

## **English Language Teaching Methods and their Influence on Pupils' Academic Performance of the Subject: A Case of Ukumbi Primary School, Kilolo District**

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### **Abstract**

*This article underscores the English language Teaching methods and their influence on the academic performance of the subject among public primary school pupils in Kilolo District in Tanzania. Using the descriptive research design, the study was conducted at Ukumbi Primary School, Kilolo, Iringa region to standards four and seven. The secondary data were collected using the documentary reviews from the Standard Four and Standard Seven national examinations results of English language subjects requested from the head teacher, whereas the primary data were collected using questionnaires, interviews, and introspection techniques which were purposefully administered to the Standard Four and Standard Seven classes to check onto the methods of teaching English language to public primary schools and their influences on the pupils' subject academic performance which seems to promote or deteriorate the learners' interests in English as the medium of instruction. The target sample sizes in Standard Four and Standard Seven were randomly selected for an unbiased information search. The data collected were summarized, organized, recorded- and presented using a variety of tools such as tables, charts, distribution and graphs with the help of Excel and MS Word features which helped the interpretation of the findings to get the relevant information of this article. The findings show that most of the pupils have problems with oral communication, and pronunciation including sound, stress, and intonation as the English Language teaching methods used hardly care about their learning. The article recommends that primary school teachers should be given special training on the English language teaching methods that favour the development of communicative abilities in primary school pupils.*

**Keywords:** Teaching methods, teaching, medium of instruction and English language.

### **1.0 Introduction**

The educational policies stipulate that English is the Language of Instruction (LoI) from secondary schools to Higher Learning Institutions in Tanzania. Following the Education and Training Policy of 1995, the language policy in Tanzania officially allowed the use of English in pre-school and primary schools (Mosha, 2019). The liberalization of education in Tanzania opened doors for the mushrooming of English medium primary schools and it was cemented by the 1995 Education and Training Policy that authorized private establishment, ownership and management of primary schools (Nyamubi, 2003 & Galloway, 2017).

Academic performance refers to the results of education and the extent to which an institution, a learner or teachers attain their stated educational objectives. It shows the degree or level to which a student has accomplished the specific goals depending on the basic instructions provided by a school, college, University and the government (Tarnopolsky & Goodman, 2014; Trenkic & Warmington, 2019). Academic performance can be defined as the student's" level of achievements/attainment of knowledge and skills measured in terms of scores compared with others. It shows the position of a student concerning others with the same level of assessment and evaluation.

A student's academic performance is measured through his or her daily activities in the classroom context, continuous assessment (formative evaluation) and summative evaluation through the terminal and annual examinations (Wächter & Maiworm, 2014). The quality and quantity of attaining knowledge, skills and attitudes identify a person's academic performance through grades or marks awards (Rose, et al., 2021). Therefore, the students" performance is based much on their self-determination and the actual support from their parents or guardians, teachers and the government. As per this study, pupils' academic performance was measured from the provided grading system by the government under NECTA (2016) whereas good performer pupils were obtained based on grades such as 75 – 100 = A (Excellent); 65 – 74 = B (Very good) and 45 – 64 = C (Good). Those students who scored between 30 - 44 marks (D) are said to have satisfactory points however not indicate good performance. Underperforming pupils were regarded for 0 – 29 scores meaning failures (F).

This shows that A and B grades were used to interpret pupils' good academic performance in English language subjects. The C grade was not considered because in normal circumstances most of the pupils' marks fall in this position which may lead to inappropriate comparison between the two groups (EMPs and KMPs). Whereas English is the medium of instruction in most private English medium primary schools (Pecorari & Malmström, 2018), it is also a compulsory subject in the state-run Kiswahili medium primary schools (Mosha, 2019). In English-medium primary schools, English is used in classroom instructions for all subjects (excluding the Kiswahili language) and in all other communications out of the classroom with teachers and non-teachers. The aim is to create a kind of English speech community at school where pupils are immersed in

English to enable them to see how English is used in actual communication. Comparatively, English medium primary schools are far more expensive than state-owned primary schools.

However, most parents would like their children to register in English medium primary schools (Qiu & Fang, 2019; Rose, McKinley, Xu, & Zhou, 2020; Sah, 2020; Rose, et al., 2021). The expenses associated with these schools, in turn, act as a screening mechanism such that only the most affluent families manage to have their kids in these schools. The massive aspiration for English medium primary schools raises a question as to why many would like to educate their children in these schools (Park, 2013; Moshia, 2019). This therefore, makes it clear that, in addition to the parent's desire to see their children speak good English for socio-economic and political reasons, there is a clear indication that government primary schools are to blame for having unfavourable conditions in terms of school infrastructure, staffing, teaching and learning resources, unmotivated teachers and general learning environment. The scholars then statistically contend that comparatively English medium primary schools are far better off than government-owned primary schools in general human and physical infrastructure.

This brings us to the fact that there have been some research concerns regarding the English language abilities of the pupils in Primary and Secondary Schools and higher Learning Institutions which are used as the medium of Instruction, and as a result, pupils' inability to self-expression via the English language becomes questionable. Before I get into the Secondary and Higher Learning Institutions, this article presents the realities of English language abilities in primary schools which are the grounds of all the linguistic basics in the learning course of the higher learning levels. As such, this paper focuses on the choices teachers make in selecting the English language teaching methods which are key in motivating and enhancing the English language learning interests of pupils so that they get the required skills in Language.

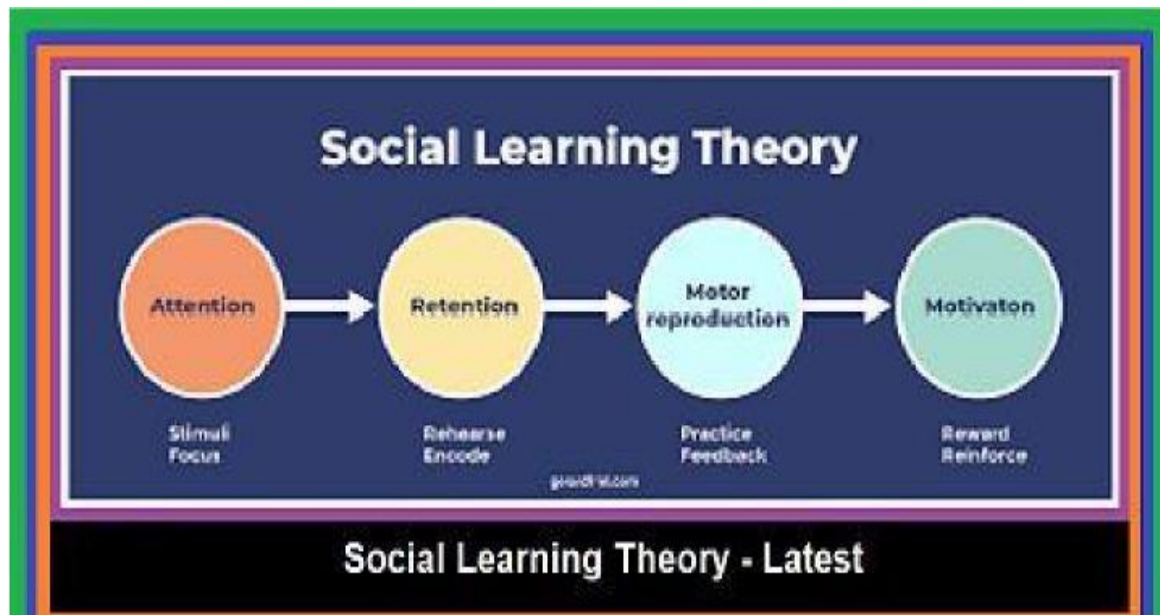
Teaching learners in regular schools continues to face some challenges related to the lack of use of teaching methods approach (Wächter & Maiworm, 2014; Wilkinson & Walsh, 2015; Richards & Pun, 2021). Hence, in Tanzania, many teachers fail to recognize the use of teaching methods about the content in English subject teachers' support reflects a need for high-quality courses, teaching English to young learners comes with many problems among which the suitability of classroom activities and materials along with teachers' successful use of these activities and materials is the

leading one. Part of this paper stems from the fact that young learners do not learn like adult learners of English and in the meantime, teachers just assume that the learners understand like them which is wrong and as a result, the pupils score low and become incompetent in speaking, writing, reading and even listening in English language. This paper therefore focuses on; the frequent methods teachers use in teaching the English language, the effectiveness of the often-used teaching methods, the difficulties teachers face in using the selected teaching methods, and the factors for the list of selected English Language Teaching methods.

## 2.0 Theory

This study is guided by the social learning theory (Johnson, 2014) in investigating and predicting the answers from the respondents. This has the interaction of elements as indicated in Figure 1.

**Figure 1: The Social Learning Elements**



**Source:** Bandura (1986).

The Social learning theory focuses on the learning that occurs within social contexts. It considers that people can learn any language easily from one another through observation (attention), imitation (retention), motor reproduction and modelling (motivation). This means that teaching methods should involve social interaction as much as possible between those who know more,

either teachers or pupils and those who know less to enhance learning and development of language. The theory emphasizes the reciprocal interaction between cognitive, behavioural and environmental determinants of human behaviours. Bandura believed that modelling can have more impact than direct experience. Four variables are involved in modelling. These include attention, retention, reproduction and motivation (Bandura, 1986). One must be paying attention, be capable of retaining what they have observed, be able to translate the observation into action and be motivated to imitate the observed action.

Social learning theory insists that for effective language learning, pupils need to pay attention to avoid negative effects on observational learning. Adequacy in several teachers, interesting models and good school learning contexts dedicate pupils' full attention to learning. Retention involves the learner's ability to store information about lexical, semantics, syntactical and phonological themes. This is an important part of the language learning process especially when teaching is done by doing. It also becomes more effective when there are plenty of pupils' textbooks, teaching and learning materials and less overcrowded classrooms. Bandura (1986) further argues that once pupils have paid attention to the model and retained information it is the actual time to perform the observed behaviours (reproduction). Practice of the learned behaviour leads to improvement and language skills advancement. Finally, for observational language learning to be successful, pupils have to be motivated to imitate the behaviour that has been modelled. A learner should be motivated by what he/she learned to understand. Reinforcement and punishment play an important role in motivation (Gay, 1996).

### **3.0 Research Methods**

This article investigated the English language teaching methods teachers often choose over others and the influence they have on pupils' English Language academic performance in Public Primary schools in Kilolo District Tanzania. Ukumbi Primary School was selected to represent many interior primary schools with little exposure to urban primary schools which have better access to linguistic infrastructures like enough and good teachers and so on in October 2023. This study used a descriptive design to capture the information required. The secondary data were collected using the documentary reviews from the Standard Four and Standard Seven national examinations results of English language subjects requested from the head teacher, questionnaires, interviews, and introspection techniques which were purposefully administered to the Standard Four and Standard

Seven classes to check onto the methods of teaching English language to public primary schools and their influences in the pupils' subject academic performance which seems to promote or deteriorate the learners' interests in English as the medium of instruction.

The target sample size of 175 pupils whereas in Standard Four 110 and Standard Seven 65 pupils were randomly selected for an unbiased questionnaire information search. Besides, out of 175, selected 140, pupils were then re-selected to respond to whether their teachers seemed comfortable with the situation or not, and then 60 pupils were re-chosen to say what they think would be the problems faced they their teachers continued teaching them. The data collected were summarized, organized, recorded- and presented using a variety of tools such as tables, charts, distribution and graphs with the help of Excel and MS Word features which helped the interpretation of the findings to get the relevant information of this article.

#### **4.0 Results and Discussion**

This section presents the results of an investigation of English language teaching methods teachers often choose over others and their influence on pupils' academic performance in the subject among pupils at Ukumbi, the Public Primary School in Kilolo District, Tanzania. The following subsections present the results of the study.

##### **4.1 The Realities and Practices of the English Language in Kilolo District**

To depict the reality of English language teaching and learning, the findings of the current study indicate that many rural pupils face challenges in oral communication, including pronunciation, stress and intonation. They find also word formation, sentence construction and vocabularies so problematic. Sending and receiving meanings of words, phrases, clauses and sentences hinder the pupils' oral as well as written communication. Generally, it is found that rural Tanzanian pupils' barriers are caused by too much use of their respective mother tongue or the first language-L1 in teaching and learning and their inability to communicate with each other in English.

The findings presented in the paragraph above are supported by the findings by Nyamubi (2003) who, for example, reports the causes that may have influenced the effect of English learning for pupils where he observed that most rural schools offer education in the local language in the teaching and learning process. However, Mosha (2019) adds that English should be taught as a

subject in both rural and urban schools to prepare the students for Higher education where English is the Language of Instruction (LoI). English has been seen to be more effectively taught in urban schools than in rural areas which creates language learning barriers (LLB), especially in Higher learning institutions. This means that students from urban areas do not have many language problems compared to those coming from rural areas (Park, 2013).

The results indicated that pupils studying English were much affected by being taught by incompetent teachers who are not equipped with adequate knowledge and skills; thus, pupils are not properly equipped enough to practice it. All the stated factors affect the learners' success positively or negatively. Recognizing them may help to identify what problems the success faces so that solutions can be found and improvements are developed.

A variety of Language learning strategies (LLS) should be used to facilitate and enhance learning of the target language (Galloway, 2017). This suggests further that, students' habitual approaches to practicing their capabilities for learning are thought to become necessary in ensuring language competence. This is because LLS are related to language proficiency and the more the use of different strategies the more the tendency for a second language learner to improve and be more proficient in both his/her oral communication and composition (Mosha, 2019). LLS that have been identified from the study include cognitive, meta-cognitive, affective, social, memory or compensation strategies. To reduce language discrepancy (LD) between the first language (L1) and the second language (L2), Pecorari and Malmström (2018) add that teachers should ensure enough growing awareness among the students about employing learning strategies hence current results reveal the use of LS at a minimum score of 3.53 mean scores. Therefore, in language teaching, more of the interactive teaching methods yield a higher effective level of communicative abilities than the five countries that have been studied; Zimbabwe, Kenya, Nigeria, Rwanda and Congo.

English is an official medium of instruction in Zimbabwe. Becoming beneficial of English, the government has established a special programme where foreign students from both English-speaking and non-English-speaking countries come and be enrolled at Solusi University to pursue English courses. The aim is to increase students' enrolment through preparing the candidates for a university degree where English is used as LoI. The number of foreign students especially those coming from non-English speaking countries seemed to decrease as time went on. Even some

Zimbabwean students who used Shona and Ndebele as the LoI in their preliminary levels showed negative responses during applications (Souriyavongsa & Abidinandi, 2013).

Macaro, Tian, and Chu (2020) further report that students who learn English as a second language have language problems, whereas those students coming from non-English speaking primary schools, when they reach secondary schools, have paramount language challenges. The majority of English medium primary school pupils are those whose entry requirements are ordinary level or equivalent qualifications depending on their intended pass marks (Mosha, 2019; Qiu & Fang, 2019; Macaro, Tian, & Chu, 2020; Rose, McKinley, Xu, & Zhou, 2020). The findings in this article, therefore, point out that the reasons for poor performance in the English language include; lack of English foundation background, pupils' lack of confidence in speaking English, poor motivation to students, and unsupportive curriculum practice which does not help the learners to improve their English proficiency and ineffective teaching. This brings a discrepancy between the same learners in the same country.

The findings suggested that the achievements in LoI for both teachers and pupils need collaborative efforts. For instance; all teachers teaching other subjects apart from English should concentrate on both content and language aspects during the teaching and learning process. It was also recommended that changing the language of instruction should be the final solution after further studies have been done including learners' attitudes and motivation, English African learners as second language learners, differences in learners and target language cultures. Moreover, English as LoI plays a major function in Kenyan schools and higher learning institutions which becomes a determining factor in the pupils' performance. Kiswahili language is a compulsory subject from primary schools to form IV (Grade 12) as it is the national language in Kenya (Ngaruiya, 2013).

Similarly, Tang (2023) investigated the causes of poor performance in the English language among primary school students in the Dutse Metropolis of Jigwa state in Nigeria. Five schools were studied whereas 300 students and 79 teachers were the sample. English is the LoI in post-primary institutions, higher learning institutions and the official language of the country (Nigeria). It is argued that poor performance of students in the English language not only causes a decline in general academic performance but also the whole national standard of education. The findings of the study identified that poor performance in the English language among Nigerian secondary

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

Researchers were of the view that pupils should be taught much and correct grammar and pronunciation in the English language to minimize the influence of the first language on the second. The study also found that the employment of qualified and competent teachers especially at the primary level could improve the pupils' performance. English language is taught from class four through University and French is learned as an elective subject whereas Kiswahili is a compulsory subject taught in all levels of education. Since 2008, Rwanda changed its LoI from French to English (Habumulemyi & Sengiyumva, 2010). However, private primary and secondary schools use either Francophone or Anglophone educational system. This means that the school opts to use English or French as the LoI in the teaching and learning process. "The Rwandese is not good at both English and Kiswahili compared to Kinyarwanda which is spoken since one is in the stomach! It would be better if the LoI (English) became familiarized from kindergarten to grade three to promote the pupil's mastery of language skills (Nyamubi, 2003).

The findings through interview guides indicated that pupils who excel in learning English often come from well-supported families and conducive social environments. Their brothers and sisters become their role models. The findings are in line with the claim by Soakpa (2015) that learning English has nothing to do with poor family children. They perceived that unless you expect to be employed, no matter how hard you are struggling to study English you are wasting your time. Nevertheless, the sample used involved more refugees than Congolese students. Patric (2020) conducted a study on the influence of LoI on students' academic performance in schools. A comparative study based on two selected public schools; one from urban and the other in rural areas of Arusha region. The main objective was to find out the differences and similarities in students' performance between urban and rural secondary schools reflecting the LoI used at the primary level. The performance of pupils in the English language revealed variation between pupils in rural schools and those in urban centres. The majority of pupils' grades ranged between an average pass and below-average performance.

The findings showed that 25.4% of urban pupils got a grade of C and 40.1% attained a grade of D. Likewise rural secondary students 59.1% got a grade of F and 26% of them had D grades. The performance certified that the majority of pupils performed poorly in English whereas those from rural schools had worse results than those in urban secondary schools. Various documents show examination results had the best students from KMPs and very few in EMPs for instance, in the Form Four mock examination held in May 2003, only 3 pupils out of the top ten ones were those who used English as LoI in primary education. Eight parents out of twelve (66.7%) who were interviewed had this to say:

*Tunawapeleka watoto wetu kwenye shule za msingi English medium ili wajue Kiingereza. Lengo ni kuwa saidia ili watakapo kwenda sekondari waelewe vizuri masomo yanayo fundishwa kwa Lugha hiyo. Hata hivyo, hawafanyi vizurisa na hasa kwenye masomo ya sayansi ukilinganisha na wenzao wanaotoka kwenyes shule za Kiswahili.*

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

On the other hand, Mosha (2019) reports that according to Makweta's commission, it was suggested that the government should change the LoI at the post-primary level from English to Kiswahili though different reasons were provided arguing that Kiswahili is to be used as the LoI in all levels of education and training simply because is the national language which is understood by the majority of students. Similarly, it was said that most of the students fail in their examinations as they are unable to express themselves and write properly in the English language. Many countries were found to use their languages and still have done well; including Japan, Germany, France, China and many others.

The findings obtained from some studies (Park, 2013) about classroom interaction and students' language competence showed that in secondary schools there were poor classroom interactions during English lessons. Almost 57% of English language teachers did not manage to promote students' participation in the teaching and learning process. The factors that hinder the effectiveness of teachers' and students' interaction during English lessons include poor mastery of the subject content, lack of proper preparation for teachers and poor use of the language of instruction by some

of the teachers and students. According to Mosha (2019), the factors that lead to poor performance in secondary schools in Pangani District located in the Tanga region indicated that little knowledge of subject contents forces English language teachers to employ lecture methods instead of participatory ones. The observations and other information obtained from interview guides revealed that the overall quality of English teaching was poor.

Most of the classroom teaching was teacher-centred. Pupils sit in regimented rows and little or no interaction with each other occurs. In nearly all classes observed, few questions originated from the teachers and students remained recipients of what a teacher was transmitting. The study indicated that most of the students were unable to speak or even express their ideas in simple English language (Ngaruiya, 2013). Classroom interaction is often promoted through the effective use of both teaching and learning materials. However, the study did not identify the number of English language textbooks which were available in the surveyed schools, when and how teachers use specified teaching aids as well as students' ways of assessment and evaluation. Also, issues related to LoI used in primary schools were not observed together with the student's performance compared to those who were using either Kiswahili or English as the LoI at the primary level.

#### 4.2 Teaching Methods and Pupils' Performance at Kikund Primary School

Table 1 presents the ratio between those who argued for those who agreed against those who did not.

**Table 1: The Most Selected Teaching Methods**

Methods	Agree	Disagree
<b>Communicative language teaching</b>	33 (26%)	2 (5.7%)
<b>Cooperative language learning</b>	30 (23%)	5 (14.3%)
<b>Direct method</b>	22 (17%)	13 (37.1%)
<b>Grammar translation</b>	16 (13%)	19 (54.3%)
<b>Total physical response</b>	27 (21%)	8 (22.9%)
<b>Total</b>		175

**Source:** Field data (2023)

As indicated in Table 1 the method which is used by teachers in teaching English is communicative language teaching which covers 26%. Also, it shows another method, cooperative language learning which covers 23% while other methods direct method covers 13% and grammar-

translation covers 21%. Most of the instructors do not have the knowledge and ways to deliver the knowledge to the pupils, these instructors should choose ways and forms which will bring easiness to students in the process of learning, communicative and cooperation are the methods used by the majority when delivering knowledge, instructors should communicate and interact with the students which will bring understanding between the learners and the instructors as if not, a discrepancy in academic communication will be realised.

#### 4.3 Teachers' Challenges in Applying Different English Teaching

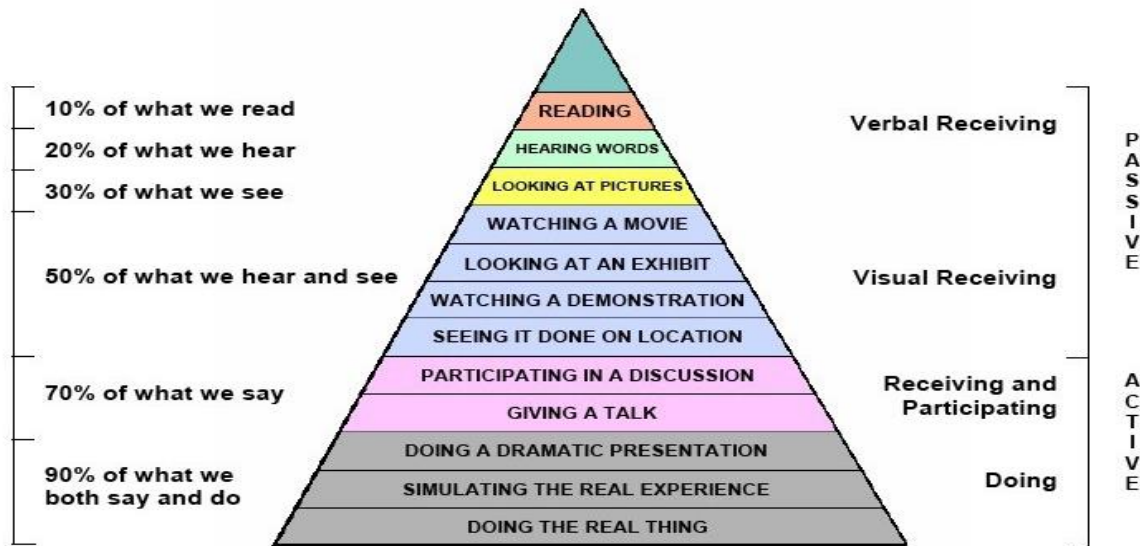
Table 2 indicates the ratios of the challenge's teachers face in their English language teaching processes.

**Table 2: Challenges faced by teachers when teaching English subject**

<b>Challenges</b>	<b>Agree</b>	<b>Disagree</b>
<b>Lack of training</b>	23 (16%)	12 (9%)
<b>Lack of resources</b>	18 (13%)	17 (12%)
<b>Class size</b>	35 (25%)	0 (0%)
<b>Government policy</b>	24 (17%)	11 (8%)
<b>Total</b>	140	

**Source:** Field data (2023)

As indicated in Table 2 indicates, the biggest challenge faced by teachers in teaching English as a subject in the two classes, Standard Four and Standard Seven, a total of 140 (100%) respondents agreed that the teachers face all those mentioned challenges at 71%, and only 29% do not see any of those challenges realised. This means that some students are not even aware of what and how they should be taught (29% of students). This implies that the learners depend on the instructors' help and if no guide, they completely fail to have any educational guidance. Thus, teachers need to be well equipped with all the necessary training skills for the learners especially the language interest developing strategies. In the teaching processes, besides choosing the transformational and interactive teaching methods, the consideration of the level of learners must be put in place as was once advised by Dale, et all (1969) when they were trying to demonstrate how English teaching should be done and what should actually be the meaningful learning teaching strategies as indicated in the cone of learning, in Figure 2.

**Figure 2: Best Cone of Learning**

**Source:** Dale (1969) as adopted (2023)

Figure 2 shows that teachers should be well-trained in how to use the audio-visual learning capacities that the learners have. This is because doing the real thing, simulating, and dramatizing, brings a more meaningful linguistic learning of 90%. Thus, learning by doing is more fruitful than all the ways teachers may use in teaching that do not invite actions in the language teaching. In addition, talking and discussing carries a weight of 70% whereas, seeing something done, watching a demonstration and observing goes at 50% and that verbal reception carries 50%. Thus, audio-visual teaching methods should be more encouraged to the teacher trainees who will be competent and committed to teaching such students with passion and great care. On the other hand, Table 3 indicates the ratios of the students who encountered problems but still have been given little attention.

**Table 3: Problems Faced by students in learning the English language that still needs more attention**

Problems	Agree	Disagree
<b>Pronunciation</b>	12 (20%)	3 (5%)
<b>Difficult grammar</b>	8 (13%)	7 (12%)
<b>slang</b>	11 (18%)	4 (7%)
<b>Confusing spelling</b>	10 (17%)	5 (8%)
<b>Total</b>	60	

**Source:** Field Data (2023)

As Table 3 indicates the most common problem the students face when learning the English language is the issue of pronunciation which covers a total of 41% against 19%, realise that the pupils have linguistic problems including pronunciation, difficulties in grammar, occurrences of slang, and sometimes seem to confuse the English language spellings. This shows that amongst 60 pupils, 68% against 32% have so many linguistic problems which need serious action if not, they are the same students who are expected to be in the higher learning institutions ready for the market in our country, hence, creating more and more problems to our people. Since there are few Higher learning institutions which would bother teaching the missed basic grounds of English language skills in the students' first stages like primary schools, it is also possible that such pupils will graduate even the bachelor's degrees with so much poor communicative English language capacities. Thus, it is more important than ever, to take intensive measures to train qualified English language teachers who are motivated and committed to teaching primary school students with passion, otherwise, we should continue expecting University graduates with incompetent self-expression abilities in the English language.

## **5.0 Conclusion**

This article has investigated the impact of English teaching methods on the academic performance of pupils at Kikundi Primary School. Despite the identification of various English teaching methods, many pupils still exhibit a lack of communicative competence. The study concludes that this deficiency is linked to teachers' challenges in employing diverse teaching methods to enhance pupils' oral communication skills, including pronunciation, stress, and intonation. Additionally, interference from the student's first language (L1) contributes to difficulties in excelling in English language learning. To address Language Discrepancy (LD) between the First Language (L1) and the Second Language (L2), English language teachers need to demonstrate a strong commitment and apply their effectively trained skills with passion and love. This approach fosters a genuine interest in the learners and promotes sustained language development.

## **6.0 Recommendations**

This paper identified variations in English proficiency between rural and urban, as well as between well-off and poor families. Additionally, the study highlighted pupils' low competence in oral and written communication, attributed to teachers' challenges in employing diverse teaching methods. Therefore, this study recommends the following:

- a) Curriculum designers should think about the learners' needs in language learning when they plan to design a curriculum;
- b) The government should put more effort into training teachers who have a passion for Grammatical competencies and who are ready to teach pupils with love;
- c) Pupils are to be encouraged to practice the English language with native speakers in both inside and outside classrooms;
- d) Motivation is essential to enable students to become more confident and readier to learn the English language in association with the values they see;
- e) Parents have to encourage and support the students to actively be involved in learning the language at home.

Furthermore, given that the current study focused on a primary school where English is taught as a subject, it recommends conducting further research to explore how the communicative incompetence observed in primary school are manifested in secondary schools, where English is taught as a subject and also serves as a medium of instruction.

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