

Original Research Article**Strengthening English Learning in Language Transition Classes by Spiraling English Teachers' Competences in Tanzania****Abstract**

English is a very important language in Tanzania and world over. It is a medium of instruction and a subject in secondary and tertiary levels of education in Tanzania. Efforts are being made to ensure that Tanzanians are competent in English. However, studies indicate low levels of English competences among students in schools. The situation is more prominent at the language transition classes (Form I). This study explored challenges in English learning in Form I classes in secondary schools in Tanzania to establish a School-Based Professional Development (SBPD). Six English teachers, teaching Form I classes, from three nearby secondary schools in Dodoma region were involved. The teachers formed a learning team and participated in a series of discussions facilitated by researchers from Dodoma University.

The teachers worked together in developing lesson materials, demonstrated the lessons, observing and receiving feedbacks from the colleagues. Teachers' competences developed during the program were assessed using interviews, students' learning and adoption of effective pedagogies. The main question was: What sort of a school-based professional development program is likely to enhance teachers' competences in developing exemplary Short stories' lessons for effective learning? Findings indicate that English teachers gained knowledge and competences on the English content as well as necessary pedagogy in the teaching English. They were able to develop and implement Short stories' lessons quite easy using the competence based syllabus. The learning team formed by the teachers strengthens their teaching competences.

Key words: Language transition class, School-Based Professional Development, Professional learning team, Lesson materials.

Introduction

This section introduces an action research study which designed, developed and assessed a *School-Based Professional Development (SB-PD)* program that aimed at strengthening English teachers' teaching competences. The aim was to facilitate effective learning of English Language among Form I students through the interpretation of *Short stories topic* in secondary schools in Tanzania. Language is one of the most useful tools for communication in our societies. Without it, we could not have thoughts expressible to others, nor could we engage in the activities that commonly take place in the society we build ourselves (Di Pietro, 1994; Barret, 2014). Moreover, Roy-Campbell and Qorro (1997) asserted that education is carried out largely through the medium of language, thus, language is very significant in the education process. Additionally, ADEA (2005) argues, "Language is not everything in education, but without language, everything is nothing in education". Language plays a crucial role in learning, and if the learner is handicapped in the language of instruction, then learning may not take place at all as the teacher and the learner will not be communicating.

The fluency and proficiency in English Language are recognized as the most important learning tools at any level in the education system in Tanzania. It is also an important international tool to compete in the global economy for the increasingly mobile international community (Ball, 2011). Both international and national policies, with countless initiatives, emphasize the effective learning of English Language to acquire English fluency and proficiency (Elisa, 2015). In this veil, the Government of Tanzania (GoT) has ever been investing to improve English Language learning among its citizens since the time it attained its independence. However, the baseline study conducted at the beginning of this study revealed challenges in English learning in Form I classes in Tanzania. The challenges are further complicated by both the teachers' competences in teaching and lack of effective learning materials. This paper presents an attempt where teachers used a Form I textbook called, *Hawa the Bus Driver* by Mabala (1988), as one among short stories books that students in Tanzania are using during their first months of their study to develop effective learning materials. Learning materials support teaching and learning but they do not work alone to improve the quality of teaching and learning. Material designed to be accessible to students will have the largest impact when they are in the hands of teachers who are able to implement teaching and learning strategies that support language skills. The plan during

the SB-PD program has been working with teachers to develop and try the material across Tanzania regions.

Background to the Problem

English is the medium of instruction in secondary schools in the education system in Tanzania. However, Kiswahili is the medium of instruction in primary schools and English is just taught as a subject. Learners who complete primary education are expected to have adequately competences in English to be able to cope with it as the medium of instruction throughout secondary school education. For this to be attained effectively, the government of Tanzania (GoT) revised its secondary education curriculum. During the review, the Competence English Syllabus (CES) was introduced. The new syllabus requires teachers to teach English language using a communicative approach so as to build the competences and proficiency in English language (MoEVT, 2010). However, the situation has never been as expected. English proficiency and competences in secondary schools in Tanzania remain to be a big challenge for a number of decades now. The concern is apparently more serious for Form I students as they move from primary school level of using *Kiswahili language as medium of instruction* to Form I, of ordinary secondary level using *English as medium of instruction*. Thus, for the majority of these students in this language medium transition classes are not conversant with the new medium of instruction (Barret, 2014; Elisa, 2015).

There is enormous research-based evidence which shows that the majority of secondary school students in Tanzania, especially those in Form I, have low levels of English Language proficiency and competencies required for effective learning of the concepts in various subjects. Related findings are reported in a study by Twaweza (2013) which noted that low levels of English Language proficiency are obstacle for students' learning in secondary school level. This supports Vuzo (2010; Barret, 2014; Elisa, 2015) who explains that learners and teachers have difficulties in using the language with adequate proficiency at the secondary schools in Tanzania. This problem is compounded further by the lack of learning materials as well as low teachers' competences in using the newly introduced communicative approach syllabus (Elisa, 2015).

English Language teaching and learning process in Form I classes in Tanzania have been faced with a number of challenges. Students find it difficult to learn English as a subject and to use English to learn other subjects at this language transition classes. The introduction of the competence based English syllabus, with its immediate implementation, did not go hand in hand with the development of teachers. This compounded English learning challenges even much further. English teachers are shown to be not that much competent in both the English Language and pedagogy. Consequently, students observed learning only through copying of contents and memorization with little engagement in the learning endeavor. Eventually, students complete secondary school education with both little English proficiency and competencies. In such situation, mounting a rigorous and continuous professional development programs that may support teachers competences in English lessons sounds to be crucial.

Objective of the Study

The objectives of this study were as follows;

1. To explore the extent of the current challenges in English Language teaching in Form I classes.
2. To design and develop a Short stories lessons using a SB-PD program based on the formative assessment strategies.
3. To assess the efficiency of the SB-PD program in addressing the challenges in English Language teaching for Form I students.

Theoretical Framework

The social constructivism theory of learning proposed by Vygotsky (1978) and Brunner (1960) form the theoretical stance of this study. Constructivism focuses on teaching in the students' own effort towards understanding of the learning endeavor. Learners, either individually or socially construct meaning as they learn (Brunner, 1960; Vygotsky, 1978). For effective learning to occur, the learning environment is supposed to be rich in opportunities that encourage students' engagement in the learning process. The teaching and learning materials such as short stories lessons is expected to have a variety of minds-on and hands-on learning activities such as talking, writing, presenting and discussion, to mention few. The constructivism theory was used as it considers a learner as an important key stakeholder in the learning process. The prior

knowledge of learners is very important to take on board (Brunner, 1960). The teachers' role is just to give students guidance to take initiative for their own learning experiences (Vygotsky, 1978). The theory helped the study to understand the significance of grouping students during the lesson or teachers during the SB-PD into carefully arranged groups for better learning. In the constructivist classroom, students work primarily in groups as well as learning knowledge construction in an interactive and dynamic process (Gabrieli, 2013).

There is focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone; learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are classroom discussions, field trips, projects, experimentation and the like. In the constructivist classrooms, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject. Therefore, in the SB-PD program, teachers were exposed to a variety of learning experiences as they were interacting among themselves in designing and developing activity oriented short stories lessons for Form I students in Tanzania.

Location of the Study

The study was conducted in Dodoma Region in central Tanzania. The academic performance of students in both primary and secondary schools in the region has not improved for quite some time now. Consequently, the region is ranked at the bottom level in terms of national performance ranks (MoEVT, 2014). Moreover, the baseline study conducted at the beginning of this study revealed that most teachers in this region had limited exposure to professional development programs since the introduction of the Competence Based Education (CBE) in Tanzania. Yet, in the region, there is a good number of curriculum developers and experts in developing the curriculum materials as well as teacher development programs. These are found in the University of Dodoma (UDOM). Hence, the choice of the region is due to its richness of education experts working in this outstanding university in Tanzania. The collaboration of these experts, researchers and teachers in the study, would promote initiatives in developing educational programs to strengthen the teachers' quality and hence students' learning in English

language. The Dodoma Municipality was purposely selected to be involved in this study. The selection is based on the fact that most of the experts expected to be consulted during the study are working in the universities located in the municipality. Dodoma Municipality has about 30 wards and each ward has about two ordinary level secondary schools.

According to the baseline study, these wards have established secondary schools with at least two English teachers who had once taught literary work topics to Form I students, who are the focus of the present study. Three (3) out of 30 wards were purposively selected to be involved in the study. These were Ngh'ongh'onha, Kilimani and Makole wards. The wards are very close to each other to facilitate the communication of the researcher, experts and teachers during the designing, development and assessing the proposed school-based the professional development programs. Thus, saves time and costs during the tryout of the proposed program that would otherwise be beyond the researchers, participants and the experts.

Three secondary schools (School A, B and C) located in Ngh'ongh'onha, Kilimani, and Makole wards, respectively, were purposeful selected. The schools are relatively close to each other and are found around the universities. With this closeness, the communication among teachers in the schools and among the experts from the university were made to be easy and not that much costly. This simplifies the attendance of teachers to the professional development sessions at School B, which acted as a resource centre throughout the study. The closeness of the schools allows also the mobility of the participants in each of the schools during the follow up sessions and peer coaching after classroom observations of their colleagues. In this, the teachers in these schools formed a profession networks to visit one another to share their experiences relatively easily. In addition, the schools had at least a teacher with considerable experiences in teaching literary work to Form I classes, with considerable experiences. Also, the teachers in these schools agreed to participate actively in all of the stages in the proposed program.

Population and Study Sample

The target population were English teachers teaching Form I classes, Form I students, curriculum experts and linguists. The English teachers were involved in attending the developed SB-PD where they were oriented in designing and developing the short stories lessons' materials. Form I

students are also targeted during this study, since they are the beneficiary of the proposed professional development programs and the lessons' materials to be developed in this study. They are in a transition state of medium of instruction from Kiswahili (primary school) to English language (secondary school). Form I students have been observed to have difficulties in acquiring English language fluency during the baseline study conducted prior to this study and hence, end up with poor performance even in other subjects. Thus, teachers attended professional programs designed and developed during the current study are expected to teach these students the skills, knowledge and competences acquired in the program. The curriculum experts and linguists reviewed and appraised the program and the materials developed during the prototyping stages. Eventually, their valuable appraisals assisted in refining and balance improvement of the program and the materials deigned during the study.

A total of six (6) English teachers teaching Form I classes, two (2) from each of the three (3) selected schools were purposively sampled in the study. The teachers were consulted and agreed to participate in the study from the designing, prototyping and assessment stages of the study. The six (6) teachers were relatively enough for the resources available during the professional development program of the current study. A total of thirty (30) Form I students, ten (10) from each school were purposeful selected and participated in the study. The number of students was just enough to get the feedback of the lessons designed by teachers during the tryout stage. Also, the number sufficed the need to assess the effectiveness of the program, based on their reactions and learning experiences, after being taught by the teachers who participated in the proposed professional development programs of the study.

Two (2) curriculum experts (give their codes) from University of Dodoma, College of Education, were purposively involved in this study. The experts have an outstanding experience in activities done in design curriculum, teaching and learning materials, teaching and learning resources in schools and the new approach of teaching as suggested in the competence based education (CBE). Moreover, one linguistic expert (give the code) from University of Dodoma, College of Humanities and Social Sciences was purposely involved in this study. The linguist is more experienced in designing short stories and analysis of various literary works.

Study Approach

The study adopted qualitative ethnographic research approach. The qualitative approach was used to explore classroom practices and interaction processes during teaching and learning process when teachers participated in the study to implement the lessons on short stories topics, developed during the study. The approach enabled the study to describe how teachers feel about the procedures and interactive processes and what they believe about the professional development program during designing, prototyping and assessment stages of the study. However, quantitative aspect such as numbers, frequencies, and descriptive tables were used in collecting, analyzing and reporting some of the findings by using tables and percentages to better understand and interpret the data in assessing the effectiveness of the development of the program. The approach provided room for the curriculum experts to express their feelings and give advice during the review of the proposed professional development program and the developed materials. The ethnographic research approach was also used to describe and understand the processes as well as meanings of structure of the teachers involved in the classroom events as the only possible means of understanding the complexity of classroom context during the implementation of the new skills and competences during the study. This was depended upon during the classroom trials to acquire data on real classroom setting where the lessons were implemented. This approach allowed assessing the teachers' interpretations of the acquired competence in their natural classroom settings during the stages of the study.

The SB-PD program was arranged in such a way that the involved six teachers met in a one day workshop in one of the three schools. During the workshop, the teachers got to know the objective of the study, meet with experts, and review the new English syllabus introduced. During this day, the teachers also reflected on the various ways of designing and developing teaching and learning materials. The teachers planned the timetable for developing and prototyping the lessons' materials they are going to develop on short stories topic. They also planned for a program of visiting each teacher in their school to observe, review the lessons each teacher developed. The researchers and some experts had the opportunity also to join the teachers during school visits. It was through this way that teachers collaborated among themselves and with the experts including the researcher to come up with a professional link of

teachers in designing the intervention to address the Form I students' challenges in English language.

The Study Design

For effective SB-PD program to facilitate the smooth implementation of the Short stories lessons using the communicative approach embedded in the constructivism learning theories, the action research study design was adopted. With this design, teachers were guided to learn the philosophy of the introduced syllabus by doing and reflecting upon their experiences and adjust their ways of doing things accordingly. The action research study design gave teachers opportunities to plan, implement, observe, and reflect as they develop new teaching and learning materials deemed potential for effective students' learning in English. Three main stages, namely orientation, prototyping, and assessment stages were identified as shown in Figure 1.

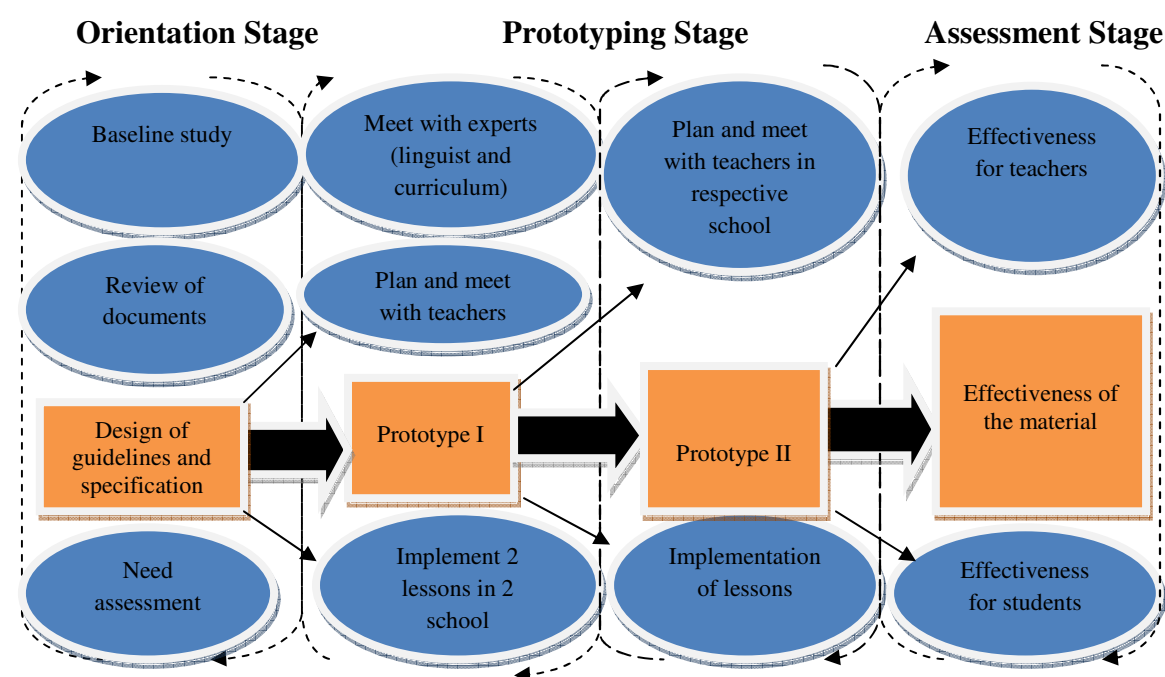


Figure 1: The Study Design

Key: 1. The Area shaded by orange color signifies the increase in the desirable characteristics of the SB-PDP program based on formative evaluation.

2. The Cycles shaded by blue color indicates the interaction among the components

The orientation is the first stage of this study design where the baseline study was conducted; the analysis of documents (such as English syllabus, schemes of work and lesson plans) and needs identification study were conducted. The information gained from this stage assisted in the

designing of preliminary guidelines of the short stories lessons' materials. Also, it led to the establishment of the School-Based Professional Development Programme (SB-DP) in the study area as an intervention to active and extensive support for the teachers during learning and implementation of the competence based English syllabus, through a maximized collaboration among the teachers.

The prototyping stage involved tryout of the Short stories lessons' materials in the actual environment. That included the appraisal by various experts such as linguists, curriculum developers, teachers and classroom trials in Form I classes. The SB-PD program exposed the teachers to develop materials which are situated in the context of the classroom. As Seels and Richey (1994) put, the prototyping stage is suitable for processes and developing the products that potentially meet the criteria of internal consistency and effectiveness. The foundation of this stage is the idea that allows a researcher to "learn by doing". This revolves around, proposing the specific guidelines of the invention first, and then implement it in the small scale with modification of the versions based on the formative evaluation of the material (Seels & Richey, 1994). The versions based on the formative assessment results were tried out till the needed perfection was attained.

The assessment stage involved the process of determining the effectiveness of the developed school based professional development programme (SB-PDP). The focus of this stage was to analyze the extent to which the SB-PDP developed were able to address the challenges which English teachers were facing during the teaching and learning and learning process as identified during the baseline at the beginning of this study. Moreover, the effectiveness of the SB-PD programs were expected to be assessed on the basis of the quality of the Short stories lessons' materials.

Results and Discussions

Teaching Form I classes is a current challenging in two ways. First, students are in abrupt change of medium of instruction and seem incompetent in English language. Teaching using the newly introduced communicative approach is a challenge to most of the teachers as they had never attended any workshop concerning the new approach. In addition, the implementation of the new

314 syllabus was not accompanied with the development of guiding learning materials. In this
315 situation, the teachers continue to use the conventional approaches to represent content and new
316 strategies.

317
318 Results for this study have been presented on the basis of the teachers general knowledge of the
319 competency based teaching approaches, ability to implement competency based teaching
320 approaches in their classrooms, ability to practice competency based assessments and classroom
321 as well as the ability to prepare a competency based lesson plan. Findings have indicated that the
322 teachers believe to have sufficient knowledge of competency and competency based teaching
323 approaches. However, during interview with teachers, the majority of them were able to define a
324 word competency but not able to describe a competency based curriculum and competency based
325 teaching approaches. As it was for the general knowledge of competency based teaching
326 approaches, teachers perceived their practices with competency based teaching approaches to be
327 high. However, majority of them were not able to prepare a competency based lesson plan.

328
329 Teachers had lesson plans which were prepared before English lessons. Each lesson plan
330 observed had got, basically, the information similar to the schemes of work. Moreover, further
331 analysis of the lessons plan showed that one teacher (TSB) suggested using library visit method
332 during teaching one lesson in interpreting literary work topic. The teacher also claimed to use
333 audio visual aids in that lesson. The use of audio-visual aids was also observed in the TSB
334 scheme of work. Surprisingly, it was later observed that there was neither library nor electric
335 connection in that school. This appeared as school B teacher mentioned library because it
336 appeared in the syllabus and copied this blindly without seeing the actual school situation. This
337 indicates that some teachers may design a learning activity while knowing that it is impossible to
338 implement the activity. They prepare the lesson plans just to indicate what they are required by
339 the syllabus and not for the sake of effectiveness and efficiency of the lesson. It may also be
340 possible that they prepare lesson plans in order to trick the academic officers and also inspectors
341 who visited them some times to see that they are committed with their duties. The interviewed
342 teachers indicated that they lacked the skills for teaching competence-based syllabus. As a result,
343 they continued teaching using the ways they had been using before. Some teachers complained
344 about the lack of teaching and learning materials as teaching aids, and the lack of competence

based teaching and learning materials. Some identified the use of demonstration and activities during teaching as wastage of time, particularly in preparing the activities. Most of them showed to have limited knowledge and skills in using role-play in studying and at the same time, they did not believe that they could learn from their fellows. TSC comments that:

Teachers need to be oriented on the newly introduced syllabus also to receive formal training concerning the competence based syllabus so as to maintaining their Professional (Field data, 2015).

The baseline study conducted at the beginning of this study revealed that teachers are not using the newly introduced competence based syllabus appropriately. The findings showed that the teachers lacked important skills and knowledge about lesson preparation and implementation. Most of the lesson plans observed lacked students' activities that are more engaging, particularly when it comes to interpreting short stories. Moreover, the shortage of guiding materials and other learning resources such as class readers were among the challenges observed. Worse still, teachers lacked opportunities for professional development programmes that are believed to be important to guide them in the implementation of lessons. The teachers were not that much competent in teaching about interpreting literary work, as far as both content and pedagogy were concerned. The teachers had the opinion that the interpretation of short stories topic was the most difficult to teach and for students to learn when compared to other topics. Joyce and showers (2002) and Knight (2009) are of the opinion that teachers are the center of any school reform and improvement process that sought to bring about effective students' learning. For this reasons, mounting effective professional development programmes are thought important at this juncture (Knight, 2009; Gabrieli, 2013).

However, not all professional development programmes are effective to bring about the desired objective (Knight, 2009). Thus, any effort to assist the teachers of this kind needs a careful planning of the model that potentially would be promising. Ward (2000) proposed school based workshop as useful in identifying the need and solutions within the school context and developing appropriate measures to bring about effective learning among students. Moreover, a school-based professional programme for these teachers need to be continuous and sustainable (Joyce & Shower, 2002). Takahashi and Yoshida (2010) suggest a professional development

programme that is geared in developing professional links among teachers as a more promising one.

Moreover, each member of the group prepared one lesson and presented it. After presentation the activity was followed by the appraisal sessions whereby the participants and the researcher gave their comments on the strength and areas for improvement. During this session, the teachers had the opportunity to observe a model and rehearsal it using the exemplary lessons. After the rehearsal, during workshop session, the teachers had the opportunity to practice the model in their regular classroom with support from colleagues. This helped them to identify areas that needed improvement. The findings indicated that the teachers had developed the knowledge, skills, and competence required to use the lessons material in the classroom. The teachers gained more knowledge when they visited one another for learning and assisting each other. This helped them to change their pedagogical skills by employing interactive learning strategies that encourage students' participation in the learning effort than before.

Teachers' Change

Most of the participants had acquired new behavior as basic skills and knowledge during the workshop. The participants were very auspicious in learn CBS and new approach, activities they did and those of student. During interviews, the participants mentioned that most of them were well engaged in learning by doing as the Chinese proverb says, "I hear and I forget. I see and I remember. I do and I understand". One of the participants added that in order to improve this knowledge and skills they had to work together as a team by visiting each other in their schools and establish interschool collaboration so as to improve their competences.

Teachers Knowledge Gained

Item	E	%	M	%	P	%
I am very comfortable with the workshop I attended	5	100	0	0	0	0
My great concern is to use these new skills in classroom	4	80	1	20	0	0
I learned a lot by observing my colleague when teaching	4	80	1	20	0	0
Short stories motivate me in learning English language	2	40	3	60	0	0
I can relate the content of text with programs that I role play	3	60	2	40	0	0

Key: E-excellent, M-moderate, P-poor.

Similarly, the views of these teachers (TSA, TSB and TSC) that schemes of work and lesson plans were not necessary, suggest that there was need for discussions, perhaps with educators, on the role of these two documents in planning to teach. For example, TSB might have considered the scheme of work as a firm entity that was supposed to be followed to the latter, hence when she realized that she had to make adjustments, in her view, it rendered the schemes of work unnecessary.

Students Experiences

A notable result of the study showed that most of the students involved in the study were in favor of the interactive teaching and learning environment during Short stories lessons. They were also capable of extending their literature learning experience by relating what they had learnt in classroom to other types of reading materials like prose and poetry. This is in agreement with the constructivism theories of learning which predict effective learning of students when they are actively engaged in constructing their own knowledge from their personal experiences (Vygotsky, 1978). English language knowledge is constructed by learners as they seek out meaning and make mental connections in an active manner (Brunner, 1960). It is, thus, important for educators to design and develop English language lessons' materials from the students' perspectives to help them improve classroom learning.

The Efficiency of the Developed Programme

This stage presents the findings from the assessment of the effectiveness of the intervention professional development programme of the study in form of school based training and good support during the workshop. This was conducted through questionnaires and interview by the researcher. The teachers were used to assess the effectiveness of the professional development program where teachers were supported to develop interactive materials and implement interactive lessons during teaching short stories in Form I students in the sampled schools.

According to the social constructivism model, every individual has specific qualities and it is almost impossible to manage them by taking these qualities into account. The main point is to make students trust themselves on solving problems and making decisions. Therefore, this model emphasized on the relationship between student and teacher. This relationship relies on

intelligibility, directness, freedom and separateness. This model develops the relationship between good teacher and students; it deals with personal problems and emotions. Moreover, it helps the teachers and learners to evaluate how their own behaviors affect the others and to recognize their needs. However, there were also significant patterns and differences established through the study that are important in helping to shape the suggested pedagogical framework or teaching model that should be adopted in the in-service teacher training programme in the country. This is important since it would ensure relevance and expansion of the role of literature in the English Language syllabus in the country.

Conclusion

The findings from the current study have indicate that teachers who participated in the proposed SB-PD program perceived their knowledge on competency based approaches to be high and sufficient for them to apply in the teaching field. The findings hold a conclusion that English teachers gained more knowledge and competences in the English syllabus content as well as in the pedagogy as a result of taking an active part on the SB-PD program. They were able to prepare and implement the lessons on the short stories topics quite easily than before. The findings revealed that the teachers were of the opinion that the SB-PD program assisted them in building and sharpening their skills more often. Besides, they said that through the programme, they were able to establish a professional link that could continue to exist and help them to consult one another to solve some of the challenges that could emerge now and then in teaching. Besides that, the teachers claimed that the techniques used to design the short stories teaching materials during the SB-PD program paved the way to design and develop more materials even in other topics suggested in the English syllabus.

Basing on the significance of the SB-PD program to the teachers and the students who participated in the study, there is a necessary need for collaboration of the teachers, students, researchers and other experts in the education institutions around, to form teams of professionals who will always meet, discuss the challenges they are facing and develop a number of school based interventions to address the challenges. The potentials of forming network of professionals learning teams to strengthen the teachers' competence are evident from the current study and hence, the need to scale it up.

463 **Implication**

464 Students' performance requires the students to be involved actively in the learning process
 465 through activities such as reading, writing, speaking, listening, discussions and reflections.
 466 Teaching and learning materials should strike for this balance and need to come from the
 467 teachers' themselves. For this to be attained effectively, effective professional development such
 468 as SB-PD is necessary in orienting the teachers to become competent in developing and using the
 469 effective English language materials in different students' context. The findings have shown that
 470 the involvement of teachers in various professional development programs, which put them at
 471 the centre of learning, improves their exposure and hence strengthen their teaching competences.
 472 Therefore, this study recommends to the education stakeholders to make sure that teachers are
 473 properly updated in a manner that they would be equipped with new innovations in terms of
 474 subject matter or pedagogy in the education field for students' effective learning, not only in
 475 short stories, but also in other English topics in schools in Tanzania.

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APPENDIX

A SAMPLE LESSON DESIGNED AND DEVELOPED BY THE TEACHERS

LESSON ONE: *INTRODUCTION TO SHORT STORIES*

THE PRELIMARIES

Lesson Objectives

Students should be able to:

1. Define the term short story
2. Outline characteristics of short stories
3. Mention the reasons for studying short stories

INTRODUCTION 05 Minutes

On your own write down the meaning of short story then discuss with your fellow and share your views then come up with a single definition.



I would like to introduce to you the “term short story” which is part of our lesson.



A *short story* is fictional work of prose that is shorter in length than a novel. Short story should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words. Because of the shorter length, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme. Short stories also lend themselves more to experimentation that is, using uncommon prose styles or literary devices to tell the story.

567 **PRESENTATION 30 Minutes**

568 Why short stories?

Short stories are important to student's learning. They help them in learning English Language easily. Short stories help students to develop positive attitude towards a foreign language and enrich their learning experiences. It is important to select a story that is at the 'instructional level' for the majority of students in the class.

In group of five Students will be mentioning why a short story is good then each group to present.

Discussion will be done during presentation with the help of the teacher

Teacher to write on the board why short stories are important

569 **WHY SHORT STORIES**

570 Historically it has always been a popular mode of amusement. It provides a distraction that can
571 be savored and enjoyed quickly. Short stories are important to student's learning. It helps them in
572 learning English language simply. Short stories help students to develop positive attitude towards
573 the foreign language and enrich their learning experiences. It is important to select a story that is
574 at the 'instructional level' for the majority of students in the class. An instructional level text is
575 one in which a student is able to read at least 90% of the words accurately and understand no less
576 than 75% of the overall content (Loukia, 2006). If the text is too difficult, the teacher is expected
577 to spend some time explaining vocabulary and scaffolding student learning. Students are
578 expected to spend some time also focusing on word recognition struggle to understand the
579 meaning and therefore comprehend the story.

580 Students to listen the guide from the teacher in group and to write down characteristics of short stories.

Discuss with students about common features of short stories



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Teacher to guide students to write the characteristics of short stories



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STUDENT ACTIVITIES

Expected characteristics of short stories to be mentioned

Makes the students' reading task easier because they are simple and short when compared to the other literary genres.
Enlarges the advanced level readers' worldviews about different cultures and different groups of people.
Provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers.
Motivates learners to read because they are authentic materials.
Offers a world of wonders and a world of mystery.
Gives students the chance to use their creativity.

Teacher with student to discuss and write at least five characteristics of short stories from each group



CHARACTERISTICS OF SHORT STORIES

Short stories tend to be less complex than novels. Usually, a short story will focus on only one incident, has a single plot, a single setting, a limited number of characters, and covers a short period of time. In longer forms of fiction, stories tend to contain certain core elements of dramatic structure: exposition (the introduction of setting, situation and main characters); complication (the event of the story that introduces the conflict); rising action, crisis (the decisive moment for the protagonist and their commitment to a course of action); climax (the point of highest interest in terms of the conflict and the point of the story with the most action); resolution (the point of the story when the conflict is resolved); and moral. Because of their short length, short stories may or may not follow this pattern. Some do not follow patterns at all. For example, modern short stories only occasionally have an exposition. More typical, though, is an abrupt beginning, with the story starting in the middle of the action. As with longer stories, plots of short stories also have a climax, crisis, or turning-point. However, the endings of many short stories are abrupt and open and may or may not have a moral or practical lesson.

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REINFORCEMENT 30 Minutes

Student's activity

To read the sample of story given by the teacher in pair.



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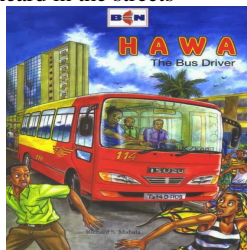
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Teacher activity

Present a sample of short story for students to read in groups. Guide students to read it aloud for everyone to hear.

A SAMPLE OF STORY

One day, Hawa was in Ubungu, she saw a bus standing by the side of the road. The driver was standing outside smoking a cigarette. Suddenly, the bus started to move. The brakes were not working Hawa shouted to the driver but he did nothing, he was too afraid because the bus was already moving fast. Quickly, Hawa ran across the road and jumped into the bus, she blew the horn to warn people. Then she tried the foot brake; it didn't work. She tried the hand brake; it didn't work. The bus was now going very fast Hawa took the gear stick and using all her weight, all her 82 kilos, she forced the gear to work. The bus shook and slowed down and finally stopped. Hawa was sweating everyone came to congratulate her but she just got out of the bus and walked away. From that day, all the drivers accepted and respected Hawa. She was one of them. Soon the first song about Hawa began to be heard in the streets



LESSON CONSOLIDATION and CLOSURE 15 minutes

Student activities

To write summary of the story

Ask and answer questions given by fellow students



Teacher summarizes the lesson. The teacher to give a brief summary of the enter lesson by reminding students on the discussed issues (lesson objectives), clarify some misconceptions from the definition of short stories to its discussed characteristics. Also ask students if there is any question or suggestions on the lesson presented.

To direct students references for further reading and tell the students the expected next lesson



Teacher sums up the lesson by telling the students that, in this lesson we have learnt the meaning of short story, why shot stories and the major characteristics of short stories. We practice several activities to enhance our reading skills which are very important stage in learning story. We will meet in the next lesson to learn about Hawa the bus driver. Remember to keep your book and read the first chapter before you starts reading it next period.

Also, the teacher assigns some reading task so that students can engage in more reading.

Ask them if there is any new thing they have learned from this lesson?

Tell them to ask their parents or elderly people about short stories and their uses in learning when they go home.