

THE TRAINING OF SECONDARY SCHOOL TEACHERS OF ENGLISH IN TANZANIA

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INTRODUCTION

Language is a defining characteristic of national identity both within the context of an ethnic group, in a multilingual society, and in terms of a nation, where there is a common national language, e.g. German and Spanish in Europe, Swahili in Tanzania, Arabic in the Middle East. Consequently, language choice can be a political as well as a social issue. The decision to make Swahili the national language of Tanzania, a society with more than 100 ethnic languages, was based on the desire to break away from the linguistic domination of the society by a European language - English - thus allowing for greater national integration, and to further develop one of the country's own languages - Swahili. It is not within the scope of this paper to discuss why Swahili was chosen as the national language, but it is necessary to acknowledge that Tanzania is one of the few African countries that has been successful in consolidating linguistic unity through the use of a common language. Of the 53 African States only 7 Somalia, Botswana, Lesotho, Swaziland, Rwanda, Burundi and Tanzania have a common national language.

Nevertheless, the desire for political, social and economic links with other countries dictated the need for a language other than Swahili to facilitate this link. English appeared to be the most logical choice since the infrastructure for English had already been laid in the society, due to the role of English as the official language and medium of education prior to 1967, when Swahili became the national language. Moreover, it was felt that an abrupt change from English as the medium of instruction to Swahili would not have been feasible, given the lack of adequate Swahili lexis to denote scientific and other subject specific concepts. Also, there was a lack of teaching materials in Swahili. Thus, the most logical alternative was to introduce Swahili as the medium of instruction at the primary school level, in the first instance, with plans to introduce it at secondary and tertiary levels of education to be implemented at a later date.

According to Bhaji (1976):

In 1969 the Ministry of National Education sent a circular to all headmasters and headmistresses of all Secondary Schools in Tanzania which discussed the possibilities of introducing Kiswahili as a medium of instruction in Secondary Schools in at least some subjects. The Ministry's circular suggested that Political Education could be taught in Kiswahili in 1969/70, Domestic Science in 1970, History, Geography, Biology, Agriculture and Mathematics in 1971.

Coupled with the plans to introduce Swahili as the instructional medium at post-primary school levels was to have been the preparation of teaching materials in Swahili.

At present, textbooks have been written in Swahili for the subjects at the primary school level but are yet to be written for secondary school and higher levels.

Although there have been discussions for more than 15 years on changing the medium from English to Swahili at the secondary school level and above, with specific dates having been suggested for this changeover, English remains the medium of instruction at these levels. Therefore, the present linguistic situation in Tanzania is one where there is a national language - Swahili, a dominant language of education - English, and numerous local languages, e.g. Sukuma, Hehe, Nyakusa, primarily used in village communities,

What then are the roles of these different language in Tanzania? If the primary function of language is that of communication, it is necessary to enumerate the various types of communicative acts which are central to that society and the languages which are used for these situations. This becomes even more central in a multilingual society, like Tanzania, since the various languages used serve different communicative function for multilingual persons in that society. Codeswitching (changing from one language to another) is a common feature in the Tanzania linguistic context particularly among Swahili speakers. The question here is: what factors determine the language to be used in a given situation. In the case of Tanzania the determining factor was the following directive:

Swahili (should) be used for all Government business, and the use of English or any other foreign languages unnecessarily is to cease forthwith. All Ministries, District Councils, Cooperative Unions,

and parastatal organisations are therefore obliged to use Swahili in their day to day business.1

Despite this directive, however, English has remained the instructional medium of secondary education. This has created an ambivalent situation where secondary and tertiary level educational institutions are forced to use English in the classroom, while outside the classroom Swahili is used. Moreover, it is not uncommon to see various signs or notices posted around secondary schools written in Swahili. In one particular school which I recently visited I noticed that the names of certain rooms, e.g. biology and chemistry labs, library, were written in Swahili. Thus the problematic of the function of English in Tanzania becomes even more central.

Another side to this question relates to the present economic situation of the country which renders access to educational resources (particularly books from outside the country) exceedingly difficult. This forces schools to rely on insufficient copies of often outdated books as a means of providing their students with access to the instructional medium. The implications of this will be discussed later.

It is within this context that the use of English as a medium of instruction and the training of teachers of English must be viewed. This paper will briefly examine the functions of English in Tanzania at present, then discuss the training of secondary school teachers of English in an environment where there is an ambivalence towards English. The anomaly of teachers being trained in Literature in English at the University while being expected to 'teach English in the schools will also be considered. In addition, the implications of the nature of the training received by these teachers will be discussed.

USE of English in Tanzania

There is no question about the depth of Swahili language in Tanzanian society. Swahili is the most widely used language in Tanzania whether one goes to the Central Post Office, the bank, the law courts or the staff rooms of secondary schools. This is definitely in keeping with the government directive that English should not be used 'unnecessarily'. One question which quite logically arises from this is: what function does

English serve in the society? It is the medium of instruction in all secondary schools and most tertiary institutions, thus it is important in those institutions where it is used. Lack of proficiency in this medium can lead to a failure to gain access to the knowledge reproduced in that language. If a large sections of learners fail to grasp the knowledge made available to them in the schools due to the language barrier, what then is the purpose of their education?

Falling standards in the use of English at all levels of education are becoming increasingly evident in Tanzania.² Although the extent of these falling standards has yet to be empirically quantified and qualified, the plethora of disseratations, colloquia reports, seminar papers and under-graduate projects addressing this issue generally agree that students knowledge of English, the medium of instruction, is poor and that the teaching of English is unsatisfactory.³ This lowering of standards of English has a direct relationship to the vast number of students who may gain very little after four years of secondary education. Past examination results for the O'Level (Form 4) reveal that in some schools more than 50% of the students fail to get even a D grade.⁴

A crucial question arising from this issue relates to the source of the problem. Without empirical data it is difficult to identify the specific source of the problem, however, it would appear that the reluctance of the government to define a clear language policy is one of the factors contributing to the perpetuation of this problem. The absence of clear guidelines from the government in a situation where the use of English is deemphasised yet at the same time it remains the medium of instruction leads to ambivalence on the part of both teachers and students. Some sections of the society view English as being important, particularly for access to other countries as well as to the vast amount of knowledge available in English, while others dispute the importance of English in the society. According to the latter group, English is a colonial language which no longer has an important role in Tanzania. They maintain that only a few Tanzanians travel outside of Tanzania, so there is no need to 'force' all Tanzanians to learn English as the majority of them will never use it. This argument is often used to question the need for teaching English at the Primary School level.

The teaching of English in Tanzania is grounded within this linguistic environment, where there is an ambivalence towards English, and teachers of English in Tanzania are themselves products of this milieu. Since teachers of English are the primary instruments through which proficiency in English is affected, a myriad of questions may arise pertaining to the preparation of teachers for this phenomenal task. It may be useful at this juncture to contextualise the training of secondary school teachers of English in Tanzania.

Teacher Training

General Background of the Trainees

Secondary school teachers in Tanzania are normally required to possess a Diploma in Education from a College of Education or a B.A./B.Sc. Degree with Education from the University. Minimum qualifications for admission to both the Diploma and Degree courses is the completion of Form 6 (Advanced Level); however, the University has a higher criteria for admission in terms of the quantity and quality of passes than do the Colleges. It should also be noted that the University course admits in-service students (teachers who have studied privately and have shown some general academic competence.

At the Advanced Level (Forms 5 and 6) the English course is a linguistics-based one, aiming at providing students with a descriptive competence of English.⁵ It is assumed that the students are adequately proficient in English since they should have passed O'Level English in order to have been admitted into the A'Level course. In addition to descriptive competence, the course seeks to increase the students' linguistic competence by providing them with opportunities to further develop the four skills, as well as to help students appreciate language in its literary use. Thus students are expected to perform a range of listening and speaking activities, e.g. listening to and making speeches, dramatizations, etc; read a range of books - both fiction and non-fiction; and do a variety of writing, e.g. creative writing, argumentative writing, etc.

With this background, it is expected that students are adequately equipped to embark on a Diploma or Degree course in teacher training. The content of the Diploma and Degree courses differs significantly, so each course will be examined in turn.

The Diploma Course

The Diploma Course is a two year programme, offered by Colleges of Education, with an allocation of 200 contact hours per year. There are three variations of this course, each providing students with different depths of the language in different aspects. All three variations basically use the same syllabus which has five objectives, one academic objective and four professional ones, they include:

- (1) to develop students' competence and proficiency in English language;
- (2) to provide the students with an elementary grounding in contemporary approaches in English Language teaching;
- (3) to acquaint them with the English syllabuses in use in the schools and colleges;
- (4) to train them in methods of teaching the topics in the syllabuses;
- (5) to ensure that they are capable of producing aids and materials for teaching.⁶

This course seeks to integrate the academic (objective 1) and methodological aspects (objectives 2-5) of the course.

It is divided into four major components - the Applied Linguistics Component, the Structure Component, the Phonology Component, and the Reading and Writing Component - and includes a section of Professional Skills (evaluation, schemes of work, language teaching aids, department organisation).

It should be noted here that the English course is one among several optional courses from which the trainees must choose. Secondary school teachers in Tanzania are normally required by the Ministry of Education to have two teaching subjects, so English is combined with another teaching subject.

Consequently, the students' course load includes Psychology of Education (Malezi) which is taught in Swahili, English (option) and another subject (e.g. History, Swahili, Political Education (Siasa) etc. Students must therefore divide their study time

between English and three other subjects. Most of the other subjects are taught through the medium of English, except for Swahili, Malezi and Siasa. However, if a student happens to be studying English in addition to Swahili or Siasa, then their amount of exposure to English will necessarily be limited.

According to the syllabus, the English Course is "an integrated one dealing with the main structures of the English language and the methods for teaching them."⁷ (my emphasis) Fifteen topics are listed, e.g. Noun Phrase, Verb Phrase, Clauses (Concession, Result, Purpose, etc.), Direct and Reported Speech. Trainees' own proficiency in English is expected to improve by demonstration lessons, practice in designing lesson plans and materials to go with them, and micro-teaching practice dealing with the topics they will be expected to teach. In addition, the syllabus stipulates that "additional help will be planned for those students who have difficulty in using certain structures."⁸ The other two components, the phonology and the reading and writing components, also provide opportunities for the trainees to improve their proficiency in English. The effects of this course upon the trainees will be discussed later; let us now turn to the structure of the degree course.

The Degree Course

At the University trainee teachers of English are enrolled in the Education Stream of the Faculty of Arts and Social Sciences, and are required to take two teaching subjects. This may include Literature in English, History, French, Swahili, Political Science, etc., in addition to English. Moreover, students have the option to take English as a major or minor subject. The number of content courses for minors is about half that of the majors. Courses in English are done in the Department of Foreign Languages and Linguistics. Students are also required to do courses in the Department of Education as well as the Department of their other teaching subject. Let us now take a brief look at the courses which these students are required to do in the Department of Foreign Languages and Linguistics.

All majors in English do General Linguistics courses in all three years of their study and a course in Applied Linguistics in their final year. Minors, however, are only required to take the first year General Linguistics course and Applied Linguistics in their third year.

In their first year all students of English do a course in Structure, Usage and Spoken English. This course provides a description of English grammar and structure, theory and practice in segmental phonemes of English and an introduction to English intonation and pronunciation. In addition, first year students take a course in Communication Skills, which is aimed at improving students' proficiency in coping with the requirements of academic study in English.

During their second year they study English Structure, a course involving an analysis of structure, discussions of their meaning and practice in their use. In addition, English majors take a course in English Usage, which is an introduction to language variety, levels of language and various register of English. Students in this course are provided with extensive writing practice. Minors in English are required to study this course in their third year.

Third year students majoring in English are required to do a course in Structure, Function and Style, including work on syntactic structure, lexical choice and semantics.

Coupled with the English courses, all students are required to do a methodology course, which is in effect equivalent to half a course (i.e. 30 hours instead of 60 hours allocated to full courses). This course, offered by the Department of Education, seeks to help the students develop various types of classroom techniques and activities for the teaching of English, and to assist students in the development of teaching materials for use in the schools. The different components of the secondary school syllabus are examined and students are exposed to and receive limited practice in various techniques for teaching these components, i.e. Oral-Aural Skills, Structures, The Reading Programme and the Writing Programme.

At this point, it is important to note another group of students who are expected to be teachers of English once they complete their University studies. These are students who combine Literature in English with another teaching subject, other than English. The assumption here is that a teacher who has been trained in Literature in English should also be able to teach English Language. It is interesting to note that the Literature Programme does not include any courses in English language, rather it focuses on different aspects and themes of Literature written in English. Part of the training of these students includes a course in methodology, but its focus is more on the teaching of Literature rather than language. The implications of this anomalous situation will be considered later.

Having described the training programmes for teachers of English, I will now attempt to evaluate the adequacy of this training within the sociolinguistic environment outlined earlier.

How Adequate Is This Training?

From the description of the preparation of secondary school teachers of English, it would appear that the only stage in which they are taught English Language is at the secondary school level, particularly Forms 1 to 4 (and to a limited extent in Primary School). Although the A'level course provides students with advanced practice in the four skills, it concentrates on helping students to recognise patterns, then to describe them using appropriate terminology. This is in contrast to the O'level course which should provide students with an ability to use English in situations which they need to use the language. One problem, however, is that in many cases the O'level syllabus is taught as the A'level syllabus should be, i.e. students are taught about the language. Thus when asked to recognise or produce a specific aspect of grammar they may quite easily do this; but when asked to express themselves on a given topic, using the language which they have learned, many students fail to do this satisfactorily. When one

also takes into account the sociolinguistic environment, one in which very little English is heard outside the classroom, it is not surprising that these students are not adequately proficient in English. Proficiency can only be achieved with practice, both within the outside the classroom.

Being cognisant of the situation describe above, one could then argue that many entrants to the Diploma course lack adequate proficiency in English. This point is corroborated by Moshi (1984) who contends that:

One of the main problems with courses for English language teachers is that they are not sufficiently emphatic of the need for the teacher trainee to be conversant with the language.

It is against this background that the adequacy of the training courses for teachers of English must be viewed. At this juncture it would be useful to note the views of teachers who have undergone this training about the adequacy of the Diploma Course in preparing them for their roles in the schools.

Ex-Diploma Students' Perceptions of the Course

In the effort to elicit the views of former students of the Diploma course, questionnaires were distributed to students currently studying English with Education at the University of Dar-es-Salaam. Of the 70 questionnaires which were distributed, 45 were returned, and only 22 of these students have had training in English teaching prior to joining the University. Table 1 indicate the type of pre-University training of these students.

TABLE 1

Pre-University Qualifications of
Trainee Teachers of English

Certificate of Education	2
Diploma of Education	11
Both Certificate and Diploma	6
Certificate of Education and Diploma in T.E.F.L.*	1
None	2

*This is a short course done overseas
(Teaching English as A Foreign Language)

As can be observed from Table 1, the majority of the respondents have done the Diploma in Education course, described earlier, while six have done both the Diploma and the Certificate courses. It would appear that the latter group have upgraded themselves from Grade A Primary School Teachers to Secondary School teachers of English. Only two of the respondents have not had any previous training.

The teaching experience of these former teachers ranges from 1 to 12 years, with the majority of them(13) having taught for at least two years prior to joining the University. Table 2 indicates the level/s at which they have taught.

TABLE 2

Teaching Levels

Primary only	3
Secondary only	14
Primary and Secondary	2
Primary and Teacher Training College	2
All 3 levels	1

The majority of these students, as can be seen above, have had experience teaching at the secondary school level, while five have had experience as teacher trainers before joining the Degree course.

In addition to seeking information about their background, the questionnaires asked the respondents to indicate whether or not they felt their training was adequate for the job they were expected to do. Of the 22 students, 16 felt that their training was inadequate. They felt that they lacked the following aspects:

- (1) good teaching methods
- (2) guidelines on the organisation of the content
- (3) understanding of some of the topics in the syllabus
- (4) Communication skills
- (5) basic knowledge in grammar
- (6) mastery of the language
- (7) fluency in the language
- (8) correct pronunciation in the language

These aspects can be divided into the groups: pedagogic factors and linguistic ones. Most of the respondents expressed concern at their own levels of proficiency in English, attributing this to a poor background in English. This point would tend to substantiate the contention that many trainees lack adequate proficiency in English when they join the Diploma course, while at the same time implying that the Diploma course does not provide them with adequate proficiency in the language.

Related to the inadequate preparation of teachers are the problems which they encounter in teaching English. Problems listed by the respondents include:

- (1) lack of textbooks, reference books, resource materials
- (2) inadequate time allocated for English in the school time-table
- (3) lack of learning attitude and interest in the part of the students
- (4) curriculum is above the students' level
- (5) poor background of the students (far below the required standard)
- (6) teaching English in English.

These problems can be divided into administrative political and pedagogic, although there is a clear interrelationship between them. The third problem can be seen as a bridge between the administrative and pedagogic problems, since attitudes and interest are related to perceptions of what is important. Lack of instrumental motivation for the learning of English, despite the fact that it is the medium of instruction, arises from the sociolinguistic environment which has ostensibly deemphasised the importance of English in the society. With the rise of Swahili as the national language and its institutionalisation as the official language and medium of primary education, coupled with the anticipation that Swahili would eventually replace English at all other levels of education, English has ceased to be a necessary language for the majority of Tanzanians. This is why one rarely hears English spoken by Tanzanians outside the classroom, except when they are communicating with certain non-Tanzanians.

Related to this is the first problem, particularly the lack of books. Exposure to language can be through the visual medium - the written word - or through the oral medium - the spoken word. Despite lack of extensive exposure in one of these media, learners can manage to achieve an adequate proficiency in the language, either a speaking ability or a reading ability. However, when both extensive exposure in both media is absent, one can hardly expect a learner to develop adequate proficiency in the language. Although the shortage of books is partially a problem of inadequate foreign exchange, it can also be attributed to the failure of component Tanzanians to write books in English to be used in the schools. Not only do students need textbooks for their various subjects, they also need access to many types of books, at appropriate levels. This will ensure that despite their limited exposure to the oral language, they will be able to become proficient in receiving written information.

Problem 5 and 6 reinforce each other and are intricately linked with the other problems. Inadequate exposure to English at the primary schools level has led to the situation where many Form I students (first year of secondary schools) neither understand spoken English nor are they able to write a grammatical English sentence.

The syllabus which the secondary school teachers are expected to teach assumes that their students have a basic foundation in English, at least a familiarity with certain words and structures.

Due to this inability of their students to understand simple English, some teachers have found it difficult to teach English in English. Although this has been listed as a problem, I would contend that it is not a problem. Infact, within the present context obtaining in Tanzania where English is not a part of the normal linguistic environment, I would argue that it is necessary to use Swahili when teaching English, particularly where it can help to clarify points not clearly understood in English. This of course has serious implications for the role of English in the society.

Having assessed the Diploma course from the point of view of the learners, let us now examine more closely the training received by teachers of English at the University of Dar-es-Salaam.

University Trained Teachers of English

We have already seen the structure of the degree course and noted the varying depths of exposure to English of the students, depending on whether they major or minor in English. From the description of all the English courses it appears that invariably they focus on descriptive and analytical competence. Similar to the assumptions underlying the A'level course, the degree course assumes that the entrants have an adequate proficiency in English. Although it was noted earlier that the cream of the Form 6 leavers are normally the ones accepted into the University, many former teachers, Diploma and Grade A Certificate holders are also admitted into the degree programme.

Are we to assume that all of these students have an adequate level of proficiency in English? Teaching these students has shown that many of them do not possess adequate proficiency in English. Bearing in mind the comments made earlier about the O'level and A'level courses, this should not be surprising, as these students are but products of the same system.

The Diploma course appears to recognise that many students may lack adequate proficiency in English so it seeks to help them improve their own language by providing activities around the topics the trainees will be required to teach. This is not the case with the University course. Some of the structures the students will be required to teach (according to the syllabus) are dealt with in their English courses, but from a theoretical point of view rather than a practical one. The methodology course, which is the place where the techniques for teaching the structures as well as the other aspects of the syllabus are taught, has an insufficient time allocation to allow for many of the grammatical structures to be dealt with adequately. Thus, we could say that the University course does not seek to improve the students' proficiency in English, rather it aims at providing students with knowledge about the language.

It is my contention that knowledge about the language, without adequate proficiency in using it leads a teacher to teach his or her students about the language rather than providing them with a lot of practice in using the language. When visiting a secondary school English classrooms it is not uncommon to find this situation. This, of course, only serves to perpetuate the situation described earlier, where students learn about the language with very little opportunity for using it. If we then consider the case of the literature teachers who are forced to teach English, the problem becomes even more compounded. One would normally expect that a student of literature in English should be quite proficient in the language, otherwise how could he analyse various literary texts? This is indeed an intriguing question. During my four years as Literature Methods tutor at this University, I have encountered a number of students of Literature who were not adequately proficient in spoken or written English. Despite this, upon completion of their studies at the University they were posted to schools as teachers of English. The reason for this apparent anomaly is evident; there is an inadequate number of teachers of English in the schools and Literature in English is no longer a part of the secondary school curriculum, except in a few schools (less than 10).

Instead of being offered as a subject in its own right, a literary component has been incorporated into the English language courses as the Reading Programme.

This problem of Literature teachers being required to teach English in the schools is related to a wider problem. As noted above there is a shortage of English teachers in the schools. In many schools the English teachers are very overloaded, sometimes having as many as 25 periods per week. Such a teacher may have five different groups of 40 students each. Can one really expect such a teacher to provide his students with adequate practice in using the language? This becomes even more daunting when one considers the other responsibilities of the teacher, both within and outside the school.

One question which might be posed here is: why is there a shortage of teachers of English? This question may partially be answered by noting the numbers of teachers of English who have been trained by the University over the past 19 years. (See Table 3).

From Table 3 we can observe that over the past 19 years 394 qualified teachers of English have been trained at the University. By qualified I mean those who have studied English as a subject. Of these, 329 were Tanzanians. The exact or approximate number of these teachers who are still in the secondary schools, (or who over reached them) is not known at present. However, it is worth noting that many of the present Tanzanian members of staff of the Departments of Foreign Languages and Linguistics, Literature and Theatre Arts, as well as a few members of other Departments, e.g. Education and the Institute of Education (English Panel) are included in this figure.

TABLE 3

Total numbers of Students Registered for English and/or Literature at the University of Dar-es-Salaam from 1967 to 1986

Year of Graduation	G R D U T E S I N			TOTAL
	ENGLISH	LITERATURE	BOTH	
1967	8	4	3	15
1968	3	8	1	12
1969	15	13	4	32
1970	19	16	3	38
1971	27	5	7	39
1972	41	10	10	61
1973	42	5	3	50
1974	24	15	6	45
1975	11	27	4	42
1976	11	24	4	39
1977	12	25	6	43
1978	10	17	10	37
1979	14	17	6	37
1980	5	19	11	35
1981	6	22	6	34
1982	3	15	6	24
1983	10	21	5	36
1984	5	14	3	22
1985	5	10	5	20
1986	12	10	8	20
TOTALS	285	297	109	691

Taken from a Survey carried out by the Interdepartmental Committee on the Improvement of the Teaching of English, based at the University of Dar-es-Salaam. Compiled by Y.Y. Mcha, Department of Foreign Languages and Linguistics, University of Dar-es-Salaam.

When we add to this the number of Literature trained teachers of English we have 656, nearly double the number of English trained teachers. It is not difficult to see, therefore, why the Ministry of Education requires Literature teachers to teach English in the schools, particularly when one considers that the policy makers there may not be aware of the content of the Literature programme, i.e. that it does not include any courses in language.

To get an estimation of the proportion of students who opt to study English, as opposed to other subjects at the University, let us look more closely at the enrollment of students from 1983-1985.

The total number of education students in the Faculty of Arts and Social Science, who enrolled in 1983 and are completing their course this year, 1986, is 98. Of course these, 74 are in the secondary education stream and 29% of them (22) have studied English. For the 1984 group, out of a total of 112 students, 80 are in the secondary education stream with 25% (20) studying English. During the past academic year (1985) 157 students registered as education students and 30% of them (47) studied English. The exact numbers of those who will either major or minor in English in the secondary stream is not yet known for this group.

From the above figures and Table 3 it would appear that the numbers of students opting to train as teachers of English has been increasing since 1985, as compared to the small numbers of students who trained as English teachers between 1980 and 1984.

However, quality of teachers is as equally important as the quantity of teachers. This section has suggested that the training is inadequate, given the sociolinguistic environment in which these teachers are trained. Arising from this is the question: what is adequate training for a teacher of English? The next section will briefly address this question.

Who Is An Adequately Trained Teacher of English?

It is generally accepted that language teacher competence can be divided into two types; pedagogic competence and linguistic competence, Knowledge about the language may fall somewhere between these two types of competence, since a person may on the one hand be proficient in English, as result of extensive practice in using the language, but lack knowledge of how the language is organised, while on the other hand he may be knowledgeable about how the language is organised, yet be unable to express himself adequately in English.

Many teachers of English being trained in Tanzania at present would appear to fall into the latter category, As has earlier been discussed, their training provides them with a wealth of knowledge about English but with very little opportunity for using it in meaningful ways. Thus, we might contend that many teachers lack adequate proficiency in English.

This, however, begs the question: what is adequate proficiency in English? Proficiency, or communicative competence, cannot be divorced from context, the Tanzania context being a foreign/second language one. In discussing language competence, Strevens' (1972) has designated a 4-level scale of competence for second/foreign language situations: threshold of intelligibility; locally acceptable, internationally acceptable, and native like ability, specifying 'internationally acceptable' as a reasonable target for teachers of English. Kachru, (1981) on the other hand, maintains that communicative competence is partially determined by "culture-bound parameters, and the concepts of acceptability, appropriateness, and intelligibility cannot be used independently in this context. (his emphasis)

As I have pointed out in another discussion (Roy-Campbell, 1984) Tanzanian curriculum developers, educators and policy makers must decide what level they want to achieve in the Tanzanian context. This decision, however, must be guided by careful consideration of the role of English in Tanzania.

Once what should be taught to the learners has been determined, it will be easier to determine the minimal acceptable level of proficiency for the teacher. For example, if it is agreed that students need to be proficient in all four skills, then the teacher must be fluent in English with an acceptable pronunciation of the language. While, conversely, if students primarily require a reading knowledge of the language, then complete fluency of expression may not be essential for the teacher of English.

Taking into consideration the situation in Tanzania at present, teachers of English need to be able to express themselves fluently and correctly. They must be in a position to help their learners develop good language habits and to serve as model for learners who may know other model. Failure to achieve this minimal level of proficiency would render a teacher inadequately proficient in English.

Coupled with the minimal proficiency (communicative competence) must be a knowledge about how the language is organised, in order that the teacher will be able to help the learners see the interrelationship between the different aspects of the language (linguistic/pedagogic competence).

Viewing these levels of competence in light of the training courses offered for secondary school teachers of English, we find that they provide trainees with knowledge about the language and exposure to some techniques for teaching the language, but very little training in how to use the language.

Observations of trainees during their block teaching practice sessions have revealed that much more training, or opportunity for practice of techniques by the trainees, is also needed for equipping teachers of English with concrete techniques for developing communicative competence in their learners, as opposed to teaching their learners about the language.

How then can these changes be effected in the teacher training programme? It is important to note that the suggested changes need to be achieved at two levels: the first level is to produce more competent teachers in future Diploma and Degree programmes, while the second level involves improvement of the competence of teachers already in the field. Level one is quite straightforward, as it involves altering the teacher training syllabi to incorporate the suggested changes. However, the second level is more complex. It involves dealing with experienced teachers already in the schools. This level could be implemented through in-service courses, where teachers are called in to a given centre 2-4 weeks seminar or workshop. Although an obvious issue here is source of funds for the in-service courses, this issue should not deter the effort to improve the competence of our teachers of English.

An additional area to consider in the effort to improve the competence of teachers of English concerns the issue of Literature trained teachers of English. If one accepts that in the absence of a Literature course in the secondary schools these teachers will be obliged to teach English, then their training programme should be re-organised to take this into account. Recommendations have already been made by the Inter-departmental Committee for the Improvement of the Teaching of English, based at the the University of Dar-es-Salaam, to develop an integrated Language-Literature Programme which would draw courses from the Departments of Foreign Languages and Linguistics, Literature and Education. Although this joint programme has not yet been fully accepted, due to administrative problems, it is hoped that within the next two years this programme will be incorporated into the training course for teachers of English.

Conclusion

Training teachers of English in an environment where English is infrequently used outside the classroom is a phenomenal task, particularly when learners are expected to use English as a medium of instruction for their other subjects. Neither teacher-trainees nor their students receive sufficient practice in the language to develop

adequate competence in using English. The results of this are becoming increasingly evident. Quite recently I was conducting research in some of the regions of Tanzania outside the capital, Dar-es-Salaam, into the 'Reading Competence of Secondary School Students in Tanzania'. Complaints from teachers that their students "do not know English" were the order of the day. In fact, this was the major complaint in many of the schools visited. Teachers of subjects other than English were emphatic about the need for their students to be taught how to express themselves correctly in English. Many admitted that some of their students (Form 1-4) are unable to read and understand the textbooks they use because they do not know English. They acknowledged that there were very few copies of textbooks for their students, in most subjects, thus they are unable to provide the students with sufficient practice in reading in English.

It is of course seen as the responsibility of the English teachers to teach their students correct English. Thus, overburdened teachers of English, with very few books at their disposal and very little time to carry out their responsibility (3 hours 20 minutes to 4 hours per week - i.e. 5-6 40 minutes periods) are even more disadvantaged by their own inadequate competence in the language and appropriate techniques for developing in the students' an ability to use the language. Some of the teachers of English whom I interviewed complained that they had been in the schools for 10 years or more without any additional input, in the form of short course, seminars, workshops.

Bringing together teachers of English from various schools could yield far-reaching benefits both for the teachers and the schools, as they could jointly develop resources to be used in the schools.

In conclusion, it should be noted that in order for adequate proficiency in English to be developed, learners must be exposed to that language as widely as possible, through visual and/or oral stimuli. In an environment where English is not used, yet remains the medium of instruction, it is expected that learners and teachers alike will encounter enormous difficulties in using the language with adequate proficiency. Improving the teaching of English in this context is indeed a challenge to linguists and educators alike.

NOTES:

1. Quoted by H. Olsen, in "Swahili As An Educational Medium" Kiswahili Journal, Volume 42, 1972, p.6.
2. A recent report prepared for the Tanzania Ministry of Education and the British Overseas Development Administration has shown that the levels of proficiency in English at all levels of Education in Tanzania is far below the internationally accepted standard. However, this has not been correlated with earlier levels of proficiency in English in Tanzania. See C. Cripser and W. Dodd (1984) Report On The Teaching of English Language And Its Use As A Medium of Education In Tanzania.
3. Some of these include B.A. Katigula, The Teaching and Learning of English In Tanzanian Primary Schools, M.A. Dissertation, University of Dar-es-Salaam, 1975; M.V. Mvungi, Language Policy in Tanzania Primary Schools With Emphasis On Implementation, M.A. Dissertation, University of Dar-es-Salaam 1975, and the Relationship Between Performance In The Instructional Medium And Some Secondary School Subjects in Tanzania, Ph.D. Dissertation, University of Dar-es-Salaam, 1982; F. Mlekwa, The Teaching of English In Tanzanian Secondary Schools, M.A. Dissertation, University of Dar-es-Salaam, 1977, inter alia.
4. See National Examination Council of Tanzania, Summary of O'Level Results, for at least the past three years.
5. English Language Syllabus For Forms 5 and 6, Institute of Education, Dar-es-Salaam, 1982
6. Diploma In Education English Option Syllabus For Dar-es-Salaam and Morogoro College of National Education, Institute of Education, 1979.
7. Ibid.
8. Ibid.
9. This research is part of an on-going IDRC funded project which is investigating the 'Reading Competence of Tanzanian Secondary School Student In English', being carried out in the Department of Foreign Languages and Linguistics of the University of Dar-es-Salaam by M.P. Qorro and Z.M. Roy-Campbell, 1986/87.

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