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 o
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 difficult 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 Leterature 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 phomemes 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 writte n 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 stydying 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 lead 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 strucutures 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 approprimate 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 trainined 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 resonable 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, them 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 equiping 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
straighforward, 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.

N O T E S:

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. Criper 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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