand the instructions given in English; hence, they fail to capture the needs of the questions. The study concurs with that of Byabato (2022) and Keenja *et al.* (2023). For instance, Byabato (2022) revealed that the major challenge for pupils in learning English language is that, most of the pupils do not understand English. Uwezo (2010) reported that pupils who learn English as a foreign language face double problems that is, acquiring new knowledge and learning a new language.

### **CONCLUSION**

This study investigated challenges encountered by teachers in teaching English language in public secondary schools of Micheweni District. Based on these research findings, the study concludes that the major challenges that create pedagogical implications in teaching/learning English in public secondary schools of Micheweni District were ineffective teaching/learning environment, students' low levels of English Language

Proficiency, high teaching work-load among English language teachers as well as students' negative attitude towards learning English. These challenges hinder the effective teaching/learning English and therefore, lead to poor performance of secondary school students. If these challenges were considered thoroughly, it could enable teachers to teach and improve students' academic performance in English language in Tanzanian public secondary schools.

## RECOMMENDATIONS

This study investigated challenges encountered by teachers in teaching English language in public secondary schools of Micheweni District. Based on the research findings on the challenges that faced teachers in teaching/learning English language in public secondary schools in Tanzania, the study recommends the following:

### Recommendations for Action

Based on the research findings and conclusions of this study, the following actions should be made to improve teaching/learning English language in public secondary schools of Tanzania:

- The Revolutionary Government of Zanzibar and the Government of the United Republic of Tanzania through the responsible ministries of education should formulate sound policies to enable proper training of teachers on the best approaches to teaching/learning English. This can help teachers to enhance their teaching capability by building their confidence in the modern ways of language teaching.
- Regional Education Officers (REOs), District Education Officers (DEOs), Quality Assurance Officers (QAOs) and School Inspectors (SIs) should solicit people, companies and institutions to donate more English language teaching/learning materials to public secondary schools. Furthermore, they should communicate with publishing companies so that educational materials would be available for school consumption in their respective areas.

- Heads of schools, heads of English language departments, English language teachers and their students should work together, helping each other to select and use appropriate participatory teaching/learning methods for overall betterment to improve English language performance in their respective schools.

### Recommendations for Heads of Schools

It is generally recommended that HSs should perform their duties effectively in enhancing effective teaching/learning English language subject. They should sit with their ELSTs in order to ask what hinders effective teaching in their schools. HSs are hereby recommended to involve non-teaching staff such as students, parents, District Hub Directors (DHDs), Quality Assurance Officers (QAOs), English Language Subject Advisors (ELSAs), District Academic Officers (DAOs), District Education Officers (DEOs) and other education stakeholders in searching for the best alternatives to reduce some challenges encountered teaching/learning English in their schools. HSs are supposed to plan and implement in-service training programs for their teachers to improve their pedagogical skills so that they could deliver lessons to students effectively, especially for the newly appointed English language teachers. Heads of schools have an important role to play in facilitating in-service training programs by promoting collective ideas for change and supporting the programs by involving other educational stakeholders in improving the academic performance of their students. Finally, Heads of schools should encourage learners to learn English by showing them the importance of this subject in their daily lives.

### Recommendations for English Language Subject Teachers (ELSTs)

English language teachers are the implementers of English language syllabus at the classroom level. These challenges that encountered are also affecting them while implementing their duties of teaching/learning English language. Therefore,

they should take action to find the best solutions including by working hard in teaching their students effectively. English language teachers can organize themselves and start to initiate well-designed strategies and approaches for assisting their learners in mastering language skills. For example; conducting remedial classes to help slow learners, peer teaching and paneling, sharing ideas with fellow teachers from other schools in which they perform better as well as conducting joint examinations. This would attract many students to love and work hard in English language subject at school, hence they can probably raise English language performance in their respective areas.

### **Recommendations for Government Policy Makers**

The government policymakers should formulate sound policies to reduce some challenges encountered by teachers in teaching English language in Tanzanian public secondary schools. The main aim is to ensure that, effective teaching/learning of English language is guaranteed in our public secondary schools. This in turn, would improve good performance in English language subject in Tanzania.

### **Recommendations for Parents**

Parents should be involved actively in discovering and lifting their children's talents to study hard English and other subjects. Parents are supposed to assist their children by creating them awareness of studying hard and improving them academically. Parents should play a role in buying English language learning materials for their children in order to help them have more adequate reading materials for their learning. More importantly, parents should attend school meetings to share their ideas with English language teachers, school administration and other students to discuss the issues concerning discipline and academic performance of their children. The aim here is just to find the best solutions on how to help their children in academic development.

### **Recommendations for Further Studies**

This study investigated challenges encountered by teachers in teaching English language in public secondary schools of Micheweni District. This study used a qualitative research approach in which multiple case study design was used in data collection procedures. This helped to assess the challenges encountered by teachers in teaching English language in Tanzanian public secondary schools in Micheweni District. Apart from that, this study was conducted in Micheweni District, North Region of Pemba Island and it involved few participants (only thirty-six participants). This suggests that further studies may focus on the larger sample size and study area so as to come up with comprehensive generalized research reports based on the same field. Also, the participants such as managers, teachers of private schools, students, members of school boards, government policymakers and parents were not included in the data collection since the study was concerning the challenges encountered by teachers in teaching English in public secondary schools of Micheweni District. Hence, it may be considered important to include these samples in further similar studies. Arising from the research findings, the current study dealt only with the challenges encountered by teachers in the field of teaching/learning English language within the public secondary schools of Micheweni District. There is a need to consider the following areas in the coming studies:

- A similar study can be done on other subjects taught in secondary schools to get a view of the general teaching and learning challenges in Tanzania's overall education system.
- There is a need to establish a systematic study to evaluate the ordinary-level English language syllabus and other English Language Instructional Materials to ascertain whether they meet the needs, situations and prospects of students in Tanzanian public secondary schools.
- Other more comprehensive studies can be done on the use and integration of ICT

facilities in classroom teaching and learning of English language subject to find their effectiveness in teaching/learning in Tanzanian public education.

- A similar study can be done in advanced level and higher learning institutions such as educational colleges and Universities so as to assess the effectiveness of learner-centered approach and participatory teaching/learning methods in classroom teaching and learning especially in English language subject.

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